

Improving livelihoods for the poor: the role of literacy

Introduction

This Background Briefing examines the way in which literacy features in different sectoral programmes supported by DFID. Although the development of literacy skills is an essential part of our commitment to Universal Primary Education (UPE), improving literacy practice for adults continues to be an integral part of many different programmes, such as transport, water, health, small business development, environment, livelihoods, and governance.

The purpose of this Background Briefing is to raise the key issues that have emerged as different parts of DFID have considered the ways in which literacy and poverty interrelate. We shall highlight principles of good practice (drawing on recent experience), examine potential entry points and identify challenges for DFID in giving greater priority to literacy in our commitment to poverty reduction.

A way out of the poverty trap

There are 1.2 billion poor people in the world; there are at least 1.2 billion people who cannot

read and write. Although we do not know that these are the same people, it is highly probable that this is the case.

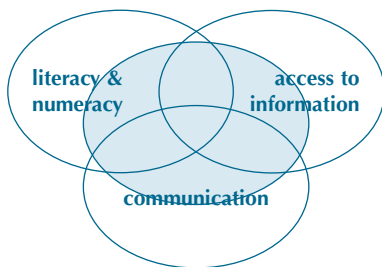
Due to differences in national definitions of literacy and the degree of accuracy with which they are measured, the above figure is likely to be an underestimate. In most developing countries, the numbers of women, who cannot read and write, far exceed the numbers of men. Targeting women should therefore be a priority.

Literacy skills provide a way out of the poverty trap in which many people find themselves. The inability to read and write restricts the ability to follow signposts, understand medicine labels and machinery instructions, confirm commercial transactions, avoid being cheated, etc. People need access to information regarding health, education and the market economy, so that they can engage critically with the issues and institutions that affect their everyday lives. Reading, writing and numeracy skills provide the vital link that can widen opportunities to improve their livelihoods. The connection between enhanced literacy practice, access to information and wider communication opportunities provides the essential underpinning for policies designed to eliminate poverty, as the following box illustrates.

Some one in five of the world's population live in extreme poverty. Governments worldwide have agreed to work together to halve the proportion of people living in extreme poverty by 2015, and to other targets including universal primary education and improved healthcare. The British Government is strongly committed to these targets.

Information Department: 1 Palace Street, London SW1E 5HE, UK. Website: www.dfid.gov.uk
Press Enquiries (020) 7023 0600 (overseas +44 20 7023 0660)
Public Enquiries 0845 300 4100 (overseas +44 1355 84 3132)

Box 1: Literacy, information & communication



The Community Literacy Project in Nepal responds to local people's needs and aspirations for literacy, communication and information.

Literacy acquisition can be an effective vehicle for empowerment because it can transform the ways in which people communicate. Enhanced literacy skills can bolster self-esteem, and can motivate people to participate in public decision-making. From a rights-based perspective, poor people's access to information will continue to be restricted, unless they can acquire the range of communication strategies that can make a difference to their lives. Literacy skills are therefore an essential tool in poor people's efforts to gain the legal and socio-economic rights to which they are entitled.

Learning from experience

However, despite the increased emphasis on adult literacy programmes, they have largely failed to produce the outcomes envisaged by planners and providers. They have been criticised as having limited impact, as evidenced by high dropout rates, low enrolment and completion rates and low rates of return.

There has been insufficient analysis of the demand for literacy skills from the learner's point of view, a lack of flexibility or responsiveness to their aspirations, over-dependence on inputs and materials, instructors/facilitators who have suffered from inadequate training and follow-up support. Above all, there has been limited impact in terms of reaching the poorest of the poor, especially women.

Raising the development profile, and approaching

literacy in a different way, will require offering better value - from a funder's, a partner's and, most importantly, the learner's point of view. How can we be sure that we are responding to the daily realities of the poor - to their needs and priorities, hopes and aspirations? How can we take care not to stigmatise those who have not had the opportunity to learn to read and write? How can literacy be made more relevant and accessible to the very hardest to reach? This Background Briefing will explore our response to these questions.

Why is literacy practice a priority?

The fundamental challenge posed by the two **White Papers on International Development** (*Eliminating World Poverty: A Challenge for the 21st Century*, 1997, *Eliminating World Poverty: Making Globalisation Work for the Poor*, 2000) is how to do we ensure that poor people can benefit from the knowledge based economy that characterises an increasingly globalised world? The implicit message in DFID's commitment to 'eliminating world poverty' and 'making globalisation work for the poor' is that we should strive to enable marginalized communities to access, not only the information they need, but also the different types of literacies that can enhance their education, social and economic well being.

Renewed emphasis on basic education, encompassing adult basic education as well as universal primary education, was one of the outcomes from the **World Education Forum** in Dakar in April 2000. A commitment was made to achieving a 50% improvement in the level of adult literacy, especially for women in the 16-24 age group. This indicator relates closely to many of the Millennium Development Goals (MDGs).

The following synthesis from the Asia Conference on **Literacy for Livelihoods** (see Box 6) summarises the crucial connection between the growing body of evidence concerning the significant role of literacy practice in reaching these goals.

Box 2: Achieving the Millennium Development Goals (MDGs)

Evidence shows that substantial numbers of participants in literacy classes: -

- ❑ are more likely to send, keep and monitor their children's progress in school (*evidence from Uganda, Nepal, Bangladesh and Ghana*)

➤ MDG 2: ACHIEVE UNIVERSAL PRIMARY EDUCATION

- ❑ show increased likelihood to alter the health and nutritional practices of their families (*evidence from Nepal, India, Kenya, Uganda, Nicaragua*)

➤ MDG 4: REDUCE CHILD MORTALITY

➤ MDG 5: IMPROVE MATERNAL HEALTH

- ❑ contribute towards redressing gender imbalances, enhanced self confidence and willingness to participate in public meetings (*evidence from India, Malawi, Nepal, South Africa, Namibia, Uganda*)

➤ MDG 3: PROMOTE GENDER EQUALITY AND EMPOWER WOMEN

- ❑ show advanced awareness of action towards the protection of the environment (*evidence from El Salvador, Malawi, Mali, South Africa*)

➤ MDG 7: ENSURE ENVIRONMENTAL SUSTAINABILITY

Globalisation is both increasing the benefits to be gained by poor people and raising the costs of exclusion from them. Without adequate reading and writing skills, poor people will not be able to realise their right to participate in, and access information relating to, the decision-making processes and opportunities which affect their lives. In an increasingly globalised society, to lack, or even to have less than adequate mastery of reading, writing and numeracy skills, contributes to both exclusion and deprivation.

Box 3: Literacy and empowerment

Empowerment is a term that people interpret differently according to their perception of what they need in order to improve their situation. In a recent study in Nepal, women's aspirations encompassed both the satisfaction of *practical* needs – having enough to eat, clothes to wear – and more *strategic* aspirations, such as being able to speak up in meetings and with local government officials.

In the same study, the two most frequently cited representations of empowerment were self-confidence and literacy. Men and women associated being literate with having social status, as well as functional skills. A literate person in their view '*has knowledge*', can understand issues relevant to their own well-being, and can share this knowledge for the benefit of the community. He, or she, has a '*voice*' in meetings, can access and analyse information, has the ability to engage with outsiders and officials more effectively.

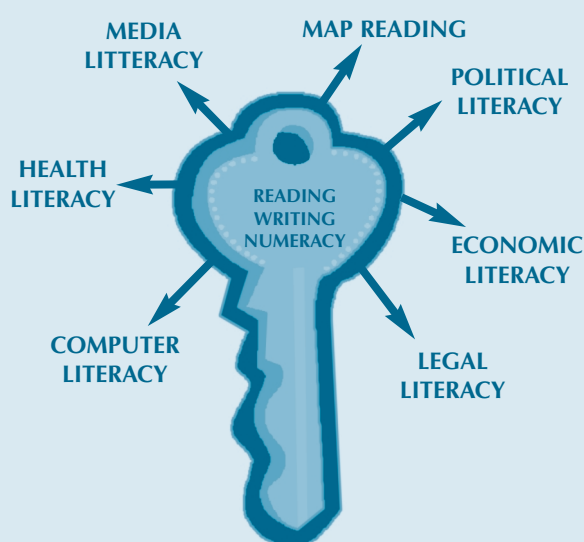
Studies in countries, such as Ghana, India and Uganda, have provided clear examples of how literacy practice can help people to build community capacity and solidarity, become aware of their rights, find self-expression and self-esteem. These are all fundamental aspects of greater participation in, and ownership of the development process, as a rights-based approach would advocate. Sweeping claims for literacy as a sole, or singular, cause of empowerment, would be an oversimplification of complex and interacting social, political and economic dynamics.

New programmes that DFID is developing with the Government of India's National Literacy Mission in four partner states exemplify the targeting of the most disadvantaged/hard to reach. This has a particular focus on women. In Bangladesh, DFID is working with the Government, and the Asian Development Bank, on a programme that has a similar focus on women's rights, empowerment and social inclusion, as well as other development sectors.

Literacy or literacies?

Literacy means different things to different people. It embodies a variety of approaches to learning to read and write, and is measured in a variety of ways. The basic skills of reading, writing and numeracy are the key that unlocks the range of literacies that people need in an increasingly globalised world - as the following diagram demonstrates.

Box 4: Unlocking multiple literacies



The starting point is the literacies which people perceive to be relevant to enhance their everyday lives. In Nigeria, for example, car mechanic apprentices on a training course wanted to improve their literacy skills in order to read manuals and enhance their knowledge after the course. On the Shakti project in Bangladesh, commercial sex workers requested courses in reading, writing and numeracy, initially to overcome social barriers for participating in HIV/AIDS prevention. They subsequently perceived such skills to be useful in seeking alternative ways of earning a living. This shows that people's needs are not static, but are part of a dynamic, changing process. Perceptions of what they need shifts as circumstances alter, or as new opportunities arise.

Literacy and basic education

Adult basic education not only complements primary education, but also provides the necessary foundation for mutually supportive family literacy. A recent World Bank Working Paper: **Engaging with Adults**, documents research findings that draw a positive correlation between literate mothers and their children's education. Investing in adult basic education, as well as primary education, can be complementary. The same twin track approach should be applied to improving literacy practice in poor families.

Creating a literate environment

Promoting family literacy encourages young people to enjoy reading at home, as well as at school. Parents reading to, and/or with children, help to inculcate good reading habits. Grandparents are a source of family history that can stimulate children's interest in story telling and reading.



Box 5: Family literacy

The *Reading for Children* intervention in Bangladesh has shown how mothers' reading habits can improve under the impetus of having to read to their children. It helped to build up confidence among the mothers involved by giving them the opportunity to practice their newly attained ability to read. The mothers were motivated to strengthen their reading skills in order to help their children, and the children were in turn motivated to read more.

Encouraging people to read for pleasure, as well as for information purposes, helps to create an environment in which mobile libraries, reading tents, book clubs, book festivals, readathons, book cafés, national poetry days, national literacy campaigns, and book fairs, can all play a part in developing and reinforcing reading habits.

The combined efforts of national publishers, booksellers and library services in supporting such strategies, in tandem with government and non-governmental initiatives, complement family and school involvement in creating a literate environment.

Literacy and skills for development

Access to different literacies plays a central role in our skills development strategies. The focus on seeking innovative ways for overcoming key capacity constraints in partner countries means that literacy skills may need to be developed, or expanded, as a crucial part of this approach. Such skills will be the foundation for the education and training response to the capacity strengthening that needs to be addressed.

An evolving approach to literacy

As DFID's agenda is changing under the impetus of the two **White Papers on International Development**, so too have the policies that respond to the needs of the poor. Literacy is no exception. A rich cross-sectoral debate has been pivotal to developing thinking for policy. Two key conferences (Kathmandu, December 2000; Harare, September 2001) have taken place, both with a cross-sectoral focus. These have provided the opportunity to reflect on lessons from the past, and develop a set of core principles, that should underpin good practice for addressing literacy tasks in programmes in the future.

Box 6: Literacy in context

The Asia Conference on **Literacy for Livelihoods** (Kathmandu, December 2000) identified a number of challenges and action points – the major message is the need to rethink our strategic approach to literacy by contextualising it within development programmes in ways that poor people perceive to be relevant to their lives and aspirations. The Conference can be seen as a milestone for DFID in establishing the importance of a multidimensional, cross-sectoral approach to integrating literacy into our programmes.



Box 7: Literacy in Context

The **Literacy for Empowerment** Conference held in Africa (Harare, September, 2001) involved a wide range of participants from Zimbabwe, Malawi, Zambia, South Africa, Mozambique and Kenya. There were clear convergences with the key principles agreed in Kathmandu. There was much discussion about identifying the right entry-point, with particular reference to the Poverty Reduction Strategy process.

Key Principles

The following principles emerged from both the Asia and Africa workshops as underpinning ‘good practice’ approaches to literacy, and should be central to any new initiative.

- ❑ **Listening to the voices.** A wide body of evidence indicates that people’s individual literacy and communication needs and aspirations are closely bound up with their livelihood opportunities and strategies. Many people wish to be able to engage better with savings and credit schemes, enhance their agricultural practices, or gain better access to markets. Literacy tasks should be contextualised within people’s daily lives and aspirations.
- ❑ **Integration within other development programmes.** Accordingly, the body of research and evaluation of literacy work in recent years has shown that literacy initiatives generally work far better when integrated into other development activities. In other words, as a means to an end, rather than as an end in itself.
- ❑ **Building on strengths.** The number of people with no reading and writing skills at all are relatively few, compared to the number who have made some gains - either via schooling or their own private learning. Also, evidence has shown that those people classified as *illiterate* generally have their own complex socio-cultural practices of literacy and communication, and their own networks of support. The main starting-point for addressing literacy tasks should therefore be what people already have, know and do – rather than assuming that people are blank slates.
- ❑ **Lives and context are dynamic.** Lives and livelihoods are complex, shifting and dynamic. In consequence, literacy and access to information needs are constantly changing.
- Literacy practice therefore needs to be flexible, and dynamic within other livelihoods programmes, in order to reflect these changing needs and aspirations in an increasingly globalised world.
- ❑ **Improved targeting – especially for women.** Unless we make a determined effort to target specific groups of people (categorised according to age, gender or occupation), our programme will continue to fail to reach the poorest of the poor. It is evident that those women who have been excluded from primary schooling, due to economic and social factors, are largely excluded from literacy classes for the same reasons. Innovative ways of responding to what people say they want and need can lead to significant spin-offs in terms of empowerment as Boxes 3, 9 & 11 demonstrate.
- ❑ **Responding to demand.** In order to maximise returns, the key lies in responding appropriately to what and how people want to learn. This may include reading for a variety of different purposes, such as being able to correspond with family and friends, or being able to read religious texts. Some people may request stand alone, traditional style lessons; whereas others may desire them to be integrated within specific programmes. However, experience has shown that, if high attrition and low outcomes are to be avoided in such initiatives, our response must be flexible as well as creative.
- ❑ **One-size-fits-all** campaigns have largely failed to deliver. We need to be able to make more long-term commitments – which means taking a more embedded, locally-owned view of programmes and projects in which literacy practice features.

Box 8: Literacy and livelihoods

The Sustainable Livelihoods Approach provides a conceptual tool for improved understanding of the context in which people live. Its principles of best practice – *people-centred, holistic, flexible, dynamic, sustainable* – cohere with the lessons learned from literacy work. It places people at the centre of development, and views people as having access to assets (human, natural, social, physical, financial) which are mediated through the prevailing social, institutional and organisational environment. Literacy practice not only contributes to human capital, but also provides access to a number of different assets (eg. enhanced social status, access to information regarding natural or physical capital). The Sustainable Livelihoods framework provides a useful tool to map where literacy practice *fits* into people's daily lives.

One language, dual language literacy?

Listening to what literacy tasks people perceive to be relevant in a particular context may lead to more than one language being used in the same programme. For example, participants may want to read religious texts in a first or second language, but write addresses and fill out forms in a more widely used official language. In Ghana, the Democratic Republic of the Congo and Togo, dual language literacy programmes have been introduced, which have strengthened community development projects in situations in which people use more than one language in their daily lives.

A similar emphasis on developing literacy skills in more than one language can be a significant part of education programmes for people displaced by conflict.

Different entry-points

It is evident, therefore, that literacy has to be regarded not solely as an education matter (limited by funding agency agendas to a specific ministry, or treated as part of a second best, *non-formal* option for adults) – but rather as a cross-sectoral issue, necessitating the integration of new literacy approaches into other development policies and programmes.

Integrating communication and information strategies into existing programmes, or adding value by integrating them into new initiatives, requires a fresh look at strategies for enabling poor people to widen their communication skills. We need to re-examine the ways in which poor people's perceived needs and aspirations can be incorporated, not only into education and rural livelihoods programmes, but also into governance, engineering, enterprise, social development, health and population programmes – with the emphasis on convergent, rather than separate initiatives. Such strategies entail working flexibly with different ministries, using a variety of approaches within a poverty reduction agenda. The way in for programmes with a literacy component may be the line ministry that leads on the sector concerned (eg. Agriculture, Transport, Social Welfare, Home Affairs); or they may take an initiative by a non-governmental organisation (NGO) at community level as the starting point for going to scale regionally and/or nationally. The entry point may be dictated by an approach with implications for other ministries, such as sector wide approaches, or poverty reduction strategies.

Sector-wide approaches

Entry points for sector-wide approaches to basic education can be restricted to the Ministry of Education that leads on UPE. Since adult literacy programmes will not necessarily come under the same Ministry as primary education, programmes

with a complementary literacy component will come under whatever Ministry covers that sector. For example, in Uganda adult literacy programmes are under the aegis of the Ministry of Gender, Labour and Social Development, and are therefore the responsibility of a different Ministry from the one that leads their Education Sector Investment Programme.

It is self evident that a coordinated approach to basic education for children and adults is easier when the same ministry has responsibility for both (e.g. the Ministry of Basic Education and Literacy in Burkina Faso).

Poverty reduction strategies

Kenya's Poverty Reduction Strategy Paper (PRSP) in 2001 has drawn on the Participatory Poverty Assessment conducted by the African Medical and Research Foundation (AMREF) and the Participatory Methodologies Forum (PAMFORK) in order to establish local people's perceptions of their situation. This revealed the overall lack of security experienced by people denied access to the knowledge and information that can improve their livelihoods. Improved access to basic services, including clean water and more accountable government, were identified by the communities involved in the exercise as factors that could transform their lives. Reading, writing and numeracy skills have an enabling role in this process.

Programmes

Many sectoral programmes in which literacy skills feature have combined knowledge and skills strategies in a particular area with core reading, writing and numeracy skills. The following examples demonstrate what we mean by legal literacy, health literacy, media literacy, literacy for empowerment and agricultural literacy.

Box 9: Legal literacy

The Multiple Action Research Group (MARG) in New Delhi has responded to mounting concern about women's lack of awareness of their legal rights, and many cases of abuse against women, by developing a new programme of legal literacy. By engaging professional lawyers to train local facilitators and by developing materials relating to recent legislation, they have been able to work successfully with many women's groups. This initiative has motivated the women not only to learn about their rights, but also to exercise these rights in cases such as violence and rape, registering crimes, property and marital disputes. Some of the women have become interested in developing reading and writing skills through this programme - one of the most striking results having been the increase in confidence in decision-making by the facilitators, as well as by the women themselves.

Literacy and health

Health literacy is emerging as a distinct concept, embracing life skills, such as critical thinking, problem solving, responsible citizenship, self-directed learning, self-advocacy and communication skills. The effectiveness of educational efforts to prevent the spread of the HIV/AIDS virus is likely to be significant if target population has these skills. Relevant literacy skills involve more than reading print messages and information. They include the ability to interpret visual media messages, as well as the capacity to access and use the technologies that provide health information.

International research points to visual literacy problems, such as readability levels that are too high, information overload, inappropriate style and

format, misinterpretation of the graphics, etc. The education and health message of the materials will be undermined if the visual cues are misunderstood.

Box 10: Enhancing awareness about HIV/AIDS

In Malawi, HIV/AIDS messages were distributed with agricultural extension packages as a low cost extra service appropriate to the forthcoming World Aids Day. Both text and diagrams were used so that those who could not read and write had access to the messages. Analysis was carried out to determine the impact of the leaflet. Some recipients claimed that the leaflet covered many relevant issues, with adequate explanation. An exercise was then conducted in order to find out whether people categorised as *illiterate* could, on the basis of the pictures alone, understand the messages in the leaflet. The wide range of different interpretations demonstrated that, although pictures can facilitate communication, they do not necessarily provide an effective alternative for those who cannot read.

Distance learning & media literacy

Distance learning, with its emphasis on a wide range of communication strategies using different media, raises similar problems of visual literacy. The Open University's experience in developing study guides for its students has pioneered the need to look more closely at the cost effectiveness of different media, including ICT, in communicating with the target audience. The visual presentation of the material becomes particularly significant without the teacher in a mediating role to help the student to access the content.

Box 11: Literacy and small enterprise development

SOLVE, a Nepali NGO, has established a number of women's savings and credit groups in the east of the country. These groups comprise a chairperson who manages meetings, a secretary who writes the minutes, a treasurer who does the book keeping and other general members. It was found that in many groups only a few of the women (who tended to be the better off in the village) had basic reading, writing and numeracy skills and therefore took on these key committee positions. The other women felt marginalized and at risk of being cheated by committee members. They asked SOLVE if they could be trained in reading, writing and book keeping skills so that they too could take on these functions. Literacy in this context challenged differential power relations in the community, as well as contributing to small enterprise development.

Box 12: Agriculture and literacy

In Sri Lanka, CARE International has introduced an Integrated Pest Management Programme which trains farmers in pest identification and control through biological as well as chemical means. An NGO, ADAPCA, grasped the opportunity to help some of the farmers involved to enhance their literacy and numeracy skills in order to undertake the pest management tasks. In this case, agricultural literacy comprises identification, measurement, record keeping, and form filling skills within an experiential learning programme.

Motivating the facilitator as well as the learner

Responding to the varied needs of the adult learner for different literacy skills to perform different tasks and practices, requires a variety of flexible programmes with a complex range of support materials. This means that facilitators have to be trained to be flexible and innovative in their response to what motivates the learner. A consultative forum, convened by DFID in London (June 2001) in response to the second **White Paper**, identified the selection, training and support for the adult literacy facilitator/practitioner as one of the areas where more research is needed.



Box 13: Training the trainers

Adult Education and Training (ABET) in South Africa integrates literacy with other developmental processes at both policy and implementation levels. ABET practitioners are located within a wide range of sectors, including education, health, gender, labour, water, environment, public works, the prison service and defence. The University of South Africa (UNISA) has recognised in its ABET programme that its practitioners would benefit from professional recognition of their critical role in ABET delivery. Recent legislation in South Africa (the ABET Act of 2000) seeks to rectify this anomaly in the Government's approach to basic education through the introduction of a national qualifications framework, learning programmes and career paths for adult educators.

Challenges for DFID through country programmes

Establishing more flexible, holistic approaches to literacy practice in DFID programmes, that genuinely seek to respond to what poor people perceive to be relevant, has the following implications: -

❑ *Contextualising literacy practices and tasks*

Ensuring that all programmes supported by DFID seek to enhance the communication strategies that can transform poor people's livelihoods.

❑ *Bringing together different experiences of what constitutes good literacy practice*

Experience of what has worked well for poor communities in different contexts needs to be disseminated throughout DFID, in order to promote the synergy required for achieving the MDGs within a poverty focused agenda.

❑ *Avoiding blueprints or standardised approaches*

Encouraging innovative ways of working with different Ministry/NGO/CBO alliances, so that appropriate structures and processes can be identified for managing programmes that meet the diverse needs of poor communities.

❑ *Flexible programmes that respond to changing needs and aspirations*

Targeting groups with particular needs, such as people displaced by conflict, requires ways of working that are holistic and participatory. The programmes that respond to their needs must be flexible enough to address changing perceptions of the literacy tasks that need to be addressed.

Taking forward the Making Globalisation Work for the Poor agenda

Establishing literacy practice as a cross-sectoral issue in DFID has implications for **how we work internationally with partner governments and partner agencies**.

The immediate challenges are: -

- ❑ *Ensuring that a coordinated approach to the MDGs is achieved through the literacy component of the PRSP*

In countries where we have been concentrating on sector wide approaches to universal primary education, we should be encouraging partner governments to develop a complementary approach to developing basic literacy skills of reading, writing and numeracy for adults through a variety of different sectoral entry points. This means that where there is a national literacy programme, we should advocate an approach that takes into account the need to target adults as well as children.

- ❑ *Identifying cost effective approaches for responding to the literacy, communication and information needs of the poor.*

Advocating that PRSPs should take into account good practice in NGO, CBO and/or government programmes with literacy components, so that the range of different needs identified by poor communities can be adequately addressed.

- ❑ *Promoting communication strategies that accommodate different learners, different needs, different languages and types of literacy practices*

Working with partner agencies to identify innovative ways for linking local literacy needs and tasks with the wider opportunities that global literacies can facilitate for poor people (often through ICT channels).

- ❑ *Encouraging international agencies to develop more appropriate indicators for monitoring and measuring progress in reaching international literacy targets*

The various ways in which literacy achievement is measured cover a wide range of different standards and competency levels – leading to unreliable international literacy statistics. We therefore need to promote research into the relationship between national indicators for measuring literacy skills and community ways of assessing progress in improving literacy practice, so that comparable ways of measurement can be established.



Further reading

An analysis of the Impact of Women's Empowerment in Nepal by S. Birchfield, ABEL/USAID, 1997.

Sustainable rural livelihoods: What contribution can we make? Edited by Diana Carney, DFID 1998.

Sustainable rural livelihoods: A framework for analysis by Ian Scoones, Institute of Development Studies, Brighton, Working Paper No. 72, 1998.

Sustainable Livelihoods: Lessons from early experience by Caroline Ashley & Diana Carney, DFID, 1999.

Re-Defining Post-Literacy in a Changing World by Alan Rogers, Bryan Maddox, Juliet Millican, Katy Newell Jones, Uta Papen & Anna Robinson-Pant, DFID Education Research Report, Serial No.29, 1999

Report on Literacy for Livelihoods, DFID Asia Conference, Nepal, 4 – 6 December 2000.

Knowing Her Rights, Case Study from India by Nivedita Monga, Multiple Action Research Group (MARG), ASPBAE Beyond Literacy Case Studies from Asia and the South Pacific, 2000.

Reading the Living Environment, Case Study from Sri Lanka, by Mallikani Daluwatte & Sujatha Wijetilleke, Association for Development and Peace through Community Action (ADAPCA), ASPBAE Beyond Literacy Case Studies from Asia and the South Pacific, 2000.

Literacy for Livelihoods, Report on Seminar organised by World Education Nepal in collaboration with Non-Formal Education Centre and DFID Nepal, May 2001.

Engaging with Adults: The case for increased support to Adult Basic Education in Sub-Saharan Africa by Jon Lauglo, The World Bank Africa Region Human Development Working Paper series, February 2001.

Literacy across sectors, Conference Report, World Education Nepal Community Literacy Project Nepal, Kathmandu August 2001.

Think pieces by Clinton Robinson & Juliet Millican on the **White Paper, Eliminating World Poverty: Making Globalisation work for the Poor** (to be published by DFID Education Department) April & May 2001.

Reading for Children, Action Research for a Post-literacy Intervention by Talat Mahmud & Tahsinah Ahmed, Save the Children USA, Bangladesh Field Office, September 2001.

Further information:

Education Department/Rural livelihoods Department
DFID 1 Palace Street, London SW1E 5HE

Education Department website: <http://www.dfid.gov.uk/AboutDFID/Education/index.asp>

Sustainable Livelihoods website: <http://www.livelihoods.org/>