

Learn4Life

A Holistic Life Skills Programme

MANUAL 1

Programme Concept



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LEARNER DEVELOPMENT



Introduction

Dear Reader,

Thank you very much for your interest in Masifunde Learner Development and our Learn4Life! programme in particular.

Masifunde has been successfully running its Learn4Life! programme since 2009. What started with a small number of children in Walmer Township has grown into a programme that spread its wings over schools all over Nelson Mandela Bay.

With the growth of the programme, more and more people need to have an in-depth insight into the programme, its objectives, methods, tools and content. Therefore, a comprehensive manual series has been developed that aims at making the programme components accessible and give standardized advice to facilitators in implementation level.

The guideline series consists of four manuals:

- 1. Learn4Life! Facilitators Guide I** provides a detailed overview of the programme's core objectives and indicators of success. It introduces all major components of the programme: lesson units, excursions, project work and the annual summer camp, as well as the Learn4Life! curriculum with the capacities and learning targets by grade. It serves as a reference book for the facilitators and a detailed introduction for all interested externals, potential partners, educators, parents and funders.
- 2. Learn4Life! Facilitators Guide II** is a detailed guideline for facilitators on implementation level, focussing on the structure of the programme, the preparation of successful implementation as well as post-processing activities.
- 3. Learn4Life! Facilitators Guide III:** As Learn4Life! does not use traditional teaching methods, this handbook gives a detailed overview of approaches, pedagogic concepts and interactive and creative teaching methods.
- 4. Learn4Life! Facilitators Guide IV** contains a series of booklets that provide all the information pertinent to the topics enshrined in the Learn4Life! curriculum. This manual provides content and activity tools the facilitators will need to plan their lesson units, the end-of-term handouts and quizzes.

All manuals are written in such a way that all chapters can be seen as closed entities. This enables the readers to leave out certain parts or read them at a later stage. Therefore, some contents have to be repeated briefly in other chapters for those who have not read the previous chapters.

**Learn4Life!
Facilitators**

Guide I

The Changermaker

**Learn4Life!
Facilitators**

Guide II

The Term and Lesson
Structure

**Learn4Life!
Facilitators**

Guide III

Activities and Methods

**Learn4Life!
Facilitators**

Guide IV

The Curriculum

Learn4LifeConcept



1. Understanding Learn4Life!

1.1. Situation Analysis

According to census 2012 the population of South Africa is 52.98 million, of which 45.5% (23 million) live on less than R400 per month. More than 65% of South Africa's economic consumption is generated by the wealthiest 20% while only 4% is generated by the poorest 20% of the population. South Africa is one of three countries in the world with the highest Gini-coefficient, which is variously estimated to be between 0.63 and 0.70. This means that the inequalities of income and wealth distribution in the country are precariously high. Over 80% of this inequality is caused by disparity amongst population groups where personal income is coherent with the level of education.

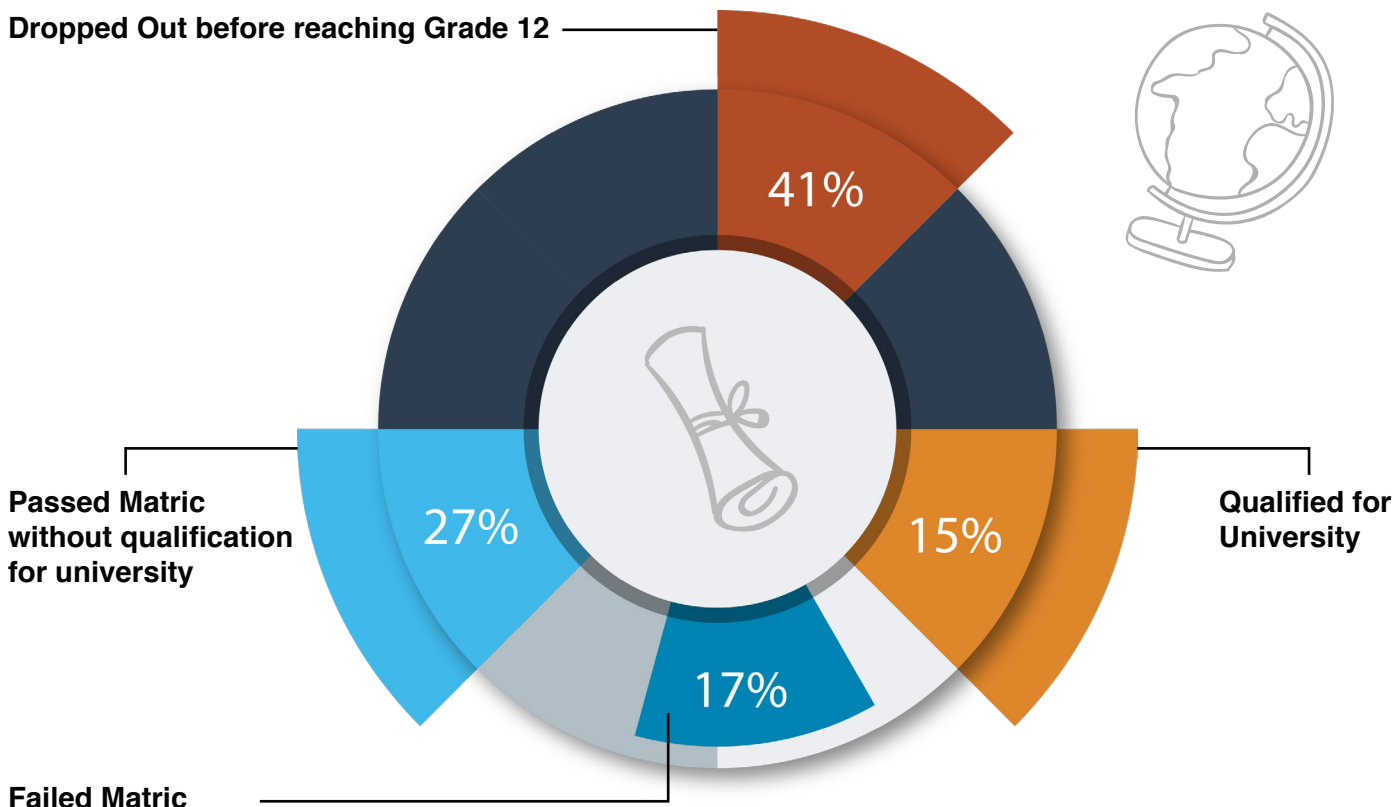
In order to break out of this income disparity, South Africa's educational system has to ensure equitable quality education for all:

- All learners receive the same educational opportunities.
- Learners' success in school and in future on the labour market depends on their shown acquirement and commitment and not on their class or wealth.

In 1955 the ruling party, African National Congress, rightly demanded in its Freedom Charter: "Education shall be free, compulsory, universal and equal for all children." Even though primary education and secondary education is provided free of charge, more than two decades after its first democratic election and investing more than 20% of state expenditure in education, South Africa is far from its goal of providing equal education for all. Unofficially, there seem to be two educational systems in South Africa. One that has been accessible to only white learners during Apartheid, financed today through high school fees and attended by the wealthiest quarter of society, which produces educational achievement on par with developed countries. The other system is purely state run, serves the historically disadvantaged and is where the majority of children (black and coloured) are located. In 2009, the literacy and numeracy testing in the National School Effectiveness Study (NSES) showed that Grade 5 learners in historically black schools were performing considerably worse on average than Grade 3 learners in historically white schools. This means that early primary school children from historically black schools are already two years behind the children attending historically white schools. A report from The Southern and Eastern Africa Consortium for Monitoring Educational Quality (SACMEQ) III project showed in 2012, that 27% of the learners in sixth grade in South Africa's township schools were functionally illiterate. Moreover, 47% were functionally innumerate. This signifies that more than half of the learners in grade six are neither in the position of reading simple sentences nor able to solve mathematical tasks for daily life matters.

Out of 100 students that started school in 2004, only 59 made it to matric in 2015, 42 passed & 15 qualified to go to university.

These are national average numbers and they represent the overall results of both educational systems. Considering this fact, one can assume that with regard to the formerly black educational system (today's township and rural schools) the results would even be more severe than the national average indicates. As a proportion, the number of students attending a formerly white school in Grade 8 that will go on to reach matric with a pass that qualifies for entrance university is four times higher than that for learners in a historically black school.



Learners from impoverished communities do not only face a disadvantage from within the formal school system. They also hardly have any access to extra-curricular education neither at school nor in their free-time. Instead of using their afternoons productively with either sports, music, arts or other activities many are drawn to the streets, taverns or engage in criminal activities. Their development suffers by not unleashing and nurturing their potentials in these fields.

Another challenge lies in the generally low level of education within the township communities. So called informal education includes all learnings which a human being receives from outside a formal educational institution, mainly from society, peers and family. Statistics suggest that 85% of a human being's knowledge was received through informal education. The lower the level of education in the surrounding of a learner, the lower the level of informal education. Children learn through modelling their environment. A lack of parental influence and positive role models who would provide guidance, structure, care and support leads towards a low level of informal education and comparatively underdeveloped and often emotionally unstable children. This again has direct impact on a child's academic performance, its capacity to concentrate, to work in a disciplined and consistent manner and to develop resilience.

1.2. Learn4Life! Overview

Learn4Life! is a life skills training programme that imparts knowledge necessary in the day-to-day life situations ranging from health, business, environmental topics to personal growth. It is designed in such a way that the participants explore their environment, their interests and talents, and learn about themselves as individuals and as members of the society.

The activities embedded in the Learn4Life! programme **strengthen the participants' self-confidence, encourage them to have goals, visions for life, and motivate them to strive towards the attainment of their goals. This results in increased resilience levels to resist negative and destructive influences.**

In the Learn4Life! curriculum the learners work on one topic (e.g. health & hygiene, environment, business orientation, personality training, social environment & culture) for one full term. Each term highlights in project work through which the participants share their most significant learnings with parts of the community. Through the project work, the participants get activated systematically on a peer-to-peer basis, for example running workshops in their schools, doing educational drama performances, putting up awareness posters, handing out awareness flyers and brochures, doing presentations or taking part in community clean-ups.

The Learn4Life! weekly lessons make use of modern and interactive methods of teaching that ensure the lesson units are always exciting yet educational. Regular project work, excursions or workshops and the annual summer camp make the learning process as practical and interesting as possible. The methods used in Learn4Life! lessons ensure that the learners take ownership in the programme and its content, e.g. by involving learners in goal setting, evaluation and design of the project work. Furthermore, the lessons are run by facilitators who facilitate a learning process which includes the learners in the creation of the content (e.g. through online or field research or excursions) rather than having a teacher who is the only source of knowledge.

Some principal facts of the Learn4Life! programme:

1. The basis of the Learn4Life! programme is the setting of goals for a term between facilitators and the learners, which allows the participants to take ownership of the objectives to be met.
2. Group work, research and input from experts allow learners to develop part of the content and gain a higher level of understanding of that topic.
3. An educational excursion with reference to the term topic gives learners a chance to develop a practical perspective on a term topic.
4. Sharing of knowledge with their peers and the community through project works and presentation days leads participants to act as role models and **“Changemakers”**.
5. Feedback and critical evaluation of their own, their peers' and facilitator's performance leads to critical thinking skills.

These characteristics will be discussed further in the following chapters and in Manual II. Beforehand, it is important to firstly understand the situation of the education system and socio-economic conditions in South Africa; then learn more about the objectives and values of the Learn4Life! programme.

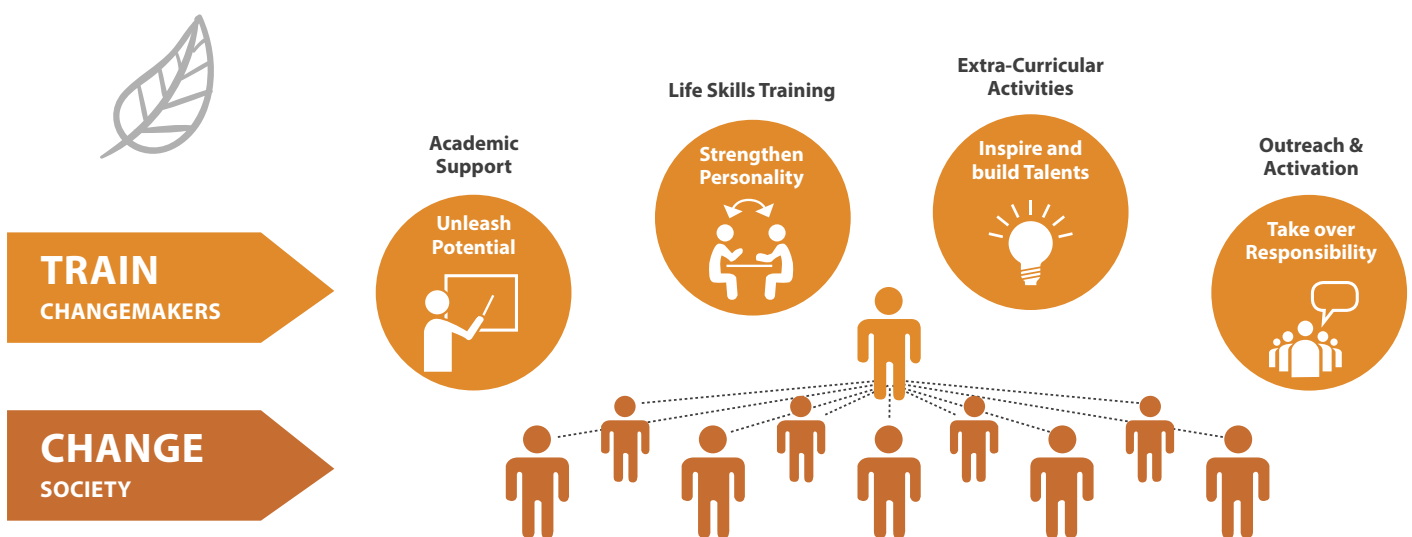
1.3. The Changemaker Concept

Motivated by a vision of a united society where everyone is empowered through high quality education, Masifunde's learners are enabled to participate pro-actively and confidently in societal issues by initiating positive change in their own lives and the lives of others. The participants of the Learn4Life! programme receive life skills education and training, which allows them to make full use of their potential, take over responsibility in their community and systematically share their learnings and know-how. As a result, they are able to achieve academically and socially, and ultimately break the cycle of poverty in their own lives and encourage others to follow their example.

1.4. Masifunde's Objectives

The major goal of the Learn4Life! programme is to sustainably fight poverty in South African townships. **Masifunde believes that this could be done through education and by means of the following:**

1. Supporting personality development of the Learn4Life! participants.
2. Training the participants as changemakers who convey skills and knowledge to their peers and the rest of the community.



Personality Development

The Learn4Life! programme aims to support personality development of its participants on two levels, namely by developing key competences and supporting positive social behaviour. The programme also aims to convey sustainable, practical knowledge - tailored to the participants' specific living conditions.



Developing Key Competences

The Learn4Life! lesson units are designed in such a way that the following can be acquired:

- Values for social interaction: respect, politeness, friendliness, tolerance, and acceptance.
- The basics of cooperation: discipline, honesty, feedback, and perseverance.
- Team-working skills: listening to others, being open to criticism, consensus building, and reliability.
- Leadership skills: communication, conflict resolution, empathy, organisation and planning.
- Shaping one's own life: intrinsic motivation, taking responsibility, self-reflection, and increased levels of resilience.

Developing Key Competences

Apart from acquiring key competences, the programme aims at instilling good morals, values and behaviour onto the participants. The learners' behaviour is ideally has a positive impact on the community. The Learn4Life! participants are encouraged to become active citizens within their community. They are responsible citizens who shy away from illegal drug consumption, irresponsible use of alcohol, crime & violence and risky sexual behaviour. At school the participants have an intrinsic motivation to learn. Furthermore, they develop a great interest in good performance at school and in being willing to acquire the required time-management skills. Last but not least, at home, the participants are encouraged to show respect towards family members and their values, traditions, attitudes and opinions.

The participants' behaviour will be discussed further in the Learn4Life! participants' code of conduct chapter.

Conveying Practical Day-to-day Knowledge

During the Learn4Life! cycle, the main aim is to convey practical knowledge that is tailored to the specific living conditions of the participants and that exceeds the requirements of the Life Orientation curriculum at school. According to this, the aim is to focus on the following:

- Developing cultural or intercultural competence while combining traditional and modern beliefs.
- Showing the necessity of knowledge for life in the township and the practical application of this knowledge in the township; plus: the ability to sustainably transfer knowledge to peers.
- Helping the participants in dealing with peer pressure and other external influences in different contexts (friendship, relationships, sexuality, drugs, media) by finding and holding on to their own opinion; and learning alternative ways of acting, acquisition of solution strategies and their application.

In order to achieve these goals, the Learn4Life! programme consists of different elements with specific purposes. All these elements are based on a curriculum that determines the educational objectives and the different subjects to guarantee a consistent course of action. The individual elements of the programme consist of: lesson units, excursions/workshops, project work/events and the summer camp.



2. Curriculum

Firstly, as the basis of the Learn4Life! concept, the curriculum will be briefly explained. An important part to be noted about the Learn4Life! curriculum is its consistency with the Life Orientation curriculum of the Department of Education. Nevertheless, this curriculum is not meant to replicate content which the participants learn at school, but rather enhance it. The Learn4Life! curriculum assists in the attainment of the above mentioned objectives, which Masifunde refers to as “life skills”.

The term “life skills” comprises the ability of a person to deal with the daily challenges of life. This also implies acquiring practical knowledge for the specific social environment (e.g. hygiene, sexuality, dealing with finances). In addition, the term stands for encouraging key competences (e.g. organisational skills, conflict management) and positive social behaviour.

The curriculum also offers important guidelines with regard to dividing learning areas into different topics. Additionally, age groups and their learning targets are defined. To cover all life skill components, the curriculum is divided into the following main topic areas:

SOCIAL ENVIRONMENT

HEALTH

NATURE & CONSERVATION

CULTURAL IDENTITY

TECHNOLOGY & SCIENCE

PERSONAL GROWTH

BUSINESS ORIENTATION

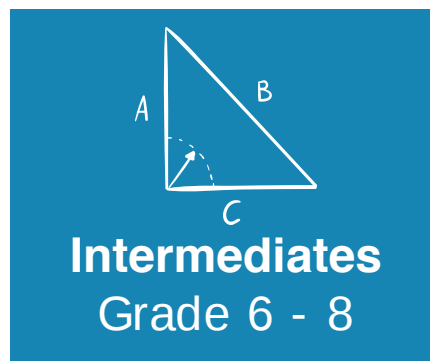
Each individual term topic is discussed in detail more than once within the whole Learn4Life! curriculum. The selection of the sub-topics as well as the time they are dealt with depends on the age groups and their learning targets. These aspects will be explained in detail at a later stage in this manual.



2.1. Age Group Division

Child development follows different stages and the learning process changes as the participants develop. Therefore, the Learn4Life! programme divides the participants into different age groups. The learning targets (with regard to conveying knowledge, key competences and positive social behaviour) are developed in such a way that is consistent with the stages of this development.

Masifunde divides the Learn4Life! programme into three phases: grade 3-5, grade 6-8 and grade 9-12.



2.2. Characteristics of Age Groups

Juniors - Grades 3 to 5: Discover the world

Children of this age group want to discover and understand the world. Again and again, they show great interest in finding the reasons for daily-life phenomena. In order to understand certain things, they need explanations or, even better, have to experience them themselves.

Intermediates - Grades 6 to 8: Find yourself in the world

Although in the township environment, the puberty stage can sometimes begin as early as in grade 4 or 5, “Find yourself in the world” aims at learners from Grade 6 to 8 in the stage of transformation between child- and adulthood. Children at this age are strongly influenced by their surroundings (friends, people of the same age group, the media etc.). They become aware of the freedom as well as the variety of possibilities the world offers. They face the challenge of finding and pursuing their own way. Feeling insecure and unsteady are common emotions within this age group. Therefore, learners can be influenced very easily. The longing for freedom and independence often leads to conflicts with their parents or families. They experience “emotional chaos” and change their views often and abruptly. They often try to understand different perspectives and views as well as possible consequences of a certain behaviour by testing and experimenting within their social environment as well as by questioning the status quo. By being confronted with facts, provocative and challenging questions and situations, the participants are encouraged to question and reflect about their own views. With this method, learners get used to challenging given opinions and daily situations, think about their consequences and find appropriate behaviours and opinions for their personal situations.

Seniors - Grades 9 to 12: Your contribution to the world

After puberty, young people are mostly more self-confident and have developed their own personality. They are now able to focus on long-term plans concerning their future. The young participants face the challenge of planning their lives, setting goals and finding perspectives to achieve their objectives. This can only work if they become aware of the fact that they are responsible for themselves. They have to learn to lead their own lives and to lay the foundation for their plans (especially with regard to a professional perspective). In addition, with end of the puberty phase, participants are able to shift their focus from a child's perspective to considering the environment around them, i.e. from a micro to a macro level. The young adults understand complex processes and consider themselves no longer as the centre of the world but as a part of a more complex system. At this stage, the participants are interested in analysing given problems and finding the reasons for them.

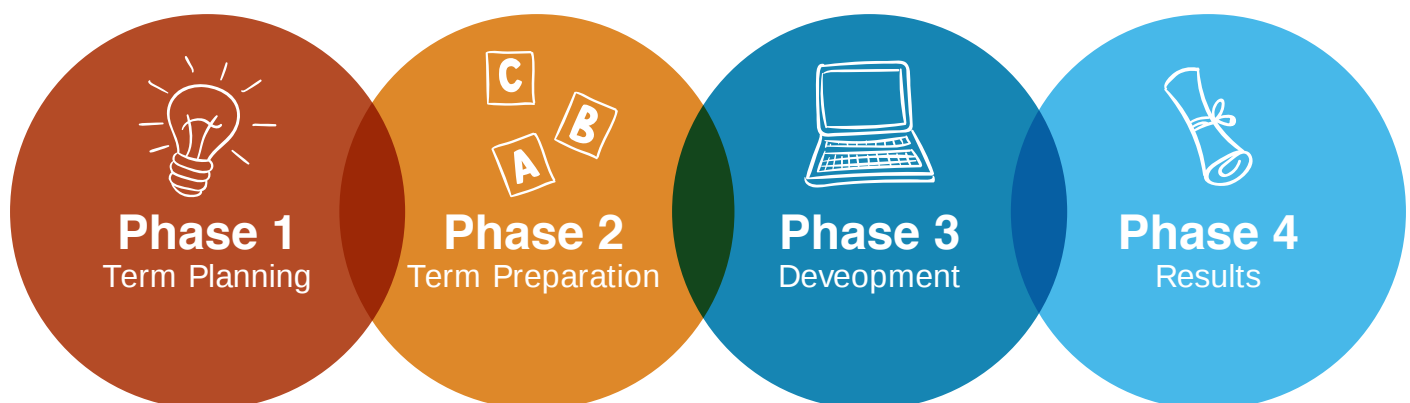
With the help of information, material and appropriate questions, they are able to develop their own points of view, to reason and to argument. The participants are aware of the main problems of daily life and the reasons for them. They also know different commonly accepted possibilities to solve problems and/or conflicts. Together with the group, they analyse different starting situations and sum up the challenges associated with them in order to apply the problem-solving methods they have learned. The goal is to fight social issues (for example peer pressure, drugs and alcohol abuse, and crime) which they are facing within their communities.



3. The Learn4Life! Term

The Learn4Life! terms go along with the South African school terms. Each term lasts for approximately 8 to 10 weeks. During that period, the participants work on one topic with the aim of developing an intervention which they can use to share their learnings. For the facilitators a Learn4Life! term consists of the following phases:

Before the term starts:	Phase: 1	Planning
	Phase: 2	Preparation
During the Term:	Phase: 3	content development, excursions/workshops, and project work
After the Term:	Phase: 4	evaluation, filing and saving of results.



3.1. Phase 1: The Planning of a Learn4Life! Term

The term topics and learning objectives of a term can be found in detail in the Learn4Life! curriculum (Manual IV). A facilitator selects a topic according to the suggested curriculum structure. The planning of a term phase begins before a new term starts, normally during the term break. One day during term break is devoted to the planning of a term by the facilitator together with the participants.

The reason for involving the participants in this process is to check their previously gained knowledge on the topic, sub-topic preferences, and topic-related problems or questions. Furthermore, this helps the participants to think of group- or society-related problems in order to develop project work ideas. The planning phase helps to keep the participants' interested in and retain ownership of the learning process.

3.2. Phase 2: Preparation of a Term

This phase follows the planning of a term between facilitators and the participants. A facilitator takes the results of the term planning session with the participants and prepares the course of a term. Using one of the three term planning templates (Manual II), the facilitator creates a plan for a term. The three term plan templates are designed in such way that structures the learning process of a term and the execution of project work. One template uses the “Theory to Practice” approach, while the other uses the “Practice to Theory” approach. The last template uses the combination of “Theory and Practice”.

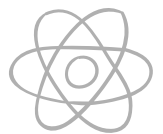
Furthermore, there are three principles of a Learn4Life! term that a facilitator will need to take note of in the preparation phase: situation relation, arousing participants’ interests and problem orientation.

SITUATION-RELATED

As much as the term topics and objectives are detailed in the curriculum, each term topic is tailor made to fit the participant’s daily life challenges. The topic also respects relevant traditions, views, social relations, resources, of the participants and their communities. It is more important to refer to the daily-life situations than to try to cover the entire topic volume when preparing a term.

For Example:

“Career Guidance” has to relate to professions that could be performed by the learners in the future and correspond to their personal strengths, their education and their family’s financial situation.



AROUSE PARTICIPANTS’ INTERESTS

The success of the learning process goes along with the participants’ interests, motivation and personal relevance of the topic. To arouse their interest in the learning process, a facilitator needs to take into account the wishes of the participants and consider the knowledge participants’ already have on a topic. Prior to the preparation of a term, the actual interests of the participants are discussed with them in order to cover their fields of interest.

PROBLEM-ORIENTED

One of the advantages of the term planning session is the possibility to identify a problem that currently exists within the Learn4Life! group or society. Each topic requires a problem and/or key-question as a starting point in order to show the participants the need to work and research further in to the topic. The course of a term is prepared in such a way that the participants realise the challenges or problems in the beginning. As a term progresses they acquire knowledge which helps them come up with solutions for identified problems. For example, prior to the beginning of a term the participants of each group analyse their own behaviour and identify their own resources and challenges. During the course of a term, solutions are proposed for the discussed challenges in order to be capable of solving or improving them. This method is particularly suitable for the topic “Personal Growth” or topics dealing with personal patterns of behaviour.

The topics relevant to the entire society and/or referring to the challenges of township life are dealt with in a general approach. The group examines daily situations for difficulties and their causes and subsequently develops ideas to solve or reduce them. Results are presented to the public. The idea of the changemakers and multiplying effects are put into practice with this approach.



3.3. Phase 3: The Content Development Phase

This is the main part of the term where the participants develop their own content of a topic. The development of a term topic takes up approximately 60-70% of the term (about 6 lessons), including excursions and workshops. Depending on the amount of time available for a term topic, facilitators can organise extra lessons for excursions and workshops in order to catch up with the content.

The Characteristics of the Knowledge Development Phase

One of the major characteristics of this phase is that the participants use all their senses while learning about different topics. Therefore, theoretical knowledge is always demonstrated, developed, applied or examined in a practical manner. The participants acquire content themselves and thus obtain their own insights and experiences. These processes should involve as many senses as possible. With the help of various methods, different senses (visual, auditory, olfactory, gustatory, and tactile) and also motoric skills are alternately stimulated.

The content development phase also allows the participants to engage in social learning. During a Learn4Life! term, the participants learn how to work independently and assume responsibility when performing group tasks. They also acquire social skills, i.e. they learn how to criticise constructively, improve their communication skills and solve conflicts when dealing with opinions and behaviour of other group members. Furthermore, the participants practice and assume responsibility in terms of working independently when carrying out activities and small group task execution.

3.4. Phase 4: Evaluation, Filing and Saving of Results.

In order to ensure the development of a sustainable learning process of the Learn4Life! participants as well as the quality of the programme, an adequate evaluation, reflection and summary has to take place at the end of each Learn4Life! term.

At the end of each term the learners are assessed in order to check if the desired transfer of knowledge was achieved as well as to what extent the learners are able to comprehend a topic. There are two things to be evaluated by a facilitator:

- Process of social skills and behaviour regarding participants
- Results of the term, such as learnt knowledge and achievement of goals

A quiz is used for the latter. The learners are given a quiz at the end of a term to check if they understood the topic and are able to apply the content learnt. Please consult the Learn4Life! Facilitators Guide to read more on the types of quizzes a facilitator can use at the end of a term.

A reflection is used to evaluate the learning process in terms of social skills and behaviour of the Learn4Life! participants. This reflection takes place after the group achieved the end-of-term goal, which includes the presentation of the project work. Depending on when the group's project work was implemented, the last lesson is designated for a reflection. The reflection consists of an analysis of the completion of determined learning objectives in terms of the knowledge transfer.

4. Learn4Life! Components

The Learn4Life! term consists of 3 main components:



Each year highlights in a summer camp or youth summit. For up to six days learners work on one specific topic, in line with the objectives, tools and methods of Learn4Life!.

4.1. The Learn4Life! Lesson Units

The Learn4Life! lesson units are held once a week for approximately 90 minutes. Typically, the lessons for different grades take place after school. Each grade or group is allocated its own Learn4Life! lesson time slot.

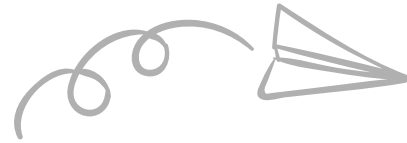
There are seven lesson types which are used in the Learn4Life! lesson units. All types are to be found in detail in the Facilitators Guidelines III. One common thing about these different ways of creating a lesson unit is the fact that all types allow the participants to assume responsibility of their own learning. It is their responsibility to find information themselves under the guidance of their facilitator.

The term plan provides a term topic structure and approach but does not specify the content of the individual lesson units. In the lesson units the participants obtain a general, broad knowledge of the indicated seven main topics and their term topics. While at the same time, the development of key competences and positive social behaviour is actively promoted.

When coming up with the objectives of a lesson unit, facilitators use their own discretion. However, those objectives need to be consistent with the term topic's main objectives. Furthermore, the lesson unit's objectives should create a conducive environment for the term project implementation. Based upon the planning of the term, the learning targets, the rough content structure of the individual learning units are determined considering the previous knowledge of the participants. The term plan provides an approach for lessons which enable the group to achieve its goals. If the structure of a term links theory and practice, the lessons will use a similar approach.

The Manual IV details all the content facilitators need for the planning of individual lesson units. When planning a lesson unit, a facilitator reads the information provided in the content manual and decides on which methods to use for knowledge transfer. The third manual (Facilitator's Guide for Learn4Life! Methods and Activities) has various methods that a facilitator can select from. The method selection for Learn4Life! lesson units depend on a number of things which include the following:

- The goals and objectives of a lesson
- The participants' capabilities
- The content
- The social skills the participants should acquire
- The level of interaction during a lesson



4.2. The Learn4Life! Excursion and Workshops

Each term topic is dealt with in approximately 8 to 10 lesson units and in excursions or workshops. The latter serve as a practical demonstration of what has been learned during the lessons. They help to increase the participants' knowledge and enforce better understanding; and they expose participants to the world outside the township. Excursions and workshops provide great opportunities to strengthen group ties and create special memories.

Furthermore, these events provide the facilitators with the opportunity to approach the participants in a more casual and personal manner. This helps to develop a familiar and trustful relationship that is beneficial for a good learning atmosphere. The participants are taken out of their usual learning environment and are able to experience new things with a different mind-set.

In comparison to excursions, the main focus of the workshops is the practical work. An expert is invited to join the lesson or an extra lesson which is designated as workshop day. The expert provides professional knowledge on a topic or tasks that the participants are currently busy with in the lessons.

At least one excursion and workshop is held in each term. These events take place on weekends or other weekdays in addition to the lessons units. The duration of the events can range from 90 minutes up to a whole day. The main facilitator has the principal responsibility for the organisation and the carrying out of such events. Should there be a need for assistance, the facilitator asks co-facilitators for support and, if needed, also asks further volunteers (international students or Masifunde staff). The second manual (Facilitators' Guidelines: The Learn4Life! Term and Lesson) explains the steps a facilitator takes to organise an excursion or a workshop.



4.3. The Learn4Life! Project Work

At the end of each term the learners come up with project work or an intervention which will enable them to share their learnings with their peers, families, learners from other schools or community members. As much as project work aims to reach out to as many people as possible in the community, the target audience the Learn4Life! participants is their peers.

During the course of a term the learners acquire knowledge on a topic, for example drugs and alcohol abuse, then towards the end of a term they decide on the key learnings they would like to share with their peers, parents or community members. For example, when the learners work on the topic drugs and alcohol abuse; they can decide to share with their peers the dangers of drugs and alcohol experimentation.

There is a number of reasons why the Learn4Life! participants do end of a term project work. However, there are five most important reason:

1. The learners get to share information which is important to them, their peers, families or for their community.
2. The learners get a chance to take responsibility of changing social issues they are subjected to in their community. Through project work they become active change agents who initiate positive change within their community even if on a small scale.
3. Project work serves as a confidence boost for the Learn4Life! Participants when the learners run workshops to their peers and realise that they actually make a difference in their lives.
4. Project work creates a conducive environment for the participant's intrinsic motivation to learn. When the learners know that at the end of a term they have to present or run a workshop it may contribute positively to their attitude towards learning. During the course of a term they take in information knowing that they will share some of it with their peers.
5. Communication is a crucial part of the Learn4Life! end-of-term project work. The learners get an opportunity to work on and improve their rhetorical skills. They learn to be audible, presentable, assertive and be in tune with their body language. Through project work a grade 5 learners can facilitate in front of a crowd of 30 or more people.

Ideally, an end-of-term goal (project work) is set at the beginning of the term together with the participants. There are two ways to approach project work implementation:

The first approach is public based. This approach is used when the Learn4Life! participants decide to hold presentations, run workshops, or handout flyers to a group of 30 people or more. These people are not part of the Learn4Life! or any Masifunde programme. Through this approach the learners get to reach out to as many people as possible.

A second approach occurs when learners decide to use other Learn4Life! groups as audience for their project work. This approach is used when holding presentations, running workshops, handing out flyers or explaining a poster to learners within the Learn4Life! programme.

Once the project work is done, the learners together with their facilitator do an evaluation and documentation. Depending on the term structure, project work can also be held during the term. This normally happens when a facilitator selects the “linking theory and practice” approach or the “from project work to theory” approach (Manual II).

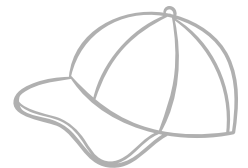
4.4. Summer Camp

In addition to the lesson units, educational trips, workshops and project work, participants go to annual summer camps during their Learn4Life! career. The duration of a summer camp is 5 to 7 days after the start or right before school holidays in December. The goal of a summer camp is to intensively and creatively work on one of the main curriculum topics with all the Learn4Life! participants. At the same time, the camp increases social skills and strengthens group ties between the participants themselves, as well as between participants and facilitators. A summer camp is usually held at a campsite which offers experiential educational activities and is surrounded by nature.

The summer camp uses the Learn4Life! guidelines and makes use of interactive methods. Similar to the Learn4Life! lessons, a practical approach is used while focusing on results. For the duration of a camp the participants develop project works connected to the camp topic together with their facilitators. At the end of a camp the participants get to present these to the other groups. At the beginning of the following school year, these results are presented to families, relatives, friends and other interested people.

One main focus of the summer camp is to have a structured day schedule including recurring of the following activities at set times:

- Sports/physical exercise
- workshop sessions dealing with a camp topic accompanied by a creative focus in a way of a project work
- group dynamic games to increase social skills and to strengthen group ties
- free time for the participants
- (volunteer) evening activities (among others e.g. films, discussions, night hikes)
- shared meals
- determined sleep time



5. The Learn4Life! Facilitator

The main facilitators are the “main actors” of the programme along with the participants. They are in touch with all the parties involved in the participants’ lives, namely schools, parents and co-facilitators. Ideally they prepare the term plans, lesson plans, project work, and organise educational trips together with the co-facilitators and the Learn4Life! participants.

The main facilitators are in contact with the parents to inform them about new developments and Learn4Life! group events. They also contact the parents when difficulties with the participants (personal problems, behavioural issues, etc.) arise.

Each Learn4Life! group is led by a team consisting of a main facilitator and up to two co-facilitators. These facilitators guide the Learn4Life! participants’ learning process. As much as the participants own the learning process, they still need people who guide and give them instructions. The main facilitators are locals who know the participants’ native culture, language and are familiar with township life. The co-facilitators are normally volunteers from local universities and international students or volunteers. The ideal team is a combination of people from different cultural backgrounds so that the participants learn from different perspectives and get to know a variety of methods.

The Learn4Life! co-facilitators support the main facilitators in the planning of the term topic as well as in the conception of the lesson units. Co-facilitators help with the preparation of the lesson units as well as with the carrying out to the best of their knowledge and work as a team with the other facilitators. Main facilitators inform co-facilitators of important developments at Masifunde or of individual participants.

Following points try to sum up the role of Masifunde facilitators in relation with the Learn4Life! concept:

Person of Trust and Respect

The Masifunde facilitators always alternate between a person of trust and a person of respect. The Learn4Life! participants need to be able to trust their facilitators in order to share their views and problems with them. However, participants also have to consider them as persons of respect, follow their instructions and accept their criticism.

Person of Trust and Respect

The Learn4Life! participants have a chance to integrate their own ideas and establish their own learning experiences when working on a project. Facilitators instruct the participants to work on a task independently and only intervenes when they realise that the participants are struggling. Through the interaction with the participants, facilitators are able to tell if a task is within the learners’ capabilities or if they would guidance to execute the task. As facilitators it is important to know just how much independency is required for their participants to execute a task. If the participants have already acquired information on a topic or if the task is within their capabilities, they would be able to execute a task independently. For example, grade 8 participants can be asked to come up with a causes of drugs and alcohol as they are already exposed to the topic. Furthermore, the participants can work independently on a task when they have capabilities to find answers, e.g. participants may not know the causes of drugs and alcohol abuse in their community.

However, they can go to the community and ask community members the causes of drugs and alcohol. It is important not make the participants to feel overwhelmed or left alone. Facilitators would need to do regular checks for the duration of task execution just to check if the learners understand what they to do or if they are able to. As long as facilitators provide the participants with the necessary information material and resources they need to fulfil their task, the participants will be able to work independently.

Facilitator-Learner Relationship

The Masifunde team which includes Learn4Life! facilitators developed a code of conduct which provides guidelines for Masifunde facilitators. This can be requested from the Masifunde office. The development of the participants' life skills is enhanced by challenging the participants and by evaluating a possible skill(s) improvement. The facilitators are sensitized not to ask too many questions which discourage the participants. They also do not ask participants to do tasks which are beyond their capabilities. When necessary, facilitators play games with the participants, without losing focus on lesson targets, so that learners do not feel too pressured by the lesson contents. The facilitators are not friends with their participants, however, they are friendly towards the learners within the boundaries of Learn4Life!. Therefore, facilitators are for example not supposed to go out with the participants to parties or such events as that will create confusion. Also they should not favour a group of learners within the Learn4Life! group. The participants should be treated the same during and after Learn4Life! lessons. It is advisable not to have a platonic or any other relationship with the learners outside the Learn4Life! environment. Facilitators should maintain a professional relationship with the learners, however they should be approachable for learners to be able to share their personal problems or concerns.

Structure vs. Flexibility

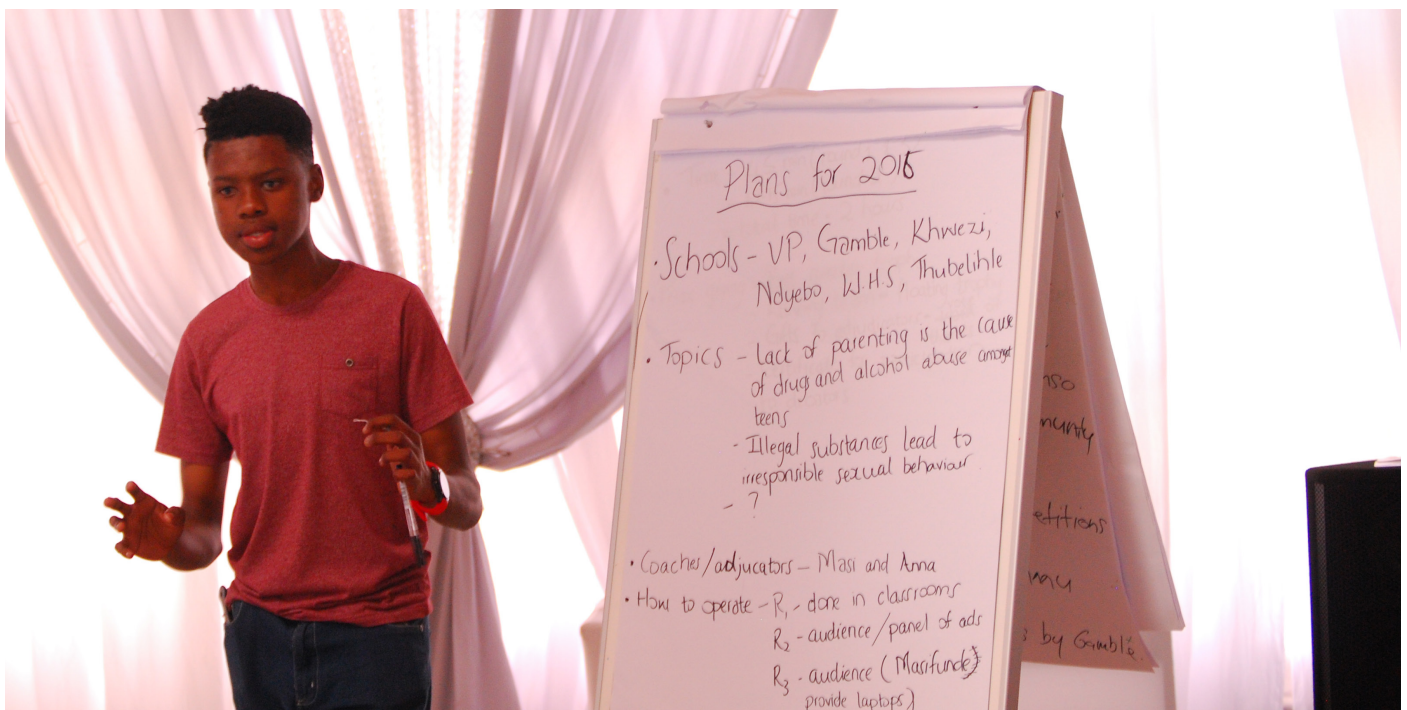
The facilitators establish a clear structure for each lesson unit in order to prepare appropriate activities and questions, as well as to reach relevant goals. At the same time, facilitators adjust to the group atmosphere and group dynamics, and should adapt the structure of a lesson accordingly, where required. It is a norm for a facilitator to discard the lesson plan during a lesson unit if the participants have a burning issue or concern to discuss. The concern or issue could be relevant to the lesson topic or any current affairs which exists in the participants' environment. However, a facilitator would have to organise an extra lesson to catch up.

Interaction

During the Learn4Life! lessons, both facilitators and participants acquire content and improve on social skills such as communication, constructive criticism, and leadership. The lessons are a two-way street where all parties involved learn from each other. Facilitators design the structure of a lesson unit in such a way that it gives the participants the opportunity to be actively involved. In an ideal scenario the participants should be the ones who give the most input. Facilitators are there to provide instructions, guidance and structure, however the participants find information and share it within the group. For example: the lesson topic is the consequences of drugs and alcohol abuse, the facilitator divides the participants into groups, each group is given a task. The groups are given different tasks, e.g. one group researches about the psychological consequences while the others research about health and social consequences. When all the groups finish with the task they share the information with each other. Even opportunities for the participants to give each other and their facilitator feedback in terms of how well the lessons go. With the help of reflection methods, the participants are involved in and encouraged to reflect on the learning and facilitation process. Please note that Facilitators' Guide for Learn4Life! Methods and Activities manual identifies and explains reflection methods facilitators use during Learn4Life! lessons.

Variety

To ensure that the participants get motivated to take part in the lesson, the facilitators use a variety of different activities and methods (e.g. discussion, games, brainstorming, quizzes, practical work, ...). These methods help to create a conducive environment for the participants to assume responsibility of the learning process. Furthermore, the variety of methods ensure that the learning process is interesting and fun.



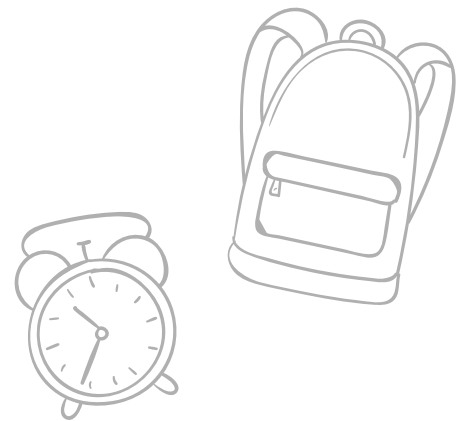
6. The Learn4Life! Participants

Ideally, each Learn4Life! group should consist of 15 – 20 learners within a specific grade. The selection of learners is usually done towards an end of a current year for a following year. For example, selection of grade 2 learners takes place in term 4 so they can start grade 3 lessons the following year. Masifunde approaches partner schools and works closely with teachers in a particular grade in the selection of learners. Usually there is one selection day per year for grade 3. Schools implementing the programme for the first time recruit learners for Grade 3 to 5 and 8 to 10 respectively.

Spaces in grades other than the ones specified above are subject to availability. Interested learners or their parents are asked to enquire about open spaces from either the facilitator of the relevant group or the Masifunde office. Depending on availability, they will then be put on a waiting list or are asked to apply for an open space. Further steps within the application process, e.g. interviews, may be taken.

A learner applying for admission to the Learn4Life! programme should be the age appropriate to their grade. As a guideline, the appropriate age for the admission of a learner is:

Grade	Age
3	8 - 9 years
4	9 - 10 years
5	10 -11 years
6	11 -12 years
7	12 -13 years
8	13 -14 years
9	15 -16 years
10	16 -17 years
11	17 -18 years
12	18 -19 years



All participants must be enrolled at a primary or secondary education institution. In principle, learners should progress with their peer groups. Learners who repeat a school year may proceed with their Learn4Life! group at the discretion of the facilitator and the Head of Extra Curricular Activities.

Masifunde Learner Development ensures that all applications will be treated fairly. However, it must be appreciated that by virtue of the number of applications received, not all applicants will be accepted and some fair process of selection is inevitable.

The participants must show potential to become role models and future leaders of their peers. When selecting learners for their programmes, Masifunde is looking at specific criteria a potential candidate should fulfill:

Team Work

The participants do a number of team oriented activities to assess their ability to work in groups. Most activities in Learn4Life! demand that participants work in groups or teams. Therefore, all Learn4Life! participants need to show potential regarding their cooperation and team-working skills.

Communication Skills

The language of instruction in Learn4Life! lessons is English. During the selection day, the grade 3 learners are assessed in terms of how confident they are in speaking English. They do not have to be fluent in English but show the potential to speak the language. Furthermore, their articulation skills are assessed in terms of the way they speak in English and their mother tongue, as well as the ability to communicate in a respectful manner.

Leadership Skills

One of the most common themes of Learn4Life! is to groom future leaders. At the selection day event the participants do a number of team oriented activities/games. It is during these games where we look for learners who naturally take over responsibility and leadership roles in group games. And learners who are naturally followed by the others.

Participation

The Learn4Life! lessons are different to a typical classroom setup which the participants are facing within their daily school environment. During the lessons, the participants should actively participate in all activities, discussions, and or tasks. Additionally, they should take full ownership of the learning process. At the selection day the learners are assessed in terms of how well they participate during activities and games.

Behaviour

One major goals of Learn4Life! is to mould changemakers who initiate positive change not only within themselves but in their communities as well. The potential Learn4Life! recruits have to be disciplined, punctual and well behaved. At the selection day, the participants are assessed in terms of how well they behave towards their peers and facilitators.



7. Code of Conduct for the Learn4Life! Participants

Good behaviour is one of the most important things that Masifunde expects from the Learn4Life! participants. In order to ensure the learners behave in ways consistent with the Learn4Life! values, the learners together with their facilitator come up with group norms or rules. This happens at the beginning of each term. These rules govern the learners behaviour throughout the Learn4Life! term and lesson. In addition to that all Learn4Life! participants come up with suggestions for a code of conduct on an annual basis. The code of conduct outlines the behaviour that is expected of a Masifunde Learn4Life! participant. When the participants come up with the code of conduct suggestions they are divided into their three respective grade categories namely, grade 3-5, 6-9 and 10-12. The reason for involving the learners in the process of coming up with a code conduct is to get their buy-in into the terms and regulations of it. Within their Learn4Life groups, they come up with suggestions for the code of conduct. Subsequently, the Masifunde staff together with the Masifunde Learner Council compile the suggestions and produce a code of conduct which the participants agree to and sign.

8. Disciplinary Procedures

All Masifunde staff members have full authority to ensure that every participant abides by the code of conduct.

The following list of interventions and corrective measures used by the school are aimed at correcting behaviour before suspension and in extreme circumstances, expulsion:

- A verbal warning / reprimand to express disapproval
- Written warning
- Final written warning
- Removal from classes
- Written punishment
- Referral to counselling
- Community service to improve the physical environment within and around Masifunde property
- Temporary suspension of Masifunde– related privileges
- Exclusion from Masifunde activities and functions e.g. excursions, Youth Summit, Graduation Ceremony
- Withdrawal of recognition, e.g. award
- Temporary suspension from lessons – pending disciplinary hearing
- Disciplinary hearing: The facilitators have to make every effort to correct the situation before resorting to a full hearing which may include the Managing Director and members of the Masifunde Board of Directors. In the event of serious or continuous misbehaviors, the learner will be required to attend a full hearing. For lesser misbehaviors and at the facilitator's discretion, the facilitator will call the parents or guardian to attend a meeting to discuss the continued misbehaviour of the learner.



9. Incentive system

Considering the described programme, including its elements, the following question arises: What is the incentive for the participants? It is often difficult for children/youth to be greatly intrinsically motivated. However, in order to assure motivation, the Learn4Life! programme has its own incentives which are described below.

9.1. Summer Camp/ Youth Summits

The summer camp and the youth summits are incentives for participants to regularly attend the lesson units, excursions/workshops and project work. Learners from Grade 3 to 9 who performed at a level of at least 75% as per Masifunde's monitoring tool throughout term 1 to 3 may participate in the Summer Camp. Learners from Grade 10 to 12 who performed at a level of at least 75% as per Masifunde's monitoring tool throughout term 1 to 3 may participate in the Youth Summit. For most learners, the summer camp and youth summit marks the highlight of the year: it enables the participants to leave their familiar environment and go to a place where they acquire new and exciting experiences, alongside with their peers. The camp provides them with extra advantages, such as toys, fun outdoor activities, workshops and regular healthy meals.

9.2. Excursions / Workshops and Special Theme Events

These events function as incentives as they take place outside the township and allow stepping out of a daily life structure for a short while. Even if workshops and/or special topical events are carried out in their familiar environment, they are still something special for the participants since invited speakers often share their personal experience with the learners. The fact that these events usually last for several hours and have a more casual context guarantees fun for the participants and gives an additional incentive.

9.3. Lesson Unit

A lesson unit serves as an incentive in terms of the methods used to transfer knowledge. Most of the participants are not accustomed to hands-on classes at school. They rarely experience that learning can be fun, understandable and practical. Their own opinions, imagination and ideas are not significant at school. In the Learn4Life! lessons they have to assume responsibility and make decisions on their own; their proposals serve as a guideline for the lesson structure. It is very important for the participants that the lesson units include their proposals, thus they feel appreciated and they enjoy the personal relation between them and the (main) facilitators. Especially this aspect is an important factor regarding the social environment of the participants. They often come from difficult family backgrounds, are not included in decision-making processes and lack an adult contact person whom they can ask for advice. This role is assumed by the main facilitators.



9.4. End-of-term Quizzes

At the end of each term, quizzes are conducted on the content covered throughout the term. The highest scoring learner in the quiz is awarded a small prize.

9.5. Annual Prize Giving

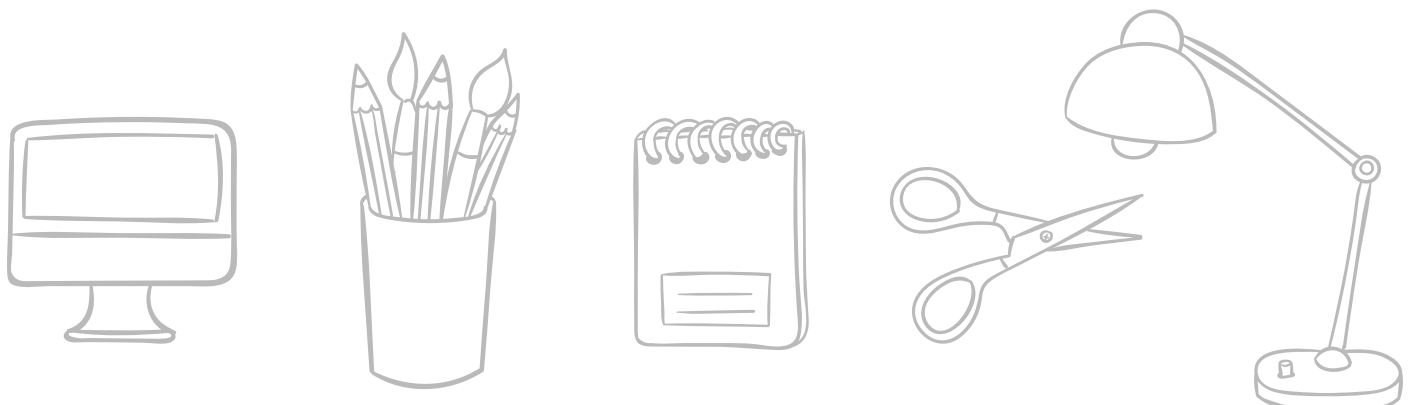
Once a year, Masifunde organizes a prize giving ceremony to honour outstanding participants in the fields of Attendance, Participation, Punctuality and Behaviour. Masifunde uses a monitoring tool which measure these four fields as an overall performance. In their Learn4Life! lessons all learners are evaluated throughout the year. Learners from Grade 3 to 12 who perform at an outstanding level are awarded certificates or prizes. In order to motivate learners to perform well at school, outstanding academic performances is also honoured at the annual prize giving. The performance keys are explained to learners and parents at the beginning of each year and are available to them upon request.

10. Parental Involvement

Support from parents and guardians is crucial in the success of the programme with the individual learners. Facilitators meet at least once per term with all parents to update them on the groups achievements, discuss plans for the upcoming term and receive feedback from the parents. Furthermore, facilitators give feedback to the parents about their children's behaviour and progress. In case of concern, facilitators approach parents immediately.

11. Academic Support

All Learn4Life! participants receive academic support. The nature of this programme component differs between the schools the programme is implemented in, ranging from daily homework assistance, weekly in-depth tutoring, peer-to-peer tutoring, to fundamental literacy and numeracy training. In order to monitor the academic progress of each learner, term 2 and 4 reports are to be handed-in to the facilitator, who will then ensure capturing of the data. This will not only give the opportunity to intervene as early as possible if challenges occur, but also to evaluate the success of the programme.



Learn4Life

A Holistic Life Skills Programme

1

MANUAL 1

Programme Concept



masifunde
LEARNER DEVELOPMENT