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Learning for Life Foundations Program

DRAFT



Facilitator Guide

English

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RURAL EXPANSION OF AFGHANISTAN'S COMMUNITY-BASED HEALTH CARE (REACH)

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INTRODUCTION TO THE LEARNING FOR LIFE FOUNDATIONS PROGRAM

Learning for Life (LFL) Foundations is a program designed for teaching rural women in Afghanistan. It was established in 2004 in Kabul province, and will expand to reach over 7800 women in 13 provinces. The goals of this program are:

- to increase literacy and math skills among rural women
- to enhance women's understanding of health messages
- to increase women's sense of confidence and value
- to increase the number of women eligible for training as Community Health Workers (CHW) and Community Midwives.

This manual is designed to provide facilitators with the information to be able to accomplish these goals.

As this program is different from all the other available programs existing in Afghanistan, this manual will help you to understand and apply its methods successfully. Methods such as active learning, multi-grade classroom and milestone evaluation will be explained. Also, since the learning processes for children and adults are quite different, different approaches must be used to teach adults. Thus, this manual will introduce some principles of adult learning.

Your students will be women, adult learners, who have very low literacy skills, if any at all. But they have the motivation and interest to join the LFL class and gain literacy skills and will hopefully then go on to take further training to become Community Health Workers.

Your role is to be a Facilitator – not just a teacher. You will be there to guide the learners, to encourage them, to help them learn and become literate and gain skills that will benefit their lives as well as their families and the community. You will be giving them instruction, but as the Facilitator, your role is also to support the learners, and to make the LfL Center a place where women feel welcome and inspired.

Your LfL Center should be a place where women can meet, learn together, grow together, solve problems together. Your center will be given teaching supplies and books, so that women can continue to practice and read and learn more, even after they finish their course.

It is hoped that this manual will support the work of you, the facilitator, so that your LFL course will be an enriching and educational experience for every learner, and your LfL center will be a place of growth and enrichment for women. Your positive work as a facilitator is crucial for the success of the learners in your classes.

I. THE PRINCIPLES OF THE FOUNDATIONS COURSE

What We Want Women to Know by the End of the Course

The Foundations course is a 9 month course that meets for 2.5 hours a day, 6 days a week. It gives women instruction and practice in the essential areas of **language** (literacy), **math**, **religion/social studies**, and **health**. By the end of the course, the women should be able to read and write and do math, know more about her religion and the world around her, and know more about how the body works, how to prevent illness and be healthy, and how to help others in her family and community be healthy.

This is a lot of information and skill to learn in only 9 months, things might normally take several years to learn. This means that classes cannot be run like traditional school classes. Methods of accelerated learning and adult learning must be used so that learners can learn quickly and efficiently. Classrooms will have to be multi-grade classrooms, which means that all the learners will not be at the same level or point in learning – some will learn faster than others, and they can progress at their own rate. The activities in the LFL course are designed to be self-directed when possible, so that the learners can teach themselves at their own rate with the help of the facilitator.

Structure of the materials for each subject: language, math, religion/social studies, health

The course materials for each subject are organized in levels, and each level has milestones that indicate stages of learning the subject. Each milestone has learning activities that teach the concepts, and then evaluation activities at the end of each milestone determine how well the learner has understood the subject matter in that milestone. Once a learner has successfully completed the evaluation activities, then she can progress to the next milestone. She will keep track of her work in each subject on a progress card.

Level I

Subject

→ Milestone

→ Learning Activities

→ Evaluation Activities

→ Next milestone

Example structure:

Math, Level 1

→ *Milestone 2*: Addition And Subtraction Up To Sums Of 20, And Simple Calculations With Money

→ *Learning Activity 3*: Experience With Subtraction And Subtracting With Money – Giving Change

→ *Evaluation activity at end of milestone*: Learner must be able to count a small amount of money (up to 20 Afs) and calculate change if she were to buy something with the money.

→ *Milestone 3*: Reading numbers 20-100: names, symbols and quantities, sequencing, place value

Curriculum Chart and Instructional Materials Book for Facilitators

A curriculum chart is a summary of all the milestones, titles of activities and materials in each subject area. An instructional materials book for each subject describes each activity in detail. As facilitator, you will use these materials to plan your classes and guide the learners in doing activities that will help them learn according to their abilities and level.

Sample Curriculum Chart:

MILESTONE 2 – Addition and Subtraction up to sums of 20, and simple calculations with money		
Materials : sets of fake money : 1’s,5’s, 10’s, 20’s, small items for a ‘dokan’, sets of 9 stones or beans		
Activities	Materials	Time
Activity 1: Experience with Addition – Addition Chart and solving problems	sets of 9 stones/beans for the Ls, copies of Addition Table	1-2 class sessions (40-60 minutes)
Activity 2: Addition Using Money	fake money of 1’s,2’s, 5’s	20 min
Activity 3: Experience with Subtraction and Subtracting with money – giving change	Ls’ Addition Charts, fake money, and small objects to make a ‘dokan’	30 min
Activity 4: Practice with Addition and Subtraction	Ls notebooks	30-40 min
EVALUATION ACTIVITIES MS 2		
The L must be able to answer 2 word problems such as in Activity 4 above using paper and pencil and her Addition Chart if necessary. (but preferably not)	notebooks	
The L is given some money between 15-20 Afs of different amounts (notes). She must count the money, and then write down how much she has. Then she will be given a short list of 3 items that she must ‘buy’ with the money (ie, pencil=3 Afs, biscuits = 7 Afs, candy = 2 Afs) She must calculate if she has enough money, and if she does, how much change she should receive if she buys those things.	Fake money, small objects for dokan	

THE SUBJECT AREAS AND THE LIVES OF THE LEARNERS

LANGUAGE

Language is something that we often take for granted, because we all learned to speak at such a young age. But language means more than just speaking, and even more than just reading and writing. Language is how we communicate, how we express ourselves. Language is what makes us human beings, different from animals.

There are two reasons and ways that language develops:

- Experiences in life
- Need for communication

The more experiences we have had in life, the more things we have to think about and the more we have to express. This is what drives language to develop – we need language to describe what we see, how we feel, what we think, what we need, and with more experiences, these things change and grow.

In teaching women literacy, we must first draw upon the experiences they have had in their own lives, and then also give them new experiences, new things to talk about and think about and express. This is what will drive them to learn how to read and write their spoken language. By making life new and interesting for them, they will want to express themselves and communicate more.

This does not mean they have to travel or do different things. It means they can be shown new ways to see old things. In the texts in this course, stories are written about everyday life, but in ways that make life exciting, interesting and new. Stories about a broom, about a grinding mill, about a lost goat, are written so that women see new aspects to their lives. Discussions about the best way to make bread, or what is needed to plant wheat, or how to solve a health problem, make women reflect on their lives and drive them to express themselves. Learning about other people's lives gives them a new awareness about their own lives.

In other words, literacy and language teaching is about much more about than just letters, words and sentences. It is about being human; it is about our lives; it is about sharing experiences and making connections.

A Wall Newspaper: One activity that you can start in your LfL classroom is the production of wall newspapers. Wall newspapers are large sheets of paper posted on the walls of the classroom that are made by the students. They can put whatever they want on the newspaper – they can write news of their family, of guests that visit, of marriages and births and deaths, they can write poems or stories, they can draw pictures, they can ask questions and take a survey, they can write interviews of old people in the village – there are endless ideas of what can be written on a wall newspaper.

Organize your class into groups of 4 people each, and each group can produce a wall newspaper every 2-3 weeks. The room will become covered with these very interesting papers which everyone in the class will want to read. This is the kind of activity that will be the best for helping the women improve their skills in reading and writing, because it is a real-life activity that interests them deeply – sharing news of life.

MATHEMATICS

Just as language is more than just letters and sentences, math is more than just numbers. It is about relationships among sizes, amounts, numbers, and shapes. We may think that women don't know math just because they can't count very high, or can't write the numbers. But in fact, women are thinking mathematically when they estimate how much rice to make for their family, when they roll a ball of dough into the right size to make a loaf of bread, when they measure fabric to make clothes, when they serve food to guests, dividing and making sure everyone gets enough.

And it is likely that many women already know how to count, perhaps even how to add and subtract, etc. But they have probably learned by memorizing that 15 is 'fifteen', not by knowing why 15 is written with a 1 and a 5. They may have their own ways of counting, by using handfuls of walnuts or some other system. Please understand that these other systems that they might use ARE NOT WRONG! They are simply a different way. And we want to share with them another way, the way that most people in the world use.

So first, they will need learn about the numbers, how we write numbers, and the simplicity of our numbers. And using money to practice, they will be very motivated to learn about addition, subtraction, multiplication and division. Measurement is also an application of math that is relevant and useful for everyone.

By helping women understand the system behind the numbers we use, how to count and how the system works, women will start to see the relationships of shapes and numbers around them. They will see that the mathematical concepts of addition, subtraction, multiplication and division occur in our lives every day, even if there are no numbers involved, and will start to become aware of how they think mathematically even if they didn't even know it.

They will see that geometrical shapes are everywhere. In teaching geometry, we can begin to see beauty and art. The patterns on the tiles of a mosque are beautiful - and geometric. The designs that women weave into carpets are beautiful – and geometric.

In teaching math, the most important things to remember are:

- Math is more than just numbers. Math is about *relationships* among numbers, shapes, amounts.
- Make the math interesting and relevant (like having a 'shop' where the students can practice 'buying' things, making change, saving money, sharing money, etc, or measuring heights, weights, etc)

- As much as possible, make math concrete. Help the students learn by using real objects such as stones, beans, apples, number cards, etc to demonstrate and understand. Do not just write examples on the board.
- Have fun while learning– play games with numbers
- Do more than just numbers: look at carpet patterns, shapes in the room, patterns on fabric – remember that geometry is also part of math.
- Make sure the learners are successful – don't go too fast. Start with easy problems and very gradually give harder problems as the learners are ready. If you go too fast, the learners will get very frustrated and will want to quit. The most important thing is that the learners discover that *they can learn math successfully!* Encourage the learners.

The activities in the Instructional Materials Book are designed to do all of these things, and make learning math interesting and successful for all.

HEALTH

Health is about much more than just knowing information about diarrhea or malaria or first aid. Health means knowing how the body works, what we need to lead a healthy life, what causes illness and pain, how to prevent illness, and the personal, family and social responsibilities involved in staying healthy and helping others stay healthy as well.

In this course, women will learn about all of these things. Below is an outline of the health topics they will learn are:

- what it means to be healthy (strong, energetic, pain-free, etc) and aspects of a healthy lifestyle (nutrition, exercise, sleep, water, etc)
- what some signs of being ill are (fever, pain, weakness, etc).
- what causes illness (germ theory)
- how their bodies work as a complex system that contains different systems that all work together: circulatory system, respiratory system, nervous system, digestive system, skin, etc.
 - how each system works when it is healthy (*example: circulatory system – heart, blood vessels, healthy heart rate, healthy blood pressure*)
 - What can go wrong in a system (*example: circulatory system – high blood pressure, anemia, malaria, diabetes, etc*)
 - How to prevent things from going wrong (*example: circulatory system – less salt, iron, healthy diet, mosquito nets, exercise, etc*)
 - Social responsibilities (community efforts at malaria eradication, blood donations, etc)

They will have practice in using the new information they learn, applying it to themselves, their families and their communities. They will learn how to solve problems that relate to their health and the health of others.

Improving health is one of the first ways to help a person, a family, and a community become stronger, more positive, able to withstand difficulties and live more peaceful and enjoyable lives.

A Multi-Grade Classroom

Learners will come to your class with different experiences and different levels of education. Some may have studied 1st or 2nd grade, others may have never gone to school at all. This means your class is a “multi-grade” classroom – everyone will be learning at different levels and different paces. So some groups of learners will be at one milestone and others will be working on other milestones. Some learners will work quickly and others will need more time to finish activities. As a facilitator, you will not always be standing at the front of the room talking like a teacher. Instead, sometimes you will give instruction, and other times the learners will be working in groups on different activities on their own, and you will help them.

At first, the early milestones will require more direct instruction from you but once the learners have become stronger readers, they will be able to do more work on their own.

Since adults should take responsibility for their own learning, each learner will have her own Progress Card where she will keep track of which milestone and activity she is working on in each subject area. You will also see the progress cards of the learners so that you can plan what activities the learners should do next.

*Later in this guidebook there is more information about how to run a multi-grade classroom.

METHODS OF INSTRUCTION FOR LFL:

- a. Adult Learning**
- b. Active Learning**
- c. Accelerated Learning**
- d. Running a Multigrade Classroom – Managing and Planning**

First - A Classroom Atmosphere of Learning and Support

One of the most important aspects of a class that is often forgotten is the learning atmosphere of the class. There are three very important qualities of a classroom that will maximize the learning and positive growth of learners:

1. **Success:** Each learner must feel capable and successful. This is why the learning activities are organized in a smooth flow from easy to gradually more difficult. Each success that the learner has will make her stronger and stronger. But at first she might be nervous or a little worried about if she can learn. Once she sees her own success, she will know that she can learn!

2. **Interest:** The best way for people to learn is when they are very interested in what they are learning. So the activities we use to teach Language, Math, Health and Religion/Social Studies must be interesting and fun for the learners so they feel motivated and interested to learn more.
3. **Relevance:** Adult learners want to learn things that relate to their lives and their experiences. So the activities should be about topics that the learners can relate to, not distant or abstract from their lives.

Your classroom should have an atmosphere of support and respect. You as the facilitator will set this atmosphere by how you interact with your learners. If you are respectful and interested and enthusiastic and caring, your learners will feel this and they will have a much more positive experience than if the atmosphere is tense, bored, or not respectful.

In addition, when you first start your classes, talk about this with the women in your class and together you can make a list of qualities that you and they want your class to have. Write these on a large piece of paper, and gradually as your learners learn, they will be able to read the chart themselves. Some examples might be: *In our class we respect each other. We listen to each other. We help each other to learn and to solve problems. We do not make fun of each other.* These are just ideas. You should talk with the women in your class to find out what they need and want in their class. And you can always add more to the list later.

a. Principles of Adult Learning

Some principles of learning are the same regardless of the age of the learner. For example all of us, whether children or adults, learn best through experience and doing things ourselves, by interacting with people, by making mistakes and learning from them, by asking questions, and by practicing new skills.

However, in some ways adults learn differently than children and need different things in a classroom. Adults have lived for many years by the time they come to a class, so even though they might not know formal information about reading and writing or math, the things they have learned through the experiences they have had in life could fill thousands of textbooks. It is very important to remember that just because a woman is illiterate does NOT mean she is not intelligent! The women in your course will be intelligent, experienced women who have simply not had the opportunity to go to school.

- *Life Experiences:* In teaching adults we must draw upon their experiences. By relating new information to their past experiences, adults will learn quickly and efficiently and be much more interested in what they're learning. For example, in learning how to read and write, the learners should initially generate words that relate to aspects of their lives such as cooking, or children, or health, etc. Discussions about health issues that learners have experienced will
- *Relevant Learning:* Also, adults have more sense of what they need to learn. What they learn should be related to what they need in their lives as adults, and the

learners should have input into what and how they learn. For example, the following questions discussed in a class will help the Facilitator know what things the Learners want and need to know about:

- (1)- What type of health problems and issues do you deal with?
 - (2)- How these issues and problems affect the life of children and a family?
 - (3)- If a child is sick, who suffers more hardship, the father or the mother?
 - (4)- Which of the health problems are really important to be discussed in the class?
- *Adult Environment:* The knowledge and experience of adult learners should be respected. The classroom should have an environment of learning together, not just one person teaching others. The environment should allow for sharing experiences, learning from each other, expressing opinions freely, and acceptance of differences.
 - *Responsibility:* Adult learners need to see evidence of their progress and should take responsibility for their own work and their own progress. In LFL this is done by having the learners record their progress on a progress card so they and the facilitator can see how they are progressing through the curriculum.

The LFL program is designed for adult learners since education will enhance their lives; learning affects all life circumstances, and especially this program with its emphasis on literacy and health issues. So it can bring many positive changes in families' lives. As a facilitator, if you teach health, literacy, math and religion with the principles of adult learning, you will be helping the learners to grow and learn in ways that will enhance their lives and the lives of those around them.

b. Active Learning

Many of us were taught in school by a teacher who stood at the front of the room and talked, and we listened. Maybe we wrote some things in our notebooks, but we were not very active as we learned.

Active learning, however, is where students learn by doing activities related to a new concept or subject area. We do learn by just listening, but humans learn better through experiences such as making things, interacting with things, talking about things, and answering questions that make them think. In active learning, the learners learn by being active with the new things they're learning. In this approach the facilitator develops a learning environment where every learner actively learns through group activities, role playing, cooperative learning and other learner-interaction techniques.

Active learning uses more teaching materials than lecture teaching does, but these materials are usually low-cost supplies that can be found in the environment. The learning activities described in the Instructional Materials Books give activities for the

learners to do which will help them learn. It often requires certain materials for the learners to use, such as letter cards for language, or small stones for math, etc.

The goal is for the learners to truly *understand* what they have learned, and not just memorize information. While this method might be new for you and the learners, it is a very interesting, effective and exciting way to teach and learn. In active learning, learners are no longer passive participants but become responsible for their own learning. Activities may be by individuals, partners, in small groups, or large group activities. This provides students many opportunities to collaborate and cooperate with others, rather than competing or just memorizing.

The following are some examples of active learning activities:

- (1) Write every student's name on separate cards. Mix up the cards and ask learners to come one by one and find the card in which her name is written. Ask her to copy it several times in her notebook.
- (2) Working with a picture: Draw a picture of a man having different qualities (e.g. over-weight, thin, funny or with a big belly etc.) Write a few letters on the board, and ask some students to come and write one quality of the man starting with one of the letters around the picture. Ex: F=fat, funny, foolish etc.
- (3) Group Activity: Divide the class into two groups. Divide the board into two parts as well. Stand the groups in lines in front of the board. The members of each group should run fast and write any word she know on the board. The group that writes the most words in 2 minutes wins.
- (4) Role play: Ask two learners to come in front of the class and demonstrate what they would do if one of them had an injury, like a badly cut hand. Then the class should discuss the situation and as the group talks, the Facilitator writes the key words about first aid on the board and ask the learner to copy it in their notebooks.
- (5) Card Activity: Write the numbers 1-20 on separate cards and mix them up. Give a card to each learner, and they must stand up and organize themselves in order of the numbers from 1-20.

Key-word Approach: This is for the early stages of learning to read and write, starting with letters and words. The Facilitator starts a discussion with the group about a topic. As key words about the topic are said, the Facilitator writes these key words on the board. The Facilitator uses the key words to teach about different letters, spelling and pronunciation. To practice, the learner writes the key words in her notebook. Example topic: How to make bread. Sample key words: wheat, tandoor, dough, water

Key-sentence Approach: Similar to the key-word approach, this is for learners who are comfortable with words and are ready to learn sentences. The group discusses a topic and the Facilitator writes short sentences from the discussion. The learners then read the sentences and write them.

c. Accelerated Learning

Accelerated learning techniques are used when learners are learning in a short time what would take a long time to learn in school. It does not mean just teaching everything faster. In some cases it means removing information that we might learn in school but that is not as useful for adult learners. It also means that the materials are designed to help the learners be successful so they feel motivated to learn and study. The materials are also designed so that learners can learn at their own speed.

d. Multi-grade Classroom Teaching – Planning and Managing

The Learners in the literacy and math class will be at different levels. For example: if you are working with 20 learners, you might find that 4 learners studied up to 3rd grade, 5 learners went to 1st grade, and 3 learners studied up to 4th grade, and the other 10 women never went to school at all and cannot read or write.

If this were the case, then you would have four different levels of learners in your class in terms of their abilities and needs. If you try to teach all the learners same thing at the same time and in the same way, they would not find it equally educational. For example: if you are trying to introduce simple key words, the 5 women who know reading and writing will not learn very much because they probably already know how to read and write simple words. And if you ask the learners to read a text, the 15 women who have very low literacy skills will become frustrated and embarrassed. So your challenge as a facilitator is to find out a way to help all the learners be successful at their different levels in the same classroom.

The learners who are at 4th grade level or higher will be in Level 2, and those below grade 4 will be at Level 1. You will have to test the learners to find out which level they belong to.

Below are some strategies for running a multi-grade classroom:

1. At the start of the course, find out what different levels of reading, writing and math your learners have by asking them to read and write a little and do some math. You can do an activity where each learner will interview others to identify what kind of reading, writing and counting skills some of your learners have. Identify them individually. Observe them in next two to three classes and think how to use their skills.

2. As Facilitator, you will put the learners in groups first according to their abilities. Then as they work, they will be at different points in the curriculum chart.
3. Carefully explain to the class the idea of a multi-grade class, that they will often be working on different things, and that you will help them and they can and should also help each other. The learners must understand the system of the milestones and activities and evaluation and progress card very well so they can take responsibility for their learning. They should know what group they should work with and understand the idea of working on activities among themselves. You should also stress to the learners that there is no competition or race to finish the activities! Instead, everyone should help each other to be as successful as they can, at their own pace.
4. **How a multi-grade class can run:** Every day, after you start the day with a whole-class activity, you will ask the learners to join their groups for that subject. For example, in Language class, imagine that one day Group 1 will be working on Language Level 1, Milestone 3, Activity 4, Group 2 is working on Activity 2, and Group 3 is working on Milestone 4, Activity 1.

To make the multi-grade classroom run smoothly, you would first give Group 1 instructions and explain the Activity 4 to them. While they work on that activity, you will then go to Group 2 and explain Activity 2 to them. You will then go to Group 3 and explain the Activity 1 to them.

Once the groups are working, you will then circulate and check on each group, answering their questions, listening to them work, or working more with one group that might need more help. Other more advanced learners can also help other groups or individuals.

5. Doing a common activity from which activities of different levels then emerge. E.g. after a whole class discussion or a story telling session, different groups could do activities appropriate for their own level.
6. Doing a common activity in which those at different levels may take part.
7. When an individual has finished the activities of a milestone and is ready for evaluation, you will give the evaluation activities to that person and then determine if they have completed the activities successfully and can proceed to the next milestone.
8. A multi-grade class will have more noise and activity, since the learners will be talking and helping each other. This is ok!
9. Advanced learners can also sometimes act as teaching assistants, helping other learners and giving the Facilitator more time to help others.

RUNNING YOUR LFL CENTER

Facilitators' Support Materials:

Every Facilitator will receive support materials for the course:

1. *Curriculum chart for each subject:* This is a summary chart of all of the milestones and activities for each subject. It is in the front of the Instructional Materials Guide for each subject.
2. *Instructional Materials Guides:* There is one for each subject: language, math, health, and religion/social studies. These books include all the milestones and learning activities, a list of materials needed for each activity, and the evaluation activities for each milestone.
3. *Progress Card:* These are used to record the progress of the learners, so that you can quickly see which milestone each learner is working on, and what her progress has been.
4. *Classroom Supplies:* Your LFL center will receive a set of classroom teaching materials and books to enable you to teach using active learning, following the activities in the Instructional Materials Guides. This includes things like maps, paper, library books, number and letter cards, etc.

Learner Support Materials

Every Learner will also receive materials:

1. *A Learner Resource Book* for health and language. These are notebooks that contain texts and information for the learners, as well as pages for the learners to write their work.
2. *Progress Card:* So that the learners can keep track of their own progress, they will each receive a Progress Card where they can mark the milestones they are working on. At first, if the women can't read or write, they will need help in using the progress card. But after they have learned to read, they should take responsibility for themselves.

There are two grade cards – one for Level 1 and one for Level 2.

Sample Progress Card

The progress card is divided into 3 phases, and each phase is one grade. The card will be given to each learner to record her progress in completing the milestones in each subject. The progress card has the subjects and milestones of all the grades related to that level.

The progress card has two columns for each subject. One is for the start date (S) and one is for the date the milestone is finished. (F). When the learner starts a milestone, the facilitator writes the date in the milestone S column. When the learner finishes it successfully (completing the evaluation activities), she should write the finished date in the F column. This will show which milestone the learner is in, as well as how long she has worked on a milestone.

You can use the progress card to help the learners find others who are working on the same milestone and who can then form a group. All the learners who have a start date for a milestone but not an end date are working on the same milestone and so they can go in the same group. In this way, you make groups of learners at the same stage, and make lesson plans for the whole class accordingly. As the learners advance and become familiar with the progress card system, they will be able to get their progress cards and find their group without any help from the facilitator.

As the session changes from one subject to another, it is likely that the groups will change, because those from one group may be at different milestones in the other subject. Once again, the teacher can ask students to find their own groups while she prepares for giving them activities.

You should put the progress cards in a specific place every day and ask all the learners to collect their own progress card when they come to the class. Advanced learners can help the new learners find and write in their card, and then eventually the learners will be able to write in their card themselves.

If a student has been absent for a long duration (like for a week), you can see from her card where she was, and start her one step behind so she can review.

Name:

Date:

Sample Progress Card Level 1

Language		Mathematics			Health		Religion				
	S	F	S	F	S	F	S	F			
M1- Writing own name family names, friends' names. M2- Writing small common words.			M1- Counting up to 100 in sequence. M2-Recognizing the nos. (1-20) in Dari or Pashtu. M4- Oral additions and subtractions with small nos. (1-100).			M1- Cleanliness and hygiene- self, children, home, environment.			M2-Making ablution. M1- five bases of Islam and four religious words		
GRADE 1											
M3- Thinking up and writing words on ones own. M4- Copying sentences in meaningful contexts.			M3- Writing the nos. 1-90 sequencing. M5-Odd & even nos. upto 100. M6- Oral calculation of money (10,000 afs.) M7- Written addition upto 100 but with out carryover.			M2- Drinking water, safe water, water-born diseases, protecting water sources.			M5- patience, tolerance and kindness		
GRADE 2											
M5- Reading and understanding familiar passages of 3-4 sentences. M6- Writing short sentences.			M8- Written subtraction upto 100 but without borrowing. M9- Recognizing & making/drawing shapes, circle, rectangle, S square etc. M10- Basic calculations involving use of yearly calendar, month, week, day, time etc.			M4- Common diseases, prevention and care (diarrhea, how to prepare O.R.S.). M3- Knows the key messages on prevention & care of various diseases. (diarrhea, malaria, childhood diseases).			M4- Advices of Mohammad. M3- Pray and some Quran suras.		
GRADE 3											

Setting Up Daily Schedules of Classes and Subjects, Planning Classes

Your Lfl classes will meet for 2.5 hours every day, 6 days every week.

WEEKLY STRUCTURE

A typical day will have 4 'sessions', with the day starting with a whole class activity, and then moving on to group activities.

Each subject will be taught 5 times every week, once or twice a day as show below:

Session	Saturday	Sunday	Monday	Thursday	Wednesday	Thursday
1.(20 min)	Whole class activity (R/ SS)	Whole class activity (Health)	Whole class activity (Health)	Whole class activity (Health)	Whole class activity (R/SS)	Whole class activity (Health)
2. (40 min)	Health	Health	Health	Health	Health	R/ SS
3. (40 min)	Math	Math	R/ SS	Math	Math	Math
4. (40 min)	Language	Language	Language	R/ SS	Language	Language

- Session 1: 20 minutes: During this time the day's work begins. Whole class activities will be done, during which all students will work together. In this session there may be general discussion, role play, story telling and the like. The focus subject of these activities will not be the same every day. Activities done here can be used for further activities in Session 2 and 3, if possible and desirable.
- Session 2, 3 and 4: 40 minutes each: These are multi-grade sessions. Groups are formed according to milestones and where the students are in the Progress Card.

According to the schedule, this much time will be available for each subject:

Subject	Time available	Number of Sessions per week
Health	280 mins	5 (40 mins) + 4 (20 mins) sessions
Language	200 mins	5sessions (40 mins each)
Math	200 mins	5sessions (40 mins each)
Religion/Social Studies	160 mins	3 sessions (40 mins each) + 2 sessions (20 mins each)
Total	840 mins	

This weekly schedule should be used to make daily lesson plans:

Using the Weekly Structure to Make Daily Plans

- Every student must have a progress card, that it must be used daily to form groups, record progress (and even set targets). These cards will remain at the centre; when students come in the morning, they will pick up their own cards. At the end of the day, they will be collected by the facilitator and used for planning.
- In each subject, students will work on only one milestone at a time. Once a milestone has been completed, only then will they move on to the next.
- The Curriculum Chart will function as a basis for decisions on who will do what. The Chart shows the activities and materials for each milestone. The groups will be organized by which milestone they're working on, so you can then look on the Curriculum Chart to see what activity the group should do. If an activity has been done before, it can be repeated if necessary, or do a new one.

How To Make a Lesson Plan

1. Fill out the form according to what day it is and what the schedule is for that day (which subjects and which sessions.)
2. Look at how many students are at each milestone. Identify the activities from the Curriculum Chart.
3. And then fill in this information either by writing the milestone and activity numbers or by going through the activity in detail and writing only a phrase or a name to remind yourself what should be done.
4. You should be familiar with the activities and make sure you have all the required materials **BEFORE** the class starts! Sometimes you might have to write instructions for the learners.

Sample Daily Lesson Plan Form

Date:

Session 1: 20 mns	Whole class activity (L/M/R/SS)	
Session 2: 40 mns	Level 1	Level 2
	Group 1 (Milestone __) <i>Activity:</i>	Group 1 (Milestone __) <i>Activity:</i>
	Group 2 (Milestone __) <i>Activity:</i>	Group 2 (Milestone __) <i>Activity:</i>
Session 3: 40 mns	Level 1	Level 2
	Group 1 (Milestone __) <i>Activity:</i>	Group 1 (Milestone __) <i>Activity:</i>
	Group 2 (Milestone __) <i>Activity:</i>	Group 2 (Milestone __) <i>Activity:</i>
Session 4: 40 mns	Level 1	Level 1
	Group 1 (Milestone __) <i>Activity:</i>	Group 1 (Milestone __) <i>Activity:</i>
	Group 2 (Milestone __) <i>Activity:</i>	Group 2 (Milestone __) <i>Activity:</i>
	Group 3 (Milestone __) <i>Activity:</i>	Group 3 (Milestone __) <i>Activity:</i>

Setting Up an LfL Classroom

Since the LFL centers will be held in remote villages, supplies and facilities will be given to the centers such as a blackboard, winter fuel, teaching materials, learning materials, stationeries, and a library which has many different books and magazines that will enhance learners' information and knowledge. There might not be desks or chairs in LFL centers, but they should have a carpet on the floor so that the learners feel very comfortable.

The facilitator should try to arrange seating in the center in such a way that everyone has access to the blackboard and can see it easily. The seating arrangement of the Learners may change according to the activities, but they should sit so that the facilitator can go to each group easily.

Monitoring

A monitoring team from the LFL NGOs will monitor the classes at least twice in a month. They will visit the classes to see the successes of the facilitators and learners and to evaluate the management of the center, and to help solve any problems. During the monitoring they will give feedback to the facilitator. If it is considered that some facilitators have not been able to manage or are not able to teach effectively, they will be monitored more than twice in a month so that they can be given more support to improve their classes.

For this purpose there is an observation book in each center. After each monitoring visit the monitor will record all the positive and negative points and in the next monitoring visit they will follow up on the earlier feedback.

The Community Involvement in Running the Center

For an LFL center to run smoothly, community support is very important. The community should be involved from the beginning, meeting with the LFL staff and agreeing to support the LFL center and the Facilitator, help find a place to have the classes, and to help find women to take the classes.

The community should be seen as a source of help and support to the Facilitator and her LFL center. Community members can help solve problems, such as if there are problems with the building where the classes are held, or if some materials are needed for the classes then the community can help find and provide materials. The community can share in what the women are learning. Members of the community who are experienced can help in certain topics like religion or health by meeting with the Facilitator or the class to discuss issues or questions.