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## USAID Literate Village Program

# Intergenerational Learning and Family Literacy Approach and Its Influence on Families: A Case Study Paper

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# I. Introduction

Egypt has made strides in improving access to education for children and adults, driven by Government of Egypt efforts and successful partnerships between government, donors, and NGOs. However, there are still large numbers of children who are out of school, particularly in rural Egypt. Statistics show national enrollment rates for primary school-aged students are over 90%. Girls from Egyptian rural communities, and in some of the smallest villages, have some of the lowest enrollment rates: between 10-15%. Even when children are in primary school, the quality of teaching and resulting learning outcomes are low. A national Early Grades Reading Assessment (EGRA) conducted in 2013 on grade 3 children found that at least 14% were non-readers.<sup>1</sup>

According to the 2020 Statistical Yearbook published by CAPMAS, women living in rural areas make up the largest portion (38.9%) of Egypt's illiterate population. Adult illiteracy is often correlated with poverty, lack of opportunities to achieve improved income status, poor access to health information and services, and limited capacity to engage in civic responsibilities such as voting and government accountability. As such, illiterate women in rural areas are at a significant disadvantage to improve their own lives and lack the ability to support their children's literacy. The high illiteracy rate of rural Egyptian women is linked to poverty and gender inequalities because families may not value education, especially for their daughters, so early marriages are arranged, preventing girls from completing school and cementing their literacy skills. Alternatively, rural families may completely opt out of enrolling their daughters in school, preferring to enroll their sons instead, or choose to not register their daughters' births to avoid birth certificate and schooling costs. Women who have no legal documentation or literacy skills are extremely disadvantaged not only because they are illiterate, they cannot access public health or other government services or formal work opportunities.

It is under this context that USAID/Literate Village program was launched to pilot a holistic approach to improving literacy rates in rural Egyptian villages. The Literate Village program's goal is to provide a model that breaks the cycle of generational illiteracy in rural Egypt by providing sustainable and effective learning approaches, fostering a culture of reading across communities and generations, and strengthening local community and governance structures.

The Literate Village program aims to establish and nurture rural Egyptian villages by promoting a culture of reading, discussion and learning within and across households and generations.

The project accomplishes this through the following interventions:

1. Improving community schools (Literacy skills and learning environment);
2. Providing adult education (literacy and numeracy, parenting and life skills, in addition to intergenerational learning approaches);
3. Providing access to reading materials like school and community book banks;
4. Organizing back-to-school campaigns, summer reading camps, reading clubs, and parenting workshops;
5. Integrating Intergenerational Learning and Family Literacy approach across activities.

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<sup>1</sup> RTI International (2013). EdData II: Egypt Grade 3 Early Grade Reading Assessment Baseline.

## II. Theoretical Framework

Reading is not just a skill for the classroom. Reading is a skill for life, and the family is the best place to help people develop and practice this skill in a productive way. For these reasons, Literate Village program uses intergenerational learning and family literacy to create the culture of reading and learning that is necessary for establishing a “literate village.” By adopting a mindset toward intergenerational learning and family literacy, women and children trained in intergenerational learning and family literacy develop the necessary skills to become not only avid readers, but lifelong and life-wide learners, thinkers, and participants in the life of the community.

### **Intergenerational Learning & Family Literacy Lead to Lifelong and Life Wide Learning**

**Research into family life from many countries and cultures shows that:**

1. The more people read, the better readers they become;
2. The more they enjoy what they read, the better they learn to read and the better they understand what they're reading;
3. The more they talk with others about what they read, the more they learn about how to read, as well as to understand what they're reading;
4. The more they see other people reading, the more highly they value reading and the more they want to read well;
5. The better readers they become, the more they are able to think about new things, solve problems and analyze ideas.

Research shows that the impact of family literacy and intergenerational learning activities is significant. Children benefit through increased time with parents, improved language skills, increased interest in books, and increased enjoyment of reading. Parents benefit by gaining increased self-esteem, confidence, literacy competence, parental efficacy, and interest in their own education and better understanding of the important role that parents play in their children's education. Communities benefit through strengthened connections between families, schools, and other institutions, as well as vitalized neighborhood networks, leading to social cohesion and community development.<sup>2,3</sup>

Intergenerational learning involves an agreement between people from different generations to learn together. It is a learning partnership that is based on reciprocity and mutuality when people from different generations work together to gain and share skills, values and knowledge. True intergenerational learning results in learning outcomes for each person, no matter their age or generation. Regularly engaging in family conversations is a key component of intergenerational learning in the Literate Village program. Conversations while reading together

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<sup>2</sup> UNESCO: Learning Together across Generations: Guidelines for Family Literacy and Learning Programs (2017).

<sup>3</sup> Primavera, J. (2000). Enhancing Family Competence through Literacy Activities. *Journal of Prevention & Intervention in the Community*, 20(1-2), 85-101. [https://doi.org/10.1300/J005v20n01\\_07](https://doi.org/10.1300/J005v20n01_07).

link literacy skills with content and subject learning. See textbox below for the benefits of using conversation.

Family literacy is a subset of intergenerational learning. Family literacy is when family members facilitate their reading sessions together. No one is in charge; everyone is involved. Family members read and think about what they are reading and the pictures in the book, talk about what the text and pictures that they are reading, and, if they have a question or a disagreement, re-read the pages they are discussing. Family literacy activities are successful when family members enjoy listening to each other's reading and each other's ideas about unfamiliar vocabulary, the book, the pictures, and topics that arise from reading together.

#### **Conversation While Reading Benefits Families**

- **Benefit 1:** Conversations about topics of significance to the family promote vocabulary development, which is important because to read well and communicate effectively, the reader must have a strong, growing vocabulary. The best way to expand one's vocabulary is by hearing and using new words in daily life.
- **Benefit 2:** Conversation helps readers understand a variety of sentence structures. These, like new words, can be learned best by hearing the same idea expressed in different ways as part of everyday living.
- **Benefit 3:** Conversation can help an adult or child learner become accustomed to learning about unfamiliar things. By engaging fully in conversation, the adult or child learner must feel confident enough to ask questions about what she is learning or reading, and to synthesize new knowledge with what she already knows. Regular conversations introduce children and adults to new ideas and information.

### **III. Literate Village Program Overview**

Literate Village program's intergenerational learning and family literacy model thoughtfully weaves the intergenerational learning and family literacy approach into the various components of the program, such as community school activities, book banks, and adult literacy sessions. The logic behind this approach is two-fold. First, it is premised on the reality that intergenerational learning and family literacy activities are a new way of thinking and interacting for participating families and that lots of practice will be necessary for them to successfully incorporate it into their lives. Second, it is designed to link different education role-players and sustain the program's goal of creating a community of readers, learners, and thinkers. The figure below illustrates the different ways that Literate Village supports intergenerational learning in the lives of its participating families. The table below describes Literate Village's activities in greater detail.

*Figure 1: Literate Village's Intergenerational Learning and Family Literacy Interventions*



*Table 1: Literate Village's Intergenerational Learning & Family Literacy Activities Description*

Activity	Description
Improved Arabic curriculum that includes home activities	Child-focused activity that involves community school teacher training on improved reading instruction practices to increase students' reading proficiency. Teachers are encouraged to design homework assignments that involve parental involvement and contribution.
Parenting Awareness Sessions	Mother-focused training sessions that focus on positive parenting skills and activities done with children at home
Community Book Bank	These are community-based libraries that benefit both students and mothers/women (other community members) so they can access reading materials suitable for their literacy skills.

Adult literacy classes integrated with intergenerational learning	Mother-focused adult literacy program on basic literacy and numeracy skills that also includes training women on how to engage in intergenerational learning using open conversations and reading books.
Family literacy books	Project-developed books that are introduced in the adult literacy classes. They take into consideration women and their family's reading levels and interests for establishing family literacy practices.
Post-literacy sessions	Mother-focused post literacy program that reinforce basic literacy and numeracy skills and incorporate information on topics and themes that are relevant to women's lives. The topics chosen include positive parenting techniques such as the consequences of bullying, women and children's health, nutrition, income generation activities, and others.

## IV. Purpose of this Study

Evaluations conducted for the Literate Village program include a knowledge, attitudes, and practices survey to get a sense of mothers' perspectives and behavior relating to education and the USAID's Early Grade Reading Assessment (EGRA) and the Rapid Assessment Reading Skills (RARS) Test to assess children's and women's (respectively) reading skills. However, these separate studies treat their examined focus areas as separate outcomes and do not adequately explore the connections between learning and participating family member behaviors resulting from the intergenerational learning and family literacy approaches.

Since Literate Village interventions include literacy instruction for mothers and children, the participants' improved literacy skills cannot necessarily be wholly attributed to the literacy instruction or the intergenerational learning and family literacy approaches. Most likely it is a combination of both, but to better understand the role that the intergenerational learning and family literacy components play in improving families' literacy outcomes, more in-depth exploration of the family dynamic is needed. For these reasons, this case study research report uses a qualitative research approach to examine whether the intergenerational learning and family literacy approach succeeded in improving the family's literacy skills, how their attitudes and practices relating to literacy and learning changed (in relation to the theoretical framework above), and explore why and how it worked.

## V. Methodology

The design of this qualitative study focuses on understanding the family experience during and after the project. Eight families and other related community members were selected to participate in in-depth interviews to gauge and understand their experiences since the project began. Family selection was based on their geographic location. All selected families were from rural villages: Four families in the Beheira governorate and four families in the Sohag governorate. To ensure that all interviewed families would be able to talk informatively and sufficiently about their experiences, selected families needed to satisfy the following minimum



criteria: mothers should have completed the adult literacy class and post-literacy class as well as the parenting workshop (with at least 75% attendance rate), and at least one child should have attended community school for two years and completed either or both of the summer camps and reading clubs (with 75% attendance rate).

Each selected family case included the following interviews (See Annexes for interview forms):

- 1 group interview with all family members
- 1 individual interview with the adult literacy/post-literacy facilitator
- 1 individual interview with the community school facilitator
- 1 individual interview with a family friend or neighbor.

A consultant, Fatma Mosallem, was hired to do the data collection and conduct the interviews. Interviews were conducted November 8-11, 2020 for Sohag and November 16-19, 2020 for Beheira.

The interview notes for all eight families were reviewed to provide findings and results and five families' stories are included to showcase the benefits experienced by the family and to provide insight on why and how the benefit(s) arose from program.

## VI. Limitations

The following factors may have influenced the quality of the information collected during the interviews:

1. One of the interviewees already had been interviewed about her experience on LV: This interviewee had been interviewed by at least one other mission and seemed to give generic or coined responses rather than expound on her authentic and true experience.
2. Misperception that the interviews were for program evaluation purposes: Some interviewees thought that the purpose of the mission was to evaluate the program and seemed to overly emphasize the children or mothers' good performance in order to please the interviewer.
3. Long time lapse between family participation in LV and the data collection for this study: The duration between the time of interviewee participation in the various Literate Village activities and when the interviews were conducted was quite long, especially considering the interruption of activities due to the Covid-19 pandemic. The long time lapse influenced interviewees' ability to explain in detail how the program influenced their thinking during the time of their participation. Even though interviewees were not able to share all the details relating to how and why they were changed or not changed by Literate Village program, it is important to note that they were able to share about the long-lasting results and benefits that they were able to sustain and why they appreciated them.
4. Timing and location of the Interview: This had a significant effect on one of the interviews. The selected location and/or time of the interview was not compatible with concurrent events or activities in the community, and affected the quality of the information shared by the interviewees during the interview. The interview affected was held outside the community school, where another important community event was being held. This resulted in many interruptions, uncomfortable interviewees, and distracted and rushed answers.

5. *Interviewee unavailability* - In some cases, interviewees were not available to join the interviews. There was one case in which the husband was not available and another case where the neighbor or friend of the participant mother was not available. Along the same lines, children may have been present, but sometimes were too shy to give responses that were helpful. As a result, not all the cases included the same level of completeness in terms of describing the family's experience.

## VII. Findings and Discussion

A detailed summary of the findings from the interview notes for all eight selected families is presented in Annex 1 of this report.

The primary goals of Literate Village's intergenerational learning and family literacy activities were grouped into the following six characteristics or outcomes: 1) Improved mother's literacy; 2) Improved child's literacy; 3) Increased enjoyment of reading by family; 4) Use of community book bank by family; 5) Mother's increased interest in education for herself beyond adult literacy and post literacy; and 6) Mother's increased interest in education for children. All these goals relate to the family's literacy skills and education attainment.

The secondary goals of Literate Village's intergenerational learning and family literacy activities were grouped into four characteristics or outcomes: 1) Mother's increased self-esteem and confidence in herself (women's empowerment); 2) Improved status of mother; 3) Mother's improved parenting skills; and 4) Improved relationships between mother and child(ren). The secondary goals relate to improvements (that are not literacy or education-related) in the mother's lives.

Finally, the other common benefits commonly experienced by families included the following outcomes: 1) Improved relationships between father and child(ren); 2) Improved relationships between parents; 3) Better child behaviors in school; and 4) Mothers' time management skills. These results were not planned for or anticipated and they may help to enhance the attainment of Literate Village program's primary and secondary goals.

The families examined in this study possessed different characteristics. For example, the families come from different geographic locations (Beheira and Sohag – which have different cultures and average socio-economic status), the husbands possess different levels of education, and the families also differ significantly in size.

Despite the family differences mentioned above, they experienced remarkably similar outcomes. With the exception of two families, all families selected for the study attended all or most of Literate Village's intergenerational learning and family literacy activities. This means that overall these families benefitted from the full dosage of the intergenerational learning and family literacy approach. Nearly every family was determined to have demonstrated all the desired outcomes associated with the primary and secondary goals of intergenerational learning and family literacy activities. The only outcome that was not indicated in all of the families was the mother's increased interest in education for herself beyond adult literacy and post literacy. Since this was not an explicit question in the interview, it is possible that the interviewees did not have the opportunity to speak to this topic. It could also be that there are other restraints or barriers to

mothers' continued pursuit of education that the project is unable to address directly, i.e., lack of funds or time to go to preparatory school.

Table 2 below presents the analysis of each outcome mentioned above. The analysis shows that the results are interconnected, where one outcome may affect multiple other outcomes and vice versa. This implies that changing behavior to sustainably improve literacy of children in illiterate environments is a complex process and requires a holistic and comprehensive approach.

*Table 2: Analysis of the Interview Responses in Relation to Project Goals & Outcomes*

Outcome	Insight and Observations
<b>Primary Goals of Literate Village Intergenerational Learning and Family Literacy Activities</b>	
<b>Improved mother's literacy</b>	Mothers were motivated to improve their literacy skills through the adult literacy and post literacy classes from the beginning because they wanted to possess literacy skills to improve their lives - read signs, notes, papers, support their children's education, run their business, etc.
<b>Improved child literacy</b>	Many community school facilitators attributed children's improved literacy scores to mothers' involvement in children's education and specifically doing reading activities with the children
<b>Family reports increased enjoyment of reading</b>	Family reading sessions were challenging at first because it was a new practice and all families had trouble implementing it when it was introduced. In one family, the child resisted. However, the mother persisted and now the child appreciates the practice. All families continue the practice of reading together and express their enjoyment and appreciation for the activity.
<b>Mother's increased interest in education for herself</b>	This result was not studied in depth during this interview process.
<b>Mother's increased interest in education for children</b>	All the mothers' linked their literacy skills with their increased interest in their children's education because they now have the skills to do follow-up and engage with teachers about school issues.
<b>Secondary Goals of Literate Village's Intergenerational Learning and Family Literacy Activities</b>	
<b>Mother's increased self-esteem and confidence in herself (women's empowerment)</b>	The main thrust for women's increased self-esteem and confidence was their newly established literacy skills and their conversation/listening skills. The two skills together have allowed them to access information and understanding which made them proud of themselves and empowered them to take on new roles and responsibilities within the family and/or the community.
<b>Improved status of mother</b>	When women became literate and became more confident in themselves, these women became more prominent as sources of wisdom and respect and the community took notice of these changes.

Outcome	Insight and Observations
<b>Mother's better parenting skills</b>	Mothers participating in the parenting sessions and the post literacy sessions received training and information on better parenting skills, which they put into practice in their homes.
<b>Improved relationships between mother and child(ren)</b>	When women began to listen to their children and have meaningful conversations with their children, and stop bullying their children, the relationships between the mother and child(ren) improved.
<b>Other Common Benefits Experienced by Families</b>	
<b>Improved relationships between father and child(ren)</b>	Some fathers witnessed their wives employing the listening and conversation skills, and refraining from bullying the children, they saw the benefits in the home and began to do the same thing as their wives. Through following the lead of the wives, the fathers were also able to improve their relationships with their children.
<b>Improved relationships between parents</b>	When wives began to practice improved listening and conversation skills, and using better communication strategies to express to their husbands their needs, the husbands were all very appreciative and the husband and wife found themselves less likely to have arguments.
<b>Better child behaviors in school</b>	Many community school facilitators noticed that the children who had some bad behaviors (primarily bullying others) in class prior to the Literate Village activities stopped the bad behaviors once the mothers participated in the post literacy class and learned about the disadvantages of bullying.
<b>Mothers' time management skills</b>	This result was not studied in depth, other than that the improved time management skills allowed mothers to attend the Literate Village activities and also conduct follow-up of their children's education in home and at school

Even though each participant families was distinct and experienced the benefits of the program differently, five themes were common among all the families. They are discussed in depth below.

- **Theme 1: Love for reading and learning** - The concept of reading to learn was not lost upon the families that were interviewed for this study. While the acquisition of reading and writing alone could have been considered sufficient goals and achievements for the families, they all did not stop there. For them, reading and writing was the first step in their self-betterment. Rather, reading and writing became tools for accessing more knowledge and information. Some of the families even acknowledged that accessing more knowledge and information can be done through the conversations and open dialogues they used after reading a text (see Theme 2 below for more discussion on the common theme of conversation). For example, both Family 5 and Family 8's responses about their family reading activities involve borrowing books from the community book bank to read so that the entire family can read together and learn about new and interesting topics. In other words, being able to read and write became a gateway to access more information, and thus more learning.

- **Theme 2: Importance of the conversation and open dialogue** - Even though conversations and open dialogue are introduced to mothers as a learning technique to promote theirs and their children's literacy skills, the participating women saw it as a versatile skill. In addition to using it as a learning tool, the mothers mentioned using it as a parenting tool to positively engage with their children, a way to communicate and negotiate with their husbands, and even a way to engage friends and neighbors for providing advice. These benefits might be explained by the fact that being able to have conversations and open dialogues means that one is using listening skills, critical thinking skills, and oral language skills. When the women engaged their children and their husbands using open dialogue, it somehow changed the dynamics within the household and everyone in the family began to appreciate it and emulate it. For example, the wife in Family 8 shared that she began talking more with her son to better understand and improve his behavioral issues. Just as important, families began to use conversation and open dialogue as a way to engage in intergenerational learning on their shared topics of interest. This is a critical skill for the development of an attitude that learning is lifewide and lifelong, meaning it is not confined to classrooms, but can take place anywhere and with anyone, as learning through dialogue with others can take place anywhere with anyone, no matter their age.
  
- **Theme 3: Importance of the role of the mother** - In Egypt, the role of women and mothers in the family is to care for the family. Their identity is completely dependent on this relationship and it was clear that this made them critical role players in changing the attitudes and behaviors of their family. In all the families that were included in this case study, the mothers were the ones that took on the role of following up with their children's education, disciplining children, and overseeing their households. This is generally a common division of gender roles found in rural Egyptian communities. As a result, women participating in our program were well-positioned within the family to be the ones to instill and establish the desired intergenerational learning and family literacy practices. Literate Village program, through the parenting training and on-going coaching support from adult literacy and post-literacy facilitators, was able to provide mothers with the necessary tools and encouragement to establish the intergenerational learning and family literacy practices within their households. Furthermore, once husbands saw their wives successfully caring for and teaching their children, the husbands were persuaded and inspired to take on these practices too, whether it be to play a more active role in supporting their children's education, or to develop their own literacy skills, as some of the interviewed husbands (the husbands from Families 2 and 4) have done. It is clear in all these families that the mothers were extremely effective change agents within their families to completely transform the way the family engages with literacy and learning, but also in the way that the family engages with each other as human beings.
  
- **Theme 4: Harmony within the family** - All five families spoke about lack of communication or miscommunication between family members and how bullying made their home environment unhappy or unpleasant prior to their joining the project. However, after the women learned how to have open conversations as part of the intergenerational learning approach in the adult literacy classes and the parenting sessions and understood the consequences of bullying through the post-literacy sessions, they reported improved relationships with their children and husbands and

thus, increased harmony within the family. It is difficult to discern from the interview information how much each component, the open conversations and the information about the consequences of bullying consequences, contributed to the change within the family, and whether the same improvements would have been possible if Literate Village only focused or presented one component. However, it is clear that for these families, the open conversation skills and the anti-bullying session, worked in complementarity in these families. This program benefit is important because research indicates that there is a proportional relationship between positive socio-emotional states and capacity to learn for both children and adults.<sup>4</sup> The more harmony and peace within the household, the better adults and children are able to engage in learning activities.

- **Theme 5: The prevalence of women's empowerment** - In choosing to work primarily through women, namely mothers, Literate Village program customized the activities, topics and approaches to meet the needs of rural Egyptian women. This intervention approach directly affected the women's sense of empowerment. For example, the literacy sessions gave women access to information that allowed them to become more knowledgeable and make better decisions for themselves and their family members. The information that the women learned through the adult literacy, post literacy, and parenting sessions gave women the power to improve their health, increase their income, become more effective parents, and to manage their family's needs. With these new abilities and knowledge, the women were able to become more successful wives, mothers, and participants in the community. As they experienced success in their lives as wives and mothers, these women became more self-confident and proud, and thus, they became empowered. Their newfound sense of empowerment also influenced the women's roles within the community because once the community recognized the transformation in the women, the women became respected and became change agents in their communities also, especially among fellow women in regards to promoting literacy and education.

## VIII. Family Stories

Five families' stories were selected to be presented in this case study. These family stories were selected based on their usefulness in informing the replication of the model.

### Family Story 1: A mother empowered to become a change agent

Karima and her husband, Ibraheem, live in the village Amer in Beheira governorate. They have two children: a daughter, Nourhan, who attends the community school and a son, Ahmed, who attends preparatory school. Before the family began participating in the Literate Village activities, Karima and Ibraheem did not have the necessary literacy levels that would allow her to engage with her children's studies. Even though she dreamed of the idea that she might become educated, this value did not necessarily reflect in her interactions with her children. She

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<sup>4</sup> Um, E., Plass, J. L., Hayward, E. O., and Homer, B. D. (2012). Emotional design in multimedia learning. *J. Educ. Psychol.* 104, 485–498. doi: 10.1037/a0026609

never bothered to ask about Nourhan or Ahmed's school day or homework when they came home and did not go to school to meet with the community school facilitator to understand their progress in school. When she was displeased with Nourhan and Ahmed, she resorted to yelling or hitting them to discipline them. Ibraheem, like Karima, also did not pay much attention to his children's schooling other than signing forms when Nourhan or Ahmed asked.

At the urging of the Literate Village adult literacy class facilitator in her village, Karima joined the nine-month adult literacy program organized by the Literate Village program. Simultaneously, Nourhan benefitted from Literate Village's support to community school children such as the improved reading instruction, the summer reading program, and the reading club activities. Karima was so pleased by the experience she had in the adult literacy class that she also joined the post-literacy activities and the women's leadership program. Even though Karima gained the basic reading, writing, and numeracy skills needed to acquire her literacy certificate from the Adult Education Authority, she did not state the literacy certificate as her biggest achievement. Instead, she shared that Literate Village's biggest and most important benefit for her and her family was how Literate Village's full suite of intergenerational learning and family literacy sessions for mothers empowered her to influence and improve her family situation. Specifically, Karima's change in attitude and approach to engaging family members has resulted in many improvements in her family. In Karima's words, *"My life has completely changed for the better. I used to be nervous, now I am calmer. I interact with my husband and children. I feel I turned into a better person."* Through her participation in Literate Village program's various training sessions, she gained a calm and patient demeanor, which allowed her to develop effective and clear communication skills when interacting with her family. This was prevalent in the intergenerational learning and family literacy practices that Karima learned in the adult literacy sessions and were reinforced in the post-literacy sessions. With support from her adult literacy and post-literacy sessions, she was able to successfully integrate these family reading and learning activities into her family's practices. This is a demonstration of her role as change agent within her family. Karima's post-literacy facilitator observed that Karima and her family were *"very receptive to the [intergenerational learning and family literacy] activities that they were doing together; whether for story's reading or discussions, or even for their ongoing dialogues. The family atmosphere is surrounded with love and passion."*

Karima's new attitudes and behaviors influenced her family members' attitudes and behaviors. For example, even though Ibraheem did not participate directly in any of the Literate Village interventions, interacting with Karima not only motivated him to acquire reading and writing skills, but also allowed him to take on the improved parenting practices and gender equitable attitudes and practices promoted by Literate Village. Prior to the program, Ibraheem was not good at writing. However, when Ibraheem became aware of the importance of literacy skills and how much Karima benefitted from gaining literacy skills, he became motivated to learn how to read and write. Moreover, Karima became more competent and confident in carrying out responsibilities outside of the typical female role when she gained her literacy skills and began to value her own opinions and thoughts. As a result, Ibraheem acknowledged his wife's potential and the two began to make a conscious effort to achieve a balance in gender roles within the family. Karima said of her husband: *"We both share everything. He helps me with the household chores (he may help me cook) and I am helping him with the land especially farming. No difference between both of us."* The same equitable approach to chores also applies to the



children now, as Karima stated that both children share in the same chores, without taking into consideration their gender.

While the children, Nourhan and Ahmed, were already good students before the family participated in Literate Village, Karima said that since participation in Literate Village, *“their classroom performance level has improved. Now, both my children are among the top students in their classes.”* This improvement can be attributed to Karima and the practices and approaches she has introduced to her family because of Literate Village program, such as follow-up of her children’s homework, reading books and discussing them together, and going to the community book bank to borrow books for reading for their enjoyment. Additionally, the changes in the way Karima interacts with the children (not bullying them and engaging them in a positive manner) seems to have catalyzed a change in the way Ibraheem interacts with their children. Through the parenting awareness sessions and the post-literacy sessions, Karima learned to interact with her children using a more loving and engaging manner, and her husband was using these same methods because of her. Ahmed shared, *“Our relationship with my father and mother has improved more than ever. We were frequently arguing but we are no longer arguing.”*

Finally, through participation in Literate Village sessions, Karima has gained skills that have earned her the status of a woman who is educated, knowledgeable, and wise. This has changed the way her neighbors, friends, and extended family see her. Karima’s neighbors said, *“Karima was always loved by everyone. But now [we] love and trust her more with full respect. After she earned her [literacy] certificate everyone was seeing Karima in a prestigious way. If they need any help, she responds immediately. For example, if someone needs money she lends to him, she never says no. If two of her neighbors are fighting together, she helps them to resolve any misunderstanding.”* She is not only a change agent within her family, but because she has become a role model within the community and is well-respected, she is now a change agent within her community.

## Family Story 2: An approach appropriate for use with children with disabilities

Mayada and her husband, Magdy Gamal, live in Al-Musharfa village in Beheira governorate. They have two children, Gannat, a daughter, and Moustafa, a son. Prior to participating in Literate Village program, Mayada felt overwhelmed by her responsibilities as a wife and mother, and she felt very unhappy. Magdy Gamal, who was educated beyond secondary school level, was always supportive of Mayada and their family, but that was not enough. Mayada had an especially difficult time managing her relationship with Gannat, who was coping with attention deficit/hyperactivity disorder (or ADHD)<sup>5</sup> and speech difficulties. From Mayada’s point of view, her life felt meaningless. She gave the following description of how she felt: *“In the past, before I joined the Literate Village program, I used to be like a fruitless and useless ornamental tree in the house...”*

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<sup>5</sup> From [www.mayoclinic.org](http://www.mayoclinic.org): Adult attention-deficit/hyperactivity disorder (ADHD) is a mental health disorder that includes a combination of persistent problems, such as difficulty paying attention, hyperactivity and impulsive behavior.



Mayada was eager to become a better person and took advantage of all the Literate Village activities for women: adult literacy, post-literacy, the parent awareness sessions, and the women's leadership sessions. She shared, *"Not only was I interested in reading and writing or basic math, but I was looking forward to developing my entire life, personality and living a better life."* Her daughter, Gannat, also benefited from Literate Village's interventions, namely, improved reading instruction from the community school teacher, summer reading camp, and the reading club. Gannat's community school teacher mentioned that Gannat's behavior and academic performance improved noticeably after she participated in the summer camp, and she largely attributes Gannat's improvements to Mayada's involvement in the Literate Village program. *"The mother became more aware and took her daughter to speech and behavioral therapy. She also started to apply the same [conversation and listening] approach she had [gained from] the adult literacy and post-literacy classes [with her daughter]. The benefit that the mother acquired was not only for her but it spilled over to the daughter."*

When Mayada first started participating in the adult literacy program, she was eager to learn and change her lifestyle and the way she interacted with her children. Even though it was a little bit difficult at first, she persisted. Mayada's adult literacy facilitator said that Gannat and Moustafa resisted reading and having conversations together at first, but over time, *"she learned how to bring around the right conversation with her children and how to maintain her self-confidence. She managed to carry out the activities with the children. [She leveraged] the children's love of drawing to encourage the family receptiveness. At first, when they were unable to read the story, they looked at the drawings."* Mayada told her adult literacy facilitator that she now understands the importance of being able to hold open conversations, and that through this skill that she has developed, she is now better equipped to teach her children properly, be patient, and discipline them when necessary, especially when it came to Gannat.

Mayeda's husband, the neighbors and extended family, the community schoolteacher, and the adult literacy and post-literacy facilitators attribute many of the changes and improvements experienced by the family to Mayeda's participation in the Literate Village program activities. Mayeda's relationships, whether with her children or her husband, have improved enormously; she gained self-confidence, has a high self-esteem, is well respected by her neighbors and others in her village, and has a successful small business. Among these improvements, the particular change that was highlighted as significant by the family and those around them was the change in Mayada and her daughter Gannat's relationship. The post-literacy facilitator said *"the parenting skills taught in the post literacy program were very beneficial for Mayada and her family... [as they] were turning points in Mayada's life and her relationship with her children. She stopped bullying her daughter and instead she intensified her daughter's self-confidence."* Gannat's community school teacher shared: *"The mother was beating her daughter, who complained to me. I explained to the mother that beating is wrong. When the mother attended the post-literacy sessions on raising children and how to deal with them, she stopped beating her, and on the contrary, she became very compassionate with the daughter. The impact of avoiding beating was clear enough where the girl became calmer and less aggressive with her classmate than before."* Furthermore, *"she realized her daughter's [learning disability] problem and worked on it with the help of specialists at the rehabilitation centers or by giving her more attention by spending more time reading together. This made them closer and hence Gannat has increased her confidence in her mother which has led to an improvement in their*

*relationship.” Gannat’s cousin also commented on this change, “Gannat used to tell me almost everything but now she turns to talk to her mother. She loves her mother so much.”*

The flexibility and comprehensiveness of Literate Village program’s intergenerational learning and family literacy approach allowed Mayada to adapt the practices according to hers and her family’s needs, including for her daughter who has a mental health issue. This allowed her to successfully make the necessary changes to maximize her family’s benefit.

### **Family Story 3: The family that fell in love with reading**

Aziza and her husband, Ahmed Talaat, live in the village Naga El Ghouh in Sohag with their three children, Rehab, Ahmed, and Youssef. Rehab and Ahmed are both in community school, while Youssef is not yet old enough to begin school. Aziza participated in all the Literate Village activities, including adult literacy and post-literacy sessions, parenting workshop, and women’s leadership. Unfortunately, she was not able to complete the post-literacy because the COVID-19 pandemic began and the government mandated that all activities in the country that gathered people together be halted, including Literate Village program activities. Both children, Rehab and Ahmed, who attended community school benefitted from the improved reading instruction supported by Literate Village, as well as the summer reading and reading club activities.

Prior to Aziza and the children joining the project, the family described themselves as being turbulent, fighting with each other, and less joyous. But after they joined the program, their home became more calm and pleasant. Ahmed (father) shared that *“the mood of the house has changed, it has become quieter and I feel more relaxed at home.”* Remarkably, much of the transformation of the family is attributed to Aziza’s personal journey that was facilitated through the Literate Village program’s activities, specifically the approach of using intergenerational learning and family literacy and the information sessions on parenting in the post-literacy meetings and parenting awareness sessions. Through the adoption of the dialogue practices taught to her as part of the intergenerational learning approach, she was forced to confront herself and reconsider her attitudes and behaviors. She then realized she was treating her children harshly and she had some misconceptions about life and raising children. Aziza acknowledged that she used to be unhappy, *“I was very stressed, and nervous with my children all the time, I used to beat them very hard for anything. I had a wrong perception; if you want to raise a good child you have to beat him, but now after the project I completely stopped punishing them physically and I think if a mother beats her children, she has to be arrested.”* Now she acknowledges, *“I learned to think about what I’m doing, and reconsider whatever action I’m taking, if it is appropriate or not. My behavior has changed a lot and the way I’m dealing with people as well.”*

The positive parenting methods plus the practice of listening to others and then reflecting, which is a foundational component of intergenerational learning, was adopted by Aziza and Ahmed Talaat. This completely transformed the family dynamic, allowing them to participate actively in the family literacy activities and develop the family’s love for reading. This love of reading and learning was noticed by those outside of the family. Nadia, a family friend, said, *“I noticed that Aziza read a lot with her children after they come back from the school. She also sits with them and reviews what they took at school. She loves reading stories with her kids. And it was clear that they were enjoying doing this together, not as homework or something they are obliged to*

do. *It was fun for them.*” Aziza’s post-literacy facilitator recounted the following interaction with Rehab, the daughter: *“Usually, Aziza spends the evenings reading with her children. I recall once I asked Rehab about a TV drama series that I know they are following, and she told me, last night we missed it as we were reading a story with my mother and it was very interesting that we forgot about the TV drama series.”* The family enjoys reading as much or possibly even more than watching entertainment on television. Aziza and her family adopted a more harmonious approach to engaging with each other in their everyday interactions, but especially around reading and learning, and it has resulted in an expanded view of education and learning that allows them to learn from each other and at all times.

## Family Story 4: How the skill of conversation changed a family

Shadia and Rafique live in the village of Saft El Horeya in Beheira governorate with their four children: Fatma, Hagar, Israa, and Abd El Rahman. Both Shadia and Rafique did not possess literacy skills prior to the Literate Village program coming to their village. Rafique described their situation: *“Before, people did not perceive us in a respectful way, they perceived us as if we were begging, and were telling us ‘You are just going to take financial aid.’”* In other words, people looked down on Shadia and Rafique’s family, seeing them as poor, unskilled and unable to become independent of government and social welfare support.

Shadia explained that the most instrumental aspect of the Literate Village program was the conversation skills. She said, *“The most interesting topic to me was how to start a conversation. We had many sessions in the classroom on how to facilitate a discussion and we were encouraging each other to open a dialogue. I learned how to start a conversation, how to talk during the conversation. Therefore, I managed to apply this skill with my children at home, or with anyone else. It gave me the confidence to be brave when I talk with my children and advise them accordingly.”* Shadia felt the ability to engage in open dialogue allowed her to develop an awareness of issues and topics outside of her everyday life, saying *“To be aware is really useful.”* The changes and improvements in family life grew from the conversation skill that she gained from the adult literacy class. When she began reading, having open dialogues about what she was reading about, and listening to new perspectives and information, she gained additional skills that were helpful for her family, such as how to follow-up with her children’s education, look after the health of her children through doctor visits and healthy food, and positive parenting skills. These changes motivated her children and husband to consider the importance of reading and learning outside the four walls of a classroom. Rafique said, *“The transformation that happened to my wife made me jealous. She is learning and has become educated, but I was not. Hence, I challenged myself and applied to an adult literacy program, passed the test and got the certificate.”*

Rafique also became motivated to become more like a partner to Shadia in running the family and parenting. He said, *“In terms of our relationship, before we had disagreements and misunderstandings. However, when she began the Literate Village adult literacy class, she started to change. We became able to talk together and understand each other. I realized how education has affected her life and our entire life, I became convinced of the education’s value and importance.”* Fatma, the eldest daughter shared, *“My Dad also has changed, he talks to me and explains anything I ask about. When our mom is preparing lunch or dinner, dad sits with us*

*in case we have any questions regarding our school homework so he can explain it to us.” The parents have become role models for their children and their attitudes and practices are being passed on to the children. Shadia shared that she has observed “the elder siblings teach the younger ones. For example, Fatma teaches Israa. She also gives Hagar lessons and helps her to study. They respect each other, and Fatma cares for her younger siblings like a mom.”*

Beyond the relationship improvements within the family that resulted from their improved conversation skills and growing interest in education, both Shadia and Rafique talk about learning as a lifewide activity. They have embraced the idea that they can learn from each other, from books, in all types of environments, and no matter one’s age. Rafique said, “*You can learn from different sources, as long as you interact with people in your life, you learn from them. I realized the value of education, and I decided to strive for it regardless of having a job or not, the real input is in the education process itself, to understand how life goes on.*” These changes in attitudes and practices that grew out of their desires to be educated have transformed their lives. And their friends, neighbors and community acknowledge and value this. One of Shadia’s friends said, “*Now, I like to talk with Shadia about certain problems I have and get her advice regarding specific issues because I see the level of knowledge she has gained. She is an open-minded person, who’s really eager to improve herself, and honestly, I want to be closer to her. I want to be like her; especially in her way of thinking.*”

Shadia described the change in their family dynamic, “*Before participating in the Literate Village project, we were talking about household issues (wiping the floor, cleaning, breeding the poultries), but now it’s totally different. We are talking about our children’s education, how to solve our problems, how to protect our privacy, the topics itself have changed, and our communication has completely changed. It became more effective, you can consider our whole life has changed.*”

## **Family Story 5: A mother’s ability to transform her son’s school performance**

Zainab and Radi live in Al-Awameya in Sohag governorate with their two sons, Karam and Mohamed. Karam attends community school, but Mohamed graduated from community school last year and now attends preparatory school. Even though Zainab completed primary school when she was younger, she lost her literacy skills because she married early and was unable to maintain the skills. As a result, she was extremely receptive to all the learning opportunities provided by the Literate Village program for herself and her children.

Before the Literate Village program influenced their lives, Zainab and Radi relied heavily on harsh words (bullying) and physical violence to discipline and punish their sons. Zainab could not oversee her children’s schoolwork because of her limited literacy skills, and as a result, the children did poorly at school. Zainab and Radi would argue a lot because they did not communicate well with each other. Karam and Mohamed also fought and argued a lot because they emulated the behavior they observed of their parents. The family had many problems that touched different aspects of their lives.

Zainab’s participation in the Literate Village adult literacy program resulted in improved follow-up of the children’s education, better communication and relationship skills, and a better managed

household. After seeing the benefits from enrolling in the adult literacy classes, Radi encouraged Zainab to join in the other Literate Village activities, so she continued on to the parenting sessions, the post-literacy meetings, and the women's leadership training. Mohamed and Karam also benefited from the Literate Village through the improved reading instruction support to teachers, the summer reading camp, and the reading club.

Zainab's adult literacy and post-literacy facilitator, Laila, commented about how the adult literacy class influenced how Zainab supported her children's education, *"When she learned how to read and write, she was able to interact with the program's other activities and gain benefit from them. She was also able to study with her children."* For example, Laila explained that the post-literacy session about the consequences of bullying (a widespread problem in Zainab's village) led Zainab to realize that the *"simple [yet harsh] words she used to address her children [before] really hurt their feelings. Now she has turned to words that strengthen their (Mohamed and Karam) self-confidence."* Karam's community school teacher spoke about changes she observed between Karam and Zainab: *"Karam's school performance was poor prior to his mother's participation in the project but since he found attention [from her] and sincere follow-up of his study, his performance has improved significantly."* She explained further that before Literate Village started *"Karam was weak, shy, and afraid of his colleagues. He relied on his classmates to do his homework. Now he has freed himself from that and is able to support himself and become self-confident. He needed someone to take care of him and spend time following-up on his studies. When his mother changed [her approach with him], it made him more receptive to education and participation in school activities."*

Zainab and Karam have fully embraced a culture of reading, they love reading and learning. Karam's teacher shared, *"The book bank has been useful not only for Karam but also for his mother. They start loving to read together."* The family's neighbor even benefitted from Zeinab and Karam's enthusiasm for reading. The neighbor said, *"The book bank was of great help to Zeinab. She was borrowing books and stories to read with her children. We even took advantage of it as she would read the stories and share what she has read and learned from just as if we had read it."* Through her participation in Literate Village's intergenerational learning and family literacy activities, Zainab learned to positively engage with her sons, embrace a love for reading and learning, and as a result, successfully convey to her sons the importance of education. As a result, Karam has significantly changed his attitude towards and performance in school.

## IX. Recommendations

Based on the analysis of the eight families included in this case study, the following recommendations are made for further improvement of the model:

- 1) Consider including husbands in the program to avoid creating unnecessary conflict between husbands and wife's access to the benefits of the program
- 2) Include a more robust awareness-raising campaign to explain the importance of the adult literacy program to the communities and individual families, as some women participants mentioned that they faced resistance or ridicule for joining the program at first.

- 3) Organize exchange visits between families who have participated in the Literate Village with the families who have just started participating in the Literate Village so as to create a stronger commitment to attendance and retention in the various activities and convince ambivalent family members to support participation.

Below are recommendations for further research to help better understand the dynamics involved with Literate Village's intergenerational learning and family literacy model and allow for further refinement:

- 1) Consider exploring different combinations of interventions, those that target children vs. those that target mothers to determine which ones play a more important role in establishing intergenerational learning and family literacy practices in the home and which ones are more effective in improving literacy rates of children and adults.
- 2) Consider including more child-friendly approaches (such as using art activities or other tools) for engaging children who are too shy to respond to interview questions in order to better understand their perspectives on the program.
- 3) Consider conducting a separate study that examines the effects of how communities are changed by the adoption of IL/FL approach in families. Does it lead to a change in the attitude of the community so it values reading and learning as a lifewide and lifelong activity?
- 4) Consider conducting focus group discussions with adult literacy and post literacy facilitators to gain deeper insights into lessons learned about implementing the intergenerational learning and family literacy and exploring the aspects of the model that played more significant roles in establishing stronger literacy skills in mothers and children and a culture of reading within the family.

## X. Conclusion

Looking at the eight families examined in this case study report, it is clear that the interventions have left a positive impact on the families. Not only are the women and their children changed from their direct interactions with the project, but husbands and even friends or neighbors can benefit. An important element to note is that many of the non-wife/mother interviewees attributed the transformation of the family to the wife/mother who participated in the Literate Village program.

The following is a list of concluding observations about the intergenerational learning and family literacy model used in the Literate Village program:

- 1) Targeting women to be the change agents in their homes and their communities was an effective and efficient approach
- 2) Gaining literacy skills was just the beginning of the transformation for many of these women.
- 3) Providing long-term support to women through the different types of interventions that built upon each other was an effective way to engage them over a longer period of time and ensure practices were reinforced in multiple ways.
- 4) The skill of being able to engage in open dialogue and conversation, as part of adult literacy and the intergenerational learning process, is extremely important for the other benefits from the Literate Village program to be able to come to fruition.



# Annex 1: Table of Family Interview Results

The information in this table is organized mainly around the results reported by the interviewed families and the selected community members who witnessed the families' changes. The primary and secondary goals of the Literate Village intergenerational learning and family literacy activities correlate with the results mentioned in the Theoretical Framework section above and other common benefits that were experienced by families but were not necessarily mentioned in the Theoretical Framework.

Family Characteristic/ Outcomes	Family 1	Family 2	Family 3	Family 4	Family 5	Family 6	Family 7	Family 8	Notes
<b>Family Information</b>									
<b>Governorate</b>	Beheira	Beheira	Beheira	Beheira	Sohag	Sohag	Sohag	Sohag	
<b>Total number of children</b>	3	2	2	4	3	7	6	2	
<b>Husband's level of education</b>	Literacy certificate	Some primary	Upper secondary	Some primary	Vocational school	Vocational school	Vocational school	Lower secondary	
<b>Family Participation in Literate Village Activities</b>									
<b>Mother's participation in adult literacy</b>	X	X	X	X	X	X	X	X	Participation counts as attending more than half of total sessions
<b>Mother's participation in post literacy</b>	X	X	X	X	Completed less than half <sup>6</sup>	X	X	X	Participation counts as attending more than half of total sessions
<b>Mother's participation in parenting workshop</b>	X		X	X	X	X	X	X	Participation counts as attending more than half of total sessions
<b>Child's participation in reading club</b>	X	X	X	X	X	X	X	X	Participation counts as attending
<b>Child's participation in summer reading camp</b>	X	X	X	X	X	X	X	X	Participation counts as attending more than half of total sessions
<b>Primary Goals of Literate Village Intergenerational Learning and Family Literacy Activities</b>									
<b>Improved mother's literacy</b>	X	X	X	X	X	X	X	X	Based on adult literacy or post literacy facilitator's mention of improved literacy skills and/or the mother's mention of using her newly established

<sup>6</sup> Participation was interrupted due to Covid-19 pandemic.

Family Characteristic/ Outcomes	Family 1	Family 2	Family 3	Family 4	Family 5	Family 6	Family 7	Family 8	Notes
									literacy skills in daily life. <sup>7</sup>
Improved child literacy	X	X	X	X	X	X	X	X	Based on community school facilitator's and/or parents mention of improvements in the child's literacy skills.
Family reports increased enjoyment of reading	X	X	X	X	X	X	X	X	Based on family reporting reading together as a family, often times involving reading books or texts from school or from the community book bank.
Family community book bank use	X	X	X	X	X	Only children	X	X	Based on responses to direct question to mothers and children
Mother's increased interest in education for herself beyond adult literacy and post literacy	X	X				X		X	Based on mothers' mention of their desire to continue learning either pursuit of preparatory school or continuing learning either with their children or reading books/sources
Mother's increased interest in education for children	X	X	X	X	X	X	X	X	Based on responses from any interviewee about mother meeting with teachers, reviewing homework, and other school-related activities.
<b>Secondary Goals of Literate Village Intergenerational Learning and Family Literacy Activities</b>									
Mother's increased self-esteem and confidence in herself (women's empowerment)	X	X	X	X	X	X	X	X	Based on responses from any interviewee about mother taking on new roles and responsibilities or

<sup>7</sup> Since women were illiterate prior to joining the adult literacy class, any display of literacy skills following their participation in the class is considered an improvement from before.



Family Characteristic/ Outcomes	Family 1	Family 2	Family 3	Family 4	Family 5	Family 6	Family 7	Family 8	Notes
									mother speaking her opinions
Improved status of mother	X	X	X	X	X	X	X	X	Based on responses from any interviewee about mother becoming a respected by community members, neighbors, and friends
Mother's improved parenting skills	X	X	X	X	X	X	X	X	Based on responses from any interviewee about mother using positive parenting skills
Improved relationships between mother and child(ren)	X	X	X	X	X	X	X	X	Based on responses from any interviewee about mother and child getting along better
Other Common Benefits Experienced by Families									
Improved relationships between father and child(ren)		X	X	X	X	X	X	X	Based on responses from any interviewee about father and child getting along better
Improved relationships between parents	X	X	X	X	X	X	X	X	Based on responses from any interviewee about parents getting along better
Better child behaviors in school			X		X		X		Based on responses from community facilitator about children's behavior improving
Mothers' time management skills				X	X			X	Based on responses from any interviewee about mother's ability to manage and complete more activities in the day through better time management

## **Annex 2: Data Collection Tools**

# Intergenerational Learning & Family Literacy Case Study

## Family Interview Questionnaire

### Introduction:

The purpose of the questionnaire is to understand the experience of families who participated in the Literate Village project.

### Identification

Mother Name:	Governorate:
Father Name:	Village:
Name and age of children in community school: 1. 2. 3.	Other Children Names/age: 1. 2. 3.
Father's level of Education: <input type="checkbox"/> Some Primary School <input type="checkbox"/> Completed Primary School <input type="checkbox"/> Some Lower Secondary School <input type="checkbox"/> Completed Lower Secondary School <input type="checkbox"/> More than Lower Secondary School	

### Questions

1	How was your family involved with the Literate Village project? a. What project-sponsored activities did the children participate in? And how much?
	<input type="checkbox"/> Community School Child 1: <input type="checkbox"/> 0-1 year <input type="checkbox"/> 1-2 years <input type="checkbox"/> 2+ years Child 2: <input type="checkbox"/> 0-1 year <input type="checkbox"/> 1-2 years <input type="checkbox"/> 2+ years Child 2: <input type="checkbox"/> 0-1 year <input type="checkbox"/> 1-2 years <input type="checkbox"/> 2+ years <input type="checkbox"/> Summer Reading Camp (2 month program) Child 1: <input type="checkbox"/> 1-8 sessions <input type="checkbox"/> 9-12 sessions <input type="checkbox"/> 13-16 sessions Child 2: <input type="checkbox"/> 1-8 sessions <input type="checkbox"/> 9-12 sessions <input type="checkbox"/> 13-16 sessions Child 3: <input type="checkbox"/> 1-8 sessions <input type="checkbox"/> 9-12 sessions <input type="checkbox"/> 13-16 sessions <input type="checkbox"/> Reading Club 1 Child 1: <input type="checkbox"/> 1-7 sessions <input type="checkbox"/> 8-11 sessions <input type="checkbox"/> 12-14 sessions

	<p>Child 2:  <input type="checkbox"/> 1-7 sessions sessions      <input type="checkbox"/> 8-11 sessions      <input type="checkbox"/> 12-14</p> <p>Child 3:  <input type="checkbox"/> 1-7 sessions sessions      <input type="checkbox"/> 8-11 sessions      <input type="checkbox"/> 12-14</p> <p><input type="checkbox"/> Reading Club 2  Child 1:  <input type="checkbox"/> 1-6 sessions sessions      <input type="checkbox"/> 7-9 of sessions      <input type="checkbox"/> 10-12 of</p> <p>Child 2:  <input type="checkbox"/> 1-6 sessions sessions      <input type="checkbox"/> 7-9 of sessions      <input type="checkbox"/> 10-12 of</p> <p>Child 3:  <input type="checkbox"/> 1-6 sessions sessions      <input type="checkbox"/> 7-9 of sessions      <input type="checkbox"/> 10-12 of</p> <p><input type="checkbox"/> Community Book Bank  <input type="checkbox"/> Do not use times      <input type="checkbox"/> used a few (2-4) times      <input type="checkbox"/> used often (4+ times)</p> <p>b. What project-sponsored activities did the mother participate in? And how much?</p> <p><input type="checkbox"/> Adult Literacy  <input type="checkbox"/> 1-4 months      <input type="checkbox"/> 5-7 months      <input type="checkbox"/> 8-9 months</p> <p><input type="checkbox"/> Post-Literacy  <input type="checkbox"/> 1-12 sessions sessions      <input type="checkbox"/> 13-18 sessions      <input type="checkbox"/> 19-24</p> <p><input type="checkbox"/> Post-Literacy Activities  <input type="checkbox"/> volunteer training      <input type="checkbox"/> start small business      <input type="checkbox"/> vocational</p> <p><input type="checkbox"/> look for a job      <input type="checkbox"/> other (specify) _____</p> <p><input type="checkbox"/> Parenting Workshop  <input type="checkbox"/> 1-3 sessions      <input type="checkbox"/> 4-5 sessions      <input type="checkbox"/> 6-7 sessions</p> <p><input type="checkbox"/> Women's Leadership (self-build sessions only)  <input type="checkbox"/> 1-5 sessions      <input type="checkbox"/> 6-7 sessions      <input type="checkbox"/> 8-10 sessions</p> <p><input type="checkbox"/> Community Book Bank  <input type="checkbox"/> Do not use times      <input type="checkbox"/> used a few (2-4) times      <input type="checkbox"/> used often (4+ times)</p> <p>c. Did the father also participate in any related activities (outside home)? If yes, how?</p>
2	<p>How was your experience in each of these activities? (for each: mother, father, children)</p> <p><b>Mother:</b></p> <p>a. Did you like the activities? Why or why not? What was the most useful/ interesting? How?</p>

	<p>b. Did you learn anything? If yes, what did you learn? If not, what was the obstacles/ what stopped you?</p> <p><b>Father:</b></p> <p>a. Even if you did not participate directly in project activities, please give your impression of the activities. Can you explain why you had these impressions? Did your family benefit from these activities?</p> <p>b. Did you learn anything based on your family's participation in the program? If yes, what did you learn?</p> <p><b>Children:</b></p> <p>a. Did you like the activities? Why or why not?</p> <p>b. Did you learn anything? If yes, what did you learn?</p>
3	<p>As a family, do you spend time together reading or writing or discussing things that you are learning? If yes, how often do you do them? Who is involved? If no, why ?</p> <p>a. When you started doing these activities together, did you enjoy it? Was it easy or hardtop do them? Why?</p> <p>b. How about now? Is it easy or hard to do them? Why?</p>





11	Do you have any other comments about your experience as participants in the Literate Village project to share with us?



# Intergenerational Learning & Family Literacy Case Study

## AL/PL Facilitator Interview Questionnaire

### Introduction:

The purpose of the questionnaire is to get the adult literacy or post-literacy facilitator's perspective on the experience of the selected family who participated in the Literate Village project.

### Identification

Facilitator Name ..... AL (    ) Duration (    months) ..... PL (    ) Duration (    months)	Governorate:
Name of the mother of selected family:	District:
Date:	Village:

### Questions

1	Based on your observations of the woman in class and the things she shared, c. Did you think she liked the activities? Why or why not?        d. Did the family seem receptive to the intergenerational learning and family literacy activities? If yes, how did you know? Or if no, how did you know?
2	Do you think the woman's family spends time together reading or writing or discussing things that they are learning? If yes, how do you know? If no, do you know why?
3	Based on your observations of the woman in class and the things she shared, what are some changes (relationships, practices, etc.) in the family that took place because of her participation in the adult literacy and/or post-literacy class. How do you know that these changes took place?

4	Which parts of the adult literacy/post literacy program (literacy skills, topics, practice of reading with family, etc.) do you think benefitted the woman and her family the most? Why?
5	In your opinion, do you think that the status (in terms of socio-economic status or community respect) of the family has changed as a result of their participation in the Literate Village project? If yes, please explain why you think so.

# Intergenerational Learning & Family Literacy Case Study

## AL/PL Facilitator Interview Questionnaire

### Introduction:

The purpose of the questionnaire is to get the adult literacy or post-literacy facilitator's perspective on the experience of the selected family who participated in the Literate Village project.

### Identification

Facilitator Name ..... AL (    ) Duration (    months) ..... PL (    ) Duration (    months)	Governorate:
Name of the mother of selected family:	District:
Date:	Village:

### Questions

1	Based on your observations of the woman in class and the things she shared, e. Did you think she liked the activities? Why or why not?       f. Did the family seem receptive to the intergenerational learning and family literacy activities? If yes, how did you know? Or if no, how did you know?
2	Do you think the woman's family spends time together reading or writing or discussing things that they are learning? If yes, how do you know? If no, do you know why?
3	Based on your observations of the woman in class and the things she shared, what are some changes (relationships, practices, etc.) in the family that took place because of her participation in the adult literacy and/or post-literacy class. How do you know that these changes took place?

4	Which parts of the adult literacy/post literacy program (literacy skills, topics, practice of reading with family, etc.) do you think benefitted the woman and her family the most? Why?
5	In your opinion, do you think that the status (in terms of socio-economic status or community respect) of the family has changed as a result of their participation in the Literate Village project? If yes, please explain why you think so.

# Intergenerational Learning & Family Literacy Case Study

## Family Friend or Neighbor Interview Questionnaire

### Introduction:

The purpose of the questionnaire is to get the family friend or neighbor's perspective on the experience of the selected family who participated in the Literate Village project.

### Identification

Name:	Governorate:
Name of the mother of selected family:	District:
Relationship with the selected family:	Village:
Date:	

### Questions

1	Based on your observations of the family and the things that they have shared, do you think they have enjoyed participating in the Literate Village project? If yes, how do you know? If no, how do you know?
2	Have you observed the family spending time together reading or writing or discussing things that they are learning? If yes, what were your impressions of this time? Did it seem forced because it was homework they needed to complete? did they seem to enjoy it?
3	Did you observe any changes (relationships, practices, etc.) in the family that took place once they began participating in the Literate Village project? If yes, what were these changes? Can you give examples of what you saw or heard that led you to believe a change took place?

4	Are you aware of what the different LV activities that the family participated in were? If yes, do you think if there were specific activities that benefitted the woman and her family the most? What were these activities? (Women's response could include: literacy skills, topics, practice of reading with family, etc.) Please explain why you think the activities benefitted the woman and her family.
5	In your opinion, do you think that the status (in terms of socio-economic status or community respect) of the family has changed as a result of their participation in the Literate Village project? If yes, please explain why you think so.
6	Do you think their participation in the project has affected the way the family has coped with life during the COVID-19 pandemic? If, yes, how?