

Literacy Component Progress Overview			
Activity	Getting Started	Moving Along	Showing Results
Training (Literacy Learners)	Literacy learners complete phase I and begin phase II instruction. Are able to independently: -recognize and understand simple familiar words in short simple text that includes pictures -read common and familiar words aloud, slowly and with some effort. Are able with aid to: read and understand small sections of simple text about familiar subjects -read slowly but easily and with some errors	Literacy learners complete phase II and III instruction. Are able to independently: -read and understand small sections of simple text about familiar subjects -read slowly but easily and with some errors. Literacy learners passively participate in governance and economic development activities and apply literacy/numeracy skills in these activities.	Literacy learners complete phase IV instruction. Are able to independently: -read and understand multiple sections of simple text -read easily and accurately. Learners receive Afghan MOE (4 th grade) Equivalency Certification, Level One, allowing them to integrate into formal schooling. Literacy learners actively participate and make literacy/numeracy based contributions in governance and in new economic development activities.*
Curriculum and Materials and Teacher Application thereof	Basic Literacy Curriculum Developed, initiated and followed in Villages. Village Teachers: have basic knowledge of LCEP, its integrated, cross-component approach to instruction, and the concepts of governance, savings/investment and relation of literacy/numeracy to each; have basic knowledge of teaching literacy and curriculum use, development, lesson planning; uses basic group facilitation tools; basic evaluation; works with others and uses feedback well.	Literacy Curriculum provides backdrop while village teachers, learners increasingly produce more of their own lessons and materials. Village Teacher: makes connections between LCEP components within literacy instruction; has solid knowledge of learning process; uses participatory, participant centered techniques; uses reflection and analysis in training sessions; gives and receives feedback about effectiveness of training; is aware of own strengths and needs and has a plan for personal and professional development	Literacy Curriculum is resource while most instruction is based on locally produced lessons and materials. Village Teacher: has deep understanding of LCEP; teacher and curriculum dev., lesson planning; connects literacy, numeracy with governance and economic empowerment opportunities outside class; can mentor others; Consistently uses: good planning variety of strategies, resources to meet participants need. Is able to plan for and work with new people in unfamiliar settings (for example, plan and lead a session on LCEP with provincial agency staff).*
Village Learning Centers	Community provides facility; LCEP provides Learning Kit.	VLC houses regular classes; VLC is upgraded by the community. CDC recognizes importance of VLC and initiates ways to support classes	VLC is an integral part of the community in which a variety of training opportunities take place; CDC supports VLC, provides funding for continued literacy instruction.
Literacy Progress Management System	Literacy learner assessment system developed. Learner progress data tracking system designed.	Literacy learner assessment and progress tracking system functional for all LCEP learners; Learner assessment and progress tracking system adapted to Afghan MOE.	Literacy learner assessment and progress tracking system fully functional nationwide.

* For a more [complete description](#) of teacher and learner competencies across sustainability phases, [click here](#).