LITERATE VILLAGE PROGRAM HOUSEHOLD SURVEY ENDLINE EVALUATION REPORT: EXECUTIVE SUMMARY

This report contains the complete results of a longitudinal household survey conducted in Egypt (during the years of 2018, 2019 and 2020) under the USAID Literate Village (LV) project (2017–2021). Save the Children (SC) and its partner, World Education, Inc. (WEI), are implementing the LV project in the Sohag, Beheira, and Assiut governorates in Egypt. The LV project works closely with the Ministry of Education (MoE), Adult Education Authority (AEA), and Ministry of Social Solidarity (MoSS) in Egypt and aims to ensure that women, especially mothers, and primary school-aged children in targeted villages possess the necessary literacy skills for continuous learning and self-improvement.

IL/FL Model Description

The Literate Village program was initiated in 2017 to ensure that women—especially mothers of primary school aged children in targeted villages—have the necessary literacy skills for continuous learning and self-improvement. To achieve this objective, the program developed an intergenerational literacy model that works to break the cycle of generational illiteracy experienced by many families in rural Egypt. The model consists of nine months of adult literacy classes, which are enhanced with intergenerational learning and family literacy (IL/FL) approaches. Through these mother-focused sessions, participating women learn basic literacy and numeracy skills and are also provided with the tools and resources to continue learning with their children at home. As part of the IL/FL approach, participating women in adult literacy classes learn how to initiate an open conversation with their children and are given project-developed books, specifically designed to accommodate mothers' and their children's reading level and interests, to establish important family literacy practices and foster a culture of reading across generations in the household. At the end of the intensive, 9-month, adult-literacy course, women may opt-in to a six-month Post-Literacy program, which focuses on relevant applications of the women's nascent literacy skills. The availability of post-literacy options for literacy learners is crucial

to their ability to retain their newly acquired literacy skills since application reinforces and enhances learning. LV's post-literacy program builds on the skills and approaches used in LV adult literacy class, including the intergenerational learning (IL) and family literacy (FL) practices. Post-literacy activities should be seen as an extension of the initial adult literacy class with more practical and relevant applications of the acquired skills including life, parenting and health skills to help women better support their families. Post literacy facilitators also encourage women to take advantage of available economic empowerment opportunities identified by the local Community Education Team (CET) and Community Development Association (CDA), such as training in income generating skills or accessing financial services like micro loans and village savings and loan groups to support women in initiating their own small businesses or income generating projects.

Following the adult literacy classes, women also participate in leadership skill development sessions, parenting awareness sessions, and meetings with community school facilitators. Interested women can also join the local Community Education Team (CET).

Description of the Evaluation

The purpose of the household survey is to assess the impact of the LV project on mothers' literacy, as well as their perception of education, parenting skills with their school-age children, and support of their children's education in their households. The results from this survey may be used to improve women's literacy skills as well as the relevant Egyptian governmental authorities' and USAID's understanding of mothers' knowledge, attitudes, and practices surrounding education in the project communities. Results from the survey could also inform the design of other research-based interventions to help improve mothers' literacy and support of their children's education. The Central Agency for Public Mobilization and Statistics (CAPMAS) collected the household baseline survey in May 2018, the midline data in 2019, and endline data in 2020. The same survey tool was used to collect the same data over the three years across three governorates: Sohag, Beheira and Assiut. In the baseline, a sample of women/households (665 women/each of their households) were randomly selected in villages within the three governorates. The same women were tracked during the baseline, midline, and endline. Women were interviewed to answer questions on a mostly closed-ended survey questionnaire, which was developed in consultation with CAPMAS technical staff.

This is the endline data report, which includes findings from the longitudinal household survey.

The Evaluation's Research Questions are:

· How has the level of literacy of women with school-age children changed?
· What are the changes and trends in women's knowledge, attitudes and practices (KAP) in terms of their own education and their support to the learning of their children, particularly in reading?
· Does women's participation in LV program activities (literacy classes, post literacy training, parental guidance training, etc.) make a significant difference in attitudes and practices around education, controlling for other conditional factors?
· What was the magnitude of change that occurred?
· What are some of the key factors or conditions that may have influenced the results?

Recommendations / Implications

From the survey, we realize that women's participation in LV activities and the length of their engagement are critically important. Those who completed the activities showed significant outcome improvement. Those who dropped out and missed most of the 9-month literacy classes and other engagement activities did not show any outcome improvement. We must do more and think harder to reduce barriers to women's participation. This may include developing an incentive mechanism to stimulate the rate and intensity of women's participation. Future programs may consider incorporating efforts

Households' and Women's Characteristics

The average age of women when this study started in 2018 was
36.3 years

95.3%
of women have school-aged children

OF THE HOUSEHOLDS SURVEYED

99.7% have electricity

88.4% have access to clean water

90.6% have access to toilets with a sewage and septic system
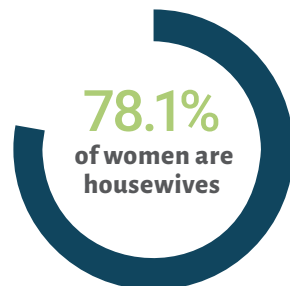
THE AVERAGE WOMAN IN THE STUDY HAS AT LEAST 2 CHILDREN

60.1% of women have children in community school

95.3% of women in this sample are married

78.1% of women are housewives

Major Findings

The results from the Literate Village household survey endline evaluation provide insights into how LV participation impacts women's knowledge, attitudes, and practices around education. Here are the major findings from the endline household survey:

The average number of women who answered positively that they **1) know how to read or write; 2) usually read to children at home; and 3) teach their children to read and write** significantly increased from baseline to endline in Beheira and Sohag in comparison to the control group of women in Assiut.

Up to **35% of women participated in reading and writing in the home** during COVID-19, both alone and with family. More women participated in reading and writing with family than alone, which may indicate that some women are more motivated to practice reading and writing when it is mutually beneficial to others in their household.

Participation in LV remains the strongest determinant of women's knowledge, attitudes and practices (KAP) around education.

Women who participated in the program scored an average of **8 percentage points higher** on the composite KAP assessment than women who did not, suggesting that participation in literacy classes makes a significant difference in women's KAP after other explanatory factors are taken into consideration.

The second strongest predictor of women's KAP was their **self-identified literacy status** at the baseline. Women who self-identified as literate were more likely to have a higher KAP score at the endline. No matter their initial literacy status, women who improved their literacy from baseline to endline were very likely to also show improvements in their KAP.

Participation in **supplemental activities** such as post-literacy, parental awareness sessions, and community school meetings predicted a significant positive change in women's KAP around education.

Women who **successfully completed the adult literacy course** made significant improvements in their KAP score from baseline to endline, in comparison to women who dropped out of the program.

to reduce women's workload in the home to allow women to focus on education and income-generation, which also benefit women's families. Increasing women's participation would materialize the program's intended objectives of improving literacy and educational well-being for all women who initially enroll in program activities. Despite challenges with retention, which were compounded by the COVID-19 pandemic, the LV model serves as a promising foundation for future interventions aimed at breaking the cycle of intergenerational illiteracy in rural Egypt and the broader region. The final evaluation of the HHS data indicates that women and their families benefit from the integration of intergenerational learning and family literacy in women's adult literacy instruction. The gains women show in their perception and practices are compounded by their participation in activities that promote their continued engagement around education with their families, as well as those promoting their economic empowerment and community engagement. Additional research should be done to understand the extent of the positive relationship between women's and their children's literacy development, as well as women's evolving attitudes and practices surrounding their own and their children's education. However, these initial results are very promising, reflecting the merit of continued investment in intergenerational literacy models like the one developed by LV.