



## SUCCESS STORY

# Launch of Health Based Literacy Curricula with Adult Education Agency



Photo: Pathfinder International

*Rafaaf Radwan, from the Adult Education Agency (AEA) discusses the Launch of the Project's Health Based Literacy Curricula (HAC). The launching of the Project's HAC with the AEA signifies coordinated efforts to improve literacy rates through reproductive health messages.*

***"I realized that women don't have to marry so young. I won't allow my child to get married at an early age."***

***- A young female student attests to the positive impact of the project's reproductive health messages in literacy classes***

In 2006, the USAID-funded Integrated Reproductive Health Services Project (Takamol) and the Adult Education Agency (AEA) began collaborating to provide health awareness messages in the AEA's literacy classes. The program began with the official launch in 2007 of a campaign to implement Takamol's health-based literacy curriculum into the AEA's national literacy education program in Takamol intervention communities.

In order to successfully implement this program, specific activities are conducted in close collaboration with AEA branches in intervention governorates including training literacy class facilitators and supervisors from the AEA on maternal and child health, family planning, and reproductive health messages. For the duration of the literacy classes in each community, Takamol-trained partner community development associations reinforce these health awareness messages through life skills sessions provided by agriculture extension workers and awareness seminars provided by physicians and religious leaders.

To date the project has intervened in nine governorates in Egypt, trained 280 AEA facilitators, and educated 8,456 students. In classes where the project intervened, student drop-out rates were on average 14 percent compared to the 42 percent student drop-out rate of AEA classes without project-interventions. The number of students passing exams also increased; 62 percent of students passed exams in classes where the project intervened compared to only 41 percent who did so in non-intervention communities.

The significant difference in the rates of students who attended and passed exams attests to the effectiveness of the AEA classes that have incorporated the project's health-based literacy curriculum. It also shows that the Takamol model was successful in providing a set of services and facilities for literacy class students residing in poor, disadvantaged rural communities that were capable of improving both the students' literacy skills and supplying them with valued and useful information that kept the students interested in attending classes.