

**INSTITUTE OF ADULT EDUCATION**



# **ADULT LEARNING FACILITATION GUIDE**

**DIRECTORATE OF ACADEMICS**

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## TABLE OF CONTENTS

<b>TABLE OF CONTENTS</b> .....	<b>i</b>
<b>UNIT I: CHARACTERISTICS OF ADULT LEARNERS</b> .....	<b>1</b>
<b>UNIT TWO: PREPARING A TRAINING PROGRAMME</b> .....	<b>5</b>
<b>Identifying the learning needs</b> .....	<b>5</b>
<b>1. Get to Know Your Community</b> .....	<b>6</b>
<b>2. Know Your Learners</b> .....	<b>9</b>
<b>3. Determine Community Needs for Reading, Writing and Arithmetics (3Rs)</b> .....	<b>10</b>
<b>UNIT THREE: CHOOSING APPROPRIATE CONTENT WHEN DEVELOPING A CURRICULUM</b> .....	<b>13</b>
<b>Grades of Literacy Skills</b> .....	<b>13</b>
<b>UNIT FOUR: TEACHING READING SKILLS TO ADULTS</b> .....	<b>16</b>
<b>4.1 What are Reading Skills?</b> .....	<b>16</b>
<b>4.2 Building the Skills of Reading, Writing and Arithmetics</b> .....	<b>16</b>
<b>4.3 Lesson Flow</b> .....	<b>17</b>
<b>Lesson One</b> .....	<b>18</b>
<b>Lesson Two</b> .....	<b>19</b>
<b>Lesson Three and Four</b> .....	<b>20</b>
<b>Lesson Five</b> .....	<b>20</b>
<b>Lesson Six</b> .....	<b>20</b>
<b>Lesson Seven</b> .....	<b>20</b>
<b>Lesson Eight and Nine</b> .....	<b>21</b>
<b>Lesson Ten</b> .....	<b>21</b>
<b>Lesson Eleven</b> .....	<b>21</b>
<b>Lesson Twelve</b> .....	<b>21</b>
<b>Lesson Thirteen</b> .....	<b>22</b>
<b>Lesson Fourteen</b> .....	<b>23</b>

## UNIT I: CHARACTERISTICS OF ADULT LEARNERS

Facilitating adult learners is a challenge for the facilitators of adult education programs because the facilitator can meet a class with students with different needs and also a great difference in their ability to understand and follow instructions. Where the facilitator fails to recognize the learners' differences and challenges and fails to find solutions, it is not surprising that some learners stop attending classes and thus drop out. Therefore, in order to help adult learners face the challenges and learn successfully, it is important for the facilitator to possess the appropriate strategies, calmness and patience, to appreciate what learners are doing and to encourage them that they can. Some of the characteristics and challenges that adult learners have, how they can affect learning and teaching and the best way to identify and face them are as follows:

- a) Adult learners have various experiences and knowledge gained from friends, community, family or through various forms of education. They expect to learn something similar to their knowledge or experience and compare what they know with what they are being taught. You as a facilitator in the course of enhancing learning among learners, you are expected to do the following:
  - i) Recognize, respect and use learners' experiences and knowledge by allowing them to express their experiences, opinions and in providing examples that exist in their environment, relate and facilitate learning. Basing on this, it is recommended that adult learners should be taught starting with what they know (concrete/specific) and then going to be taught what they don't know (abstract/general). This is grounded on fact that learners can use the knowledge of what they know to easily understand what they don't know.
  - ii) Be careful with their knowledge and experience as not all experience, knowledge can be relevant. It is important to note that some forms of experiences can be a hindrance in learners' learning. As a facilitator you need to criticize with dignity. It is your responsibility to help them understand the experiences they are having that might hinder their learning.
- b) Adult learners tend to be driven by the needs to learn anything, so they study with goals. For example, to use academic skills to open micro-credit associations to help the society alleviate poverty in their communities. Sometimes an adult is interested in seeing their children study by themselves and therefore wishes to help their children with their school work or read different stories with them. It can also be finding a job, improving the health of family members or solving relational challenges. Therefore, their learning depends on how they are planning to employ what they are learning. So, learners will willingly attend classes if they find that the content can fulfil their needs. Conversely, they may give up or stop attending class if they feel that their goals will not be achieved.

*As a facilitator, what is your role in this perspective?*

Think of the following roles:

- i) Get to know your learners. This may involve knowing the motivation that led them to join the literacy programmes. Knowing their motivation will place you in a better position to always refer to their goals so that they see the importance of continuing to learn and fulfil their expectations even when they see things become difficult.
- ii) Involve them to identify their needs, desires, fears in the programme
- c) They are self-directed as they like to lead themselves and make their own decisions. They like to learn at the time they see fit. This being the case, they enjoy being involved in setting the timetable. The involvement aims at ensuring that the programme does not interfere with their social or income-generating activities. If this is not done, learners may decide to drop out.

In this context, you as a facilitator you are required to let the learners plan their own learning with regard to days and time. This aims at giving them the ability to control their learning. While they are given such an opportunity be mindful to always guide them in their decision. You act as a counsellor.

- d) They have different ways and speeds (speed) of learning according to their mental abilities, their level of knowledge and the experience they have. Some are slow to understand and others understand early or quickly.

A facilitator is required to:

- i) Provide them with an opportunity to learn in the respect of their pace. Repetition is key to their successful learning. Make sure you employ a variety of tools such as photos, real objects and drawing to practice more so that they can build enough understanding.
- ii) Break learning activities into small parts of learning (for example, using exercises to pronounce words/syllables that bother them, learning to break words, be, syllables or consonants and practice more and finally create new words and identify syllables in the middle of words). This will help them learn by memorizing sounds and words thus increasing their reading ability.
- iii) Be patient and calm: Realize that adult learners may take longer than children to learn to read
- e) They like to be respected due to their age, roles, life experience and their position in society. It is important to note that while they are learners; they might be holding other titles such as parents, businessmen, leaders, wives or husbands. It is often the practice that the relationship between the student and the teacher is viewed from the point of view of the relationship between school children and teachers where the teacher has the responsibility to explain the topic and manage the discipline of the class. However, this is completely different in adult learning context. *Think of an*

*adult facilitator who is young than the learners!* If it happens that learners are looked down on or not being listened to can reduce their motivation to learn or make them give up or give up altogether.

Basing on this; you as a facilitator is required to:

- i) Respect adult learners as much as you respect them outside of the classroom. Remember that you are just a facilitator and service provider and not an instructor.
  - ii) Be positive and encouraging: don't discourage your learners. You are responsible for creating a friendly classroom environment that will make learners feel free to learn
- f) They have multiple responsibilities and may enter the classroom tired from various income generation activities or family and social responsibilities, so they are very concerned about their time. This situation leads them to fail to follow and understand what is being taught, fall asleep and probably leave before time.

As a facilitator, you are required to observe the following:

- i) Be creative: Use interactive methods, read texts that are of interest to your learners. They should be the ones that make your learners happy (laugh) or that touch their passions. Use real or contextual stories and examples that interest them. You can use songs and drama to make the class lively. Do all this while aiming to build reading skills.
  - ii) Take care of their time. Start the session and end the session on time. In all cases, learners' lateness behaviour depends on whether the facilitator is late. Thus, the facilitator who is always punctual in the sessions tends to influence his or learners' behaviours.
- g) They have anxiety, fear and lack of confidence on whether they can read and understand due to their age. This situation can be attributed to the time that has elapsed since they left schooling, while others had never been in schools before. Others might have affected by past experience especially where they once failed at school. You should also understand that some learners might have negative attitude about school or are not at peace or feel ashamed that they are learning 3Rs in their advanced age. The situation might be worse when the learners are mixed with young ones. This makes them feel that they will not be able to understand as young people and thus give up. As a result, they may end up feeling that participating in learning will make them look weak so they may not like to attend the sessions.

It is your responsibility as a facilitator to;

- i) Focus on self-efficacy/effort. You should help them put aside their fears by setting achievable goals.

- ii) Help your learners believe in themselves and develop self-esteem by appreciating and recognizing the efforts they make in learning. Make them realize that, since they have made the decision to join in the literacy programme, it means that they are on the road to success.
- iii) Try to encourage them in whatever they do no matter how small it is. Show them that they can and are doing well.
- iv) Organize learning sessions in such a way that they will help them feel free to ask questions and build confidence and feel respected.

Avoid employing methods such as drama or plays at the beginning until they get used to each other and get to know each other better.

## **UNIT TWO: PREPARING A TRAINING PROGRAMME**

Dear facilitator, in unit one you learnt about characteristics of adult learners and their implication on teaching and learning processes. It is the same set of characteristics that will guide you in preparing the training programme for adult learners. This unit exposes you to the tips on how to prepare the training programme. Learners' needs are a critical ingredient to the success of any training programme. Their needs are important because they act as a motivation for them to join and continue learning in any training programme. It is important to align what they learn with the environment of their daily lives so that they see the reality of new knowledge in their lives and thus lead to successful learning. If a learner sees that the environment, he or she lives in is linked to the content of his or her training, he or she will be happy that the goals and objectives are being met. When the environment or the context of the learner is considered in the training programme, it tends to raise the learner's motivation to study.

As a facilitator, observe the following in the course of preparing the training needs for adult learners.

### **Identifying the learning needs**

During the preparation of the training needs, it is very important to first start by analysing the learners' needs. Learners' needs act as a basis for setting goals that ultimately become the source of the content of the programme. Any training programme should always focus learners' needs as they are the justification for its establishment. That being the case, it is not appropriate for the programme to implement in top-down approach. Therefore, it is very important for the facilitator to find real needs of the target learners in order to satisfy himself/herself as to whether the training programme is addressing the needs. Analysing the learners' needs is the only way to understand the real situation of the target learners. Analysis involves discussion and agreement with beneficiaries and community members in general. Therefore, the facilitator should be aware that needs analysis is a continuous activity and does not have to be the beginning during the preparation of the programme.

This reminds us that, at any time of training, it is necessary to ask and find the requirements and information that will help guide your class. It is also important to discuss with community members about the content that will be used in teaching and learning. The facilitator can obtain this information from the following three areas of analysis:

1. Know your community
2. Know your learners
3. Identify the community's literacy and numeracy needs in their daily lives.

## **1. Get to Know Your Community**

In order to find the right requirements when preparing a training programme, it is important to go through various factors concerning the community you are dealing with. Consider the following issues:

### ***Population and housing information***

Under population and housing relating information, you need to familiarise yourself on the following aspects:

- i) number of households/families/populations
- ii) existing peer groups
- iii) ratio between men and women
- iv) the presence of different ethnic groups or languages in society

### ***Location***

Here you may need to consider the following aspects:

- i) altitudes, distance from village to village
- ii) means of transport and its accessibility
- iii) access to natural resources (wood, water)
- iv) climate and character of that particular area

### ***Activities performed by people***

- i) how do communities and community members get their daily needs
- ii) main activities they do, crops and extra activities
- iii) the relationship between economic activities in the community and the economy of other areas in the country (does the community do business outside their areas?)
- iv) existence of employment opportunities outside their areas
- v) dependence on natural things/assets (wood, animals, water) from the surrounding environment
- vi) compatibility of social activities with national policies and activities (e.g., traditional issues such as protection of the girl child)

### ***Social systems***

- i) main clan, family structure
- ii) elders/formal/informal leaders
- iii) traditional systems/authorities that work
- iv) relationships of people in society

- v) power structure in society/ decision making process
- vi) status of men and women in society
- vii) roles of men and women
- viii) culture about property and land ownership
- ix) existing relationship with external authorities
- x) children's responsibilities compared to their elders.
- xi) relationships between girls and boys in society, education and religious activities

### ***Customs and Language***

- i) current customary activities
- ii) costumes, songs, stories and music
- iii) traditional rituals/rites/celebrations
- iv) existing belief systems
- v) languages of communication inside and outside the community and how dialects differ within the community
- vi) use of more than one language of communication
- vii) differences between appropriate or expected literacy functions in the wider world and in the local community

### ***Environment***

- i) natural environment
- ii) use and protection of natural resources (land, water, forests)
- iii) land and water quality
- iv) use and disposal of waste/chemicals (see also health information)
- v) use of domesticated animals (food, protection, transport, tourism)
- vi) tourist destinations
- vii) traditional education about environmental care
- viii) social environment
- ix) services available (social, educational, spiritual)
- x) infrastructure (bridges, roads, canoes)
- xi) society's attitudes towards environmental issues/degradation

xii) society's beliefs about natural resources and their importance in people's lives.

### ***Health***

- i) cleanliness
- ii) knowledge about health issues, child care, nutrition
- iii) natural medicine and treatment
- iv) major diseases (explosions, violence, sexually transmitted diseases)
- v) family planning
- vi) culture, traditions, attitudes, beliefs and practices related to health issues
- vii) breastfeeding
- viii) coverage
- ix) seasonal diseases

### ***Lifestyle and Daily Life***

- i) daily essentials
- ii) community system of daily and seasonal life
- iii) leisure or leisure time
- iv) eating/working habits, dressing
- v) relations in the community
- vi) religion and its relationship with lifestyle
- vii) are they receptive to change or are they radical?

### ***Education***

- i) a system for passing down knowledge and skills to future generations
- ii) use of formal/informal education system
- iii) perspectives on education for men, women, boys, women
- iv) knowledge transfer mechanism (regional, family, social, school)
- v) what things are considered important
- vi) who are involved or in charge of educational issues in the community
- vii) immediate educational needs (if any)

### ***Community participation***

- i) design and management of social activities
- ii) how to participate in groups
- iii) roles and responsibilities of leaders and others
- iv) social projects
- v) nature of people's participation (habitual or changed)
- vi) existing social decision-making systems and processes.

## **2. Know Your Learners**

After getting information about traditions, environment, daily activities and important issues in the community where the literacy classes will be conducted, you as the facilitator you need to investigate further and get accurate information about your learners. Depending on the existing circumstances, the facilitator can call the first meeting with those who want to join the programme, or by visiting them one by one in their homes. In order to obtain consistent and accurate information, it is good to have tools to collect such information such as a questionnaire or an information form where you will ask the target audience questions and fill in the information in the form or questionnaire. If there is a belief or culture that prevents asking certain types of questions, it is good for the facilitator to find the best way to get that important information without causing problems in the community. It is always advisable to communicate with traditional elders in the relevant community about the right way to get that important information.

The following is an example of the information form that can be used to elicit information from the target learners. The facilitator can prepare another form or make improvements if the circumstances allow.

### **Important information**

First and middle name: .....

Male/ Female .....

Age: .....

Religion: .....

Married? yes / no

Number of children: .....

Work and/or activities you do in the community: .....

Your social roles (e.g., midwife, traditional elder, singer etc.)

Language:

- What is the target's native language?

- Can you speak Kiswahili?

Literacy level of the target learner (low/medium/high) give details about the level of the beneficiary's ability:

Immediate needs for the use of reading skills:

- What would the learners like to study in their daily life?
- What would the learners like to write in their daily life?
- What would the learners like to count in their daily life?

### **3. Determine Community Needs for Reading, Writing and Arithmetic (3Rs)**

The information found in the analysis of community information and those of the beneficiaries can be analyzed based on the literacy skills that the beneficiaries need. This information will show the distribution of the types of academic skills and how those skills are expected to be used in their daily environment. The available information should be analyzed according to groups of educational needs such as health, environment, ethics, citizenship etc. Those requirements are now prioritized based on importance or need. The setting of these priorities must be participatory by involving the relevant communities. For those issues or needs that have been seen to be a priority lays the foundation for preparing learning and teaching tools in the literacy programme.

#### **Analyzing the Skills Needs of 3Rs**

Analysis of information about the community and target groups regarding reading, writing and numeracy skills can be grouped according to the information obtained. The following example shows areas representing requirements.

#### ***Areas that require the most literacy skills***

- a. Health
- b. shopping (market, store, etc.)
- c. Production of goods
- d. Communication at school for children

#### ***Areas do the target audience need to use reading skills***

- a. Reading store posters
- b. Reading school notebooks / doctor's instructions
- c. Reading community newspapers
- d. Reading phone messages
- e. Reading safety signs (road, factory, etc.)

***Areas do the target audience need to use writing skills***

- a. Write/signing their names
- b. Write a short message on the phone
- c. Write a letter
- d. writing stories etc.

***Areas do the target audience need to use numeracy skills***

- a. Selling a store
- b. To produce entrepreneurial products
- c. Farm crops and livestock
- d. Helping with children's school work
- e. Banking activities etc.

Other areas that can bear responsibility for the content of the literacy programme are as follows:

***Family life***

- a. family members - roles and responsibilities of each person
- b. additional family income
- c. family as a social institution
- d. family needs and budget
- e. family traditions and customs
- f. to be responsible in matters of parenting and upbringing

***Economy and income***

- a. work and income
- b. daily savings
- c. better agriculture
- d. home garden
- e. cooperative groups
- f. entrepreneurship

***Health***

- a. food, water and nutrition
- b. a healthy family
- c. common diseases

- d. health problems
- e. community health
- f. health services

***Citizenship education***

- a. rights and responsibilities
- b. people's participation in development and sanitation activities
- c. our forests
- d. our traditions
- e. all people are equal
- f. my country

## **UNIT THREE: CHOOSING APPROPRIATE CONTENT WHEN DEVELOPING A CURRICULUM**

Here the goal is to enable you as the facilitator to understand the methods used in teaching adult learners when preparing the training programme. It is important to consider the following criteria when preparing the training programme that is appropriate for adult learners:

- a) knowledge provided must contribute to enabling the beneficiaries to recognize the situation or environment in which they live and work.
- b) knowledge provided must reflect the life, environment and activities of the beneficiaries.
- c) flexibility should be maintained.
- d) the programme must take into account the different circumstances and abilities of the adult learners.
- e) the programme and content must recognize and appreciate the abilities, skills and knowledge that the adult learners possess.
- f) the curriculum must make the adult learners take the right and effective steps to improve their living conditions and encourage sustainable development.

### **Grades of Literacy Skills**

Teaching literacy skills is complex in the sense that, for adult learners to be able to see the importance of those skills, they must see their use in general in their day-to-day endeavours. Since our daily lives involve the use of 3Rs, so these skills are taught step by step in each literacy class. A facilitator needs to be proficient in the skills according to the criteria set in the respective grade before going to the next grade. The following are grades of reading skills

- a) First grade: Basic
- b) Second grade: Medium
- c) Third grade: Self-study

In each grade there are academic skills that an adult learner is expected to have in order to qualify for that grade. The skills enable the learner to show their competence in reading, writing and numeracy in their daily activities and other areas after qualifying the relevant grade as follows;

#### **First class (primary)**

##### **Target group**

- i) Adults who had never went to school at all or those who left school before they could acquire reading skills.

- ii) Adults who cannot read and write simple words, paragraphs or any type of sentence and text without the help of a teacher.

### **Expected results**

Beneficiaries who complete this level should have the following skills:

- i) Reading: reading newspaper headlines (large and small), reading and understanding posters and leaflets, reading and understanding simple paragraphs of text, reading and recognizing numbers 1 to 1000.
- ii) Writing: writing their names and address, communicating in writing using simple language, writing simple letters, writing numbers 1 to 1000.
- iii) Simple Arithmetic: counting and recognizing numbers 1 to 1000, adding and subtracting 3 digits, recognizing simple rules of addition, subtraction, multiplication and division.
- iv) others: communicate correctly, use reading skills in everyday life.

### **Second class (Medium)**

#### **Target group**

Adults who have completed stage one or have basic reading skills.

#### **Expected results**

Upon completion of medium class, beneficiaries must have the following skills:

- i) Reading: Reading with understanding news, songs, directions, instructions and simple parts of newspapers, identifying important ideas in the text.
- ii) Writing: Writing short news or simple memos and letters, filling out simple forms and simple payment documents.
- iii) Simple Arithmetic: demonstrate skills in addition and subtraction, use important multiplication and division skills, understand and use basic measurements (money, weight, length, volume), calculate simple calculations (family budget, purchases and sales)
- iv) Others: developing communication skills and reading skills.

### **Third grade (self-study)**

#### **Target group**

Adults who have graduated at the intermediate level or are capable of self-study, who like to use books and other texts to seek to learn new knowledge.

**Expected results**

- i) Reading: analyzing and integrating main ideas from what they have read, discussed with others, reading and interpreting diagrams and illustrations.
- ii) Writing: Writing one/two pages about a certain topic, writing a personal letter, application letter, information, survey, drawing diagrams, tables and shapes.
- iii) Simple Arithmetic: adding and subtracting large numbers skilfully, reliably and quickly, using rules to multiply up to 5 digits, using rules to divide up to 3 digits.
- iv) Other: further development in communication and reading skills.

## **UNIT FOUR: TEACHING READING SKILLS TO ADULTS**

### **4.1 What are Reading Skills?**

Is it just reading and writing? Is it about using literacy skills to achieve personal, social and national issues? Reading also involves recognizing numbers, symbols and arithmetic symbols in text. However, in life people need to understand and use numeracy skills in different contexts just as they use literacy skills. The very first steps in learning to read are to find the connection between sounds and symbols. This means recognizing that a certain letter has repeated sounds (in the form of alphabetic or syllabic writing) or a certain symbol carries a certain concept (in the form of letters or drawings). Therefore, learning to read and write is to relate symbols, letters and sounds or meaning. The practice of associating sounds-symbols/letters-meaning is the beginning of a speedy process for the adult learner to make sense of his/her learning of reading skills.

For example, in reading any text, the reader uses three main skills: (a) relating the sound of letters/symbols, (b) connecting words following the correct sequence, (c) building the meaning of words and creating other meaningful words. The reader looks at the signs and behaviors that the phrase carries in order to guess the relationship between the letter sounds and the meaning.

### **4.2 Building the Skills of Reading, Writing and Arithmetic**

You as a facilitator, you need to guide your learners in solving the problems they have in their environment and their lives. That means more to them than even knowing how to read, write and simple arithmetic, realize that these skills are not a priority for them, so they will be ready to learn these lessons if they are involved in solving the challenges they have. It is important to consider in each lesson to start with a discussion about the priority issues that were found in the need's identification exercise. For example, if their priority is to understand about nutritional issues, it is good to prepare and understand several issues related to nutrition, for example; - the translation of the word nutrition, what are nutrients? good nutrition, balanced diet etc. Therefore, lessons about nutrition can be three or more depending on the number of topics you have assigned as seen in the following examples:

#### ***Good nutrition***

This lesson may cover topics such as:

- a) what is nutrition?
- b) what are nutrients?
- c) a balanced diet
- d) prepare a list of meals
- e) prepare a meal schedule

- f) identify food groups

### ***Family planning***

When facilitating about family planning, you as a facilitator may cover aspects such as:

- a) reading the calendar
- b) mother and child health
- c) identify time (days, weeks, months, years)

### ***Diseases***

- a) types of diseases
- b) how to protect yourself from diseases
- c) proper use of medication

It is important to remember that, at this stage, students are learning general things, so avoid involving them in discussing scientific concepts and principles, which will tire them and discourage them. In each session the students must start and learn by discussing something that is a challenge for them and thus find a solution on how to face that challenge. It is from that discussion that you will find the words or sentences to use in teaching 3Rs. By doing so the learner will see the benefits of learning these skills as they will begin to use them in what they face in their daily lives. The flow of the lesson starts with few and easy things while day by day the size and difficulty of the topics increases. In each lesson, learners must have time to read the sounds of the letters (consonants and syllables) that make up the selected words or sentences, then read the syllables formed by those sounds and thus create the meaning of the sounds in the words they will read and create. Make sure that in each session learners get the opportunity to learn the sounds of new words so that when they finish this programme, they will have learned all the sounds of the alphabet.

### **4.3 Lesson Flow**

Here we highlight the flow through which 3Rs can be taught.

- a) It is good to choose a simple word/concept in the sentence, especially for the beginning stages.
- b) The process of identifying syllables, consonants and letters (capital letters) and creating new words continues for all lessons.
- c) Make sure each lesson has different letters (consonants and syllables) until they are all completed (A to Z) without the students noticing.
- d) It is important that every day information is prepared showing the letters learned by the target group. This will help ensure that all letters are taught.

## Lesson One

In the first lesson, the foundation of reading is built, so it is important to be creative in choosing a lesson that will attract the learners to enjoy your class. Follow the discussion steps as directed earlier.

After the discussion, lead the learners to read.

Write on the board the sentences that were repeated in the discussion (sentences should not exceed three words and should not contain letters).

Example: Tulime kilimo Bora-- Let's do better farming

Kilimo ni pesa -- farming is money

- i) Lead the learners to read the sentences one by one,
- ii) choose a simple sentence or one word from those sentences and write it on the board. Example: farming
- iii) Guide the learner to read aloud together, and later one by one to check if they have all been able to pronounce the words correctly.
- iv) Then lead the learner to say one syllable at a time: eg

Ki li mo -- a gri cu ltu re

### *Analyze sentences/words*

- v) Analyze the letters in the sentence or word they read. An example

k i            l i            mo  
i            i            o

- vi) Guide them to read the letters correctly
- vii) Analyze the consonants that appear in the sentence or word they read

ki li mo  
k l m

- viii) Guide them to read the sounds of those consonants

- ix) Write syllables using those sounds for example:

a            e            i            o            u  
ka          ke          ki          ko          ku  
la          le          li          lo          lu  
ma          me          mi          mo          mu

- x) Guide the learners to read the syllables correctly.

### ***Creating words***

- i) Create new words using the syllables that the learners have read
- ii) Write new words on the board. Example: Eat, milk, milk, chicken, sleep, noise, lemon, scold etc.
- iii) Lead the learners to read the new words you have created
- iv) Guide the learners to create new words from the syllables they read
- v) Write those words on the board
- vi) Lead the learners to read fluently the words they have created.

**Note:** this lesson may have more than one session depending on the number and size of the relevant content.

### **Lesson Two**

Here the learners begin to learn to form letters and recognize numbers from 1-9. Therefore, you should start with all the steps you did in the first lesson and then start directing them to create letters. It is important to know that when many adult learners join the literacy programme, they do not even have the skills to hold a pen. Therefore, this lesson is very important in building writing skills. So, you have to guide the learners to:

#### **A. draw a line/ a dash**

Lead students to draw it.

- i) draw lines/dashes vertically, horizontally and diagonal lines/dash in the air using the finger ( \_\_, |, \, / )
- ii) draw lines/dashes vertically, horizontally and diagonal lines/dash on the ground using the finger ( \_\_, |, \, / ).
- iii) Practice holding and using a pen
- iv) Draw lines/dash vertically, horizontally and diagonally in the notebook or exercise books.
- v) Have the learners draw those lines by repeating.

#### **B. draw an arch**

Arch is a line curved upwards, downwards in front and back (                      ), lead them to read it:

- i) To draw a forward arch (                      ), have them repeat until they can get it right
- ii) Repeat for back, up and down arch (                      )
- iii) This exercise will enable the students to easily learn to form letters as all letters are formed by arcs and lines/hyphens.

**Note:** The letter building exercise can be done in three or more sessions depending on the circumstances of your learners.

### **C. Reading numbers**

- i) Write the numbers 1-9 on the board
- ii) Lead the students to read together and then one by one by combining them (eg. 3, 7, 1, 5, 9, 4, 2, 6, 8)
- iii) Make sure they are all able to read fluently.

### **Lesson Three and Four**

In these lessons, the learner begins to learn letters together, read sentences with 4-7 words and also write letters. The facilitator must start with all the steps you were directed in the first lesson if now the choice of sentences should focus on getting letters together (e.g. mw, mb, ny, st, ng, nt, dh, etc.) which the learner will participate in breaking and creating new words.

#### **Writing**

- i) Guide the learners to write letters using lines/hyphens and arcs. (eg. = a, =u, =i etc.)
- ii) Closely support those who have challenges in writing or creating letters.

### **Lesson Five**

In addition to continuing to practice reading letters together and writing syllables, here the learner will start adding numbers 1-9 using examples from their environment. For example, the number of livestock, sacks of crops, etc. Here the facilitator will guide you by introducing the '+' sign to add up. write simple calculations on the board, guide the learners to read and calculate the calculations by heart and finally direct them to write 1-9 in their notebooks.

### **Lesson Six**

In this lesson, learner will begin to learn to use words (e.g. ng'ombe, ng'ambo, ng'oa, mung'unya, etc.). also, add 2-4 reading sentences with those words to increase their ability to read more words. Give them the exercise of writing simple syllables and short words, for example, eat, carry, sister, father, etc.

### **Lesson Seven**

Start introducing/teaching phrases (paragraphs), Start with short phrases (short paragraphs) with 3-4 sentences, then help them read. They should also be instructed to read numbers from tens to hundreds. At this stage, the target audience is expected to be able to read newspaper headlines, books and short sentences individually and in groups

Here learner can start writing short sentences with 2-4 words and also learn maths to subtract (-) numbers 1-9.

### **Lesson Eight and Nine**

The learner here is introduced to the use of punctuation marks, for example:-

- i) A dot (.) is used at the end of a sentence or at the end of a completed message
- ii) Abbreviation (,) is used when a sentence has more than one meaning or to show a list of things.
- iii) An interrogative (?) is used to ask a question.
- iv) Surprise (!) To express shock, emotion.

Students should also continue with the practice of writing sentences, calculating sums and giving numbers 10-100.

### **Lesson Ten**

Learners need to practice enough the skills they have acquired to use letters, hyphens and punctuation marks in reading and writing. So, give them a lot of practice and make sure they follow your instructions carefully and fluently. In this lesson you are advised to also introduce the use of capital letters. It is the right time now to introduce the calculations of multiplication of numbers 1-9.

### **Lesson Eleven**

In this lesson, learners can learn about notebooks to keep various records, for example, the number of livestock, records of events and trips. In addition, the classification of the log depends on the type of log being written.

For example, a logbook may contain the following information: -

<b>No</b>	<b>Date</b>	<b>Event</b>	<b>Details</b>
a.	b.	c.	d.
e.	f.	g.	h.

Records keeping aims to enable the learner to learn: -

- Write the date
- Making a table of events
- Preparing various schedules such as vaccination schedule, livestock/home food

However, drawing a table requires the target to use a ruler, so he will develop the skills of drawing lines using the tool.

### **Lesson Twelve**

Most of our adult learners are entrepreneurs, so they need to use the acquired literacy skills to start and develop their businesses. Documenting income and expenses is a very

important tool for any entrepreneur to help him/her keep records of his/her business. Lead the learners to discuss the important issues that should be put in the notebook. Write an example of the notebook on the board and guide them to read the features they suggested fluently.

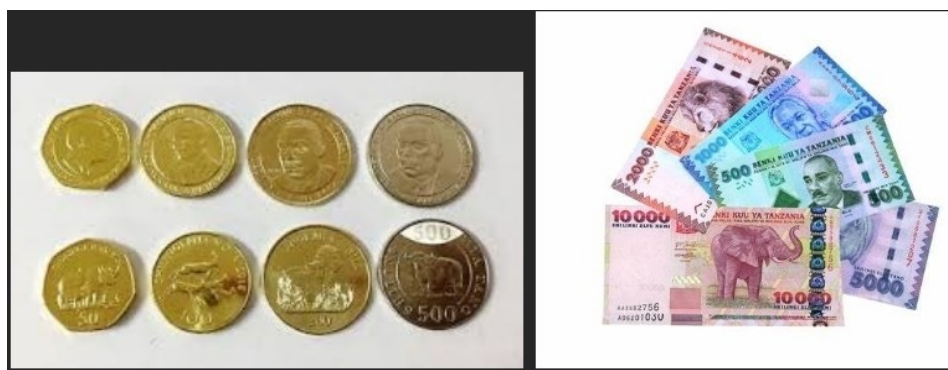
Every learner should be able to draw a table and write information on the income and expenditure of their projects. the notebook may contain the following sections: -

INCOME				USAGE			
No.	Date	Details	Amount	No.	Date	Details	About
				\			

Give the learner the practice of writing information about their projects in this table. Read various texts of their projects and calculate the income and expenses of their project. By doing so the acquired literacy skills for them will be very useful.

### Lesson Thirteen

In reality, calculations relating to money are very simple because everyone uses them almost every day without making a mistake. In this lesson, learners will be introduced to the money that is used and how to properly read the numbers and symbols in that money. The learners will identify, read and identify various currency notes and coins using interactive methods and using real coins and notes.



Learners can also write the value of each currency correctly and also add, subtract, multiply and divide monetary calculations correctly.

## **Lesson Fourteen**

Learners here learn how to write a short statement for their group or projects. This information can be about the list of names of group members who borrowed, the amount they borrowed, the amount of shares of group members, returns, etc.

Important: The number of lessons depends on the amount of content that the Learners are willing to learn. It doesn't have to be 14 as shown in this guide.