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Influence of Smart Agriculture Literacy Empowerment Programs on Sustainable Household Food Security in Baringo County, Kenya

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***Abstract**: Food insecurity remains a significant challenge, particularly for rural households that rely on agriculture as their primary source of livelihood. Despite various efforts to address this issue, many households continue to struggle with inadequate food production, poor resource management, and a lack of sustainable agricultural practices. This study investigated the influence of literacy empowerment programs on sustainable household food security in Baringo County. Using a cross-sectional research design, the study employed mixed methods to collect both qualitative and quantitative data. A total of 316 registered members from SMART Agriculture and 6 field officers were selected as the study sample. Data was gathered through interviews and questionnaires and analyzed using Pearson Correlation and linear regression. The findings revealed that literacy programs significantly improve agricultural knowledge, climate-smart practices, and resource management, leading to enhanced food security at the household level. A majority of respondents reported increased confidence in agricultural practices, better decision-making, and improved participation in food security discussions, all attributed to literacy programs. Furthermore, a Pearson correlation of 0.721 with a significance value of p = 0.000 indicates a strong, positive relationship between literacy empowerment programs and sustainable food security. The study concluded that literacy empowerment programs play a crucial role in equipping individuals, particularly women, with the skills and knowledge necessary to manage agricultural practices effectively, fostering long-term food security. These findings pointed out the importance of integrating literacy programs into agricultural development strategies to enhance food resilience and sustainability.*

Keywords: *Literacy empowerment, Sustainable household food security, Baringo County, Climate-smart agriculture, Resource management, Community collaboration*

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1. Introduction

Literacy empowerment programs play a critical role in enhancing the adoption of climate-smart agricultural practices, contributing to sustainable household food security worldwide. These programs equip individuals, particularly women, with knowledge and skills to make informed decisions about climate-resilient farming techniques, resource management, and market access. In the United States and Canada, adult education initiatives targeting rural populations have been instrumental in

promoting sustainable agriculture through innovative teaching methods and community-based learning platforms (Smith et al., 2022). Similarly, Australia has embraced literacy-focused outreach programs to empower farmers, emphasizing water conservation and sustainable land use to combat climate change effects (Johnson & Carter, 2023). These efforts have been associated with improved crop yields and enhanced food security at the household level.

Developing countries have also recognized the importance of literacy empowerment programs in advancing climate-smart agriculture. In India, government-led initiatives such as the National Literacy Mission integrate agricultural training, enabling farmers to adopt eco-friendly practices and improve resilience to climatic shocks (Gupta & Sharma, 2021). In South Africa, programs focusing on marginalized groups, particularly women, have successfully combined literacy education with training on drought-resistant crops and soil conservation techniques (Mokoena et al., 2020). Cameroon and Tanzania have demonstrated similar progress, with non-governmental organizations playing a pivotal role in disseminating knowledge on sustainable farming through literacy interventions (Mbaga et al., 2023). These efforts have reduced dependency on traditional, unsustainable farming methods, paving the way for improved household food security.

In Kenya, literacy empowerment programs have become integral to promoting climate-smart agriculture, particularly in rural and semi-arid regions. These programs focus on equipping farmers with knowledge and skills in sustainable practices such as soil conservation, water harvesting, and the use of climate-resilient seeds. Initiatives by government agencies, NGOs, and community-based organizations have played a pivotal role in educating farmers on integrating modern technologies like drip irrigation and organic farming methods to enhance productivity and mitigate the impacts of climate change. For example, literacy training sessions often incorporate lessons on interpreting weather patterns, accessing agricultural extension services, and navigating markets to ensure farmers can adapt to changing environmental conditions while maintaining food security. Such efforts have contributed to increased agricultural resilience and improved household nutrition in many parts of the country (Kiprotich et al., 2022; Mbaga et al., 2023).

Baringo County provides a pertinent case study on the integration of literacy empowerment and climate-smart agriculture. Local programs have emphasized educating women on climate-resilient seeds, organic farming methods, and market access, with noticeable improvements in food availability and household nutrition (Kiprotich et al., 2022). Community learning hubs and partnerships with non-profit organizations have further enhanced the accessibility and impact of these programs. Despite challenges such as limited funding and infrastructure, these initiatives demonstrate the transformative potential of literacy empowerment in achieving sustainable food security in regions vulnerable to climate change. By addressing knowledge gaps and fostering innovation, these programs hold the key to resilience and prosperity in agricultural communities.

1.1Research hypothesis

The study tested the following null hypothesis:

$H0_1$: There is no statistically significant relationship between literacy empowerment programs and sustainable household food security in Baringo County

2. Literature Review

Literacy empowerment programs have been identified as critical drivers of climate-smart agriculture, especially in addressing the challenges of food insecurity exacerbated by climate change. These programs aim to improve the capacity of farmers by providing the necessary skills, knowledge, and tools to adopt sustainable agricultural practices. Researchers have extensively studied the role of literacy in enhancing agricultural productivity, climate resilience, and household food security. However, the application and outcomes of these programs vary significantly across regions due to differences in socio-economic conditions, infrastructure, and policy frameworks. Understanding these variations is essential to identifying best practices and strategies for scaling successful initiatives globally.

In developed countries, literacy empowerment programs have been instrumental in fostering climate-smart agriculture. For instance, in the United States, the USDA's Agricultural Literacy Program combines education with technology to train farmers on precision agriculture, which has improved efficiency and reduced environmental impacts (Smith et al., 2022). In Canada, community learning hubs in rural areas have provided access to training on conservation farming and crop diversification, leading to enhanced resilience against extreme weather events (Johnson & Carter, 2023). Australia's Sustainable Agriculture Education Initiative has integrated literacy with hands-on training on water management, which has proven effective in mitigating the effects of prolonged droughts (Anderson et al., 2021). In Russia, government-funded literacy programs have focused on teaching farmers advanced techniques such as greenhouse farming and soil testing, resulting in increased yields and resource optimization (Ivanov & Petrova, 2020). Similarly, in India, literacy interventions tied to the Green India Mission have

enabled smallholder farmers to adopt organic farming practices, significantly reducing dependency on chemical inputs and improving soil health (Gupta & Sharma, 2021).

In Africa, literacy empowerment programs have also shown significant potential in advancing climate-smart agriculture, although their implementation is often hindered by limited resources. In South Africa, adult education programs targeting small-scale farmers have led to the adoption of drought-resistant crops and conservation tillage practices, enhancing food security in arid regions (Mokoena et al., 2020). In Cameroon, literacy initiatives spearheaded by NGOs have trained farmers on agroforestry techniques, which have contributed to increased agricultural productivity and environmental sustainability (Mbaga et al., 2023). In Ethiopia, the government's Farmer Training Centers combine literacy education with climate-smart agricultural practices, enabling farmers to adopt modern techniques like crop rotation and irrigation (Tadesse et al., 2022). Tanzania has seen success through community-based literacy programs that educate farmers on using organic fertilizers and climate-resilient seeds, leading to improved yields and reduced vulnerability to climate shocks (Mwita & Njovu, 2023). In Uganda, women-focused literacy initiatives have empowered female farmers to diversify their crops and access markets, contributing to household food security and financial independence (Achen et al., 2021).

In Kenya, literacy empowerment programs have been critical in driving the adoption of climate-smart agricultural practices to combat food insecurity and adapt to climate change. Programs supported by government agencies, NGOs, and international organizations have focused on educating farmers on techniques such as water conservation, agroforestry, and the use of climate-resilient seeds. These initiatives have particularly targeted vulnerable populations, including women and youth, who often lack access to formal education and resources. Studies have shown that literacy programs that integrate practical agricultural training have led to significant improvements in crop yields, soil health, and resilience to climatic shocks. For example, farmers trained through literacy empowerment programs have reported better understanding and utilization of weather forecasts, enabling them to plan planting and harvesting activities more effectively (Kiprotich et al., 2022). These programs have also fostered collaborations between farmers and agricultural extension officers, enhancing the dissemination of climate-smart technologies and practices.

Despite the successes, challenges remain in implementing literacy empowerment programs in Kenya, particularly in remote areas where access to education and resources is limited. Addressing these challenges requires a multi-stakeholder approach that includes increased funding, policy support, and the integration of technology in literacy programs. By learning from global and regional experiences, Kenya can further enhance the impact of its literacy empowerment programs and ensure sustainable household food security amidst the challenges posed by climate change.

2.1 Theoretical Review

The theoretical foundation of this study is anchored on Amartya Sen's Entitlement Theory (1977), which emphasizes the mechanisms through which individuals and households acquire access to essential resources such as food. Sen posits that food security is not merely a function of food availability but is contingent upon individuals' entitlements, which are derived from their ownership of resources, production capabilities, labor, trade opportunities, and other socio-economic factors. This theory redefined the discourse on food security by shifting the focus from aggregate food supply to the distributional aspects of access to food, thus highlighting the intricate interplay between economic, social, and political dimensions. In smart agriculture literacy empowerment programs, the Entitlement Theory offers an essential lens to evaluate how knowledge dissemination and capacity building enhance households' ability to secure food sustainably. Smart agriculture practices equip individuals with skills to utilize climate-resilient technologies, adopt sustainable farming techniques, and optimize resource utilization, thereby strengthening their production capabilities. By improving their agricultural output and income, these programs expand households' entitlements through enhanced trade opportunities and financial stability, directly contributing to food security.

The application of this theory to the study lies in examining how literacy programs influence households' access to the resources necessary for food security. Smart agriculture literacy programs empower farmers to diversify their production, mitigate climate risks, and leverage modern technologies. Consequently, households improve their entitlements not only through direct production but also by increasing their purchasing power and resilience to market and environmental shocks. For instance, access to climate-resilient seeds and technologies enables households to maintain steady agricultural yields despite adverse weather conditions, ensuring consistent access to food. Other scholars have expanded upon Sen's Entitlement Theory, recognizing its relevance to contemporary food security challenges. Devereux (2001) emphasized the importance of entitlement failures in understanding food insecurity in rural contexts, noting that access to resources is often constrained by structural inequalities, governance, and market dynamics. Osmani (1993) highlighted the critical role of education and skill development in strengthening

individuals' entitlements, arguing that knowledge and information are pivotal in accessing and utilizing available resources effectively. In line with these perspectives, smart agriculture literacy empowerment programs address the structural and informational barriers that undermine food security, especially in vulnerable communities.

Furthermore, recent studies have underscored the transformative potential of integrating literacy programs with technology adoption. For example, Melesse and Bulte (2021) illustrated how smallholder farmers who received training in sustainable farming practices experienced significant improvements in both food security and income levels. Such findings align with the core tenets of Sen's theory, as they demonstrate that empowering individuals with knowledge and tools enhances their entitlements, enabling them to secure food sustainably. Critiques of the Entitlement Theory, such as those by Buchanan-Smith and Maxwell (1994), have noted its limited focus on macroeconomic and global factors influencing food security. Nevertheless, its applicability to grassroots interventions remains strong, as it provides a robust framework for understanding the link between individual empowerment and access to essential resources. In conclusion, the Entitlement Theory provides a solid theoretical basis for examining the influence of smart agriculture literacy empowerment programs on sustainable household food security. By enhancing the ability of households to acquire and utilize resources effectively, these programs directly address the entitlement failures that Sen identified as critical to food insecurity. The insights of other scholars corroborate the theory's relevance, emphasizing the transformative impact of literacy and empowerment initiatives on food security outcomes.

3. Methodology

The study used cross-sectional research design utilizing mixed methods where both qualitative and quantitative data was collected and analyzed. The study targeted 1783 members registered with SMART Agriculture and 6 field officers covering the wards of Tenges, Kapropita, Emmining, Mogotio, Lembus and Koibatek. Krejcie and Morgan (1970) sample size determination formula was used to get 316 registered members who were selected through proportionate and simple random sampling techniques while 6 field officers were selected purposively. Interviews and questionnaires were used to collect data. Cronbach Alpha was used to determine reliability while validity was established by consulting supervisors from the Kisii University and using their comments to improve data collection tools. The quantitative data was analysed using frequencies, percentages, Pearson Correlation and linear regression analysis was employed to determine relationship that exists between the independent and dependent variables. Qualitative data was thematically classified and arranged before they are reported in narrations and quotations as per the purpose of the study.

4. Results and Discussion

4.1 Influence of literacy empowerment programs on sustainable household food security

The purpose of this study was to analyze the influence of literacy empowerment programs on sustainable household food security in Baringo County. To achieve this objective, the respondents were requested to rate on a five-point Likert scale items in the questionnaire on literacy empowerment programs on sustainable household food security. The items in the questionnaire were rated as 1=strongly disagree (SD), 2=disagree (D), 3= Undecided (U), 4=Agree (A) and 5=Strongly Agree (SA). The responses from the participants were tabulated and the results are presented in Table 1.

Table 1: Responses on the influence of literacy empowerment programs on sustainable household food security

Statement	SD		D		U		A		SA	
	F	%	F	%	F	%	F	%	F	%
I have access to educational resources related to agriculture and food security.	63	20.52%	117	38.11%	7	2.28%	51	16.61%	69	22.48%
Literacy programs have improved my ability to access information about food security.	39	12.70%	65	21.17%	9	2.93%	145	47.23%	49	15.96%
I feel more confident in my agricultural practices due to literacy training.	69	22.48%	63	20.52%	5	1.63%	135	43.97%	35	11.40%
Literacy programs have increased my understanding of climate-smart agriculture.	51	16.61%	29	9.45%	11	3.58%	159	51.79%	57	18.57%
I actively participate in community discussions about food security.	47	15.31%	53	17.26%	7	2.28%	127	41.37%	73	23.77%
Literacy training has helped me make better decisions regarding resource management.	23	7.49%	71	23.13%	9	2.93%	143	46.58%	61	19.87%
I believe literacy is essential for enhancing food security in my household.	21	6.84%	55	17.92%	3	0.98%	153	49.84%	75	24.43%
Literacy programs encourage community collaboration in food production.	33	10.75%	59	19.22%	7	2.28%	143	46.58%	65	21.17%
The knowledge gained from literacy programs has improved my household's food security.	25	8.14%	65	21.17%	9	2.93%	131	42.67%	77	25.08%

Source: Field Data, 2024

The findings showed that a majority of the respondents, 117 (38.11%), disagreed on the statement that they have access to educational resources related to agriculture and food security, 69 (22.48%) strongly agreed on the statement, 63 (20.52%) strongly disagreed, 51 (16.61%) agreed, while 7 (2.28%) were undecided. This implies that 58.63% of the respondents lack access to these resources, which may hinder their efforts in achieving food security. Educational resources are essential for empowering farmers with the knowledge and skills necessary to implement effective agricultural techniques, adapt to changing climatic conditions, and optimize their production processes. Without adequate education, farmers may struggle to adopt innovative practices that could enhance their yields and resilience against food insecurity. Similarly, Jones et al. (2019) observed that access to educational materials is crucial in empowering individuals

for improved agricultural practices, highlighting a need for better resource allocation.

Similarly, a substantial portion of the respondents, 145 (47.23%), agreed that literacy programs have improved their ability to access information about food security, while 65 (21.17%) disagreed, 49 (15.96%) strongly agreed, 39 (12.70%) strongly disagreed, and 9 (2.93%) were undecided. This finding suggests that 63.19% of participants feel that literacy programs positively impact their information accessibility. Literacy not only facilitates better communication and comprehension of relevant materials but also enables individuals to engage more effectively with available resources, including market information, weather forecasts, and best agricultural practices. Furthermore, Smith and Bradley (2018) noted that literacy programs enhance information flow, helping communities make informed decisions on food security issues.

Furthermore, 135 (43.97%) of the respondents agreed that they feel more confident in their agricultural practices due to literacy training, 69 (22.48%) strongly disagreed, 63 (20.52%) disagreed, 35 (11.40%) strongly agreed, while 5 (1.63%) were undecided. This shows that 55.37% of the respondents gained confidence in agricultural practices after literacy training. Confidence is a crucial factor in agricultural productivity, as it influences farmers' willingness to take a risk and adopt new practices, experiment with innovative methods, and make informed decisions that can improve their yields and overall food security. These findings concur with Rivera et al. (2017), who indicate that educational interventions can boost self-confidence in farming techniques.

Moreover, the findings revealed that a majority of respondents, 159 (51.79%), agreed that literacy programs have increased their understanding of climate-smart agriculture, 57 (18.57%) strongly agreed, 51 (16.61%) strongly disagreed, 29 (9.45%) disagreed, while 11 (3.58%) were undecided. This implies that 70.36% of respondents believe literacy programs have positively influenced their understanding of sustainable agricultural practices. This improvement in understanding can be attributed to several factors. First, literacy programs often incorporate practical training components that focus on real-world applications of climate-smart agriculture principles. Secondly, educational interventions can facilitate access to up-to-date information on climate change and its impacts, enabling farmers to make informed decisions about resource management and crop selection tailored to their specific environments. This finding concurs with the findings by Carter et al. (2021) on the role of education in promoting climate resilience.

In the same vein, 127 (41.37%) of the respondents agreed that they actively participate in community discussions about food security, 73 (23.77%) strongly agreed, 53 (17.26%) disagreed, 47 (15.31%) strongly disagreed, while 7 (2.28%) were undecided. This suggests that 65.14% of respondents are engaged in community-level food security discussions. This means that the community is likely developing a more informed and unified front in addressing food security concerns, which can lead to more effective local solutions and strategies. Engaging in discussions allows individuals to voice their concerns, share successful practices, and advocate for necessary resources and support from local authorities and organizations. Furthermore, such participatory approaches can enhance social cohesion and build networks that strengthen the community's capacity to respond to food security issues. In a similar study, Thompson et al. (2020) emphasized the importance of community participation in driving collective solutions to food security challenges. Additionally, the findings showed that a majority of respondents, 143 (46.58%), agreed that literacy training has helped them make better decisions regarding resource management, 71 (23.13%) disagreed, 61 (19.87%) strongly agreed, 23 (7.49%) strongly disagreed, while 9 (2.93%) were undecided. This indicates that 66.45% of participants see a direct benefit of literacy training on resource management. This means that individuals who have undergone literacy training are likely to make more informed choices, which can lead to better resource allocation and ultimately improved agricultural outputs. The ability to read and interpret information regarding best practices, market trends, and environmental conditions empowers farmers to adapt their strategies accordingly. For example, literacy skills enable them to analyze weather forecasts, understand pest management techniques, and explore sustainable agricultural practices that conserve resources while enhancing yields. This finding is consistent with Garza and Kline (2018), who argued that education plays a critical role in resource optimization.

Moreover, a substantial number of respondents, 153 (49.84%), agreed that literacy is essential for enhancing food security in their household, 75 (24.43%) strongly agreed, 55 (17.92%) disagreed, 21 (6.84%) strongly disagreed, while 3 (0.98%) were undecided. This means that 74.27% of respondents view literacy as vital to improving household food security. Similarly, Martin and Harris (2020) found that education equips households with the knowledge to better manage food resources and ensure sustainability. Similarly, 143 (46.58%) of the respondents agreed that literacy programs encourage community collaboration in food production, 65 (21.17%) strongly agreed, 59 (19.22%) disagreed, 33 (10.75%) strongly disagreed, while 7 (2.28%) were undecided. This implies that 67.75% of respondents believe literacy programs promote collaborative efforts in food production. This

suggests that the positive perception of literacy programs as facilitators of collaboration indicates a shift towards more inclusive agricultural practices within the community. When individuals can read and understand agricultural information, they are more likely to participate in group discussions, share resources, and work together on initiatives that enhance food production. This collaborative approach not only strengthens social ties but also enables the pooling of resources, knowledge, and skills, which can lead to improved agricultural outcomes. This mirrors the findings by Ruiz et al. (2019), who noted that community collaboration is a key driver in achieving food security. Further, the findings indicated that 131 (42.67%) of the respondents agreed that the knowledge gained from literacy programs has improved their household's food security, 77 (25.08%) strongly agreed, 65 (21.17%) disagreed, 25 (8.14%) strongly disagreed, while 9 (2.93%) were undecided. This implies that 67.75% of the respondents acknowledge the positive impact of literacy programs on food security in their homes. This suggests that the knowledge acquired through literacy training equips individuals with practical skills and information necessary for making informed decisions about food security. For instance, improved literacy can enhance farmers' understanding of crop management techniques, nutrition, and food preservation methods. As a result, individuals may become more adept at optimizing their agricultural practices, which can lead to higher yields and better resource management. Moreover, the ability to read and understand market information can facilitate better planning and strategic decisions regarding food sales and purchases, ultimately enhancing household food security. This is consistent with findings by Lam and Chen (2022), who reported that educational initiatives contribute significantly to household food security.

On interview with filed officers, one of the participants, FO3 had this to say:

> *"In my experience as a field officer, literacy empowerment programs in climate-smart agriculture have significantly enhanced women's ability to improve household food security. These programs equip women with essential knowledge and skills related to sustainable agricultural practices, enabling them to make informed decisions about crop selection, pest management, and efficient resource utilization. As women gain literacy and practical skills, they become more confident in their roles as agricultural producers, which directly contributes to increased productivity and better food management at the household level. Additionally, these programs foster a sense of community and collaboration among women, allowing them to share knowledge and resources, further amplifying their impact on household food security"*

The response points out the critical role of literacy empowerment programs in enhancing women's capabilities within the context of climate-smart agriculture and their subsequent impact on household food security. In equipping women with essential knowledge and skills, these programs foster informed decision-making related to sustainable agricultural practices. Research indicates that when women have access to education and training, they are better positioned to improve agricultural productivity and food security (World Bank, 2012). This empowerment not only leads to increased crop yields but also enhances women's roles as agricultural decision-makers, positively influencing household nutrition and overall well-being.

Furthermore, the response emphasizes the importance of confidence gained through literacy programs. When women participate in literacy and agricultural training, they become more assertive in their roles within the household and community. Studies show that empowering women through education correlates with greater participation in agricultural activities, leading to improved food security outcomes (FAO, 2011). Women's increased confidence allows them to experiment with innovative practices and technologies, thus fostering resilience in the face of climate variability and market fluctuations. This aspect of empowerment is crucial, as it not only addresses immediate food security concerns but also promotes long-term sustainability in agricultural practices.

Finally, the response notes the communal aspect of literacy empowerment programs, where women can share knowledge and resources. This collaborative approach is supported by research suggesting that social networks and collective action among women significantly enhance agricultural productivity and food security (Quisumbing & Pandolfelli, 2010). These programs enable women to support each other, exchange best practices, and develop strategies to overcome common challenges. Ultimately, the relationship between individual empowerment, community collaboration, and enhanced agricultural practices positions women as key agents of change in achieving sustainable household food security, particularly in of climate-smart agriculture is vital.

4.2 Relationship between literacy empowerment programs and sustainable household food security

The hypothesis of this research stated that:

$H0_1$: There is no statistically significant relationship between literacy empowerment programs and sustainable household food security in Baringo County.

Pearson Correlation Coefficient (simply, *r*) was employed to determine the potential relationship literacy empowerment programs and sustainable household food security. In this case when *r* = (+) 1, it shows a positive correlation and when r is (-) 1, it indicates that there is a negative correlation. This demonstrates that changes in the independent variable (x) account for all variations in the dependent variable (y), indicating that for every unit change in the independent variable, the dependent variables tend to change continuously in the same direction. In this instance, the connection is seen as being positive. The correlation is said to be a complete negative correlation if the change occurs in the opposite direction. The value of '*r*' nearer +1 or -1 shows a high degree of correlation between the two variables. Table 2 presents the correlation coefficient between literacy empowerment programs and sustainable household food security.

Table 2: Correlation Coefficient between literacy empowerment programs and sustainable household food security

		Sustainable food security
Literacy empowerment programs	Pearson Correlation	.721**
	Sig. (2-tailed)	.000
	N	307

**. Correlation is significant at the 0.01 level (2-tailed).

Table 2 shows that the Pearson correlation coefficient (r) between literacy empowerment programs and sustainable household food security is 0.721, indicating a strong positive relationship between the two variables. The significance value (p = 0.000) is less than 0.05, suggesting that this correlation is statistically significant. Therefore, the null hypothesis (H01) was rejected. Therefore, it was concluded that there is a statistically significant relationship between literacy empowerment programs and sustainable household food security in Baringo County. This finding implies that increased participation in literacy empowerment programs positively impacts the sustainability of household food security, likely by improving knowledge and decision-making skills related to food production and management.

5. Conclusion and Recommendations

5.1 Conclusion

Based on the findings the study demonstrates that literacy empowerment programs play a significant role in enhancing sustainable household food security in Baringo County. The findings indicate that access to educational resources, improved information flow, and increased confidence in agricultural practices are pivotal outcomes of literacy training. Participants also reported a deeper understanding of climate-smart agriculture, better participation in community discussions, and improved resource management because of these programs. These factors collectively contribute to better food security outcomes by empowering individuals to make informed decisions and adopt sustainable agricultural practices. Thus, the study emphasizes the importance of continued investment in literacy programs to strengthen food security and resilience to climate change within rural communities.

5.2 Recommendations

Based on the findings, this paper makes the following recommendations

1. It is recommended that the government and non-governmental organizations increase efforts to provide accessible agricultural education and literacy materials in rural areas, ensuring that farmers have the necessary tools and information to implement sustainable farming practices and improve food security.
2. Literacy empowerment programs should be designed to actively involve communities in the learning process. This can be achieved by organizing regular community-based workshops and discussions on agricultural techniques, climate-smart practices, and food security, fostering peer learning and collaboration.
3. To further strengthen the link between literacy and sustainable food security, literacy programs should integrate climate-smart agricultural practices into their curricula. This would ensure that participants not only gain literacy skills but also understand the importance of adapting to

climate change for improved agricultural productivity.

4. It is crucial to establish robust monitoring and evaluation systems to assess the effectiveness of literacy programs on food security outcomes. Regular assessments will help identify successful strategies, challenges, and areas for improvement, ensuring that literacy initiatives remain relevant and impactful in addressing food security issues.

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