

**ALABAMA-HONDURAS MEDICAL EDUCATIONAL NETWORK**

**“ASI” INITIATIVE**

**JULY REPORT**

**2016**

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**HONDURAS**

**INTRODUCTION**

We are walking on the last year of training with the Jutiapa group of Community Agents while at the same time grows the expectation and next steps to establish the new group of Agents in La Musquitia.

June has been the month of preparation of strategic actions, among them, the support of the SIFAT Graduates from Honduran Agricultural University.

We welcome your prayers and decided support for a ending 2016 with new perspectives and the great consequences of around 150 trained Agents to continue impacting their communities and life of families for a new society in Honduras.

We count now with the great support of Ms. Keila Sosa from the Municipality, she is coordinating with us the training focused with women about gender and violence. Leila is an expert on this issue and she is permanently doing workshops with women from the communities.



## **1. JUTIAPA**

### **1.1.UNA (National University of Agriculture)**

SIFAT has been training students from the National University of Agriculture for some years. Now is the time for a contribution of these graduates teaching what they have learned plus the academic knowledge they get from their professional careers.

As coordinator of the ASI initiative Byron Morales has made the proposal to SIFAT Training Coordinator to count with the training involvement of the SIFAT-UNA graduates in Jutiapa and eventually in other places where the ASI initiative has presence.

These are the steps already taken and proposals:

1. Conference with the President of the Graduates Association and the President of the UNA Students Association to present the proposal and discuss dates, subjects and contribution.
2. Discussion about the training subjects we can manage together: Environmental care, Eco-agriculture and food security, Nutrition and food management, Water treatment (to reinforce the water filters initiative) among others.
3. First visit to the field: August 6-7
4. Three to five students to travel to Jutiapa with expenses funded by SIFAT and the Municipality of Jutiapa. Sonia Barahona one of the Community Agents will be hosting them at her house in Agua Dulcita Community, so they can be close to the communities to develop chats and practical teaching.
5. Needs evaluation and workshop proposal for September

### **1.2.Replications in the communities**

Sonia Barahona with the support of Keila Sosa from the Municipality have developed a workshop with 35 women from Jutiapa community about the subject on self esteem and identity that they received during our last community agents training workshop. These women are organized around the Women's Network where the community women are organized.



Dalia Vanegas, Luis Fernando, Magdalena Sanchez Community Agents from Agua Dulce and Kenia Zedillo from the Youths Network and also a community agent in training have been replicating the subject on sexual infections prevention and HIV with students from High and Elementary Schools from the communities of Cacao, Salitral and Aguas Calientes. An estimated number of 300 students have attendant these replications.





## 2. MOSQUITIA

A phone conference with Welinton Tejeda from la Musquitia, has determined the basic content for the next Community Agents workshop: Diarrhea and Respiratory infection. The group from La Musquitia is going to determine a specific date in September and the support of medical personnel from the local health center. A next conference using Natan's communication will be set to train Welinton with the organization and development of the workshop.

## 3. YORITO

Thanks to a donation by Scripture Union the kits for training teacher in Yorito has been concreated. Phone conference has taken place to meet with the Yorito Coordinator Fanny Amarilis to come to Siguatepeque and receive the training to take with her the educational kits.

The next is the description of teaching resources to support Pre Basic and Basic Education that the local team of Community Agents led by Fanny Aviles will be trained to use the kits with teachers in the Yorito and communities around:

Teaching resources support and aim to develop reading skills through guided practice. Also stimulate speaking and listening skills through different ranges of text and lead them in the process of reading as a fundamental instrument in the learning process.

### **Objectives of the texts:**

#### *Pre Basic Education:*

Help toddlers develop visual concepts about visual impression, phonological awareness and early reading strategies. Student books allow early readers to expand their vocabulary and introduce short reading practices. The reader's theater scripts involve children in learning our language and the world.

#### *Basic education:*

Develop the skills of reading, writing and content knowledge in elementary school students, the books of this level allow students to learn effectively and gradually according to the corresponding degree, which leads to actively improve their understanding and fluency.

Reader's Theater expands vocabularies, development of culture and content area knowledge, favoring stimulation of capabilities for different groups and a wide range of learning styles, which reinforce students in re-reading, public speaking and listening.

The stimulated areas for students are:

### **Comprehension**

It improves students' ability to determine the meaning of the text. The texts allow teachers to model and teach strategies to read with comprehension, enabling educators to guide and teach basic comprehension strategies.

### **Fluency**

Help students improve their reading speed, accuracy, phrasing and expression at the same time, allows teachers to share and teach significant oral reading techniques. The reader's theater engages students in the re-reading, public speaking, and arouses interest in listening.

### **Opinion / Plot**

Improve the ability of students to evaluate evidence-based reviews and write their own, allow students to collect the necessary evidence to support their views. Involve students in the evaluation of the opinions through different formats and topics.

### **Nonfiction narrative**

Reinforce students thinking skills and critical understanding with the participation of narrative nonfiction. Texts develop the ability of understanding what the author is communicating, through techniques and content analysis.

### **Teacher training**

*Objective:* To provide teachers Pre Basic and Basic education techniques that allow them to identify individual learning differences to reorient their education based on those differences and identify the importance of reading as axis of development of learning.

#### *Specific objectives*

1. Identify the importance of knowing the main individual learning differences.
2. Define learning, visual, auditory, kinesthetic and mixed.
3. Identify the strategies that are tailored to each type of learning under study.



4. Set the appropriate support material for each type of learning according to individual differences.
5. Apply the strategies that suit the different types of learning.
6. Improve the ability to understand texts to increase the academic achievement of all students.
7. Getting children to assume their responsibilities as autonomous learners with the ability to access information and knowledge, making reading one of the basic tools for learning in all areas and subjects of the curriculum.
8. Forming good readers who enjoy and learn reading.

*Training mode:*

Specialization: since it is aimed at deepening, mastery of knowledge, and experience or skill development, with regard to a particular area of activity.

Improvement: It is proposed to complete, expand or develop the level of knowledge and experience, in order to enhance the performance of technical and professional functions.

Byron Morales

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