

Phase 1.**Self in Community – modules 1 - 4**

This module focuses mainly on underlying and basic aspects of governance such as the value of greeting others courteously, the place of rules in our society, the value of teamwork and consultation, and ways of cooperating in families so that all family members are empowered. The lessons deal with development of competency in literacy and numeracy skills outlined in level 1 of the Reading, Writing and Numeracy Skill Development Charts., Though these charts are based on international guidelines and expectations, modifications have been made so that they are relevant to Dari and Pashto, both of which are syllable-based, phonetic languages with short and long forms of letters, and with specific and rigid rules about which letters can ‘attach’ to other letters when words are being formed.

Phase 2.**Self in Community – modules 5 - 8**

This module builds on the skills and the themes of the first set of lessons. Literacy and numeracy skills are learned within the broader context of the themes of personal, family and community health, development of learning strategies, cooperation and consultation, personal empowerment and self confidence, developing independent opinions and making independent decisions, and ways of using one’s capacities and talents in ways that contribute to the community. By the end of this Module, learners will be competent in the skills outlined in level 2 of the Skill Development Charts. They will not only be able to decode written material with relative competency, but will also be able to record thoughts, ideas and data in written as well as visual form.

Phase 3.**Community Governance, Savings and Investment – modules 1-4**

This is an integrated, experiential and production oriented module. The specific and tangible focus on governance, micro-enterprise and savings and investment work takes the form of lessons covering topics such as participation in community monthly meetings, public/social audit and contributions to media outlets in the form of public notice boards, newsletters and community radio. In depth reflection on CDC principles accompany real life problem solving, data collection and recording. Activities specifically tied to micro-enterprise and savings and investment matters are integral. Reading, writing and numeracy work evolves naturally from both the consultative and practical activities. By the end of this module, it is anticipated that learners will be competent to level 3 of the Skills Development Charts.

Phase 4.**Community Governance, Savings and Investment – modules 5 - 8**

This is an expansion on the previous module. Governance issues, however, focus around Shuria elections, roles and responsibilities of members, taking minutes, etc, etc and matters related to the regular community meetings. Micro- enterprise activities are closely tied to skills development and the literacy and numeracy needs of such. If applicable, and not dealt with in module 3, setting up of literacy committees to direct future village literacy programmes may take place. By the end of this module, it is anticipated that learners will have reached a level where they are competent to take an active and leading role in community affairs or even, if wished, to enter the formal school system at the grade 5 level.

Module 1. Self in Community, lessons 1 – 10: 8 – 9 weeks

This module focuses on basic literacy, learning to read, write and carry out basic computations, against a backdrop of discussion and activities related to self, family and the community.

By the end of the module, learners will have had experience in:

- recognising letter shapes, letter names and sounds, and print formats of 8 to 10 frequently used letters
- recognizing and writing 8 to 10 letters of the alphabet in both their short and long forms
- applying rules related to the ability of the above letters to attach to other letters
- attaching vowels to the above letters to give a total of 40 to 50 syllables
- recognising and using common punctuation marks
- recognising words and word groups using strategies such as pictures, discussion with others and matching of key words to words in a simple sentence
- writing letters slowly, with effort and with some errors, to form individual words and simple phrases
- reading simple stories containing mostly, but not exclusively, known words
- using a few basic strategies for solving numeracy problems
- recognising, understanding and writing numbers 1 to 100
- completing simple, meaningful + and – tasks using numbers up to ten
- recollecting and using simple math procedures of estimating, counting, sorting, ordering, grouping, and measuring
- applying simple ways to interpret and represent data, such as picture graphs, simple bar graphs, rivers, trees and basic matrixes
- taking part in class discussions and cooperating in reaching group decisions
- listening respectfully to the opinions and ideas of other people
- expressing their own ideas in small groups and, at times, in the whole class situation
- taking part in simple role plays to depict a variety of interactions or to convey specific information
- identifying personal and family roles and responsibilities
- reflecting on and evaluating ideas and opinions
- cooperating with others, with prompting and direction, to accomplish very simple, well defined activities
- resolving conflict and seeking common agreement, slowly and cautiously supported by significant guidance, direction and assistance

Phase 2. Self in Community, modules 1-4, units 1–12: 8 – 9 weeks

Phase 1 focuses on basic literacy, learning to read, write and carry out basic computations, against a backdrop of discussion and activities related to self, family and the community.

By the end of the module, learners will have had experience in:

- taking part in class discussions and cooperating in reaching group decisions
- using active listening skills to listen respectfully, and with full attention, to the opinions and ideas of other people
- expressing their own ideas in small groups and, at times, in the whole class situation
- taking part in simple role plays to depict a variety of interactions or to convey specific information
- identifying personal and family roles and responsibilities
- reflecting on and evaluating ideas and opinions
- cooperating with others, with prompting and direction, to accomplish very simple, well defined activities
- resolving conflict and seeking common agreement, slowly and cautiously supported by significant guidance, direction and assistance
- recognising letter shapes, letter names and sounds, and print formats of 8 to 10 frequently used letters
- recognizing and writing 8 to 10 letters of the alphabet in both their short and long forms
- applying rules related to the ability of the above letters to attach to other letters
- attaching vowels to the above letters to give a total of 40 to 50 syllables
- recognising and using common punctuation marks
- recognising words and word groups using strategies such as pictures, discussion with others and matching of key words to words in a simple sentence
- writing letters slowly, with effort and with some errors, to form individual words and simple phrases
- reading simple stories containing mostly, but not exclusively, known words
- using a few basic strategies for solving numeracy problems
- recognising, understanding and writing numbers 1 to 100
- completing simple, meaningful + and – tasks using numbers up to ten
- recalling and using simple math procedures of estimating, counting, sorting, ordering, grouping, and measuring
- applying simple ways to interpret and represent data, such as picture graphs, simple bar graphs, rivers, trees and basic matrixes

Phase 2. Self in Community, modules 5-8, units 13–24: 8 – 9 weeks

Phase 2 continues the focus on learning to read, write and carry out basic computations but extends learners through greater production and real life application of their skills.

By the end of the module, learners will have had experience in:

- taking part in whole group discussions, forming and expressing ideas and opinions, reflecting on and evaluating ideas and opinions and consulting and cooperating in the achievement of group goals, values and projects
- identifying community responsibilities and rights
- cooperating with others, with some initial assistance and with some initiative, to accomplish simple, well defined activities
- using some basic problem-solving approaches to resolve conflict and seek common agreement, with some hesitation and supported by some guidance and direction
- recognising and writing the short and long forms of all letters of the alphabet
- applying rules related to attachment of letters
- decoding words by breaking them into syllables and applying pronunciation rules
- recognising simple sentence structures and developing familiarity with print materials such as posters about meetings, stories about village history, simple instructions for self help groups and similar written material
- applying simple reading comprehension strategies such as re-reading, predicting, retelling, asking questions, making list of new words, using a picture dictionary; recalling prior knowledge about the topic
- reading slowly and with some errors, but with good understanding, small sections of simple text about familiar subjects
- making a few simple content changes based on feedback from others, and making a few simple improvements and edits of handwriting, spelling, punctuation and long and short forms of letters
- writing simple sentences and following a very structured plan to organize information into paragraphs, to write a brief note about an upcoming meeting or to produce contributions to a picture story book about village life
- reading, writing and interpreting common types of mathematical information such as whole numbers, monetary values and prices, common fractions, decimals, percents and ratios in order to complete tasks such as developing and staying within a simple budget for CDC committee or totalling the voting results from six cluster meetings
- using common standards of measurement, geometric shapes and concepts of length, width and area needed to calculate things such as the approximate number of feet of shelving needed for one wall of the learning center or the amount of cement needed to pour the floor of a new building
- recalling and using mathematical procedures such as estimating, sorting, ordering, grouping, comparing, adding and subtracting
- using common numeracy tools such as weights and rulers and simple tables, graphs and other visual representations to interpret and display data such as results of village surveys or self help group contributions

Phase 3. Governance and Micro-Enterprise, modules 1-4, units 1–10: 8 – 9 weeks

This phase incorporates work directly related to the 12 NSP Principles of CDC and Community Consultation, to the collection of data for the community profile and to materials involved in the work of the SHGs

By the end of the module, learners will have had experience in:

- practicing basic consultation and decision-making skills, using basic interpersonal communication to reach small-group consensus and abide by group decisions
- identifying community needs and issues and understanding community structures
- identifying ways in which the twelve principles of CDC and community consultation can be applied in their daily life within the family, the cluster, the village and the village committees
- cooperating with others with little effort and taking initiative with minimal assistance, to accomplish well defined but fairly complex activities
- decoding and recognising common words and some unfamiliar words by breaking words into parts, applying pronunciation rules, using content knowledge and oral vocabulary
- understanding and using reading comprehension strategies such as recalling, retelling, rephrasing, locating important information and explaining the content
- applying reading skills in order to read easily and accurately, a variety of material such as a village assessment report or a story about resolving conflict
- following a less structured plan to organize ideas about a familiar subject and to produce a short, legible and understandable draft, to make simple improvements and edits of handwriting, grammar, spelling and punctuation
- using everyday, familiar vocabulary and simple sentences to write letters, reports of village meetings, articles for a village newspaper, records of community events or traditional stories, and descriptions of community projects
- figuring out strategies for solving a problem, using basic mathematical knowledge, skills and strategies, and completing well-defined mathematical tasks
- selecting, recording and working with a variety of common mathematical information to accomplish a variety of purposes, such as reading the treasurer's report for the CDC Council and helping others understand how money has been spent, calculating how to divide equally among household clusters the income from a self-help project
- reading, writing, and interpreting common types of mathematical information such as monetary values, common fractions, percents, patterns, simple formulas, standard units of measurement including fractional units and common angle measurements and geometric shapes
- interpreting and representing data using tables and graphs with scaling and basic statistical concepts such as range, mean, and median
- recalling and using of a good store of mathematical tools and procedures such as estimation, rounding, multiplication and division, adding and subtracting common fractions, and measurement of length, weight, area and circumference

Phase 4. Governance and Micro-Enterprise, modules 5-8, units 11–20: 8 – 9 weeks

This final phase continues the focus on the CDC, the collection and interpretation of data from the community and the work of the SHGs. Specific issues such as elections, roles and responsibilities of committee members, participation in, the monthly community meetings, strengthening of understanding and competency in relation to micro-enterprise and micro-finance projects form the basis upon which literacy skills will be developed.

By the end of the module, learners will have had experience in:

- recording local history, celebrations, legends/folk stories, songs and making presentations at cluster and village level gatherings
- identifying and prioritizing key community issues, opportunities and challenges,
- designing, planning and implementing projects and development plans
- carrying out elections and voting responsibly
- examining accounts and considering matters of transparency and accountability
- analyzing root causes and effects of conflict, working towards resolving conflict, seeking common agreement, easily and comfortably, with little or no assistance
- recognising and respecting diversity and providing guidance and support to others as they learn to collaborate and consult
- listening to and narrating oral texts such as stories, poems, descriptions, riddles and role plays and asking and answering oral questions on these texts
- composing oral and written stories on the basis of information provided in tables, pictures, maps, graphs, charts
- reading a text carefully and answering simple questions based on it as well as questions that extend the text, supplying words for blanks in a written text, providing a title for a text, recreating a full text from reading the main ideas
- reading instructions and performing simple tasks or activities based on these
- reading a wide variety of literary forms such as books, magazines, notices, minutes of meetings, manuals, for both pleasure and information
- identifying the main ideas in written material and writing brief summaries
- writing stories, poems, songs, plays, etc with correct grammar, punctuation, spelling and handwriting
- taking notes, writing reports, describing processes and expressing observations, arguments and reasons in writing
- sorting numbers by ascending and descending order, odds and evens, patterns and relationships
- counting in groups up to 1000 and recognizing multiples and factors, sequencing according to size, length, volume, weight and area
- addition (including carryover for tens), subtraction, multiplication and division
- identifying sides and angles of various shapes
- reading and producing maps based on an understanding of scale and proportion
- measuring volume/capacity, area, weight, distance and time
- dealing with common monetary units, giving and receiving change
- mapping resources and markets and developing business plans