



REFRAMING LITERACY IN CRISIS CONTEXTS

**SEPTEMBER
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**OXFAM
IBIS**

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INTRODUCTION

Recent figures indicate that an estimated 86 per cent of adults and 92 per cent of youth are literate globally.¹ Whilst COVID-19 has laid bare and exacerbated inequalities, discrimination and division,ⁱ prior to the pandemic, those most likely to be excluded from education were disadvantaged due to language, location, gender and ethnicity.ⁱⁱ The consequences of exclusion are immense, **today 773 million youth and adults globally lack basic levels of literacy and numeracy, two-thirds of them (493 million) female.**ⁱⁱⁱ Even though the size of the global illiterate population is shrinking, the female proportion has remained virtually steady at 63 to 64 per cent.^{iv} Among youth, 123 million are illiterate, of which 76 million are female. **Data suggests that 3 in 10 young people aged between 15 and 24 years old – 59 million – living in countries affected by conflict or disaster are illiterate.**^v The analysis also noted that girls and young women are at the biggest disadvantage when it comes to reading and writing with 33 per cent of them in emergency contexts failing to learn even the basics compared to 24 per cent of boys.^{vi} This is due to displaced girls and women being more likely to miss out on education, reflecting wider societal gender injustice issues.

Adult illiteracy is defined as “the percentage of the population aged 15 years and over who cannot both read and write with understanding a short simple statement on his/her everyday life.”^{vii} In a global pandemic, adult illiteracy has potentially life-limiting consequences. How can these 773 million men and women have access to life-saving information when they are not able to read or write? How can they verify the information they are receiving if multiple sources differ in content? Even if children can access distance learning opportunities, how can parents and caregivers support their children with home learning when they themselves

struggle to read or write.^{viii} The answer is simple, they cannot.^{ix}

“In any context, evidence indicates that illiteracy limits employment and economic opportunities which also decreases access to resources like health care that connect to people’s physical well-being. Arguably, literacy is at the heart of the social, cultural, economic and political wellbeing of individuals, communities, societies and nations, indeed of the world”.^x The inability to read and write at basic levels of proficiency and to actively participate in an increasingly literate and digitized world is potentially a source of exclusion and a major barrier for engaging more actively in political, social, cultural and economic activities.^{xi}

Renewed efforts are therefore needed to reach the new literacy target of the Sustainable Development Goals (SDGs), that “by 2030, ensure that all youth and a substantial proportion of adults, both men and women, achieve literacy and numeracy”.^{xii} The commitment of SDG 4 to ensure “inclusive and equitable quality education” and promote “lifelong learning for all” is part of the United Nations (UN) 2030 Agenda for Sustainable Development pledge to leave no one behind and strive for a “just, equitable, tolerant, open and socially inclusive world in which the needs of the most disadvantaged are met”.^{xiii} It is here the intersectional impact of illiteracy upon other SDGs comes into play because ultimately, the goals of gender equality, climate change and partnerships have large and unrealized synergies with education,² of which literacy is the foundation.^{xiv}

Oxfam works to save and protect lives, reduce suffering and promote the rights of the most vulnerable and marginalized girls and boys, women and men affected by crisis. Oxfam’s 2020-2030 strategy underlines a new, transformative vision for

¹ These figures include new estimates for 72 countries, including 21 for which the previous national literacy rates were from 2010 or earlier. In 25 countries with relevant data, the adult literacy rate for those with any kind of disability is lower than for other adults. The number of adults who have not completed primary school will continue declining relatively slowly and may remain above 10 per cent in Africa until the 2050s, even if universal primary completion is achieved by 2030, which means adult literacy will remain a challenge.^{vii}

² Education in Emergencies (EiE) practitioners have long advocated on the importance of supporting crises affected children with education. However, whilst a tremendous amount of advocacy has seen global funds such as ECW and donors increase funding for EiE, adult literacy programs are chronically underfunded in emergency contexts with EiE stakeholders tending to focus on basic education.

humanitarian aid, calling for “Enhanced Humanitarian Action”, aiming to transform the systems that contribute to fragility and humanitarian crises and help people and communities develop core competencies to strengthen their resilience.^{xv} Supporting and spearheading opportunities for communities in crises to learn how to read and write is a comprehensive way Oxfam can act to support the SDGs and social justice for all.

In the first section of the report, the definition and case for literacy is made before reflecting on how literacy is currently integrated thematically across Oxfam programs. The second section of the report delves into five in-depth case studies of literacy interventions by Oxfam and partners in Mozambique, South Sudan, Chad, Central African Republic (CAR) and Sierra Leone, exploring examples of how literacy interplays with nutrition, health, protection, education, Emergency Food Security and Vulnerable Livelihoods (EFSVL). The lessons learned section reflects on the findings, before finally concrete and tangible recommendations are put forward.

WHAT IS LITERACY?

Beyond its conventional concept as a set of reading, writing and counting skills, literacy is now understood as a means of identification, understanding, interpretation, creation, and communication (using printed and written materials including on-line), as well as the ability to solve problems, in an increasingly digital, text-mediated, information-rich and fast-changing world.^{xvi}

This definition articulates the multifaceted and many ‘literacies’ that people navigate in today’s world and moves away from the ‘literate/illiterate’ dichotomy.^{xvii} Literacy is now viewed as a **continuum of communication, moving definitions of literacy towards a focus on how it is used, rather than merely as an individual skill.**^{xviii} As such, this report explores case studies of digital literacy skills, media literacy,³ health literacy⁴ and global citizenship as well as job-specific skills.

³ Media literacy has been defined as *the ability to access, analyze, evaluate and create media in a variety of forms*. See <https://www.medialit.org/reading-room/what-media-literacy-definitionand-more>.

⁴ The term “health literacy” (HL) was first coined in 1974, and its most common definition is currently defined as a person’s ability to access, understand, evaluate, communicate, and use health information to make decisions for one’s health. The Rapid Estimate of Adult Literacy in Medicine (REALM), the Test of Functional Health Literacy in Adults (TOFHLA), are the most frequently used tools to measure health literacy and the Newest Vital Sign has recently been added to the list of instruments. See <https://www.ncbi.nlm.nih.gov/pmc/articles/PMC4897812/>.

WHY LITERACY MATTERS IN CRISIS CONTEXTS?

The duration and systemic nature of emergencies

While humanitarian response is usually associated with short-term assistance and recovery support, many crises are prolonged and span many years. According to OCHA, the average humanitarian crisis in which there is an UN-coordinated response now lasts more than nine years.^{xix} Research found that people who were refugees at the end of 2015 had been in exile for an average of 10 years,^{xx} indicating that displacement is no longer a short-term and temporary phenomenon.^{xxi} For humanitarian responders (including donors), this calls for a shift away from single-sector and short-term solutions and a need to recognize that crises are multi-layered and systemic. In recent years, there has been a strong call to strengthen the links between development and humanitarian emergencies, suggesting that aid organizations' choices should also address the pre-existing vulnerabilities of people living in poverty.

How does this connect with literacy? Take for example the statistics by the World Bank, which found that 20 per cent of the world's poorest people have a disability, and 80 per cent of people with disabilities live in developing countries.^{xxii} Lack of clean water, safe environments and healthcare can further increase the risk of developing a disability.^{xxiii} Literacy and health are inextricably interlinked: "Poor literacy skills prevent people from being able to read the instructions on a medicine bottle. It means that people are less likely to know facts about AIDS, malaria and other infectious diseases. And because two thirds of those who are illiterate are women and girls, who often bear the burden of caring for sick members of their families, it means that they will be less likely to know about prevention and support services, and how to use life-saving medicines and other treatments".^{xxiv}

This reflects a demand for "intersectional campaigns that join the dots between inequality,

education, climate justice, poverty, gender equality and economic transformation to achieve greater wellbeing and justice".^{xxv} Investing and supporting literacy skills development across the humanitarian nexus could be a relatively low cost⁵ contribution towards increased resilience and efforts to reduce poverty and vulnerability.

Localization, digitalization and the evolving nature of humanitarian aid

Covid-19 has propelled the aid sector to make good on the commitment to the localization agenda^{xxvi} set out by the Grand Bargain⁶ and thrown open new ways of working with a wide range of services moving online and remote working. This was possible due to internet connectivity, mobile and digital technology with five billion unique mobile subscribers globally.^{xxvii} With 93 per cent of refugees covered by 2G and 3G networks, this rapid expansion is offering new opportunities for digital humanitarian response.⁷ Not only is mobile technology an important psychosocial support tool for people to reach family and friends, but it also unlocks products and services that can improve outcomes for those affected by humanitarian crises, both in the short term, and in the longer term.^{xxviii} However the crisis has brought to the forefront that displaced populations aren't necessarily able to benefit from the digital revolution as connectivity does not correlate with accessibility. According to a recent study, UNHCR indicates that next to cost, low levels of literacy comprise the second-biggest barrier to connectivity for refugees.^{xxix}

In light of the recent global pandemic, the importance of functional, digital and health literacy skills was deemed so critical that the UN Secretary General issued a statement underlining now more than ever, "there is a need for investment in digital literacy and infrastructure, an evolution towards learning how to learn, a rejuvenation of life-long learning and strengthened links between formal and non-formal education".^{xxx}

⁵ See Recommendations for theory of change on integrating literacy into multisectoral programming. Further data is needed to do a comprehensive analysis of value for money/cost benefit of investing in literacy in crisis contexts.

⁶ The Grand Bargain (2016) brought to the forefront the importance of localization of humanitarian aid emphasizing "the importance of involving and supporting local organizations given the key role they are playing in crisis." In the localization debate, there is a growing discourse calling for a new division of labor between local and international actors, in order to rebalance power relations in the humanitarian sector.^{xxv}

⁷ Language and digital literacy levels among refugees create yet another barrier to connectivity. Since much of the internet and many mobile applications are in English, large numbers of refugees with limited or no English skills are prevented from using them. There are also variations across age groups and backgrounds, with younger people tending to be more computer literate while refugees who hail from towns and cities have, as a rule, higher levels of digital literacy than those originally from the countryside.^{xxviii}

This is critical as evidence suggests that digital literacy could open a plethora of opportunities for people affected by crisis. Mobile- and digital-based learning can offer an alternative education to women and girls, who may be more likely to be excluded from formal education in recovery phases of crisis contexts. For example, the Vodafone Instant Network Schools provides young refugees in

seven camps in the Democratic Republic of Congo, Kenya, Tanzania and South Sudan access to internet and digital educational content—benefitting more than 43,000 refugee students each month.^{xxxii} Beyond education, other findings suggest that for women, digital content can offer a safe place to access information about health issues.

METHODOLOGY

Research Objective

The objective of this report sought to explore “if literacy for women and youth is implemented with livelihoods and protection, community engagement and empowerment activities, greater collective outcomes can be achieved”.

The case studies specifically focused on humanitarian/crisis affected contexts which due to the scale, cost and length of humanitarian assistance in each country, could be considered to span the humanitarian nexus. As such, five countries were selected:

- South Sudan
- Mozambique
- Sierra Leone
- Chad
- Central African Republic (CAR)

Research methodology

The analysis for this study was conducted firstly by means of a desk review of secondary data (Oxfam programmatic data, narrative reports,

evaluations), academic papers, and policy documents (both internal to Oxfam and external policy documents). Secondly primary data was collected, through online focus group discussions (FGDs) and semi-structured key informant interviews (KIIs) with Oxfam staff.⁸ These were conducted between July 15th–21st of August 2020, with staff in CAR, Mozambique, Sierra Leone, Jordan⁹ and South Sudan in addition to technical advisors of Cash, Public Health promotion (PHP), Protection, EFSVL and Education.

Key questions included:

- Did literacy activities/projects start as a mean of empowerment of youth and women?
- How flexible and effective have literacy projects been in reaching out to those most in need, included people with disabilities?
- Did literacy activities/projects have a specific focus on gender justice?

The full list of questions and participants can be found in Annex one and two.

⁸ See annex 2 for a full list of key informant interview participants.

⁹ Oxfam supports several youth initiatives in Jordan however as Oxfam is not directly implementing or supporting a literacy component within these projects, a detailed case study was not included in this report.

COUNTRY CASE STUDIES

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SOUTH SUDAN

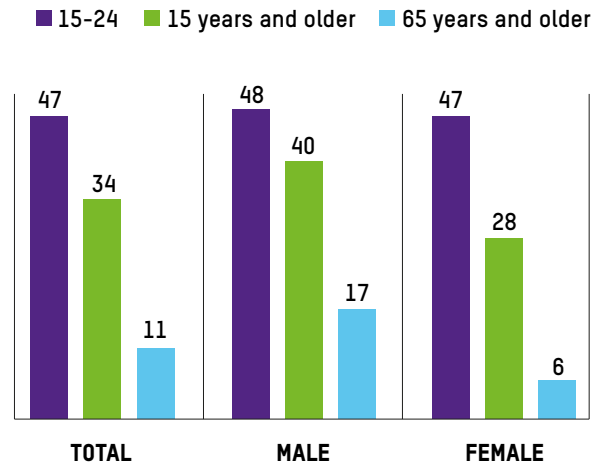
Oxfam in South Sudan looks at literacy as a tool for strengthening vulnerable groups’ resilience and contribute to women empowerment, poverty reduction and equality. South Sudan has one of the highest illiteracy rates in the world due to decades of conflict and under-investment in education. Given an adult literacy rate of 34 per cent, literacy is a key cross cutting strategic tool to address thematic programming, including gender justice and economic empowerment.^{xxxii}

Since 2013 Oxfam has supported different literacy and numeracy activities in South Sudan including literacy for food, stand-alone literacy training and activities linked to cash grants and skill development. The literacy interventions are built around the assumption that ‘if functional literacy for women and youth is implemented with livelihoods and protection activities then greater collective outcomes can be achieved’. In South Sudan, Oxfam defines adult literacy and numeracy as the ability to apply the skills of reading, writing and written calculations to the requirements of daily life.^{xxxiii}

Current state of play

Oxfam supports a wide range of literacy initiatives in South Sudan, working in 21 different literacy centres in Juba (6), Rumbek (9) and Pibor (5), reaching

LITERACY RATE SOUTH SUDAN (UNESCO 2018)



477 women and 49 men.^{xxxiv} In Juba, Oxfam directly implements the project (although a local partner, Humanitarian Aid for change and Transformation (HACT) will take on direct implementation from August 2020), and since 2018, has worked with local communities to establish functional adult literacy (FAL) classes in the outlying suburbs of Juba where there are large populations of IDPs, returnees and vulnerable adults and youth. Findings from an evaluation found that learners



are predominantly female, extremely vulnerable, with a high proportion supporting families as heads of household, widows or separated from their husbands and family as well as people with disabilities and living with HIV.^{xxxv}

The learners agree the class times which may be 2-3 hours each weekday or 2/3 times a week for a period of six months. Facilitators are recruited in collaboration with parent-teacher associations (PTAs), receive four days training and are paid the equivalent of \$40 per month, as recommended by the national Education cluster. The classes use the Ministry of General Education Instruction (MoGEI) approved FAL books. In South Sudan, literacy teachers are trained on safeguarding and all teachers sign and adhere to the National Education Cluster endorsed Code of Conduct.

In Juba, literacy is not a standalone programme. Participants are also assessed and enrolled in courses included tailoring; hairdressing; catering and hotel management; and basic electricity courses with tuition paid by Oxfam. When learners complete the skills courses, successful graduates will receive a start-up kit to the value of approximately \$150 to establish their own businesses. Two organisations provide the skills training in three skills development centres in Juba.^{xxxvi} In Rumbek, literacy is integrated into a governance project which is linked to strengthening school councils. In Pibor, literacy is a standalone project although there are plans to integrate with EFSVL.

Language, economic empowerment and inclusion

The language of instruction varies according to location. In Juba, where there is a mixed population from different parts of South Sudan and returnees, classes are taught in English. In Pibor, local languages Arabic and English is used. In Rumbek, English is the medium of instruction, with many learners having a level of Arabic and/or local language comprehension. Whilst there is no disaggregated data on the number of people with disabilities enrolled across the different

literacy interventions, there are some promising case studies of how literacy has indirectly supported economic empowerment for marginalized groups.

For example, in Juba, six people living with disabilities attended a literacy center: “Previously, due to community stigma associated with their disabilities, they had struggled to find an income. After completing the program, they were given a grant which they used to buy charcoal, which they then divide and sold to smaller portions, resulting in a much-needed small scale income generating activity”.^{xxxvii}

Also noted was the participation of transgender and non-binary learners in the adult literacy program: “From the inclusion aspect, we do not talk much about non-binary. We work with ‘others’ who do not conform. We haven’t really done much on this, they are neglected part of the society. They were completely isolated, sitting in the corner.”

Next steps

Prior to the Covid-19 outbreak, recent floods and insecurity incidences there were plans to expand the adult and youth literacy programs to other areas in South Sudan, integrating with Public Health Promotion (PHP) (in Wau) and EFSVL (in Akobo). Very few INGOs and NGOs are working on adult literacy and there is scope and demand to enhance provision, for example integrating audio programming to provide literacy lessons that can be used on phones, Digital Audio Player (DAPs) or MP3 players to support the facilitator in delivering classes.^{xxxviii} There is currently no partner working with the MoGEI to revise the literacy policy, strategy, implementation guidelines and teaching and learning materials but it has been recommended that Oxfam and partners collaborate with the MoGEI to comprehensively develop a basic adult literacy and numeracy programme that compliments developments in formal education. With potential funding from donors such as DfID or World Bank, Oxfam and partners could be well positioned to collaborate with the MoGEI Alternative Education Directorate as they advance their functional adult literacy program.

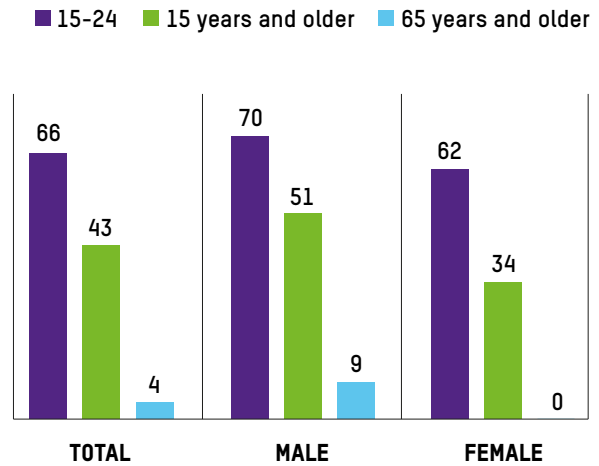
SIERRA LEONE

Current state of play

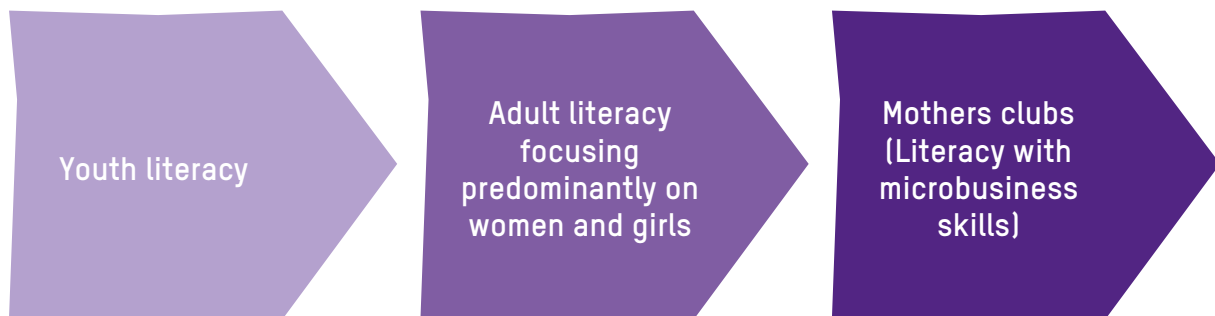
Oxfam, with its partner Advocacy Network for Empowerment and Good Governance (ANfEGG) supports several adult and youth literacy initiatives in different locations across Sierra Leone. Sierra Leone has one of the highest illiteracy rates in the world, and after a needs assessment highlighted that there were several service gaps including insufficient governmental budget allocation towards the adult literacy sector, no stipends for literacy facilitators, insufficient materials and no harmonized or accredited literacy curriculum, coupled with wider gender disparity issues regarding education access and retention.^{xxxix}

In response to this, ANfEGG supports the following groups with literacy interventions:

LITERACY RATE SIERRA LEONE



Source UNESCO UIS (2018) 1 <http://uis.unesco.org/en/country/sl>

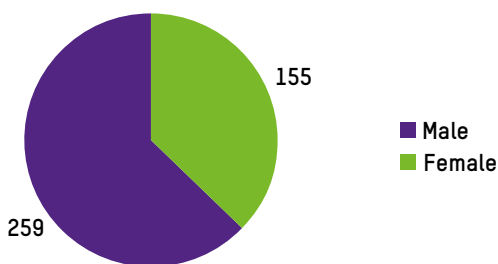


Oxfam uses adapted and contextualized versions of the REFLECT methodology in Sierra Leone and Mozambique to teach adult and youth literacy. REFLECT is an acronym for Regenerated Freirean Literacy through Empowering Community Techniques and draws on Freire and other participatory pedagogical approaches that aim to transform oppressive structures by engaging people who have been marginalized and drawing on what they already know. Groups of adult learners are convened to learn literacy, develop maps, calendars and matrices analyzing different aspects of their own lives. In a REFLECT program often there is no standard textbook other than a guide for the literacy facilitators and content is culturally relevant and drawn from the participants and context. These become the basis for a process of learning new words, gaining awareness of what causes underlying problems, and identifying action points and taking them forward. There are several considerations to take into account when setting up REFLECT to ensure sustainability: 1) Recruitment and adequate training of facilitators to ensure participatory facilitation methods are fully integrated 2) Linking REFLECT circles to income generating activities (IGAs) and Villages Savings and Loans (VSLAs) has been a sustainable way to remunerate facilitators.ⁱⁱⁱ

There are 2 Adult Learning groups established by ANfEGG which comprises of learners from local education structures including mothers’ clubs (MCs), School Management Committees (SMCs) and parents in the communities. The Adult Learning Groups (ALGs) received sustainability grants to engage in income generating activities to support the running of the adult literacy centers such as the provision of stipends to adult literacy facilitators.

MCs have been established in 18 communities, who engage with children to minimize school dropout in the communities. MC members also lead school-led advocacy around school related gender-based violence. These MC have also played key roles in ensuring that schools adhere to professional principles guidance and ethical conduct in the implementation of their activities such as issues relating to the reduction of school related gender based violence, mitigation of corporal punishment in schools, improve parents and teachers relationships, enrolment and monitoring of school activities. They have achieved this through the citizenship education integrated into their literacy courses, developing community action plans were developed to undertake campaigns in promoting girls’ education and gender sensitization. These activities complimented the Government’s effort in promoting quality education and reduction of violence against girls’ in schools.

ADULT AND YOUTH LITERACY PARTICIPANTS



ANfEGG, with the involvement of local authorities provided these MCs with a start-up grant. In addition to literacy classes, these groups were trained on basic micro-business skills to be able to main-

tain the continuous flow of the funds. The MCs have been able to support 77 children to enrol in school and provide stipends to community teachers as well as embark on minor rehabilitation in some of the schools.^{x1} ANfEGG have also been working with young male and female youth, supporting them with adult literacy and life skills training. The training includes hygiene and sanitation and Community Action Points (CAPs) on the promotion of community hygiene enabling young people to take a lead role in a community action initiative.

Although a comprehensive evaluation on the impact of the integrated literacy program has not been conducted to date, from monitoring visits the team has received positive feedback from participants:

I am a farmer who depend on the sale of my cocoa and coffee produce to support the welfare and education of my children and other family members, he explained. But over the years, we have been cheated by our buyers who most times give us wrong figures of the weight of our produce. But now, no one can cheat me as I can read the figures on the scale when I go to sell my produce.

Many learners can assist their children with their studies at home. The provision of teaching and learning materials and stipend to the adult literacy facilitators served as a motivation for both the facilitators and learners to achieve positive learning outcomes in these classes.

The current adult literacy centres and related achievements have become a model for adult literacy program in the communities. In 2019, a local NGO in Kono CARD SL adopted ANfEGG model and established adult literacy centers in 4 chiefdoms of Lei, Fiama, Toli and Soa. Another local NGO named SJD currently operates 2 centers in Gorama Kono and Nimiyama Chiefdoms. Oxfam, with its partners participate with national coordination mechanisms with other literacy partners and potentially the adult literacy model will be scaled up and adopted by the government.

CENTRAL AFRICAN REPUBLIC

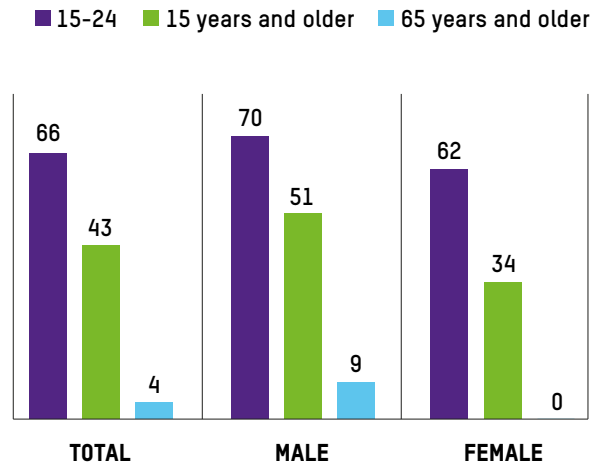
Current state of play

Oxfam’s protection and gender team in CAR, alongside its partner l’Association des Femmes Leaders developed a literacy and socio-economic reintegration program for 100 people (91 women and 9 men), internally displaced in Bria, who were survivors of sexual and gender based violence (SGBV) with the objective to ensure the integration, economic autonomy and restoration of the dignity of survivors of gender-based violence and other vulnerable people. A similar project has been established in Batangafo (for 70 participants), through partnership with a gender-sensitive organization and members of community-based protection committees. In Paoua, Oxfam has a partnership with a gender-sensitive organization supporting female literacy, which will support 80 participants.

The literacy project, from conception, has been integrated with Protection, EFSVL and SGBV programming. Participants were initially identified by Community-Based Protection Committees with the support of the protection team. After receiving medical or psycho-social care, depending upon their case, participants were then referred to the Association des Femmes Leaders. After four months of literacy courses, they were referred to the EFSVL team (by Oxfam’s internal referral mechanism) for IGA training.

Given the dynamics of the context, conflict sensitivity is critical. The schedule of classes, the choice of places, religious considerations, accessibility to IDP or host community populations, even the ethnicity of the facilitators need to be taken into consideration when designing and implementing the literacy component. The project strives to be inclusive and whilst there are participants with physical disabilities participating, there are few participants with visual impairments. The literacy project uses a nationally recognized curriculum, developed by the Directorate of Literacy, a decentralized service of the Ministry of Education of the CAR. This standardizes the training of literacy facilitators, the course textbooks and allows participants to receive an accredited certificate.

LITERACY RATE IN CAR (UNESCO 2018)



Source: UNESCO UIS (2018) 2

Next steps

In addition to reading and writing courses, there are also citizenship education courses which are integrated by the literacy department, IGA management courses, business and financial management courses provided by the EFSVL team and a partner. These training aims to enable the groups to manage saving funds. In addition, Oxfam and partners are currently explore ways to include additional courses on human rights and women’s rights.

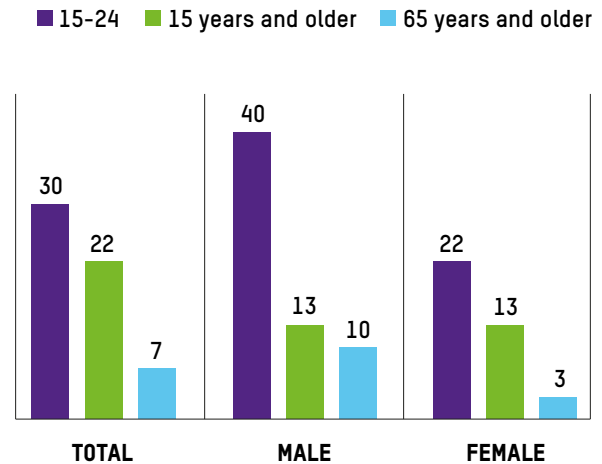
CHAD

Current state of play

In 2010, Oxfam took a strategic decision to invest over the long term in certain vulnerable areas affected by recurrent crises. Guéra is a region located in the Sahel strip in the centre of Chad. Out of a population of nearly 644,000 inhabitants, 25 per cent were in a situation of food insecurity in 2014 (this figure rose to 42 per cent after the crisis of 2012) and the general acute malnutrition rate among children aged 0-5 was estimated at 21 per cent at the end of 2015.^{xii} In Guéra, nearly 50 per cent of households are affected by the seasonal migration which constitutes a growing livelihood strategy (up from just 20 per cent in 2011), in particular for men and young people looking for employment and incomes.¹⁰

In Guéra, Oxfam with its partners has integrated literacy into a multisectoral response that encompasses cash for learning, Village Savings and Loans Association (VSLA) and Mothers' clubs as part of a long-term consortium project.^{xiii} Through the

LITERACY RATE IN CHAD (UNESCO 2016)



Source: UNESCO UIS (2016) 3

project, ten literacy centers were set up in 10 different villages, with 250 women participating in the Cash for Learning project.

Basic literacy and numeracy skills. Many learners can now read their names, the names of their children on health records, write their names correctly and the phone numbers of their husbands

Health (understanding the purpose of the antenatal clinic, vaccinations, bringing your child to the hospital as soon as possible and where possible, avoiding home births

Adapting hygiene and sanitation practices.

Lead small income generating activities (IGAs)

¹⁰ This can heavily impact on women who must carry out agricultural production and domestic tasks by themselves in extremely unfavourable and laborious conditions and produce is mainly consumed at the family level so very little can be sold. Finally, 60 per cent of the population of Guéra is composed of poor and very poor households: both producers and consumers, they have very low purchasing power which often places them in deficit when it comes to securing and enhancing their livelihoods.

There have been multiple outcomes for women participating, including: All ten literacy centers have become 10 functional VSLAs. The cash received by the women learners (for completing the literacy course) enabled them to pay their savings and access a suitable small credit system which allows them to lead small income generating activities (IGAs) contributing to the strengthening of their economic power and positively changing gender dynamics in the household. In addition, the savings - mobilized by literacy centers Association Villageoise d'Epargne et de Crédit has allowed them today to take over the payment of the incentives of the literacy facilitators and to continue with the literacy courses.

In addition to the functional literacy courses, 'les FARN' or Mothers' clubs have been set up in 51 villages in the Mangalmé department. This responds to the programmatic objective around women's economic and social empowerment.¹¹ Mothers'

The literacy intervention in Chad has multiple cross-sectoral impacts- contributing to livelihoods (VSL), Nutrition, WASH and community risk monitoring mechanism

Clubs act as community-based protection mechanisms for health, nutrition, food security as well as spaces for nutritional education and training. One of the benefits from the literacy courses has been that mothers can now read the Mid-upper Arm Circumference (MUAC) measurements, a key assessment of nutritional status.^{xliii} Mothers have learned how to

prepare fortified porridge for their children through the MCs and this has contributed to the reduction of cases of severe acute malnutrition (SAM) in the villages.^{xliiv}

The intervention in Chad has multiple and far reaching benefits, so much so that other villages not involved in the project have requested MCs. Staff involved in the project have suggested that if rolled out in further communities, the MCs coupled with the cash for learning intervention could have a significant impact on lowering malnutrition in rural and poor areas of Chad.

¹¹ The objective for Women's economic and social empowerment entails advocating for access to land ownership; improving access to other production factors (seed, fertilizer, tools); enhancing access to employment opportunities, credit, information and training; conducting awareness sessions within the household for a fair sharing of responsibilities and tasks between men and women; and helping women to structure in groups, thereby enabling them to participate in decision-making bodies and processes.

MOZAMBIQUE

Current state of play

Multiple and consecutive shocks, including drought, cyclones, floods and insecurity, have left an estimated 2.5 million people - almost 10 per cent of the country's population - in need of life-saving and resilience-building assistance in Mozambique.^{xlv} Since 2018, Oxfam has been working with NANA, a local NGO, on literacy in four communities of Mocuba and Lugela Districts, involving 505 boys and girls, men and women.

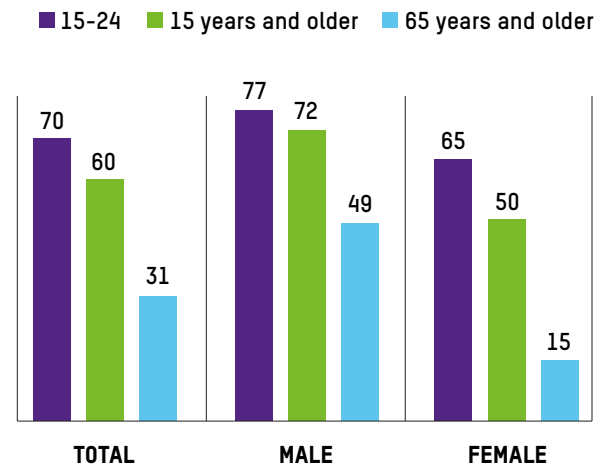
The REFLECT methodology underpins the literacy approach. The content of the REFLECT model is flexible, depending on the target group's area of interest and the context in which is applied. Learning how to read and write is a mandatory component however other skills are developed, for example, technical/vocational skills in agri-business, group savings and revolving credit, innovative agricultural techniques, as well as integrating life skills content related to citizenship, human rights and participation.

"In the community where REFLECT is being implemented, agriculture is the most prominent intervention. One of the things we do is invite experts in agriculture to talk to the groups, providing new skills. Sometimes we provide modified seeds. Each reflect circle has a farm, where they can test, new farming methodologies that they have learnt in class."^{xlvi}

"The other skill is on the agro-business. There are a lot of people coming from different parts

Literacy programs for over-age students need to consider how the dynamic of shame can be addressed, and how a conflict or crisis perspective can be integrated in program design and implementation. Further, these programs should consider how transfer into formal schooling might be facilitated in ways that cause the least tension and promote social cohesion.
(USAID, 2017)

LITERACY RATE IN MOZAMBIQUE (UNESCO 2017)



Source UNESCO UIS (2018) 4
<http://uis.unesco.org/en/country/mz>

of the country to buy food for other areas. Agro-business – we give them opportunity to develop skills how to save the money, how to make market analysis, how to decide the price, to open their mind. People come from the cities and supermarket and impose the price. This training gives them power to negotiate the price. The price shouldn't be dictated by the powerful people who come to buy the produce, we help their profitability."^{xlvii}

The REFLECT approach has proved to be a powerful tool that contributes to the changing of perceptions among rural men and women regarding gender roles. According to staff supporting the project, male participants are supporting their wives in domestic and household chores and above all they openly encourage the education of girls within their families and their community.^{xlviii}

The REFLECT circles for adults and youth are facilitated separately, however girls and boys are mixed. This was intentional to encourage dialogue because "we want men to become agents of change in the way they see girls and women in their society. Particularly men - we have examples of men who previously beat wives and have now stopped and are influencing men in their

community to do the same.” Exchange visits are also promoted for REFLECT participants to learn from others.

When setting up the youth REFLECT circles, young people also showed an interest in establishing a savings and revolving credit groups.¹² In 2018, 86 young men and women

joined the system of savings and credit scheme. REFLECT participants were giving a bee-keeping package, and at least two hives were established in the community of Laze and Mucacata for honey extraction

and post-sale and profit generation. In addition, 28 young people who were trained in innovative techniques in the agriculture component created community nurseries for cassava seedlings that will be used for domestic consumption and commercialization in the local market.

Next steps

In partnership with NANA and Ministry of Education (MoE) technicians, in early 2020, 100 adult literacy teachers from the local education authority were trained over five days on the relevant aspects of the REFLECT methodology in order to introduce changes in their teaching approach for adults and young people. The project team and partners believe that by expanding the pilot implementation base, in coordination with local educational

“Civic spaces are challenging in Mozambique, with a history of confrontation to power with punishment. Through REFLECT, facilitators and the governance staff teach non-offensive, lobbying language which is not confrontational language. This is a way to teach citizenship and participation safely”

authorities, it will be possible to ensure greater ownership for its subsequent replication. In Mozambique, whilst there is a formal literacy programme run by the MoE the drop out rate is high, particularly for men. Prior to Covid-19, Oxfam and its partner NANA had intended to collaborate with

the MoE towards integrating REFLECT into the formal system, and conducting an assessment to see if this resulted in a change in attendance.

Interestingly, despite Covid-19, REFLECT circles have been

able to continue with small adaptations. Sessions take place under a tree, with smaller numbers of learners and masks and soaps are distributed. As the MoE has adopted radio schools to response to national school closures, in the REFLECT areas, Oxfam with its partner are “providing radios and supporting children, with a facilitator. Most of those children attending radio schools are the sons and daughters of the parents that attend reflect circles”.^{xlix}

As all the country case studies highlight, Oxfam and its partners have integrated literacy into multisectoral programs. The following examples offer further case studies of how literacy is an important component of wider sectoral responses.

¹² Young people were interviewed in order to understand what content they thought should be added to the REFLECT curriculum, most of which were young people who gave up school due to factors associated with poverty, especially pregnancies and early marriages, considered priority learning skills that are useful to generate their own business, for example in the community of Mucacata, young people decided to learn how to make bee keeping in order to harvest honey to later sell in the city.

LITERACY AND CASH PROGRAMMING

Mobile Technical Literacy – the ability to use a mobile phone and its non-voice and core functions – has been identified as a barrier to women’s awareness and usage of mobile services across low- and middle-income countries, including humanitarian responses.ⁱ In response, cash programming has been at the forefront of developing digital literacies and recognizing the role mobile technology play in humanitarian aid. Within Oxfam:

Mobile literacy is a key component within CASH programming at Oxfam. In Somaliland and the Philippines for example, Oxfam has worked with partners on developing a mobile literacy course that supports recipients receiving mobile cash transfers. In Somaliland, we work with community mobilisers and over four sessions, mobile cash transfer recipients are trained on the basics of operating a phone. This includes how to end a pin, how to read information about the money you will receive. In the Philippines, Financial literacy is embedded in the Cash transfer program. Partners support recipients with understanding how to access a digital banking platform.ⁱⁱ

Cash in emergencies practitioners can draw on GSMA mobile literacy toolkits and extensive research on supporting women in development contexts with digital literacy skills on mobile devices.ⁱⁱⁱ In addition to cash, digital literacy skills have also been used in accountability and feedback mechanisms as an innovative way in which feedback data is collected, managed and responded to using technology. Oxfam’s ‘Your Word Counts’ program, which has been rolled out in crisis contexts such as Syria, Iraq, Lebanon and Gaza to strengthen accountability through providing communities with digital and mobile feedback mechanisms which are safe, confidential and trustworthy.ⁱⁱⁱⁱ This information is feed into a mobile case management system and findings suggest this has led to improved responsiveness and overall country-level accountability towards staff, partners and the communities Oxfam works in.^{liv}

LITERACY AND GENDER JUSTICE

According to UN data, a gender-based violence incident is reported every 60 minutes and over 90 percent of the victims are women and girls. In order to address this, interventions may include community mobilization, mass media, sensitivity training for male youth, economic empowerment, counselling and treatment and strengthening non-governmental organizations.^{lv} Increasingly the acquisition of literacy skills is gaining increasing recognition.

^{lvi} Gender Action Learning Systems (GALS) is a methodology developed by Oxfam and partners¹³ to challenge and address gender inequalities in households and communities and to change power issues between communities and service providers, religious and traditional authorities, private sector and Government actors. The methodology uses visual diagramming tools enabling people at different levels in the community to plan for livelihood improvements in ways which give most benefit to women and men; establish multi-stakeholder consensus on imperatives of promoting gender justice; mutually develop a collective vision with immediate and long-term strategies and plan for change.^{lvii}

Since 2011, Oxfam and partners in Uganda have integrated the Gender Action Learning Systems (GALS) methodology in a Functional Adult Literacy (FAL) curriculum to address socio-economic and gender specific challenges such as school dropout of female participants, low participation of men in the interventions, costly processes and inability to roll out FAL to more communities. According to an evaluative study, using the GALS methodology helped participants identify gender imbalances at

the household level that fuel poverty. The analyses helped both men and women to develop realistic and concrete actions to address the issues.^{lviii}

Literacy was a key component of an integrated Protection and EFSVL project that Oxfam and partners implemented in Mali in 2012:

Literacy, protection and EFSVL

We were working in a non-governmental controlled area. Protection and EFSVL colleagues initially conducted a mapping of community-based organizations (CBOs) that already existed on the ground. We found and worked with several groups of women in different villages. Within the Gender based violence (GBV) management cycle, there is a phase for integration, which focuses on providing survivors with social and economic services for reintegration, normally income generating activities (IGAs). Oxfam's role was support organizations to create IGAs supporting survivors. As Protection, we connected the group with UNFPA who provided psychosocial support interventions. Some of the CBOs were already doing informal literacy classes so we supported this, complimenting literacy with women's rights education, advocacy and citizenship. EFSVL then provided training on IGAs. This was almost a complete GBV case management service.^{lix}

¹³ Since 2008 Oxfam Novib's Women's Empowerment Mainstreaming and Networking – for gender justice in economic development program has been supporting the development of an innovative Gender Action Learning System (GALS) with Linda Mayoux and local partner organizations in various developing countries. See https://www.oxfamnovib.nl/Redactie/Downloads/English/publications/150115_Practical%20guide%20GALS%20summary%20Phase%201-2%20lr.pdf for further details.



LESSONS LEARNED

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REFLECTIONS ON LESSONS LEARNED

From all of the case studies discussed, **literacy is an integrated intervention** built into programmatic design from conception. In all the case studies, literacy responded to needs identified by affected populations, demonstrating a commitment to accountability to affected populations and giving people influence over the type of humanitarian assistance delivered. From the KIIs and programmatic data that was analyzed, participants and staff responded positively to integrated programming, with the latter stating that it resulted in more 'joined up' programmatic design and ways of working.

As a result, Oxfam **has a unique approach to literacy in crisis contexts**. By collaborating with national NGOs, CBOs and ministries of education with expertise in literacy, the case studies underline how literacy contributes to nutrition, Emergency Food Security and Livelihoods (EFSVL), Gender based violence (GBV), Public Health Promotion (PHP), Education and Protection outcomes for adults and youth in crisis contexts. In a sector that routinely underserves adult and youth learning opportunities, Oxfam **has developed an innovative intervention** to serve some of the most marginalized people in emergencies, forging greater **complementary and collaboration amongst local, national and international responding to humanitarian crises**.

Gender Justice was a common theme throughout all the projects with most of the projects primarily targeted women, highlighting the unique platform literacy provides for reaching the most vulnerable and ensuring no one is left behind. **Projects with literacy components were effective in reaching some of the most marginalized groups**, including transgender, people with disabilities, youth, survivors of GBV, people living with HIV, single headed households, widows, IDPs, returnees, and food insecure environments. Whilst more disaggregated data would have allowed for a more detailed analysis of participants, what is evident is that adult literacy programs are scarce in crisis contexts and Oxfam and its partners are providing an inclusive and much-needed intervention. The projects that were inclusive of youth address the dearth in post primary opportunities and subsequent low or no educational or professional

qualifications facing displaced youth which often results in higher risk of poverty, aid dependence, and vulnerability to crisis.^{lx}

As projects worked with the most marginalized groups, **safeguarding and accountability** needed to be an integral part of the programmatic design. In South Sudan, CAR and Sierra Leone, facilitators signed nationally endorsed codes of conduct. In the wake of COVID-19, programs adapted, for example in Mozambique REFLECT circles were able to continue, adhering to social distance guidelines and distributing masks and soaps.

Importantly, literacy programs did not focus on reading, numeracy and writing skills only. Context-relevant Life skills or citizenship-type content was integrated into all the literacy interventions.^{lxii} This was done in several ways, from PHP education with youth in Sierra Leone, nutrition and health education in Chad and agricultural education in Mozambique. **REFLECT** was used as a teaching and learning methodology in Sierra Leone and Mozambique (and as part of the participatory consultation in South Sudan) and was associated with higher enrollment and retention rates than traditional adult learning provision. REFLECT could be considered a decolonizing teaching methodology, explicitly inclusive with intersectional feminist approaches that are rooted in the lived experiences and actual needs of communities integrated into teaching and learning. REFLECT uses participatory design principles which is a conflict-sensitive approach,^{lxiv} something that is critical to literacy programming in conflict and crisis affected contexts where learning can exacerbate tensions and power dynamics. This is a refreshing change from many models of education in emergency contexts, where standardized packages are used.

In most of the countries discussed, the literacy component ran for a minimum of 3 months' and in some contexts 6-9 months plus. Whilst findings suggest that there are multiple benefits to integrating literacy, the short time frame of some humanitarian funding (often between 3-6 months) could have an impact on feasibility. The question arises, is 3-6 months enough time to teach functional literacy, often in contexts

such as Mozambique, where 40 per cent of the cohort had never formally studied? Feedback from different staff suggests that ideally, programs with integrated literacy components should be funded for at least 12 months as literacy acquisition and progression takes time and finding personnel and capacity building can take considerable time. This should not be a deterrent as multi-year funding in crisis contexts becomes more prevalent, contributing to the nexus between humanitarian interventions and development, and policy makers to increase calls for humanitarian and development initiatives that strengthen inter-communal bonds and resilience.^{lxiii}

In terms of assessing literacy outcomes, in Sierra Leone, Mozambique and CAR, Oxfam and partners all mentioned using local or national assessment methods, at the end of the project cycle, to gauge literacy attainment. Literacy is a multi-dimensional skill that exists on a continuum and globally **there is no standardized assessment to measure literacy proficiency** in a systematic way.^{lxv} Whilst all the case studies are promising, there is a dearth of documented rigorously robust evidence specifically on the effectiveness of integrated literacy interventions in crisis contexts. Evidence-based programming and planning is vital in crisis contexts precisely because funding is limited. Practitioners and donors alike must ensure that the little funding available supports interventions that are grounded in an understanding of what works in emergencies.^{lxiv} **More systematic assessments could be the key in understanding the optimal amount of time needed to acquire functional literacy skills** and the multifaceted benefits of integrated programming in crisis contexts. This data would build the business case for making literacy a standard component in all responses, allow for country offices to learning from another and enable peer-to-peer knowledge sharing.

In all the contexts, **Oxfam works closely with partners**, including the national and/or local education authorities. Often, this involved partnering with CBOs, education authorities and women's networks who had an existing footprint on the ground and expertise in literacy. In Mozambique, the success of the

REFLECT circles has led to new partnerships with the MoE, who are now revising their national adult literacy approach. In Sierra Leone, there are tentative steps to lobby the government to invest in adult literacy and regular engagement with district education authorities and partners coordination. In Chad, the mother clubs have been commended for their work in supporting efforts to tackle malnutrition. In CAR, Mozambique and South Sudan, literacy linked with IGA has meant that survivors of SGBV have been equipped with livelihood opportunities. All these strategic alliances at national level enable Oxfam and its partners to influence the literacy landscape. Furthermore, these partnerships (at micro- and macro-level) could provide **examples of ways forward with the localization agenda**, and how organizations recognize and support local communities in being the leaders, decision-makers, and implementers of solutions impacting them.

Country offices shared a wide range of donors who were funding integrated literacy projects. In CAR, literacy activities were integrated into the gender/protection sector and received funding from the Humanitarian Fund, OFDA, GFO, DGD, EU. In Chad, literacy had been integrated into a long-term resilience consortium project, funded by the European union. In Mali, an integrated literacy, EFSVL and Protection project was funded by CIDA, whilst in South Sudan DANIDA funded the adult and youth literacy projects. This demonstrates that a variety of donors will fund literacy in crisis contexts, and that literacy does not and should not be only palatable to traditional education funding streams. However, to scale this up for a global step change, advocacy must play a key role.

Whilst Oxfam and its partners are active in national platforms, and in the case of Mozambique, have integrated advocacy skills training into REFLECT circles, to date there has not been significant advocacy efforts to mainstream literacy across all interventions. This could be a cost-effective method, building upon promising practices for Oxfam to achieve its ambition for a just and sustainable world.^{lxv}

^{lxiv} Understanding the conflict and crisis context means defining the terms and examining the actors, dynamics, and conflict/crisis causes. Step two involves defining both literacy and the program design, then examining how the program will interact with specific actors, dynamics and causes of the conflict/crisis. After considering the definitions and dynamics identified, the final step is to deliver the literacy program in a way that does not contribute to tensions or crisis but rather uses a conflict-sensitive approach to promote peace, social cohesion, tolerance and equity. See USAID guidance note for further details.^{lxv}

^{lxv} Large cross-country assessment surveys have been developed to overcome the challenges of producing comparable literacy data. Two important examples are the Program for the International Assessment of Adult (PIAAC), which is a test used for measuring literacy mostly in rich countries; and the Literacy Assessment and Monitoring Programme (LAMP), which is a household assessment aimed at measuring literacy skills in developing countries, while remaining comparable across countries, languages, and scripts. Notwithstanding, there is a danger of using literacy levels as a proxy for other phenomena, such as socio-economic level or participation in society. In developing countries where literacy use is less widespread it is easy to assume that literacy opens doors for individuals and communities because of a superficial correlation between literacy and, for example, level of income.^{lxvi}



CONCLUSIONS

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CONCLUSION

The hypotheses of this study sought to explore if literacy interventions, when implemented with livelihoods and protection, community engagement and empowerment activities greater collective outcomes can be achieved? This report affirms this and suggests on broader scale, literacy skills could contribute not only to gender equity but also enhanced humanitarian action. The theory of change (page 27) exemplifies this.

Oxfam, through its 2020–2030 Global Strategic Framework has stated that inequality and its different expressions ‘are created and sustained by unjust systems that can affect anyone, anywhere. Their interaction is the root cause of discrimination, poverty and injustice.’^{lxvi} Reflecting on Oxfam’s global youth consultation, young people see that “some of the greatest possibilities for advancing gender equity lie in popular education: dispelling misconceptions, empowering women to take up space and value their own voices, making room in the public sphere for questioning social norms and embracing sexual diversity, mainstreaming feminist economics and policies, and encouraging men to challenge toxic behaviors and embrace positive

masculinities”.^{lxvii} They called for youth-led educational initiatives to have “a key role in building a new economy, share peer-to-peer learning and create job opportunities that are beneficial across the board, simultaneously tackling the climate crisis, reducing poverty and hunger, and overcoming gender injustice”.^{lxviii} They suggested in a world “facing urgent, systemic and multiple crises”, the standout solution and way forward related to learning.^{lxix}

It is time for a reexamination, reprioritization and reframing of literacy, going beyond the narrative that literacy is a problem for the education sector alone. Within Oxfam, this correlates with wider calls for integrated programming to be enhanced in crisis contexts. Oxfam, with its unique approach has the potential to be a leading advocate for integrated literacy interventions in emergencies. Undeniably, the case studies that have been explored in this report demonstrated by addressing illiteracy and the multifaceted way it interacts with life trajectories is a tangible step towards ending inequality and achieving Oxfam’s vision for enhanced humanitarian action.

RECOMMENDATIONS

For literacy programming

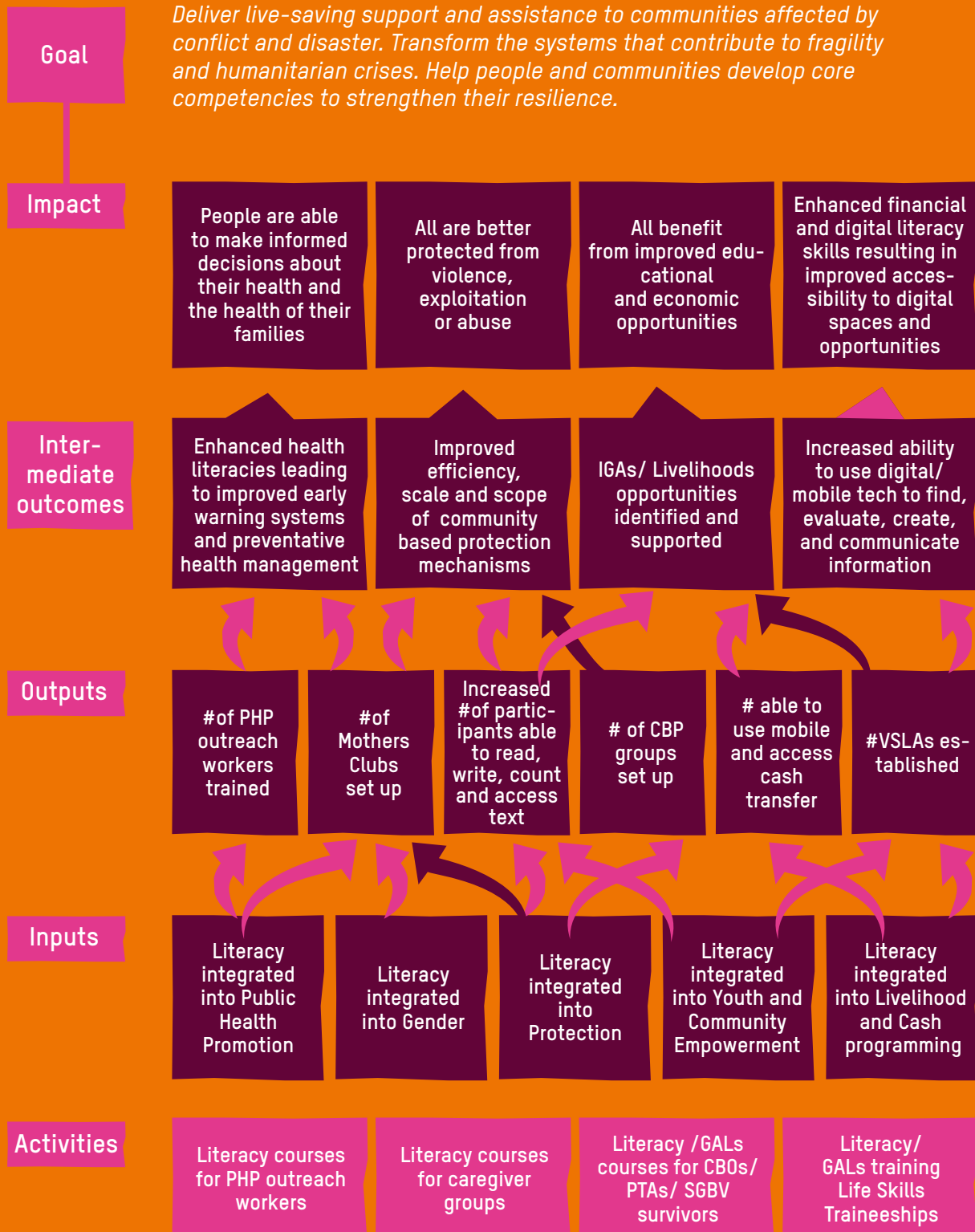
- Literacy programming requires knowledge, expertise and funding. Thus, it could be considered investing in a dedicated literacy specialist position. This role could support online training and a data and resource depository to support Protection, Livelihoods, PHP, GBV and CASH specialists integrate literacy into multisectoral responses.
- Integrate literacy questions into initial rapid, multisector needs assessments on the onset of humanitarian crises. This would be a key indicator for assessing household/affected population literacy levels and if a literacy component is needed.
- Using REFLECT, co-create the literacy component with affected populations and through working with multisectoral teams. This will ensure content is culturally relevant as well as underpinning multisectoral programmatic theories of change.
- Continue and strengthen focus on gender in integrated literacy programming and utilise feminist approaches supporting gender transformative learning to empower women to actively participate in community development.
- Create opportunities for inclusion of youth (who faces higher risk of poverty, aid dependence, and vulnerability to crisis) in integrated literacy programming to support pathways for further professional qualifications and self-provision of livelihoods.
- Apply a conflict sensitive approach, as issues such as language politics and physical presence of learning centre may exacerbate conflict and influence decisions about medium of instruction and inclusive participation in literacy programming. Conflict analysis must include a consideration of the multiple relationships among language, ethnic groups, conflict, and crisis.^{box}
- Work with local partners to ensure a comprehensive coaching and mentoring approach for literacy facilitators is embedded into all projects with literacy components. Many facilitators will need training and support in (a) the core components of literacy, (b) literacy pedagogy, (c) continuous assessment, (d) the needs of multilingual learners, (e) socio-emotional needs of learners, and (f) classroom management (with attention to opportunities to learn). Attention must also be paid to psychosocial needs, support, allocation, and sustainable remuneration approaches.

For Advocacy, Research and Evidence

- Given the ripple effect of literacy, further make the case for literacy integration with multi-sector programmes. This can only be done however with additional programmatic research and evidence.
- Ensure evaluations and research are built into integrated projects that explicitly assess the impact of literacy courses. This could be built into standard monitoring and evaluation budget lines and would address the dearth of data and evidence around adult learning and literacy in crisis contexts.
- Use a variety of monitoring and evaluation methods to gather data (Most Significant Change, Positive Deviance Inquiry, Participatory action research (PAR) and impact evaluations) to gather rigorous and robust data.
- Share findings with Education, Protection, CASH WG and FSL cluster/ working group coordination mechanisms at national and global level to advocate for literacy mainstreaming in multisectoral responses.
- Explore research funding opportunities such as Dubai Cares E-Cubed, partnerships with academic institutions and private literacy foundations to build data and evidence around functional adult and youth literacy.
- Collaborate with the fundraising team to engage donors on the importance of funding literacy in crisis contexts.

ENHANCED HUMANITARIAN ACTION

RECOMMENDATIONS



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ANNEX 1: RESEARCH QUESTIONS

The following questions were asked to respondents:

- Did literacy activities/projects start as a mean of empowerment of youth and women or did it start as livelihood/WASH/Protection activities/projects with literacy needs defined by the participants later?
- How flexible and effective have literacy projects been in reaching out to those most in need, included people with impairments?
- Were life skills an integrated part of literacy training? If yes, which components of life skills was included and how was it perceived by the participants?
- Did literacy activities/projects have a specific focus on gender justice?
- How was the integration of literacy with other activities perceived by participants and organizers, and what was the challenges and successes?
- Were specific literacy learning methodologies used e.g. REFLECT, GALS or other methodologies?
- What safeguarding and accountability measures were taken to ensure a safe and secure environment for participants?
- What role has partners been playing in literacy programming? Has Oxfam been part of strategic alliances or platforms?
- Was there any link between programming with policy/advocacy?
- How has Covid-19 impacted the literacy component of the programme?

ANNEX 2: LIST OF KEY INFORMANTES

COUNTRY OFFICE	
South Sudan	Rose Guo Martine Lubujo Iltaf Abro
CAR	Erlande Fanord
Sierra Leone	Isatu Venn
Jordan	Ahmed El Assal
Jordan	Rula Aburub
Mozambique	Gil Mahera
CAR	Jules Kurt Caron

THEMATIC ADVISORS	
Michelle Farrington	Public Health Promotion
Marina Di Souza (Protection)	Protection
Rachel Hastie	Protection
Ricardo Fal Dutra Santos	Protection
Irene Fredriksson	Education
Charlotte Beyer	Education
Lisa Biblo	EFSVL
Else Østergaard	Education (Humanitarian)
Kirsten Smart	CASH

ANNEX 3: SUMMARY OF INTEGRATED LITERACY PROJECTS





NOTES

NOTES

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LIST OF ABBREVIATIONS

CAR Central African Republic

CBO Community Based organization

CBPM Community Based Protection Mechanism

EFSVL Emergency Food Security and Vulnerable Livelihoods

FAL Functional Adult Literacy

FGD Focus Group Discussions

IGA Income Generating Activity

KII Key informant interviews

MC Mothers Clubs

OCHA United Nations Office for the Coordination of Humanitarian Affairs

PHP Public Health Promotion

PTAs Parents and Teachers Association

SDG Sustainable Development Goals

UNHCR United Nations High Commission for Refugees

VSL Village Savings and Loans



OXFAM
IBIS