

**A comparative study of the FAL and REFLECT adult
literacy facilitators' training process in Uganda**

By

GEORGE LADAAH OPENJURU

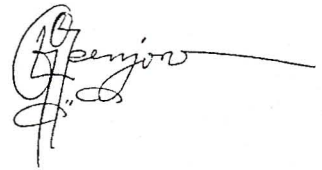
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degree of Master of Education (Adult and community education)**

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DECLARATION

I, G. L. Openjuru, hereby declare that this is my own original work and that it has not been submitted to any other university for the award of a degree.

A handwritten signature in black ink, appearing to read 'G. L. Openjuru', with a long horizontal flourish extending to the right.

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This study like any other would not have been successful without the co-operation and assistance of many people to whom I am greatly indebted.

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God bless you all abundantly.

ABSTRACT

This was a comparative study of FAL and REFLECT'S adult literacy facilitator training processes in Uganda. It was based on the government's Functional Adult Literacy (FAL) programme, and Action Aid Uganda's (AAU) REFLECT Programmes.

The purpose of this study was to:

- Find out the similarities and differences between the FAL and REFLECT facilitator training process.
- Establish how FAL and REFLECT facilitator training is organised.
- Establish how FAL and REFLECT facilitators are selected for training.
- Identify the teaching and learning materials used for training FAL and REFLECT literacy facilitators.
- Find out how the trained facilitators of FAL and REFLECT feel about the training and the approach they have been trained to use.
- Establish the kind of post training support arrangements provided for the trained adult literacy facilitators under FAL and REFLECT.

These issues were all raised in the form of research questions and answered by the study.

A qualitative research study was used to address the research questions. This included the use of focus group discussions, key informant interviews, questionnaires, direct observation and documentary analysis.

The findings of this study are presented in chapter four under various headings applicable to both FAL and REFLECT. These are:

- the ideological view of literacy,
- selection of trainees and trainers,
- the training programmes,
- the training materials,
- funding for the training,
- employment arrangements after training,
- post training support arrangements, and
- evaluation of the training programme

From the findings, a general conclusion was drawn that the training processes of FAL and REFLECT were similar in the areas of organisation of the training programmes, selection of trainees, the sources of funding for the training programmes, deployment of trainees and evaluation of the training. Differences were found in the ideology which informs the two literacy approaches and therefore the training programmes for the literacy facilitators, the training methods and materials used and the post training support arrangements made for the trained literacy facilitators.

The study concludes that the FAL and REFLECT literacy facilitator training is different. REFLECT has a better approach to training their literacy facilitators than FAL, although both approaches have many areas which should be improved for better training of their literacy facilitators. It was also noted that the differences between FAL and REFLECT occur in areas which are crucial for the success of a training

programme and the performance of the trainees. This could explain the difference in the performance and effectiveness of the programmes using the two approaches.

The recommendations call for serious attention to be given to the training of adult literacy facilitators to ensure that only qualified people are entrusted with the work of teaching adult literacy.

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CHAPTER ONE: BACKGROUND AND CONTEXT TO THE STUDY

1.1 INTRODUCTION

Literacy is an important aspect of modern human life, and has featured prominently in many world conference pronouncements over the years. There were some specific international conferences, which have directed world attention to issues of adult education and illiteracy. These were Elsinore, and Denmark (1949); Montreal (1960); Tokyo (1972); Parish (1985); Jomtien, and Thailand, (1990); Hamburg (1997); Dakar (1996) and (2000) (UNESCO, 1997). In all these conferences, illiteracy was recognised as one of the major world problems.

Large sums of money have been invested in the fight against the problem of illiteracy. Different strategies have also been designed to tackle the problem of illiteracy. In spite of all these efforts and commitments, the problem of illiteracy has remained at large and continues to hound the world as ever.

Different approaches, methods, and purposes of teaching literacy are being developed and tried. Many research and evaluation studies, all aiming at improving the provision of literacy skills have been done. Some examples of such studies are, the global surveys of REFLECT done by CIRAC in August 2001 (Archer and Cottingham, 2002), and the “ethnographic study of functional literacy in marginal Philippines communities” (Canieso, 1996). In Uganda they include, Cottingham et al. (1995); Birungi, et. al. (1998); Okech (1994); and Okech, et. al (1999). Most of these studies were aimed at determining the impact of literacy on the life of the learners and the community in which they live. The research studies were also concerned with the effectiveness of the different methods and the approaches being used to teach adult literacy. These are, of course, the most important aspects of all literacy programmes, but they are not the only areas to look for when thinking about improving the quality and effectiveness of teaching literacy.

One area that has not yet attracted sufficient attention is the training of adult literacy facilitators. In most evaluation and research studies, this area has received passing attention. This study was specifically designed to look at the process of training the adult literacy facilitators as done by Functional Adult Literacy (FAL) and Regenerated Freirean Literacy through Empowering Community Techniques (REFLECT) in Uganda.

The FAL and REFLECT approaches were introduced in Uganda almost at the same time. The FAL approach was introduced as a pilot project in 1992, and the REFLECT approach was introduced in 1993 as a research project on the use of Participatory Rural Appraisal (PRA) in teaching adult literacy. The research project was completed in 1995. At the time this research was conducted, the two literacy programmes were about ten years old.

These two approaches are being implemented competitively in Uganda, and each group using a particular approach claims, with proof from their own research studies, that their approach to teaching adult literacy is the best and most effective, and should therefore be adopted for wider use in adult literacy work in Uganda.

Many research and evaluation studies focusing on the impact of these approaches have been conducted to justify these claims. One particular evaluation study sponsored by the World Bank in 1999 compared the impact of each approach on the life of the literacy learner (Okech, et. al, 1999). In this study, as with all other similar studies, little attention was given to the effect of the kind of training and support given to the literacy facilitators on the efficiency and effectiveness of a particular approach or method used in the literacy programme. This was what prompted this study to compare the training given to adult literacy facilitators using the FAL and REFLECT approaches. My assumption is that the training given to the literacy facilitators could account for the difference in effectiveness of the two approaches.

1.2 CONTEXT/BACKGROUND TO THE STUDY

1.2.1 Context

In this study, contexts refers to the internal and external environment in which the FAL and REFLECT literacy programmes are implemented in Uganda. This includes the economy of Uganda.

1.2.2 The economy of Uganda

Uganda is one of the three East African countries. The other two are Kenya and Tanzania. Uganda is a landlocked country, bordered to the east by Kenya, to the north by Sudan, to the west by the Republic of Congo, and to the south by Rwanda and Tanzania.

Uganda is credited with having a fast growing economy. According to the UNDP report (1998, p.7, 8) , “by and large, contemporary Uganda continues to be acclaimed a ‘success story’ in Africa”. The Human Development Index (HDI) is said to be steadily rising since the early 1990s, and the evidence is seen in increased average life expectancy, monthly per capita household expenditure, and primary school enrolments. Likewise, absolute poverty is said to be declining (UNDP, 1998). Literacy was not mentioned among the factors that were responsible for this improvement. The factors mentioned in this report included: universal primary education (UPE); inflows of donor assistance; prudent macro-economic management; political stability; the benefits of private sector led growth; and improved delivery of social services (UNDP, 1998). Improvement in the literacy rate was mentioned as one of the indicators for development in the president’s New Year’s speech 2002/3 (Live broadcast on Uganda television 31st Dec 2002).

In spite of all the improvements mentioned above, Uganda has generally remained a poor economy, lagging behind most countries in sub-Saharan Africa such as Kenya, Ghana and Cameroon. The country is still faced with the HIV/AIDS pandemic, and insurgency in the northern and western parts of the country.

The UNDP report only shows a general improvement in the economy at the national level. In the rural areas of the country, poverty is still very widespread. Some districts register very high levels of Human Poverty Index (HPI) of up to 69.9% (UNDP, 1998,

p. 9). Under the Poverty Action Fund (PAF), the teaching of adult literacy is part of a larger government strategy to address the poverty problem in this country.

1.2.3 Background to adult literacy programmes in Uganda

The teaching of adult literacy in Uganda started during the time of colonial rule, and it was mainly the domain of religious institutions (something, they have continued to do today), and voluntary organisations (Baryayebwa, 1998). Since that time, the experience of literacy work in Uganda has not been very successful. It was reported that, at independence in 1962, the new government inherited a very high illiteracy rate of about 80% (ibid. 1998). To combat this high rate of illiteracy, the government launched a national adult literacy campaign and printed primers in 22 languages for the literacy programme (Cottingham, et. al. 1995, p. 4).

1.2.4 Literacy rates in Uganda

The literacy rates in Uganda have been reported differently in different reports. However, in all reports, the problem of illiteracy in Uganda, like in other parts of the world, affects men and women differently, and affects rural areas much more than urban areas. The following statistics refer to the general population, which includes children.

According to Vision 2025 and the UNDP report 1998 (Ministry of Finance, 1999, cited in Okech et. al. 1999, p.7; UNDP 1998, p. 10) in 1999, the general rate of illiteracy in Uganda was standing at 38.2% of the total population. Out of that, 53% were women and 27% men.

In another report, the Uganda Poverty Status Report (2001, cited in the National Adult Literacy Strategic Investment Plan, 2002) the literacy rate was at 62.8% in a population of 24.6 million peoples. The report notes that, there was a higher literacy status of 87% in urban than rural areas, which was at 60%.

There was also a significant gender disparity, with literacy rate among women standing at 51% compared to men at 77%. The National Housing Census (1997) put the literacy rate at 57% among women and 77% among men.

1.2.5 Organisations involved in adult literacy work

There are many organisations active in literacy work in Uganda. They fall under two broad categories: government and non-governmental organisations. There is only one government ministry responsible for adult literacy in Uganda: the Ministry of Gender Labour and Social Development (MoGLSD).

Under non-governmental organisations (NGOs) there are many local and international NGOs operating at national, district and community level. A few examples of local NGOs operating at national level include, National Adult Education Association (NAEA); Literacy and Adult Basic Education (LABE); Adult Literacy, and Basic Education Centre (ALBEC). According to Okech et al (1999), there are about 350-district level NGOs working in adult literacy. There are a few working at the regional level, for example, Soroti Catholic Diocese Integrated Development organisation

(SOCADIDO) found in Kumi, Soroti and Katakwi; and Kotido Diocesan Development Office (KDDO) working in Kotido, and Moroto districts (Karamoja Region). The international NGOs working in adult literacy include, Action Aid Uganda (AAU), Adventist Development, and Relief Agency (ADRA) Uganda, and Save the Children USA. There are very many small community based organisations (CBOs), like Bukuku Literacy and Empowerment Project (Bukuku LEP) in Kabarole district, which are also involved in adult literacy.

All these organisations either use the FAL or REFLECT approach in their literacy programmes. Some organisations like LABE have specialised in training adult literacy facilitators and supplying material to support the literacy programmes of district level NGOs and CBOs. The FAL approach to teaching adult literacy is particularly used by the MoGLSD, while AAU develops and promotes the use of the REFLECT approach. The background of the literacy activities of these two leading organisations doing literacy work in Uganda has been reviewed below.

1.3 BACKGROUND TO THE GOVERNMENT LITERACY ACTIVITIES AND THE FAL APPROACH IN UGANDA

1.3.1 Background to the government literacy activities

The Government of Uganda has been active in adult literacy work since colonial times. Currently, the Directorate of Community Development (DCD) under the Ministry of Gender Labour and Social Development (MoGLSD) is responsible for literacy work in the country. Okech et al, (1999) and Baryahebwa, (1998) documented this information. This section draws mainly from these two sources.

The colonial government started literacy programmes in 1955. After World War II, it appointed community development assistants to organise and supervise literacy classes under the then department of Public Relations and Social Welfare. This department was formed to recruit ex-service men returning from World War II to work as Community Welfare Assistants (CWA). This department was the precursor of the present DCD, which is now responsible for adult and non-formal education under MoGLSD (Baryahebwa, 1998; Okech, et. al 1999).

After independence in 1962, the new government of Uganda joined other African countries in the struggle to uplift the educational standards of its citizens, aiming at securing universal literacy by 1980. This was following a resolution made by all African Heads of State at Addis Ababa in 1961. The resolution called for securing literacy in all the population to promote social and economic development. It was in this spirit that in 1964, a national literacy campaign programme was launched in Uganda. Many adult learners enrolled for this programme, and voluntary literacy instructors, mainly primary school teachers and school leavers, were enrolled without any training, to teach in this programme. The traditional approach¹ to teaching reading,

¹ This approach starts with mastering the reading of the letter in its alphabetical order and moving onto syllables, then to words and sentences. The emphasis is on reading writing and numeracy only.

writing and numerical skills was used. By 1967, this literacy programme started to run into problems for a number of reasons, including the use of inadequately trained literacy facilitators. By 1971, the literacy program was already collapsing.

1.3.2 Background to the FAL programme

With advice from UNESCO in July 1967, the government adopted the FAL approach to salvage the programme. The FAL approach was adopted because it was noted that literacy per se was not very useful. UNESCO stated that the purpose of teaching literacy was to promote development and this could be done through the FAL approach. This change to FAL did not work because the literacy primers and other teaching material had already been produced based on the traditional approach, and the adult literacy facilitators were not even trained on the new approach to teaching literacy (Baryayebwa, 1998). In changing the approach, no attention was given to the training of the literacy facilitators as constituting a problem in implementing the literacy programme. The main thinking was that the efficiency and the effectiveness of an adult literacy programme was due to the approach being used and not the quality of the training given to the adult literacy facilitators.

The same problem continued under the Government of Idi Amin, which came to power in 1971, and took over the literacy programme in 1973. Amin, true to his military training ordered all students from secondary school and above to participate in the adult literacy work as literacy facilitators during their term holidays. They were expected to produce a letter from their area Parish Chiefs as evidence of their participation before they could be allowed to continue with their classes in the next term. Naturally, this strategy failed that very same year because of the use of force and untrained literacy facilitators among other reasons (Baryahebwa, 1998; Okech, et al 1999).

After the fall of the Idi Amin government in 1979, and the coming to power of the Uganda National Liberation Front (UNLF), under the leadership of Dr. Milton Obote, several attempts were again made to revive the government literacy programmes in the country in line with the 1982 Declaration of Harare. In this declaration, African governments reaffirmed their commitment of 1961 made in Addis Ababa. These efforts to revive the programme did not take off in an actual literacy programme until 1992 for a number of reasons such as the political instability of the early 1980s, and problems faced by the new government, which came to power in 1986.

During 1992, UNICEF and the German Adult Education Association (DVV) came in to assist the government of Uganda with funding in order to conduct a national learning needs assessment with a view to establishing a FAL programme. These efforts were also encouraged partly as a response to the call made by the United Nations General Assembly, which declared 1990 International Literacy Year (ILY) (Okech, 1994; Baryayebwa, 1998; Okech et al, 1999).

In 1991 with the help of a consultant sent by UNESCO the government of Uganda was able to launch the Integrated Non-Formal Basic Education Pilot Project

(INFOBEPP)² in 8 districts of Uganda in 1992, with the actual teaching of literacy starting after 1994. Funds to finance this literacy programme came from UNICEF and the German Adult Education Association (DVV). In spite of its name, this was basically a literacy project which again adopted the FAL approach, based on UNESCO's advice of the late 1960s (Okech, 1994; Baryayebwa, 1998; Okech et al, 1999).

Over the years, the name of this literacy project has changed. By 1995 it was referred to as "the Functional Literacy Project in Uganda" (Cottingham, et. al, 1995). By 1999, it had evolved to the "Functional Adult Literacy (FAL) Programme in Uganda" (Okech et. al, 1999; MoGLSD strategic Investment Plan, 2001). It is now called a programme because it covers all the 56 districts of Uganda. This programme uses the FAL approach to teach adult literacy. This approach is sometimes referred to only as the functional approach, or the functional literacy approach. In this report, they all mean the same thing.

From this background I would like to draw attention to the fact that, over the years since the start of literacy work in Uganda by the colonial government, no particular attention was given to training adult literacy facilitators as an important factor in the success of a literacy programme. In all the literacy programmes, new approaches were adopted without making any effort to train the adult literacy facilitators in how to apply them.. In some cases, like under the government of Idi Amin, not only was force used to recruit secondary school students and primary school teachers as literacy facilitators, but they were deployed to work without any training at all. All these attempts were as demonstrated in all cases, disastrous to the literacy programme being implemented.

1.4 BACKGROUND TO LITERACY ACTIVITIES OF ACTION AID UGANDA AND THE REFLECT APPROACH IN UGANDA

Action Aid Uganda (AAU) is an international NGO affiliated to Action Aid International (AAI) based in the United Kingdom (U.K). AAU started work in Uganda in 1988, first in Mubende district. In 1989, AAU started adult literacy work in Uganda in Mubende and Mitayana districts in the same year. They later extended their programme to the remote district of Bundibugyo in western Uganda. AAU adult literacy activities were part of wider development activities undertaken by AAU in these districts (Okech, 1994).

At that time, REFLECT, as an approach to teaching adult literacy was not yet conceived. "REFLECT as an approach to teaching adult literacy and social change; ...evolved out of three pilot programmes run between 1993–1995" in Uganda, Bangladesh, and El Salvador (Phnuyal, Archer, and Cottingham, 1998, p. 27). REFLECT was developed after "a two year action research project aimed at developing a new approach to adult literacy" using Participatory Rural Appraisal (PRA) (Archer, and Cottingham, 1996a, p.1). In Uganda, the pilot programme, which led to the development of the REFLECT approach to teaching adult literacy was

² This was the first name given to this literacy program. The program started as a pilot project in only 8 districts and the changes had to be made as it expanded and ceased to be a project.

implemented in Bundibugyo district of western Uganda. This made Uganda one of the countries in which the REFLECT approach to teaching adult literacy was conceived and developed.

The approach started to take shape in 1993, and in November 1994, during a conference in Bangladesh, the new approach was given the name REFLECT. Before then it was only known as “PRA and literacy project” (Archer and Cottingham, 1996a, p.1). The REFLECT name was a convenient acronym for Regenerated Freirean Literacy through Empowering Community Techniques. Freire’s consent was obtained in 1995 for the use of his name in naming this new approach to teaching literacy.

In 1995 the three projects were evaluated and the outcome of this evaluation was the “Mother Manual” which brought together best practices in REFLECT from the three programmes.

According to its originators, REFLECT is still an evolving idea, “there is still much unknown territory and need for close monitoring and ongoing research in order to learn more” (Archer and Cottingham, 1996a, p.2).

REFLECT is now being used in many parts of Uganda by different organisations like Karamoja CEP, Bukuku LEP, Literacy and Adult Basic Education (LAFE) is active in training community based organisations in the use of the REFLECT approach to teaching adult literacy. Some organisations are using it concurrently with FAL approach to teaching literacy. I don’t know how this is being done.

Again in the development of the REFLECT approach, there was little attention given to training the adult literacy facilitators who were to use the approach. It was not until high demand for training in the REFLECT approach was experienced that some serious attention was given to training of trainers. This was done in the hope that these trainers would train the adult literacy facilitators to use the REFLECT approach (Nganzi, 1999).

1.5 THE MAIN DIFFERENCES AND SIMILARITIES BETWEEN FAL AND REFLECT

The most obvious difference between these two approaches, FAL and REFLECT is in the use of primers. In the FAL approach, a primer is the basis for teaching literacy, while the REFLECT approach dispenses with, and despises the use of the literacy primers in teaching adult literacy. The primer, they argue, is an external import that is foreign to the lives of the learners (Archer and Cottingham, 1996).

The primers used by FAL were developed after a comprehensive survey (learning needs assessment) of the community learning needs in which literacy was to be taught. The primers were then developed using the information gathered during the community survey. In this way the materials are expected to be relevant to the lives and needs of the community where the primers were to be used.

The information or lessons in the primers usually cover topics on agriculture, health, sanitation, gender relations, income generating activities, civic life of the community,

and environmental conservation. The expectation is that while learning literacy the learners will at the same time be learning new skills, which are useful for improving their livelihoods. The objective of the literacy programme was to encourage the teaching and use of literacy to improve the lives of the rural people. The inspiration of this programme was that of making literacy relevant to the life of the learners (DCD, 1996). Reference was made to participation and Participatory Rural Appraisals (PRA) advocated by Chambers (1981).

The REFLECT approach, on the other hand, as already stated above, dispenses with and despises the use of literacy primers in teaching adult literacy. Through PRA techniques, learners in REFLECT literacy circles are expected to develop their own literacy materials by constructing maps, matrices, calendars, and diagrams on the ground using materials that are locally available in the literacy circles. These diagrams and maps are later transferred on to flip charts or manila papers. In this way, the protagonists of the REFLECT approach believe that the teaching of literacy will adequately be relevant to the local context, and thus relevant to the lives of the local community.

The REFLECT approach claims to be based on the theoretical foundation of Paulo Freire's 'conscientization', Robert Chambers' 'PRA' and Brian Street's 'ideological concept of literacy' (see Archer and Cottingham, 1996, pp. 14-15).

The other major area of difference between FAL and REFLECT is the point of emphasis between reading and writing. While REFLECT is said to place more emphasis on writing than reading, FAL is said to place more emphasis on reading than writing (Archer and Cottingham, 1996).

In a REFLECT literacy circle, discussions are based on the maps, matrices, diagrams and calendars developed by the learners. While in a FAL literacy class, discussions are based on the pictures found in the primers said to be depicting local realities.

The areas of similarity between the two approaches under study are their claims of basing the teaching of literacy on the lives of the local community in which literacy is being taught. What is different in this claim was how it was done (Archer and Cottingham, 1996; DCD, 1996). The FAL approach does this by conducting a community learning needs assessment and involving the learners and/or their representatives in the process of developing the primers. REFLECT, on the other hand, uses PRA techniques in each literacy circle to involve the learners in selecting and developing their own learning materials. Effectively both believe in the concept of involving the learners in developing the learning materials and making the teaching of literacy relevant to the lives of the learners (Archer and Cottingham, 1996; DCD, 1996).

They both believe in the importance of the learner's knowledge as the starting point for teaching new concepts. FAL uses pictures in the adult literacy primers to draw out local experiences and knowledge from which 'generative words' are selected for use in teaching reading and writing (Luo teacher's guide to primer, DCD, 1993). REFLECT, on the other hand, uses the PRA tools to do exactly what FAL tries to do with the picture codes (Archer and Cottingham, 1996).

Both use literacy as one way of improving community welfare socially, economically, and politically. Literacy in both cases should lead to community action and change in the parameters that define community life for the better. Literacy in both approaches is integrated with teaching knowledge in agriculture, health and sanitation, leadership, family planning, income generation, and environmental protection (Archer and Cottingham, 1996; DCD, 1996).

They both use adult literacy facilitators trained under the programme or project to teach literacy. The facilitators use some kind of guidebook. The REFLECT guidebook is called the "Mother Manual." or a locally developed facilitator's manual. The FAL guidebook is called the "Teacher's guide to the primer" (DCD, 1993). The teacher's guides to the primers are written in the local language used in the primer for which the guide was made.

1.6 STATEMENT OF THE RESEARCH PROBLEM

As already noted in the background to this study above, FAL and REFLECT pilot projects were introduced in Uganda in 1992 and 1993 respectively as part of a worldwide effort to address the problem of illiteracy. These two approaches to teaching adult literacy have generated a lot of debates about their effectiveness in Uganda adult literacy education. Many evaluation studies (Cottingham et. al, 1995; Birungi et. al, 1998; Okech, 1994; Okech, et. al 1999) have been done on the two approaches.

Most of these studies have looked at the outcome or impacts of using these approaches. For example, Phunuyal, Archer, and Cottingham (1998, p.28) said that "this paper concluded that the REFLECT approach proved to be more effective than the Primer based methods both at teaching people how to read and write...and at linking literacy with empowerment". They were reporting a conclusion arrived at from a study conducted by Archer and Cottingham (1996b) on the three pilot projects which resulted in the REFLECT approach to teaching adult literacy.

On the other hand, according to Okech et al, "the two approaches are almost the same because they found that there was no significant difference in the effects of REFLECT and FAL programs" on the adult learners' lives (Okech et al 1999, p. xvi, xvii). These two conclusions are most interesting and they are bound to stimulate more interest in the study of these two approaches.

This research is one such study that attempts to look at FAL and REFLECT from the perspective of training the adult literacy facilitators, starting with their selection for training to their deployment and post-training support arrangements provided for them.

This study is motivated by the assumption that the seriousness with which adult literacy facilitators are trained and supported after training could account for their performance, and therefore the effectiveness of the approach they have been trained to use, whatever its merits and demerits. The same should be true for FAL and REFLECT approaches too. This is what made me become interested in comparing how FAL and REFLECT train their adult literacy facilitators in Uganda. I am not

examining the impact of the training given to the literacy facilitators on their performance as literacy facilitators in this study.

This study therefore compares the process of training adult literacy facilitators using FAL and REFLECT approaches. The information generated from this study is a contribution to understanding the provision of adult literacy from the perspective of training adult literacy facilitators in Uganda.

This area has not yet attracted much attention, compared to the actual process of teaching adult literacy, and its impact on development and livelihoods of adult literacy learners. In my view, the success of any adult literacy programme depends on the kind of training given to the adult literacy facilitators, much more than on the strategy used in teaching adult literacy. However good the approach is, if the facilitators are either poorly trained or untrained altogether, the programme is bound to fail. In my view, well-trained and supported adult literacy facilitators can play a very significant role in the success of a particular approach to teaching adult literacy.

This study focused on the differences and similarities in pre-training arrangements, training, and post training arrangements. Within this, it covered the ideological view of literacy held by each approach, the selection of the literacy facilitators for training, the training programme (this included the training materials and methods used), funding, deployment of the literacy facilitators, post-training support arrangements and evaluation of training. The research problem was addressed by answering the questions which follow.

1.7 RESEARCH QUESTIONS

This study addressed the following questions:

1. What are the similarities and differences between the FAL and REFLECT facilitator training processes?
2. How is FAL and REFLECT literacy facilitator training organised?
3. How are the FAL and REFLECT trainee facilitators selected for training?
4. What materials and methods are used for training adult literacy facilitators in the FAL and REFLECT programmes?
5. How do the literacy facilitators trained in FAL and REFLECT perceive the training they received and the approach?
6. What follow up arrangements and support are provided to the FAL and REFLECT literacy facilitators, and how are these helping them in their work?

These questions were intended to help identify the major differences and similarities between REFLECT and FAL facilitator training. It was expected that this would show how much importance was given to training and supporting the adult literacy facilitators under each approach.

1.8 RATIONALE FOR THIS STUDY

The training of literacy facilitators has not been given sufficient attention compared to the training given to teachers of primary and secondary schools in Uganda and the world over. Primary school teachers are trained for at least two years, while those of

secondary schools are trained for at least two to three years at undergraduate level and one year at postgraduate level. Literacy facilitators on the other hand are trained for between three to 21 days only. It was therefore important to closely study the process these facilitators undergo, with a view to seeing how it could be improved.

Training literacy facilitators is an important activity in implementing any literacy programme using any approach. The manner in which literacy facilitators are selected, trained, and supported after their training has great bearing on the outcome of any literacy programme. This is well summarised by a popular quote which says, "...No system of Education is better than the quality of its teachers..." (unknown source). Archer and Cottingham (1996, p.7) also correctly noted that, "to expect largely untrained teachers to do so with just a picture and a word to structure the process is unrealistic." This was a veiled reference to the Freirean approach as used in the FAL approach to teaching literacy in Uganda. A study of adult literacy facilitator training is therefore important to understand the outcome of an adult literacy project using a particular approach. A good training programme will produce good adult literacy facilitators who will in turn produce good outcomes in this case, an empowered or functionally literate adult who is critical and able to participate in the development process of their community.

If an approach is to be understood, then the entire system should be investigated from the organisational infrastructure used for implementing a literacy programme through to the impact of the programme. This will help to unveil more facts about a particular approach, in this case that of FAL and REFLECT.

The importance of training teachers properly is upheld by the common belief in teacher education, which holds the view that schoolteachers always teach the way they have been taught while they are still students themselves, so if they were poorly taught then they will also teach poorly. This is very similar to what Archer and Cottingham (1996, p.7) said: "teachers re-enact their own experiences of education in primary school and treat adults learners like children." The same applies to the training of adult literacy facilitators. The question here is the ability of a training programme to change the attitude of a person being trained toward what constitutes teaching to more participatory methods using complex PRA tools. This makes the quality of training given to the adult literacy facilitators a very important aspect of a literacy programme. The quality of a training programme can only be understood if the training process is understood.

This study has certainly generated more information, which can be used to improve the implementation of literacy programmes in Uganda, and to extend the debate about FAL and REFLECT currently going on in the country.

The finding could help to facilitate decisions on which approach should be used by NGOs wishing to implement literacy programmes in Uganda. Just as Gupta (1999, p. 11) says, "social research has a crucial role in guiding social planning." Policy makers and planners need concrete data from research to back up their planning and decisions.

It was also important to validate or disprove some facts, conclusion, and assumptions held on each approach, by throwing more light on the process of training the literacy

facilitators and the support given to them after the training as part of a bigger question on which approach was more effective and should be popularised for wider use in adult literacy work in Uganda. This will provide a sound basis for choosing a particular course of action/approach while planning a literacy programme. Adult literacy practitioners, like policy makers and planners, also need to base their decisions on sound data.

Another reason for this study is that it adds to the existing body of knowledge on approaches being used in implementing literacy, particularly FAL and REFLECT. As noted earlier, a number of evaluation studies and research have been done as part of implementing a literacy project using FAL and REFLECT approaches in Uganda and elsewhere. Abby (2001) summarised a number of evaluation studies done on REFLECT in comparison to other approaches as well. These studies paid little attention to the study of the selection training and support of literacy facilitators and concentrated on the review of the process of implementing and the outcome of a literacy project on the livelihoods of the adult learners. This study is not an evaluation study, it is an independent study of the process of training adult literacy facilitators used by FAL and REFLECT approaches in Uganda. Although independent, I have been more involved in training adult literacy facilitators using the FAL approach for most of my work in adult literacy. This means that I have participated in more FAL facilitator training than REFLECT.

Finally, basic literacy and numeracy is itself an important personal skill, it enables one to have greater personal opportunities for communicating and accessing information without using a third party. These are basic skills, which everybody must learn as a personal right. So any research which generates information leading to better understanding of literacy and improving its provision should be seen as a good thing in its own right.

1.9 DEFINITION OF TERMS

The following terms should be understood as indicated below:

1. **Literacy facilitator** is the preferred term, which is used to refer to literacy instructors or teachers of literacy. Any of the two could be used in its place in this report.
2. **Participants:** this is used in the same way as trainees as defined below,
3. **Trainee:** in this report refers to the literacy facilitators undergoing training. They may be referred to as participants when talking about a training programme, in this case it should be read as trainees.
4. **Trainer:** refers to a person who leads or facilitates a training programme for adult literacy facilitators; they are sometimes referred to as facilitators when talking about a training programme.
5. **Literacy:** in this study refers only to adult literacy. Wherever it occurs, it should be read as adult literacy, which is the concern of this study. If other forms of literacy are mentioned, they are clarified in the text.
6. **Training:** in this study refers to the training of adult literacy facilitators, unless specifically defined differently. In the literature review, the same word refers to any training.

1.10 OVERVIEW OF THE REPORT

This study compares and contrasts the process of training FAL and REFLECT adult literacy facilitators in Uganda. It focuses on pre-training arrangements, training, and post-training arrangements. The study looks at the processes FAL and REFLECT use in preparing for training, selecting the trainees for training, training, deployment of the trained literacy facilitators and field support provided to the adult literacy facilitators after their training. It identifies, analyses, and explains the differences and similarities between the two approaches. This begins with a comparison of the ideology/view of literacy held by each approach.

Chapter one gives the background of literacy work in Uganda and of the FAL and REFLECT approaches being studied.

Chapter two is the literature review which covers the concept of literacy under the ideological and autonomous model of literacy, the development of FAL and REFLECT as approaches to literacy education, the concept of training, and designing good training of any kind.

Chapter three shows how the research was conducted using a qualitative research design. This included the use of the following methods of data collections

- Focus group discussions with the trainees on a FAL training programme and the REFLECT adult literacy facilitators already working in the field
- Unstructured interviews with two FAL adult literacy facilitators, literacy officers in the Ministry of Gender Labour and Social Development.
- Questionnaires given to the trainers of a FAL training workshop and the District Community Development Officer Tororo.
- Direct observation of a FAL training Programme that was held in Tororo District, and the FAL literacy classes and the REFLECT literacy circles.
- Documentary analysis of training manuals, training reports, training programmes, training notes, and other relevant documents and publications on the training of literacy facilitators by FAL and REFLECT.

The findings of are presented in chapter four for FAL and REFLECT under the following headings:

- the ideological/view of literacy,
- funding of the Programme,
- selection of trainees for training,
- employment arrangements after the training,
- the training programme,
- training materials,
- evaluation of the training programmes, and
- support arrangements after the training.

Chapter five discusses the findings, closely relating them to the literature review in chapter two, and arranged to answer the research questions.

CHAPTER TWO: LITERATURE REVIEW

2.1 INTRODUCTION

This review covers the different definitions of adult literacy, and the different approaches used in planning, implementing, and evaluating adult literacy programmes. Finally, the review concentrates on the concept of Functional Adult Literacy (FAL) and Regenerated Freirean Literacy through Empowering Community Technique (REFLECT) approaches to teaching adult literacy. The review ends with a look at the literature on the concept of training and designing a good training programme.

The aim of this review was to see how the different definitions and interpretations of adult literacy influence the training of literacy facilitators using a particular approach, in this case the FAL and REFLECT approaches.

2.2 DEFINITIONS AND CONCEPT OF LITERACY

In the opinion of Lind and Johnston (1990, p. 29), literacy is “a mixture of values, objectives, functions, levels and content of skills required.” These are not always the same for different scholars, practitioners, and contexts of practice and implementation. Literacy is therefore seen as a shifting abstract term whose meaning has been changing over the years. According to Fingeret (1993, p. vii):

The definition of literacy has evolved from simple reading and writing skills to literacy in social settings. The notion of multiple literacy is emerging. Literacy education varies depending on whether literacy is viewed as skills, as tasks, as social and cultural practices, or as a critical reflection and action.

Before 1946, literacy was defined as the ability to read and write (Beder, 1991; Fingeret, 1993). This definition has continued to be used as part of a more comprehensive definition of literacy (Lind and Johnson, 1990). Nonetheless, the old inadequate definition of literacy, as the ability to code and decode text and figures, or to read, write and calculate, continues to be used as the basic definition of literacy.

It has more recently been argued that, reading, writing, and calculating alone is not adequate in defining literacy. Literacy, the argument continues, must be used to serve a purpose in a particular context in which it is being used (Singh, 1976; Fingeret, 1993). In this view, literacy is different between people, contexts, and periods. Being literate is therefore relative; you may be literate in one context and illiterate in another.

What follows from here are discussions on what constitutes literacy by different academics, practitioners, and organisations. There are many views about the meaning of literacy. One of the earlier attempts made to qualify literacy was the addition of the word “basic” to literacy. Basic literacy is now generally acknowledged as referring to the actual skills of reading, writing and counting. After this basic definition, some scholars are arguing that any involvement with written texts using literacy mediators constitutes literacy. In this concept, literacy is not only the ability to

personally code and decode texts or personally read, write and calculate. Literacy in this concept includes the use of written texts in any way by anybody (see Street, 1981; 1984, 1995; Lyster, 1992; Kell, 1996; Prinsloo and Breier, 1996; Baynham, 1995). This and many other ideas about adult literacy have been discussed below.

2.2.1 Trends in the development of the concept and definition of functional literacy

Lind and Johnston (1990) identified some discernible trends, which can be divided into four phases since 1945, in the development of the concept of literacy. They identify the following major periods: 1945 to 1964, 1965 to 1974, 1975 to 1980, and 1981 to date. These periods are reviewed in the next paragraph.

From 1945 to 1964, “the traditional concept of literacy, referring simply to reading and writing skills as an end in itself, was abandoned in theory by UNESCO” (Lind and Johnston, 1990, p.31). The term fundamental education was adopted to include non-formal literacy programmes, and community development. It was during this period that the concept of “functional literacy” started to evolve. Functional literacy was measured in terms of its equivalence to four years of schooling as the minimum standard. The point of emphasis was the development of practical skills for personal development and community progress based on the needs and interests of the people concerned: “The ideologists of the community development movement stressed that literacy must be used for something of practical importance in order to produce development” (Myrdal, 1968, cited in Lind and Johnston, p.32). In this conception, teaching adult literacy must guarantee the use of literacy skills in a particular context. According to Fingeret (1993), this type of literacy is classified as a literacy model which emphasises skills and tasks

This concept of functional literacy was first developed during World War 2 by the United States Army when they realised that soldiers were more efficient if they could read instructions clearly. UNESCO took it up and applied it to improving individual and national productivity (Lyster, 1992, p.32). Between 1965 and 1974, the idea of functional literacy was fully developed under the Experimental World Literacy Programme (EWLP), and defined as a “new functional adult literacy approach” (Lind and Johnson, 1990).

Under this new approach, literacy was defined as a tool for promoting social and economic development. Teaching literacy was to “include professional and technical knowledge, which would promote a fuller participation of adults in economic and civic life. Literacy was to be related to the pursuit of economic and social objectives (increase of manpower output, production of food stuffs, industrialisation...)” (UNESCO, 1968, cited in Lind and Johnson, 1990, pp. 33-34). The difference here was the shift in emphasis from personal and community development to a macroeconomic focus on economic growth, emphasising the promotion of industrial and agricultural development. This was an expansion of the original purpose of teaching literacy.

From 1975 to 1980, the concept of literacy changed to include in its definition what Bataille called:

... a contribution to the liberation of man and his full development. Thus conceived, literacy creates the conditions for the acquisition of a critical consciousness of the contradictions of society in which man lives and of its aims; as the stimulation of initiatives, and his participation in the creation of projects capable of acting upon the world, and of transforming it.

Literacy work, like education in general, is not the driving force of historical change. It is not the only means of liberation but it is an essential instrument for all social change. Literacy is a political act.
(Bataille, 1976, cited in Lind and Johnston, 1990, p. 35)

This concept of literacy was largely influenced by the work of Paulo Freire. It emphasises that literacy should liberate the oppressed people of the world, they should “become aware of their exploitation by the oppressor classes...and to free themselves” from oppression (Singh, 1976, p. 20). This view was a response to the 1975 Declaration of Persepolis. This declaration expanded the worldview of functional literacy as originally expressed under the EWLP.

The new view included liberation through the arousal of critical individual awareness of political, social, and cultural change and not just the narrow economic focus. The purpose of teaching literacy came to be seen as enabling learners to understand, master, and transform their destiny. This was a redefinition of the functional concept of literacy, which emphasised the teaching of technical skills and knowledge to facilitate economic development. This expanded view of functional literacy has elements of radical thinking in its definition.

Paulo Freire has had a great impact on the teaching of literacy worldwide. This can be seen in many literacy programmes adopting or claiming to use Freire’s view of teaching adult literacy. In the 1975 conference of Persepolis, which Freire himself attended, the functional approach to literacy was modified to accommodate his concerns for teaching adult literacy. It can be argued that the functional approach to teaching literacy was radicalised during this time (see UNESCO/UNDP, 1976, cited in Lind and Johnston, 1989, p. 35). Unfortunately, the idea seems not to have been properly translated into practice within functional literacy.

The changes in the definition and conceptual understanding of literacy can be traced as starting from basic literacy, which refers only to reading and writing. This was later improved to include calculation, which became known as numeracy. On to these definitions, the idea of personal and community economic development was added. The latest addition to the concept of literacy was the idea of liberation and awakening of critical consciousness. Each of these adjustments received different emphasis at different points in the development of the concept and definition of literacy.

2.2.2 New dimensions in the meaning of literacy

2.2.2.1 The ideological model of literacy

After 1981, another view of literacy was conceived, following the study of Scribner and Cole. This view was popularised by Street (1995) who classifies the understanding of literacy under two major models, the autonomous and ideological

(New Literacy Studies) models. This classification is based on the impact of literacy on the learner or user of literacy skills. This is a completely new dimension in the literacy discourse.

The ideological model, which is also referred to as the New Literacy Studies (NLS), takes a very critical view of literacy. It attempts to get down to the basic elements of the definition and impact of literacy. The ideological model isolates the impacts of literacy from schooling. The need for this distinction was identified from a study done by Scribner and Cole among the Vai people of West Africa, and another study conducted by social historian Harvey J. Graff and Michael Clanchy, who studied nineteenth century Canada and Medieval England respectively. In these two studies the impacts which had long been attributed to literacy such as cognitive, social and economic development were questioned (Street, 1993).

The ideological model rejects the conception of literacy as a single neutral technical skill (literacy with the big “L” and a small “y”), it sees literacy as an ideological and social practice implicated in power relations, it acknowledges multiple literacies (literacy with a small “l” at the beginning and “ies” at the end (Street, 1993, p1; 1995, p.2). The model sees literacy in terms of literacy events, which are occasions in which literacy is integral to the nature of the participants; It also sees literacy in terms of literacy practices, which are the activities that give meaning to the use of literacy (Lyster, 2001).

According to the ideological model, the meaning of literacy varies in different societies and uses. Literacy is different in different social contexts and environments; it is not uniform. Literacy is a social practice, which derives its meaning from the institutions in which it is embedded. Literacy is much more than just reading and writing or decoding text, it includes all involvement with written text. It emphasises the use and not the technology of literacy. To the NLS, almost everybody in a literate society is involved with literacy in one way or the other. Literacy in this perspective is relative because it depends on the context in which the skill is to be used. Literacy is therefore an ideological practice embedded in the context within which it is being used and it does not have any universal meaning. (cf. Street, 1993, pp. 81-97).

The key feature of the ideological model is its rejection of the autonomous model. It rejects the idea that literacy is a neutral technical skill, which is uniformly used everywhere, it rejects the claims that literacy automatically leads to cognitive development, it rejects the orality literacy divide, it rejects the claim that literacy automatically leads to social, political and economic improvements (see Street, 1993).

According to Archer and Cottingham, (1996, p. 15) the REFLECT approach to adult literacy is consistent with the ideological model because REFLECT:

- emphasises writing rather than passive reading of fixed texts;
- emphasises creative involvement of participants;
- builds on existing knowledge of participants, respecting oral traditions and other literacies;
- focuses on learners generated materials (not pre-package texts);
- ensures that the process is responsive and relevant to the local context;
- addresses the “literacy events” in the wider environment rather than regarding literacy as just a classroom activity.

The ideological model is criticised for its lack of clear definition of literacy and over stretching the definition of literacy to a point where it becomes vague. It is also accused of failing to see that reading is an unsociable activity; that it has nothing to do with politics, and of romanticising local literacy practices, which are not very useful in the modern world. It is also accused of pessimism, relativism, and for confusing literacy and literate competencies, and for being overly prescriptive (see Gough, 1995; Geidt, 1994).

2.2.2.2 The autonomous model of literacy

On the other hand, according to the autonomous model, literacy is seen as a single neutral technical, homogeneous, and uniformly used skill. Literacy is associated with progress, civilisation, individual liberty, social mobility, and greater opportunities. The consequences of literacy are seen in terms of economic progress, development of cognitive thoughts, abstract thinking (post operative thoughts, detachment, logical thinking; syllogism), formal language and elaborate code, and rationality (Lyster, 1992, p.20; Street, 1995, p.2).

According to Street (1995, p.1) “the autonomous model of literacy is based on the essay-text form of literacy, and it is a narrow and culture specific form of literacy.” He goes on to say that the model assumes a single direction in which literacy development can be traced. The model view of literacy is also the dominant understanding of literacy.

From its definition, the autonomous model of literacy covers the understanding of literacy from 1945 to date. It is the most popular thinking, which informed most literacy programmes, particularly the Experimental World Literacy Programme (EWLP). To them, literacy as already mentioned leads to economic growth and development.

The functional approach can therefore be classified as a good example of the autonomous model of literacy not only because it focuses at promoting economic growth and development, but also because it emphasises the actual reading, writing, and calculation. In this perspective literacy is seen as an instrument or tool for social, political, and economic development. Higher rates of literacy in the population are considered a prerequisite for economic growth and development. Anderson (1966) is quoted to have said “that society requires 40% literacy rate for economic ‘take off’” (cited in Street, 1984, p. 2).

2.2.2.3 Classification of views on literacy

Fingeret (1993) noted that the conception or view of literacy could be classified into four categories: literacy seen as skills; tasks; social and cultural practices; and critical reflection and action. In this classification, the autonomous model and functional approach can be classified as models or programmes, which see literacy as skills and tasks. While the ideological model and the REFLECT approach see literacy as a social and cultural practice, the Freirean approach views literacy as critical reflection and action. These different conceptions of literacy affect the way literacy programmes are organised and the way literacy is taught or introduced to the learners, and subsequently the way literacy facilitators are trained.

From the foregoing discussion, it is clear that there is no single acceptable and common definition, view, and understanding of literacy. However, there is a clear expectation of what literacy should do. In all the conceptual definitions of literacy it was clear that emphasis was put on what literacy should achieve, such as: personal, community and economic development and growth: empowerment: consciousness raising and liberation. All these are expected outcomes of literacy programmes. This makes literacy appear much more like a tool for political, economic and social progress and struggle. Nonetheless, each of these different understandings of literacy inspires a different approach to addressing the problem of illiteracy, and subsequently the training of the literacy facilitators.

2.3 APPROACHES TO TEACHING ADULT LITERACY

The many ways of looking at literacy also mean many approaches to its implementation and choice of methods to be used in teaching literacy. This is confirmed by Lyster (1992, p. 104) who says:

There are very different ideas about what literacy is for and what it can achieve. These ideas are inextricably bound to the way in which literacy is taught. It is impossible to have a neutral literacy method. Methodology is a question of techniques and partly a question of ideology. How literacy is taught often but not always tells us about how learners are perceived, and what literacy is perceived to be for.

This clearly shows that every approach is informed by a particular understanding of literacy which influences choice of programme objectives. Within these approaches too are the implied power sharing arrangements between the literacy learners and the facilitators in a literacy programme. According to Fingeret (1993, p.vii):

The continuum of learner participation ranges from teachers' depositing information into students' minds to learner-centred instructions in which students participate in developing materials to participatory literacy efforts in which students share power and responsibility for curriculum development, instruction, and programme management.

In this section, the different approaches to teaching and implementing literacy programmes are reviewed, and their implications for training literacy facilitators considered.

There are many approaches/strategies used in planning, implementing, and teaching literacy. Each approach, as already indicated; represents a particular view of literacy, and the objective of the implementers. Dorvlo (1993, pp.17, 52) identifies four approaches to teaching adult literacy, and gives them as broad classification. These approaches are:

- The Freirean approach,
- The teacher dominated approach,
- Some consideration for the learner centred approach, and
- The participatory learner-centred approach.

A literacy facilitator's training manual developed by the Directorate of Community Development (1996 p.8) identified three main literacy approaches as follows:

- the traditional approach,
- the functional approach, and
- the psychosocial approach.

These classifications are based on how literacy is taught.

Lind and Johnston (1990, pp.11-14, 36, 68) identified the following approaches:

- the 'fundamental education' approach, this is now referred to as basic education or general literacy,
- the 'selective intensive' that is the functional approach of the EWLP,
- the 'conscientization' approach,
- the popular education movement approach,
- the mass campaign approach, and
- the 'education for all' approach.

Some of these classifications are based on how literacy programs can be implemented.

Ways of looking at literacy given by Beder (1991 p.3) are:

- the academic approach,
- the Utilitarian approach,
- cognitive development approach,
- the romantic approach,
- the emancipatory approach.

This shows that there are many approaches to adult literacy as discussed above. Some of the classifications are overlapping in a number of ways or they take on different names with different authors and practitioners. For example, the following approaches may be similar in a number of ways or just referring to the same approach to teaching adult literacy based on the philosophy of Paulo Freire:

- the Freirean approach,
- the psycho-social approach,
- the emancipatory approach,
- the 'conscientization' approach.

REFLECT is an approach to teaching literacy, which is promoted by Action Aid (CIRAC PAPER TWO, 2001; Nandago, 2002; Archer and Cottingham, 1996). It contains features of the 'conscientization' approach, the popular education movement approach, the emancipatory approach and the Freirean approach.

The 'Teacher dominated approach' is similar to the traditional approach.

Some of these approaches have significant pedagogic or androgogic consequences for training adult literacy facilitators. A few will be discussed in this section, because it is not possible to go into a detailed discussion of all the different approaches and how different writers and practitioners have classified them; however, a few representing some broad categories were selected and discussed in the following sections.

2.3.1 The teacher dominated approach

According to Dorvlo, (1993. p.52) “in the teacher dominated approach the teacher dominates the scene as the name states” like in the formal school system. In this approach, the teacher decides what to teach. The teacher decides the curriculum and plans the lesson alone, without any involvement of the learners. The teacher talks more than the learners do during the teaching and learning process. The learners expect from and depend on the teacher for all their learning needs.. The learning materials are selected and prepared by the teacher and given to the learners in terms of notes. The teacher in the teacher-dominated class is an authoritarian. The traditional methods of teaching adult literacy seem to fit well with this type of teacher-dominated approach.

The literacy facilitator in this kind of literacy programme makes all the decisions and is a powerful person in the learning situation. She/he controls the entire learning process, and the learners have to depend on him or her. Fingeret (1993) quoting Freire called this the ‘banking’ model of education in which the ‘expert’ teacher is viewed as the depositor of knowledge. The level of learner participation is very low in this approach, and the approach is said to have a very low opinion of the adult learners, who are regarded as incompetent. This approach to teaching adult literacy was referred to as the traditional approach in a FAL facilitator’s training manual developed by the Directorate of Community Development (DCD, 1996). The traditional approach is said to be one of the oldest approaches. It is now not very popular.

The content of literacy facilitator training using this approach emphasises:

- complicated advance preparation for teaching,
- how to design literacy programmes,
- how to design teaching materials for the class,
- how to use the literacy primers,
- how to set and mark exercises,
- how to handle adults in a literacy class,
- planning a literacy session,
- the skill of teaching actual reading is emphasised.

The issue of discipline in the class is emphasised. Most of the training content would be very similar to the formal school teaching. The literacy facilitator in a class using the traditional approach would be trained to be more didactic and patronising than dialogic and democratic. The training would emphasise standards of performance based on prescribed literacy, set books or primers etc.

2.3.2 The learner centred approach

According to Dorvlo (1993), this is an approach which gives some consideration to the learners in terms of personal respect for all learners and basing the teaching of literacy on the knowledge and experience of the adult learners. The Laubach approach is given as a typical example of this approach in which the teacher uses the experiences of the learners to organise the teaching of literacy. This approach recognises the experience, independence, knowledge, language, and personal integrity of the learner in the process of teaching of literacy. The approach is said to acknowledge that the learner does not come to the learning situation with a blank

mind. This approach uses the syllabic techniques to teach literacy. This is an improvement of the traditional or the teacher dominated approach.

This approach uses the learner's experience and language in designing the literacy teaching programmes and materials. Basically, the whole process is the same as the teacher dominated or traditional approach. The teacher is the one who selects what he or she considers is the experience of the learners, which can be used during the teaching of literacy, and to develop literacy primers. Dorvlo (1993, p.55) says that, "the literature developed reflects the teacher's idea of the learner's needs."

The training of the literacy instructors under this approach is not very different from that of the traditional approach; the only addition would be some skills in assessing the learning needs of the learner to be used in developing the teaching and learning material and participatory methodologies.

2.3.3 The 'fundamental educational' approach

This approach was popularised during the 1940s and early 1960s, promoted by UNESCO. Under this approach literacy was meant for 'community development'. Both children and adults were expected to participate in the literacy programme. The point of emphasis under this approach is the use of the local vernacular language. Some aspects of this approach aim at integrating literacy with 'community development', emphasising the use of the local language in literacy programmes, "providing access to literacy, production of 'good' materials and methods for teaching literacy" (Lind and Johnston, 1990, p. 70). The focus of this literacy approach is the improvement of the community as a whole. The thinking which informs this approach is that which aims at making literacy relevant to the community that needs it.

The instructor or facilitator training under this approach emphasise some aspects of community development work, to ensure that literacy is "used for something of practical importance in order to produce development" (Lind and Johnston, p. 32). Training may prepare a facilitator to be didactic rather than dialogic in teaching.

2.3.4 The participatory learner-centred approach

Dorvlo (1993, p.55) refers to this as "the Ashton-Warner Literacy approach." This approach is very similar to the Laubach approach but is based on the key words selected by the learners and the learners also participate in developing their own personal literacy primers based on words selected by each individual. The level of learner participation and independence is greater than under the Laubach approach. Fingeret (1993, p.9) says that, "Students can share power with the teacher in the instructional process, participating in developing instructional materials that respond to student's interest." In this approach students and teachers work and learn together in creating the curriculum and making decision about instructions. This approach caters for individual differences in learning. In this approach, the teacher retains more power in guiding the learning process.

The training of facilitators will then have to take into account skills for involving and guiding the trainees' participation in the process of developing the curriculum and their learning materials. Skills for attending to individual needs of the learner may

also need to be included in the facilitator training curriculum and the training itself should be made as participatory as possible. The training would take into account developing an attitude of respect towards the learners and not seeing them as incompetent people because they are unable to read and write. This is what Beder (1991) called the “deficit perspective” in adult literacy programmes. These views disparage the learners and discourage participation in literacy programmes.

2.3.5 The Freirean approach

This approach goes by different names such as: psychosocial approach, problem solving approach, emancipatory approach, ‘conscientization’ approach, and the REFLECT approach. Different practitioners have modified it to suit different purposes (Directorate of Community Development, 1996, p8; Beder, 1991; CIRAC PAPER TWO, 2001; Nandago, 2002; Archer and Cottingham, 1996). All these approaches, except REFLECT, will be collectively referred to as the Freirean approach in this review.

It is one of the latest innovations in the teaching of adult literacy. The Brazilian educator Paulo Freire developed the idea in the early 1960s, and it started to become popular in the late 1960s. Specifically, the 1975 conference held in Persepolis was instrumental in introducing this idea into practice. Freire personally participated in this conference (Lind and Johnston, 1990).

The central thesis of Freire for this approach to literacy was liberation of man from oppression and social, economic and political transformation of the community and not of the individual. He believed that no literacy programme was worth mention if it did not “enable the illiterate masses to become aware of their exploitation by the oppressor classes so that they may engage in a revolutionary struggle to free themselves” (Sing, 1976, p. 20). Beder (1991, p.3) while commenting on this approach said, “In this tradition, literacy is seen as one of the mechanisms through which adults come to understand their world. Through the process of becoming literate, adults are empowered to act rather than to be acted upon.” According to Fingeret’s classification, this view of literacy falls under the literacy perspective, which views literacy as critical reflection and action, and a tool for liberating people from oppression (Fingeret, 1993). This means that to be literate is to be liberated and not domesticated.

The approach is more participatory, and this encourages power sharing between the participants and the facilitators in a learning situation. Freire, described this situation as:

...a new institution of popular culture, a “culture circle” since among us a school was a traditionally passive concept. Instead of teacher, we had a co-ordinator; instead of lectures, dialogue; instead of pupils, group participants; instead of alienating syllabi, compact programs that were ‘broken down’ and ‘codified’ into learning units (Freire, 1974, p.42).

In the ‘Culture Circle,’ Freire advocated for dialogue as an alternative approach to learning. In the process of dialogue, everybody participates. Practically the approach goes through a process of active participation involving problem posing and solving,

critical reflection and non-conformity, and creative thinking. A session is characterised by dialogue based on drawings representing “situations” from which a common ‘generative theme’³ is developed together with the participants. During these dialogues, critical consciousness is awakened among the participants. The generative themes ensure that the knowledge of the participants is used in developing teaching and learning materials for teaching adult literacy (Directorate of Community Development, 1996, p.8). The generative themes are to be well selected to ensure that it is capable of generating not only dialogue, but also praxis or action that will lead to change. The generative theme should be syllabic and thought provoking (Dorvlo, 1993).

According to Freire (1972 p.15), this is done through a process of conscientization. He defines it as, “learning to perceive social, political, and economic contradictions and to take action against the passive elements of reality.” This process in Freire’s view can only make sense if it leads to “men’s beginning to reflect about their own capacity for reflection, about the world, about their position in the world, about their work, and about their power to transform the world” (Ibid. 1974, 81).

Freire’s idea of literacy has been adopted and adapted by many organisations working in adult literacy and/or community development work. The most outstanding modification was done by Action Aid who blended Participatory Rural Appraisal (PRA) with Freire’s ideas of teaching literacy and came up with what they called “REFLECT”, which is the subject of this study.

In Freirean literacy, the facilitators must be trained on how to use the picture codes and how to generate and maintain dialogue with the learners. This will include developing the learning materials with the full participation of the learners. The facilitators should be able, in the process of teaching literacy, to move the participants from reflection to action in correcting their existential situations.

2.4 THE FUNCTIONAL APPROACH

The concept of “functional literacy” was developed as an antithesis to the concept of basic literacy, which is literally seen as the skills of reading, writing, and computing. The view that informed basic literacy was that literacy as a skill, once learned, can be applied in any context. On the other hand, functional literacy is defined as the literacy skills one needs to perform the daily tasks of life or the literacy competencies required for one to function with economic and educational success in today’s society (Beder, 1991, p.4). The most important tenet in functional literacy is the ability for a literate person to function or meet the literacy requirements for one’s own environment. This could be called ‘relevant’ literacy.

UNESCO and United Nation Development Programme (UNDP) promoted this approach during the Experimental World Literacy Programme (EWLP). It was referred to as a ‘selective intensive’ approach to literacy. Under this approach, literacy was to be related to economic activity or vocational skills. “The human capital theory,

³ “This is the word which the prospective adult learners themselves use in describing their existential situations” (Dorvlo, 1993, p. 77)

regarding education as an economic investment, was the ideology behind the design of the functional literacy approach within the framework of the EWLP” (Lind and Johnston, 1990, p. 71). The approach focused on improving skills for work or vocation, teaching materials were adapted as much as possible to specific skills needed within the target group selected to participate in the literacy programme. The design of the curriculum was meant to ensure practical relevance to some economic skills. The teaching methods were meant to be adult centred pedagogy (Lind and Johnston, 1990, p.72). This approach has also undergone some upgrading to make it consistent with the Freirean principles of education. For example, MoGLSD defined the FAL approach as having “its origin in the life experience of the human being” (DCD, 1996, 8). Functional literacy aims to enable the learner to function well within her/his environment or community. In this perspective, the learners are to be involved in the actual planning, implementation, and evaluation of the literacy programme.

Apart from the later version of functional literacy, the training of facilitators for functional literacy places emphasis on enabling the literacy facilitators to integrate economic and livelihood skills in the development and implementation of the curriculum. Teaching methods that are more didactic would be used to transfer vocational and literacy skills to the learners. The facilitators would have to be trained to conduct community learning needs assessment, to help collect information which should make the functional literacy programme functional, and relevant to the learners.

In Uganda as already stated when reviewing the background to literacy activities in that country, UNESCO introduced the FAL approach or the concept of functional literacy in the late 1960s. This concept could not be immediately used because the available literacy materials had already been developed in the traditional approach, which was then being used before the introduction of FAL. It was not until 1992 that functional literacy was reintroduced in Uganda as a pilot project. It is now being taught in all the districts of Uganda.

2.5 BACKGROUND INFORMATION ON THE REFLECT APPROACH

REFLECT as a participatory approach to adult literacy and development was initiated by Action Aid and piloted in Uganda, Bangladesh, and El Salvador in 1993. The best practices from these three pilot programmes were consolidated into a ‘REFLECT Mother Manual’, published by Action Aid in 1996 (Archer, and Cottingham, 1996).

REFLECT is built on the theoretical framework of Freire and the practices of PRA/PLA (Participatory Rural Appraisal, and Participatory Learning and Action). Since 1993, the approach has evolved ; drawing lessons from diverse participatory practices in gender; popular education and other empowerment based approaches to development.

2.5.1 What is REFLECT?

REFLECT is a structured participatory learning process that facilitates people’s critical analysis of their environment, identifies problems, discusses them, and comes

up with practical solutions or actions for sustainable development. The approach recognises poverty and illiteracy as forms of social injustices that have been perpetuated by socio-economic inequities, gender imbalances, some cultural beliefs and adverse power relations at both household and community levels.

REFLECT focuses on the empowerment of socially and economically disadvantaged categories of people to critically reflect on their own lives, take progressive actions and finally acquire literacy skills as a strategic tool to access and make use of information (Nandago, 2002).

2.5.2 Essentials of REFLECT

Nandago (2002) listed the following as the essential elements of REFLECT:

- The REFLECT learning process seeks to cause social economic change/ development in the livelihoods of socially and economically disadvantaged communities. The methodology recognises the need for community empowerment by participating in the critical analysis of their problems and finding possible lasting solutions that could be implemented at individual, household or community level.
- The REFLECT learning process recognises Literacy (reading, writing and numeracy) as part of a wider set of communicative practices including listening, speaking, language and media etc, all of which are responsible for either maintaining or challenging power relations.
- The REFLECT learning process acknowledges the importance of indigenous knowledge and practices, which have always been applied in response to situations. So the approach strengthens the positive elements of existing knowledge and enables communities to identify and do away with the negative aspects.
- The approach encompasses the process of reflection, action, and dialogues that lead to people's questioning and challenging of the status quo. Participants in the REFLECT process start by reflecting on their social, economic, cultural, religious and political situations, identifying key issues, taking action, and later reflecting on the process. The REFLECT learning process is continuous with the community at different levels.
- The REFLECT learning process is based on the generation of local texts or materials both in visual and print forms by participants with the help of their facilitator through which local situation's analysis is done to identify the problems, needs, capacities, expectations, priorities, resources and potentials of the participants. The materials/ texts represent local realities and are crucial for monitoring and evaluation.
- REFLECT has no predetermined learning materials (such as primers) apart from the facilitator's guidebook that is developed out of the initial baseline findings specific to every given community. This is strengthened by relevant supplementary reading materials developed in people's languages. The learning process is flexible as new problems are identified in the community; the themes of the guidebook are reviewed and updated to accommodate new and probably imperative problems.
- The approach uses participatory tools both, eye openers and analytical tools to facilitate a process of active participation, visualisation, reflection, on-spot

analysis, and learning. The tools include the following, among others: maps, calendars, matrices, diagrams, proverbs, case studies, songs, stories, role-plays etc.

Since the early 1990s REFLECT has spread rapidly so that in 2000 there are over 250 organisations now working with REFLECT, involving a huge diversity of programmes in over 50 countries.

In each of these areas, REFLECT has been used differently to suit the given context. For example in Uganda, you will find programmes working with REFLECT on the following:

- REFLECT and HIV/AIDS,
- REFLECT and conflict in Kitgum and Bundibugyo districts,
- REFLECT with savings and credit groups.

In each of these, literacy is taken as an important component.

Whilst the early programmes were developed by NGOs and social movements, more recently local and national governments have started to experiment with REFLECT.

2.6 PARTICIPATORY RURAL APPRAISAL

Since REFLECT is said to build on the theoretical framework of Freire and the practices of PRA/ PLA, it would be useful to examine some of the basic principles of PRA. Freirean principles of education have already been reviewed earlier under the Freirean approach to literacy. In this section, I will look at the PRA principles.

PRA is an approach to rural development and teaching literacy. According to Odour-Noah, et. al. (1992, p. 3-6):

PRA is a new way to systematise a very old approach to rural development and community participation. PRA offers a significant alternative to centrally planned and externally managed development efforts, many of which have proven difficult to sustain.

PRA is therefore one of the new approaches to sustain rural development that the communities can manage and control. It helps the rural communities to support activities, which they design and implement for sustainable development production within the community. PRA also strengthens community local leaderships and institutions.

PRA is based on four assumptions and these are:

- The first assumption is that rural people have great knowledge, which when organised, strengthens the communities. This assumption is based on the fact that:
- Rural people have a lot of knowledge about their own problems and are familiar with locally based ways of solving them.
- Rural people may not be aware of the power of this knowledge in solving their own problems.
- This information therefore needs to be organised in a way which can be controlled and used by the community

- The second assumption is that rural groups can initiate actions, which if done through community institutions using PRA, there will be no need to wait for outsiders. This assumption is based on the fact that:
 - Rural communities have the ability to initiate projects.
 - PRA can enable the rural communities to mobilise themselves for action.
 - Community institutions are the best for initiating development actions.
 - Local leaders are the prime movers in taking such action.
- The third assumption is that rural people can plan and implement actions, which become powerful means to attract outside help. That is:
 - Rural people, while able to initiate their own development activities, will need technical and financial help that is not available to the rural communities.
- The fourth and last assumption is that farmers will implement tasks which they can sustain but require continuous long-term relationships with external agents.

The advantages of PRA have been outlined as:

- focusing on rural communities,
- offering alternatives for marginal people,
- using approaches that are sensitive to issues of gender and needs of children,
- systematises rural participation,
- uses visual materials and group discussions,
- enables rural residents to interact,
- integrates sectors,
- integrates organisations,
- concludes with community action plan.

Generally, according to Kabutha, Barabara, Thomas-Slayter, and Ford, (1998) the PRA Approach assumes that popular participation is the only key in development project planning at the local level, and these are the principles and values on which REFLECT is based. The PRA approach to development was drawn from the work on Rapid Rural Appraisal (RRA) done by Gordon Conway and Robert Chambers (Kabutha, Barabara, Thomas-Slayter, and Ford, 1998).

Having reviewed the different definitions and approaches to literacy with particular emphasis on the FAL and REFLECT approach, in the next section, the concept of training is reviewed. The purpose of this review is to set the basis for studying the training of literacy facilitators for both FAL and REFLECT.

2.7 TRAINING

2.7.1 Training and the acquisition of new skills, knowledge and attitudes

This study compares the process of training adult literacy facilitators used in two approaches (FAL and REFLECT) to teaching literacy. It is therefore good to understand training as an activity that imparts new skills, knowledge, and attitudes. This will help in understanding a training process. Some literature on training has been reviewed in the following paragraphs. This will provide a basis for studying and analysing the process of training literacy facilitators used by FAL and REFLECT. The training of literacy facilitators has not been an area of focus for development workers and academicians. So, work in this area is not easily available. In this section, therefore, the concept of training is considered generally.

One of the many ways through which skills can be developed and transferred is training. According to Eade (1997, p. 77), training and education represent an investment in people. This view is influenced by the human capital theory's view of education and training. In the same light, Bramley (1991, p. xv) looks at training as a systematic development of attitudes, knowledge, skills, and behaviour patterns required for an individual to adequately perform a given task or job. This view still looks at training as an activity that helps in the development of human resources. In the case of training adult literacy facilitators, the skills to be developed are for teaching adult literacy using the FAL or REFLECT approach.

The following are the key factors in training outlined by Bramley (1991). Training

- should be a carefully planned and controlled rather than leaving it to random learning from experience.
- should aim at changing people's concepts, skills, and attitudes.
- should improve performance.
-

Similarly, Buckley and Caple (1990, p. 13) see training as a planned and systematic effort to modify or develop knowledge, skills and attitudes through learning so as to achieve effective performance improvement in any activity. In all training there should be an organised activity if it is to be effective. The training of literacy facilitators, like all training, should follow this same process of planning and control. The intentions of this study was to find out if this process was followed with equal measure in training literacy facilitators using the FAL and REFLECT approaches to teach adult literacy. The differences in this aspect of planning and organisation could explain the claimed effectiveness of these two approaches. The assumption behind this study was that a well-trained literacy facilitator is more effective with any approach than one who is not well trained.

The argument on which this study was motivated is that, for any approach to be effective, the people using that approach must be able to use it effectively, and this can only be achieved through a good training programme. It would therefore not be logical to compare two different skills of performing a task without taking into account how the people who perform these tasks have been prepared. In other words, training is important for any performance to be mastered and used effectively. In this case, the specific type of performance to be mastered was teaching adults literacy in a particular way. This is according to Tight (1996, p. 19) who says that, "the concept of training has application when there is some specific type of performance that has to be mastered and when practice is required in mastering it." Moore (1974, p.15) and Truelove (1995, p.174) observed that the prime objective of training is to impart knowledge, values, and skills appropriate to the task that the trainee is going to undertake. Training should ensure that learning takes place in an effective way, and the skills, knowledge, and attitude required to perform a particular task are acquired.

Training is therefore a planned and systematic way through which knowledge, skills, and attitude are acquired or enhanced for a purpose. In the context of this study, the skills, knowledge, and attitude to be acquired are for facilitating adult literacy programmes using the FAL and REFLECT approaches. The training of literacy facilitators is then about a systematic acquisition of the knowledge, skills, and attitudes required for teaching adult literacy with the expected effect. One of the

objectives for training FAL facilitators for the MoGLSD literacy programme says that, “to develop the knowledge, skills and attitudes necessary for the implementation of FAL programmes” (DCD, 1996, p. 3). The same is also mentioned in the REFLECT mother manual (Archer and Cottingham 1996, pp. 62-85). This shows that both FAL and REFLECT aims at changing the skills, knowledge, and attitudes of their adult literacy facilitators.

2.7.2 Effective training and learning

According to Leatherman (1990), at the heart of all training is learning. Learning is the way in which the learners acquire the skills they need to accomplish the tasks for which they are being trained. It is therefore important to study the factors that promote learning in a training situation. This will help to isolate the training practices that promote learning and therefore the mastery of the skills required for performing a task. Quoting Jarvis, Tight, (1995) says learning should lead to a permanent change because of the acquisition of new skills, knowledge and attitude.

For effective learning to take place, Robson and Beary (1995, p. 10) say that people learn 75% of what they do, 50% of what they see and only 10% of what they hear. This shows that an effective training programme, which leads to learning should provide many of opportunities for the trainees to practice or “do” the skills that will be required to perform the tasks for which they are being trained. The training arrangements and methods should therefore encourage active participation of the trainees in the training process. A training programme which involves the learners in doing or practising the skills they will be expected to apply during their work will most likely be more effective in imparting the skill, knowledge and attitude required for the task for which training is being done. In this study two training programmes using FAL and REFLECT were reviewed to see which one involves the learners or participants in doing or practising the skills they were expected to apply during their work as adult literacy facilitators.

In explaining how adults learn, Rogers (1989, p. 40) observes that all learning is best done through active involvement of the learners in a series of tasks that lead to mastering the skills they are expected to learn. Active methods of learning are based on the importance to learners of understanding what they are doing so as to learn better. This is similar to what Robson and Beary (1995) say about learning.

Robson and Beary (1995) further say that learners differ between themselves, therefore training approaches should be tailored to meet their individual learning needs and styles. Rogers (1986, p.60) also mentions awareness of individual learners learning differences, motivation and practice, as one of the factors which affects effective learning. A variety of methods are therefore recommended in one training sessions, to cater for individual learning differences. This will require that the trainers should have prior information about the trainees, in the case of this study these are the selected literacy facilitators.

Rogers (1989) further notes that adults are strongly motivated by wishing to acquire skills and knowledge that they can use in immediate and practical ways. In other words, they learn better if the training is based on their experiences. This may not be very true for literacy facilitators because they come for the first training without any

experience in teaching adult literacy. It may however be true for refresher training programmes. Refresher training is therefore very important for an adequate training of adult literacy facilitators. The skills they acquire are certainly of immediate use to them since they would have been selected to perform a particular task. The most important thing to do is enable them to see the value of the work they are expected to perform after their training, to themselves and the community for whom they will be working. This kind of motivation to learn for service to others could be more difficult to achieve than motivation to learn for personal benefit.

Adults usually like to learn when they feel comfortable, respected and are allowed to make mistakes and to work at their own pace. They like to learn when they can have some fun; when the content is meaningful and relevant; when they can use their experience in the learning situation; when the process is highly participatory and interactive and when they are active participants in evaluating the programme, especially themselves and their own learning (Rogers, 1989). An effective training programme for adult literacy facilitators should therefore take into serious consideration Rogers' observation. So, which of the two approaches does this when training adult literacy facilitators?

Rogers (1986) also talks about being mindful of the adult learners' background and expectations, to make the learning more relevant and effective to the learners. Rogers says that in effect adult learning depends on the motivation and intentions of the learners and on the range of knowledge and experience they already possess. Being adults, they are not just there to be taught, they are themselves great resources that can be used in the learning process. This is done by building on the experiences they bring into the learning situations, and taking their learning abilities into account when planning training programs for adults. The inter-relatedness of characteristics of adults and how they learn makes the linkage of learning theories and training practices very significant when talking about training.

In addition to the above, Buckley and Caple (1990) mentioned the sequencing of training materials progressing from easy to difficult, simple to complex, known to unknown, and the readiness of the learner to acquire new knowledge, skills and attitudes as other important factors which affect learning. This directly relates to the process of developing or designing the training curriculum.

2.8 TRAINING DESIGN

In this section literature on how a training programme is designed is reviewed. According to Roscoe (1995), designing a training programme must take into account all the important factors necessary for effective learning to occur. If this is done, it will result in an effective training programme.

The following are the factors that need to be taken into account when designing a training programme:

- training needs,
- training objectives,
- learners,
- training contents,

- training strategy and methods,
- trainer,
- time of training,
- evaluation and assessment methods

All these factors and others will be reviewed in the following section.

2.8.1 Training needs

The identification of training needs is the starting point for any training design process. It is said that training needs are assumed to exist when training is the most effective and appropriate means of overcoming a current or anticipated gap in performance (Buckley and Caple, 1990; Roscoe, 1995). Sanderson (1995) raises the importance of establishing whether or not the training needs are clear.

This may go without question in the case of initial training of the adult literacy facilitators. The skills required to facilitate a literacy programme do not exist in the community, so training the literacy facilitators is the only way this problem of lack of literacy facilitators can be addressed.

On the other hand, literacy programmes for which the literacy facilitators are being trained are usually designed to address not only the problem of illiteracy in the community, but also other problems such as poverty, health, the environment, and social and gender inequalities. In this case a training needs assessment for which the literacy programme is being established needs to be reflected in the training of the literacy facilitators who are expected to play an active role in implementing the programme. If this is not taken care of, the objective of the literacy programme may not be well reflected or taken into account by the literacy programmes as the literacy facilitators plan their day to day literacy class programmes.

Although the training of the literacy facilitators comes in at a secondary stage of a literacy programme, it is also important for the designers of a literacy facilitator training programme to take into account all the learning needs of the literacy facilitators. This will include the background knowledge, level of education, and ability to comprehend English of the trainees, and the needs of the adult literacy learner for whom the trainees are being trained. This should be done for all literacy facilitator training programmes.

2.8.2 Training objectives

As already mentioned above, conducting a training need assessment is the first step in designing a training programme. The next step is converting the training needs into training objectives. According to Sanderson (1995), once training needs have been established, they should be translated into training aims and objectives. Sanderson (1995) sees this as an opportunity for the designer to capture the essential purpose of the training. Accurate identification of training needs is therefore crucial for the success of training which calls for active involvement of the learners.

The objectives describing the desired outcome of the programme are also the basis for selecting methods and content of the training. Well-developed training objectives are

also a basis for evaluating the learner, the trainer, and the training. If this is not done, the training, however well it is conducted, will not be successful (Sanderson, 1995).

Sanderson (1995) emphasises the importance of involving the learners or the participants of a training programme in selecting the training objectives. This is because it enables the learners to be aware of the training objectives, have greater ownership of the learning process, organise, and direct their activities during the training.

Sanderson (1995) also groups objectives into levels: the immediate objectives as knowledge, skills and attitudes desired at the end of the training; intermediate objectives as the desired changes in the work situation; and the ultimate objectives as the desired changes in the organisation. Sanderson advises that good training design should attempt to have to all these level of objectives, to facilitate the evaluation of the programme.

2.8.3. Learners

According to Roscoe (1995), understanding the learners' skill levels, knowledge, culture and competence, numbers, ages, motivation, expectations and how they learn and would like to learn are crucial and important variables in designing effective training. These factors influence the content and choice of training methods. He notes further that designing training should start from where the learners already are in terms of knowledge and skills. If this is ignored, it will be time wasted on training for competencies already possessed or even time wasted because the learners lack the prerequisite knowledge and skills to benefit from the training.

Learners' knowledge and skills are important for establishing learning objectives to enhance their performance. In addition, they serve as a starting point in assessing the changes that training has made in the learners. It is important for trainers to understand their learners, their situation and context and to keep these in mind at all levels of the design process if it is to be effective.

2.8.4 Selection of the learners

The ways in which the trainees are selected, and the extent to which they as individuals are likely to be able to use the new skills or knowledge in their work, are crucial to the success of training in terms of improved effectiveness. Bramley (1991, p.19) elaborates further that the training can be efficient in doing what it set out to do but cannot be effective if the wrong people are attending the training. He emphasises the need for people to attend the right course for the right reason, rather than people attending training because there is no better person in the community to send. Thus, selection of learners in order to have the right people for training is an essential consideration in designing effective training. In the context of a literacy program and the training of the literacy facilitators, the involvement of the local community with whom the literacy instructors are to work is very important as well as scrutinising the selected facilitators.

2.8.5 Evaluation and assessment criteria appropriate to the learning

An effective training design has measures developed that serve as a basis upon which the training would be assessed. They should be developed in light of the objectives and purpose of the training and should be relevant and make sense to the learners. And as Moore (1974) notes, evaluation should not be something that is tackled at the end of the course after the learning has finished. It should be happening all the time and learners' involvement in evaluating themselves is part of the learning process.

Roscoe (1995) says that decisions about what will be evaluated and how it will be evaluated should be part of a training design. Roscoe says the objective of the evaluation and how the results of the evaluation will be used should be very clear to help in selecting the most appropriate evaluation criteria.

According to Bramley (1991) evaluation should be able to identify not only the change in behaviour resulting from the training, but also the change in performance of the trainee in the task for which they are being trained. Sanderson (1995) concluded this when she said that good evaluation is more related to the purpose of training than to the achievement of specific training objectives.

Buckley and Caple (1990) and Sanderson (1995) both citing Kirkpatrick, provides a conceptual framework suggesting four levels for evaluating training:

- The first level is reaction evaluation which concerns participants' opinions of the materials, facilities, methods, content, trainers, duration and relevance of the programme.
- The second level and criteria is the learning level and concerns the knowledge, skills, and attitudes acquired during the training. This evaluates the relevance of the content to the training needs of the learners.
- The third level is evaluation of behaviour and concerns the change in performance that can be attributed to the training.
- The fourth level is results, which concerns the effects of changes in behaviour on what one is doing.

This process of evaluating a training programme shows that the evaluation of training does not only end during and at the end of the training.

Sanderson (1995) citing War, Bird, and Rackham, identified an approach to evaluation constituting context evaluation, input evaluation, and reaction evaluation:

- The context evaluation concerns what needs to be changed, the appropriateness of training as a solution, whether the objectives are the right ones, whether they are related to the training needs, whether the training needs are acceptable and whether the objectives are clearly achievable and measurable.
 - The input evaluation involves procedures most likely to bring about change, the time available, the merits of the training methods, training content, and whether it reflects the objectives.
 - The reaction evaluation is about learners' opinion of the training and its outcome.
- Some aspects of evaluation are good for evaluating the training design itself.

Leatherman (1990) identified three types of evaluation depending on the time when the evaluation was done:

- evaluations done during training (within-training evaluations),

- evaluation done at the end of training (terminal evaluations), and
- evaluations done to determine the impact of training some time after the training (Post-training evaluations)

Good training should reflect all the above evaluation types.

2.8.6 Training content

Training contents are selected in response to the training objectives, and assessing them against the criteria of what must be learned to achieve them (Roscoe 1995).

Roscoe also proposes that training content be linked to the learners' existing knowledge, skills, and characteristics.

Another important factor in selecting the training content is what Kidd (1973) mentions, these are the active involvement of trainees in considering and selecting what they are to learn. He explains that the participation of the learners in selecting the content will lead to effective training. In his words Kidd (1973, p. 77) says that:

It means understanding the needs and interests of the learner, understanding the situation in which they live, and the kind of content that may serve their needs. It means careful statement of the learning objectives in a form that sets out the desired changes as well as the subject matter, selection of the precise learning experiences that may best accomplish these objectives and it assumes the fullest possible participation by the learner in content building.

Effective training should be designed with content which relates to the working conditions of the trainees. For example, the resources they will be provided with and using and the kinds of learners they will be handling. The training should be realistic in providing an opportunity for learners to do what they are being taught. Leatherman (1990, p.23) notes here that the learners must believe in the value of what they are being taught and this calls for the content to be of relevance to learners and result in programmes that relate to participants working environments.

The training of the literacy facilitators being a secondary activity to a literacy programme, requires that the facilitators be given the basic skills of teaching literacy, including the skills of designing literacy teaching programmes, which take into account the learning needs and environment of the learners. This will in effect become an important learning content for the literacy facilitators.

2.8.7 Training strategy and methods

According to Roscoe (1995), the major factor in selecting training strategy and methods should be the learning objectives and the circumstances and abilities of the trainees. This implies that the training methods must be based on the context of the trainees and the way they learn. He mentions the assessment criteria, the context of the operating environment, time, resources, availability of trainers, and venue as other considerations but goes further to assert that these need to be fitted together to support the principles of learning which are an essential consideration in designing effective training. Buckley and Caple (1990) warned against following some fashionable and popular methods being proposed as a solution to poor training.

In effect, training should be designed in a way that provides learners with a variety of learning experiences and a mixture of learning methods. It should involve participants

actively in learning, as this is an effective way of motivating adults to learn. It should provide participants with an opportunity to do what they are being taught as a way of developing their skills. The training methods should be appropriate in light of the learners' competencies, learning objectives and should focus on quality of instruction.

2.8.8 Trainers

A careful selection of the trainers is a very important aspect of designing a training programme. Roscoe (1995) says it is important to select trainers with a careful view of the skills they possess both in terms of content, and methods of training. Buckley and Caple (1990, p. 171) emphasise the importance of selecting good trainers when they say that, "even if a programme is well constructed, there is still a strong need for good trainers to deliver the programme and to promote learning during the training."

According to Buckley and Caple (1990), the selected trainers should be able to use a variety of methods to facilitate and train groups. If the available trainers are not up to the expectation of the programme, then training should be recommended for them to ensure that they meet the standard of programmes. If this cannot be done then the training will not be effective. The credibility of the trainer hinges on technical expertise but this is not enough if the he or she cannot put it over efficiently. Additionally, if the trainer's skills are not available then revisions of the design in terms of learning objectives, entry behaviours, the learning event and assessment will need to be considered. This concern shows the need for selecting trainers with skills to deliver the training effectively when designing training.

According to Buckley and Caple (1990), it is important to select good trainers who are able to appreciate, recognise and take care of individual learning difference and styles, which are influenced by personality, age, experience etc. The trainers should have knowledge of the principles of human learning and motivation, which can help in arranging the appropriate learning conditions for the trainee. Related to the principles of learning, the trainers should be able to use the background information on each trainee, when planning a training sessions. To be able to do this, the trainers should have diagnostic skills and a range of interpersonal and judgmental skills.

Buckley and Caple (1990) say the technical skills a trainer needs include planning and conducting a training session and selecting the methods of presenting the sessions. The other skills include questioning skills, and judgement. These skills are required for the trainer to be able to appraise and develop an opinion about the learners, to set realistic goals during training, and to recognise when the trainee is sufficiently competent to apply what has been learned.

A trainer should also have interpersonal skills similar to those required by a competent counsellor (Megisson and Boyden, 1975, cited in Buckley and Caple, 1990). These include; attending, observing, drawing out, giving and receiving feedback, suspending judgement, listening, analysing, correcting, guiding, prompting, controlling and summarising. Without a thorough appreciation and training in such skills then activities such as discussions, syndicate exercises and role-plays cannot be effectively conducted. In exercising these skills, the trainer acts as a facilitator, in a role which is quite different from that of a conventional schoolteacher.

In the end, it can be said that the delivery of training is crucial for its success. Therefore, in designing a training programme, it is important to have people with adequate capacity to nurture effective learning. Buckley and Caple (1990, p.31) note that it should not be assumed that training is a natural and familiar process, it requires trainers who adapt to the situation rather than taking on things in a mechanistic manner. Thus, it calls for a combination of skills – not only technical but also skills and qualities in management of the training function.

2.8.9 Duration of training (time)

Roscoe (1995) mentions time as another important factor to consider when designing a training programme. Roscoe notes that when deciding time, the following factors should be taken into consideration: the training content, and the methods being used in the training event. It is important that the design considers enough time for effective learning and attaining training objectives without compromising the quality of learning. Learners need to have a real opportunity to utilise their prior knowledge in learning.

Leatherman (1990, p.1) observes that when there is much content to cover, but a very limited amount of training time the tendency is to squeeze as much material as possible through lecturing, and reducing the quality of the training programme by omitting discussions, group work, role plays and other learning experiences. There should be sufficient time to cover the training content using appropriately selected training and assessment methods to ensure its effectiveness. If time is inadequate for the proposed learning event, then the methods and the learning objectives should be changed to suit the time.

2.8.10 Provision of follow-up

The design should include and consider follow up of the learners to see how they apply what has been taught in their jobs, community, or context for which the training was intended and provide any additional skills support to enhance learning.

2.8.11 Participation and centrality of the learners

Participation and focus on the learners, who in this study are adults, should be in all spheres of the design process. This is reaffirmed by Downes' (1992) observation that adult education encourages the principle of participation of adult students at all levels.

Griffin and McKinley (1994) also note that participation makes it easier to identify specific priorities for training, in other words, participation can help to define the content of training, and development programmes at the local level and ensure that they accurately reflect local needs, aspirations, and demands. In effect they reaffirm the significance and importance of participation: empowering people, giving them the capability to act in furthering their own interests and thus fulfilling a central objective of human development.

2.8.12 Effective training design

Training is about change and thus an effective training design should bring about change. Truelove (1995) notes that the real test of any training design is whether the learners actually achieve the learning objective through the training. The results achieved will be due not solely to the design, but how it was implemented, the

motivation of the learners, the performance of the trainers and all other factors which will influence the outcomes of the training activities.

The above factors can help in making better decisions about programme design and each step in the planning process should be approached with these principles in mind. The process should have the learners as central.

2.8.13 Training of literacy facilitators

Training literacy facilitators is the same as all other training, and should be based on the same tenets of a good training programme as already discussed above. The training of literacy facilitators is part of a bigger literacy programme. It is therefore an aspect of implementing a literacy programme. No training of literacy facilitators is done outside of a literacy programme. Not much study has been done on the training of literacy facilitators, consequently little is written about training literacy facilitators. As part of a literacy programme, it has not attracted as much attention as studies related to the impact and purpose of teaching literacy.

2.9 SUMMARY OF THE CHAPTER

This literature review looked at the various definitions, concepts and understandings of literacy, and concluded that there is no single acceptable definition of literacy. It covered the various approaches used in planning, implementing and evaluating adult literacy programmes, and their implication for the training of adult literacy facilitators. It noted that different approaches are informed by different ideological and philosophical position. The reviews then concentrated on the meaning of the FAL and REFLECT approaches to literacy. The review was also extended to cover literature on the concept of training and the organisation of a training programme. The next chapter will cover the methods used in this study.

CHAPTER THREE: METHODS USED IN THE STUDY

3.1 INTRODUCTION

This chapter explains the type of research done and the methods used in this study, showing how the subjects and cases were selected, and how the data was collected from them. The methods used to collect different data from different respondents and cases for both FAL and REFLECT have also been explained. The changes that were made during data collection to cover for unexpected circumstances not anticipated at the time of planning the study have also been explained.

3.2 RESEARCH DESIGN

This was a case study of two adult literacy facilitator training programmes: the FAL and REFLECT approach to teaching adult literacy in Uganda. Different aspects of each training programme were intensively described to build a vivid picture from which the two could be compared and contrasted.

There were very many reasons for choosing the case study method and these were:

- Firstly, it was efficient at finding out what is. According to Koul (1998, p. 431-432) a case study can tell us about what exists at present by determining the nature and degree of existing conditions, because of the method's apparent ease and directness.
- Secondly, as Merriam and Simpson (1995) say., a case study uses intensive description and analysis of a phenomenon. The end product of a case study is a rich description of a phenomenon under discussion. This rich description also offers a large amount of detailed information which can be useful as supporting information for planning a major investigation, because it reveals important variables or hypotheses that help to structure further research.
- Thirdly, its concentration on a single phenomenon to uncover the interplay of significant factors in the phenomenon. Merriam and Simpson (1995) call this the particularistic nature of a case study, which is another important feature for this study.
- Fourthly, in its inductive approach to the study of any phenomena, a case study relies on inductive reasoning for the formulation of concepts, generalisation, or tentative hypothesis.
- Fifthly, in-depth investigation of a phenomenon focuses on conditions and their interrelationships. Collecting data/information on all aspects of the phenomenon under investigation is also an important feature of this study.

Kothari (2000) also says that in a case study efforts are made to study each and every aspect of the phenomenon's minute details and then draw generalisations and inference from the data. From the inference, a case study illuminates the reader's understanding of a phenomenon. A case study also leads to the discovery of new meanings and experiences of a phenomenon, and the ability to generate new ideas (Merriam and Simpson 1995, p.109).

Gupta (1999 p. 28) confirms this by saying that:

A case study is deep and intensive study of a particular social unit, confined to a very small number of cases. He goes on to say... that the field of study is limited but it aims at studying all aspect of a social phenomenon...it reveals the complexity of factors and indicates their sequence and relationship.

In this study, one case of FAL and two cases of REFLECT literacy facilitator training programmes were selected for a deeper study. REFLECT particularly is a new approach to teaching adult literacy. A case study was a good method for exploring this new field of practice, by directly comparing the REFLECT and FAL instructor training processes.

3.3 SAMPLING CRITERIA USED

The process of conducting a case study was suitable for this research topic because it consists of several steps, starting with selection of the cases to be studied, and identification of the situation to be analysed. I used many sampling methods to get the cases from which the information needed for this study was to be collected.

I used a non-probability sampling criteria to select one FAL facilitator training programme. With this sampling criterion, any case that is available is taken for study. Kidder, (1981, p. 424) call this "accidental sampling," while Nachmias and Nachmias, (1996, p. 184) call it "convenience sampling". Koul (1998, p. 113) calls it "incidental sampling." This sampling criterion was preferred because it was not easy to encounter many training events on which probability sampling could be used. For any selected training event, all the people involved in the training were taken as subjects for the study. The sample size therefore consisted of the three literacy facilitator training events, one for FAL and two for REFLECT. The two for REFLECT were not actual training events but two groups of facilitators who attended two training events which had already been conducted.

The objective of this study was to examine the training process of adult literacy facilitators as conducted by the people concerned with organising the training programme. This is how the Tororo FAL training programme was selected for study. I did not cause it to be organised for the purpose of this study.

In some cases, as Merriam and Simpson (1995 p. 109) note, I used a purposive sampling criterion in which I selected a sample exhibiting all the characteristics of interest for the research. I took judicious decisions on which unit to be studied, what aspects of the unit should be studied, the situation in which the unit exists and who should be interviewed on what aspect of the study? This had to be done because in the case of REFLECT I was not able to observe a facilitator training programme because the one which was organised in Kotido took place without my knowledge. Most of the literacy facilitator training activities of the REFLECT Co-ordination Unit (RCU) were being done outside Uganda, in Kenya and Ethiopia. These two countries are outside the research area. My failure to see a REFLECT facilitator training programme made it difficult for me to see for myself how the trainers would use the REFLECT training guide and the Mother Manual during the actual training. Instead, I used the other remaining tools and methods of data collection to fill the gap created. Although a variety of sources of information were used to fill the gap, much of the information

used was largely drawn from Karamoja CEP, because their last facilitator training was done in August 2002, so they had the most recent training experience.

So, based on the Karamoja CEP literacy facilitator training conducted in August 2002, I used purposive sampling to select some REFLECT literacy facilitators, trainers and supervisors for an intensive focus group discussion, and interviews. I also studied documents used during a REFLECT training programme held in Kotido CEP. This helped me to build a clear picture of the REFLECT facilitator training process.

The process followed by the Karamoja CEP may not be the same as all other REFLECT facilitator training done by other organisations using the REFLECT approach to teaching literacy in Uganda. This was because REFLECT emphasises adaptation and not adoption (see chapter two for details of the REFLECT ideology). This means different organisations using REFLECT are expected to modify or innovate their own way of using REFLECT and training their facilitators.

3.4 METHODS AND TOOLS OF DATA COLLECTION

3.4.1 Methods of data collection

After the selection of the cases to be studied, I used a variety of techniques and tools to collect data from a variety of sources. The methods and tools used in collecting the data were:

- focus group discussions,
- direct observation,
- key informant interviews,
- questionnaires, and
- documentary analysis

The selection of these methods of data collection depended on the type and source of data to be collected. These tools were used to collect both primary and secondary data.

3.4.2 Tools of data collection

The following tools were designed to correspond to the methods of data collection and used to collect the data/information needed for this study:

3.4.2.1 Focus group discussion schedule: this was used to generate information that was to supplement all the tools mentioned above. The questionnaires/interview guide was also used as a focus group discussion schedule for this particular method of data collection. This was done to ensure consistency of the information collected using a variety of tools and methods. (see Appendix V).

3.4.2.2 Observation checklist: this was used to collect information on the training, teaching process⁴, and organisation. The checklist designed for this purpose

⁴ The teaching process is considered to throw more light on the training of the instructors/ facilitators, it is not therefore a major focus of this study

was used in a flexible way to accommodate emergent issues arising during the observations (see Appendix II).

3.4.2.3 The interview guide: this was used to collect views and opinion from the subjects of this study, they included selected literacy facilitators, the organisers, and selected stake holders like the two literacy officers in the MoGLSD. It was designed to cover all the research questions. Both structured and non-structured interviews were used depending on the type and source of data required (see Appendix III, IV, V. Note that the questionnaire was also used as a structured interview guide) (Nachmias and Nachmias, 1996, p.235).

3.4.2.4 The questionnaire guide: this was used to collect information as in three above from people who are not very easy to obtain audience with. It was used as a supplementary tool to the interview guide. To make it more consistent with the interview, the open-ended questionnaire was used. (See Appendix III, IV, V).

3.4.2.5 Documentary analysis checklist: this was used to guide the study of the documents associated with the training process, the material used for training literacy facilitators and teaching literacy was evaluated using a checklist designed for that particular purpose. Again, this was used in a flexible way to accommodate issue not taken into account during the time of planning this study.

3.5 DETAILS OF HOW THE ABOVE METHODS AND TOOLS WERE USED

3.5.1. Focus group discussions

Three focus group discussions were held with participants from three different linguistic groups (Ateso, Dhophadhola, and Luganda (used by the Banyoli)) participating in the FAL facilitator training workshop organised from 1st to 6th July 2002 in Tororo District, a district where many languages are spoken. The purpose of this FGD was to collect information on the training arrangements and processes from the participants.

I held focus group discussions with trained REFLECT literacy facilitators working in two different projects, Bukuku LEP and Karamoja CEP. These projects were

- Bukuku LEP where I conducted a three-hour focus group discussion with 5 REFLECT literacy facilitators, and 1 supervisor/trainer.
- Karamoja CEP where I conducted:
 - Three focus group discussions with REFLECT literacy facilitators in Jie,
 - Three focus group discussions with some REFLECT literacy learners in Labwor county, Kotido district. The purpose of discussions with the learners was to find out from them how they were responding to the REFLECT methods. This was used as supplementary sources of information
 - One focus group discussion with the three REFLECT literacy supervisor/trainers in the Karamoja CEP REFLECT literacy programme.

Each of the three-supervisor/trainers was responsible of one of the three counties.

All the focus group discussions were prearranged, especially the meeting with the REFLECT literacy facilitators. They were informed in advance that I was interested in getting information from them on how their training as REFLECT literacy facilitators was conducted. The purpose of the focus group discussion was to get an insight into the training which the REFLECT adult literacy facilitators receive.

3.5.2 Direct observation

I conducted seven direct observations, three observations of FAL activities and four of REFLECT literacy activities all aimed at getting information on the training of FAL and REFLECT literacy facilitators. These were the observations conducted:

- One FAL facilitator training workshop organised from 1st to 6th July 2002 in Tororo. During this observation, I recorded on videotapes some of the training sessions. The tapes were later replayed for critical analysis.
- Two FAL classes in Tororo.
- One REFLECT literacy circle for Bukuku LEP.
- Three REFLECT literacy circles in Jie County Kotido District.
- Projects initiated by the learners in those circles

3.5.3 Key informant interviews

I conducted five interviews.

- Three unstructured interviews with three senior staff in the MoGLSD who are responsible for the FAL programme;
- Two structured interviews with two FAL facilitators working in the field who had been trained two years ago.

3.5.4 Questionnaires

I used questionnaires to collect data from three sources of information. These were:

- Three trainers⁵ participating in the Tororo facilitator training workshop, and
- One District Community Development Officer Tororo District (DCDO) who was responsible for organising the training.

3.5.5 Documentary analysis

I studied the following FAL documents:

- Tororo District FAL facilitator training programme,
- FAL facilitator's training manual (Directorate of Community Development, 1996 and 1994).
- FAL curriculum (Department of Community Development, 1993d and Directorate of Community Development, 1999)
- FAL Luo teacher's guide to the primers (Department of Community Development, 1993a)

⁵ Two of the trainers were ADCDO of Tororo.

- FAL literacy primers, for Luo (Department of Community development 1993b, and Dhopadola (Directorate of Gender and Community Development, 1998)
- FAL Luo follow up readers (Department of Community Development, 1993c)
- Training notes of a participant,
- Training Programme outlines for the Tororo training,
- Trainer's notes on the flip charts,
- Video recording of the Tororo training, which I recorded.

For REFLECT, I studied the following documents:

- Training notes on flip charts used during the last REFLECT facilitator training programme organised by Karamoja CEP from 11th to 24th August 2002.
- I reviewed the training programme of the August 2002 training. See copy attached as appendix VI.
- I reviewed one REFLECT literacy facilitator's training notes made during the August training mention above. This facilitator is working in Bokora County Moroto District.
- I read the monthly and annual reports of the Karamoja CEP REFLECT literacy Supervisors/trainers.
- Global Survey of Reflect: CIRAC Paper 2 (pp 28-46). Archer, (2001) This information was particularly focused on REFLECT literacy facilitator training.
- The REFLECT Mother Manual, Archer, and Cottingham, (1996).
- The REFLECT trainer's guide (1999). This guide was developed by the REFLECT Co-ordination Unit of AAU.
- Reflection on Reflect training, Nganzi (1999).
- REFLECT materials produced by the learners and facilitators at the above two literacy centres
- Training reports in the office of the Bukuku LEP.
- I also watched a video documentary on REFLECT.

The data collected from the different sources mentioned above was used to construct a detailed picture of the literacy facilitator training process. I was able to closely trace the entire process of organising the literacy facilitator training, from preparation, and delivery of the training to post training arrangements for both FAL and REFLECT. Particular attention was given to the actual process of conducting the training sessions.

Particular attention was also drawn to:

- the materials and methods used by the two approaches,
- the selection of the trainees for training as adult literacy facilitators for both FAL and REFLECT,
- the perceptions of the trained adult literacy facilitators about the training they have received and the approach they are expected to use, and
- the follow up arrangements and support extended to them after the training.

The different data sources and methods were triangulated to ensure that the information collected was accurate. These included observation of the training process, documentary analysis of available information on both FAL and REFLECT. questionnaires and interviews.

3.6 DATA ANALYSIS

Qualitative methods of data analysis were used to analyse the data collected from all the different sources using different methods. These were content, inductive, and logical analysis (Koul, 1998, pp. 190-204). The different categories of information were categorised, analysed, and interpretations were drawn from them in relation to the research questions.

Initially all the data collected using the different tools was carefully studied separately as a first step. After this step the different categories from all the tools used in the study were again scrutinised to generate the “big picture” in the category. This involved looking at the categories applicable to all the tools and identifying the similarities running across the tools to reach a conclusion on each aspect of the training.

3.7 THE POPULATION OF STUDY

This study was a comparison of literacy facilitator programmes conducted by FAL and REFLECT. The populations for this study were therefore the participants and stakeholders in the two programmes. They included the organisers, the trainee literacy facilitators, and the trainers of the literacy facilitators. This study was particularly concerned with the study of the literacy facilitator training process as an event. This training event was part of the population of study and the participants involved in these training events were subjects of this research study. Sampling involved a selection of facilitator training events, for both FAL and REFLECT. An existent population made up of people involved in the selected events were taken as subjects for this study.

3.8 SUMMARY

This chapter reports the way the research was conducted. This includes the methods and tools used in collecting the research data, the sampling methods used, the population of study, and method of analysing the data. In the next chapter, the findings of this study are presented in a manner that answers the research questions.

CHAPTER FOUR: PRESENTATION AND DISCUSSION OF FINDINGS

4.1 INTRODUCTION

In this chapter, the findings of this study are presented and discussed. As already mentioned in the earlier chapters, this study compares and contrasts the literacy facilitator training processes of FAL and REFLECT. The study looks at the differences and similarities in preparation for training, selection of trainees, the training programme, deployment of the trained literacy facilitators, and follow-up arrangements made to support them after their deployment. The findings are presented and discussed under different aspects of training.

The findings are presented and discussed under different headings applicable to both FAL and REFLECT. These are:

- the ideological view literacy,
- selection of trainees and trainers,
- the training programme,
- training materials,
- funding of the training,
- employment of trainees after training,
- post-training support and
- evaluation of the training

How the data was obtained for both FAL and REFLECT was explained in chapter three. In this chapter, the data is presented.

Using the data collected from different sources using varied methods as given in chapter three, a comparison of the FAL and REFLECT literacy facilitator training process was conducted.

4.2 IDEOLOGICAL VIEW OF LITERACY

The findings on the underlying ideological views of literacy, which inform both FAL and REFLECT, were based on a careful study and interpretation of the methods used by each approach, the purpose (objective) of literacy and other documented information on each approach (cf. appendix I).

The documents particularly studied included the FAL facilitator's training manual, curriculum, primer, and teachers' guide to the primer. Likewise, for REFLECT the documents studied included the REFLECT Mother Manual and REFLECT research reports 1996 and 2001. The findings are reported starting with FAL first, and moving on to REFLECT. There was no reason for this choice of order.

I would like to open the presentation of findings on the ideological view of literacy, with a quotation from Lyster (1992, p. 104) which reads as follows:

There are very different ideas about what literacy is for and what it can achieve. These ideas are inextricably bound to the way in which literacy is

taught. It is impossible to have a neutral literacy method. Methodology is a question of techniques and partly a question of ideology. How literacy is taught often but not always tells us about how learners are perceived, and what literacy is perceived to be for.

From this theoretical framework, the ideological view of literacy influencing each approach was inferred from a close study of the methods used by each approach to teaching literacy. This was done by a direct observation of the methods used in the literacy classes, training of the literacy facilitators, and looking at the documented information describing each approach, and the views of those who implemented the approach. My observation was contrasted with the documented information to get the official ideological view of literacy as expressed in the documents and voiced by the users of the approach, and what was actually practised.

4.2.1 FAL's ideological view of literacy

4.2.1.1 The purpose of literacy according to the FAL approach

In the FAL curriculum (Department of Community Development, 1993, Directorate⁶ of Community Development, 1999), and FAL facilitator's training manual (Directorate of Community Development, 1994, and 1996), the FAL programme objectives were stated as:

- the attainment of permanent and developmental functional literacy,
- the acquisition of functional skills relevant to life in the community,
- the development of national awareness of individuals, and
- continued learning while at work and at home

The above objectives, in my view show that the FAL approach views literacy as a tool for promoting economic and social development. This view is emphasised in the five-year 2002/3-2006/7 National Strategic Investment Plan (NALSIP) for adult literacy in Uganda. In an interview with the national co-ordinator of the FAL literacy programme, the literacy officers in the MoGLSD, the District Community Development Officer (DCDO) of Tororo, and the literacy trainers who were training the FAL facilitators in Tororo, it was found that adult literacy is for development and poverty alleviation. They emphasised that literacy should be used to support the five pillars of the government poverty alleviation policy called Poverty Eradication Action Plan (PEAP).

These five pillars are:

- rapid and sustainable economic growth
- structural transformation,
- good governance and security,
- increased ability of the poor to raise their incomes,
- enhanced quality of life for the poor

These five pillars were also stated in the NALSIP as one of the key issues to be addressed in the five-year strategic plan. This is typically one of UNESCO's basic

⁶ After 1995, the Department of Community Development was renamed the Directorate of Community Development, in some documents it is written as the directorate of Gender and Community Development.

tenets of functional literacy, which says that, “literacy should be incorporated into, and correlated with, social and economic development plans” (UNESCO cited in Lyster, 1992, p. 33). When writing a foreword for the 1996 training manual, the Minister of Gender and Social Development expressed a similar view in this statement, “as adults make impact now, the more literate they become, the greater the improvement in attaining a higher standard of living of the majority of our people” (Directorate of Community Development, 1996, p. ii).

This view was further confirmed in the FAL curriculum (Department/Directorate of Community Development, 1993; 1999) and the FAL primers in some Ugandan languages (Luo, Luganda, Dhopadhola, Ateso and Rungakitara) emphasising themes on:

- agriculture, co-operatives, marketing and trade,
- health,
- gender, culture and civic consciousness

These themes, in my view, promote economic and social development, which is similar to the purpose for teaching literacy under the EWLP, which is credited for promoting the functional approach to teaching literacy.

The FAL training manual described the ‘functional approach’ as “an approach that does not restrict the learner to learning reading, writing and counting skills only, but it led additionally to discover his or her functions. In this FAL approach, literacy is taught together with issues of economic functionality” (Directorate of Community Development, 1996, p.8).

In the FAL facilitator training programme held in Tororo, the topic of “integrating PEAP in FAL” was given 105 minutes. This was the second-longest duration, after the “development and methodology of integrating FAL approaches” which was given 240 minutes (see the programme Appendix VI). This shows how the idea of literacy for development dominates the FAL approach and therefore the training of the literacy facilitators. By emphasising development, this approach aims at modernisation of the individual learner and the economy in the expectation that the FAL programme will enhance the learner’s productivity.

This view of literacy is informed by a belief that literacy leads to economic development, civilisation, individual liberty, and social mobility. This view fits with the autonomous model of literacy as explained by Street (1993). Lyster (1992, p. 29) noted that, “the strictly functional and missionary approaches generally understand development in terms of modernisation theory....”. Literacy is an essential element in all development efforts and it should be closely linked to economic development and social priorities, and to present and future manpower needs (Lyster, 1992, p. 32).

4.2.1.2 The methods used by FAL

In spite of FAL’s functional view of literacy, the FAL primers were designed with some elements of the Freirean methods in mind. In the different FAL primers designed by the Department/Directorate of Community development between 1993-1998, there are sketch drawings depicting agriculture, health, sanitation, nutrition, family life etc. The FAL literacy facilitators are expected to use these pictures as code for generating discussions with the literacy learners. From the discussions, the group

was expected to select words which could be used to teach reading, writing, and calculations in a similar way to the Freirean style (see Freire, 1974, p.63-84; Lyster, 1992, p. 138-143). The Luo teacher's guide to the primers give very clear instructions on how the facilitator can use the pictures in the teaching and learning process (Department of Community Development, 1993).

What makes the FAL approach's methods different from the Freirean methods is the pre-determination of the themes. From my observation of the FAL facilitator training and visit to the FAL literacy classes, and my own experience with FAL programmes, the methods are not only being abused, but also discarded altogether by the FAL facilitators. The few examples of the words written in the primer for purpose of demonstration end up being used by the facilitators for teaching reading and writing. The pictures are not used at all. The idea of using the pictures to generate discussion as with the Freirean methods is clearly not being achieved.

As already stated above, while the primers were designed to encourage dialogue through the use of the picture codes, this did not feature in the five days FAL facilitator training held in Tororo, neither was it specifically included in the training programme. Even Participatory Rural Appraisal (PRA) which is stated as a topic in the training manual was taught theoretically during the training. There was no practice, yet it is a very important strategy in learning PRA.

In both FAL literacy classes visited in Tororo districts, there was no evidence of using the pictures in the FAL primers in the teaching learning process. From my previous experience of monitoring some literacy programme using the FAL approach, I was never shown the pictures being used. Instead, the facilitators were being didactic while using the examples of the words given in the primer to teach how to read and write, without discussions. From this, one can conclude that the facilitators are not trained to use this particular way of teaching literacy.

In the training manual, the Freirean approach is just mentioned as one of the approaches. The facilitators are not trained on how it is used in teaching literacy. The FAL training manual also makes no clear reference to how the pictures should be used in teaching literacy, yet the Luo teacher's guide to the primer gives clear instructions on how to use the pictures in a manner which is very similar to the Freirean approach (CDC, 1993).

The organisers of FAL approach in Uganda claim that FAL is an integrated approach to teaching literacy. In the training manual, the purpose of the first topic is given as "to enable them (the literacy facilitators) to see how the FAL approach operates in an integrated manner and how this integration affects the work they will do" (Directorate of Community Development, 1996, p.6). This integration is being interpreted in many ways. The national co-ordinators said during an interview that, "FAL takes advantages of all other methods and approaches to teaching literacy." In an evaluation report, different meanings were attributed to the use of the word "integrated". It was given different meanings such as integration of:

- Subject Matter: - meaning knowledge in health is integrated with knowledge from agriculture and marketing.

- Among Service Providers: - this means that the approach uses different service providers from agriculture, health, co-operatives etc, in the process of teaching literacy.
- Learning and life: - meaning the approach is based on the life of the learners.” (Okech et al., 1999, pp. 14 and 15)

This differs from what the National FAL Co-ordinator said about integrating the good points from all the other methods. The national co-ordinators of the FAL programme refer to a methodological integration, while Okech, et. al. (1999) refers to subject integration.

To conclude the above discussions, what is clear and consistent in all the different sources of data both primary and secondary, is that FAL’s ideological view of literacy fits with the autonomous model of literacy. This view holds that literacy leads to economic and social development, therefore it should be taught for that purpose.

4.2.2 REFLECT’s ideological view of literacy

4.2.2.1 The purpose of literacy according to the REFLECT approach

According to Archer and Cottingham, (1996b, p. 9) the REFLECT approach is consistent with the ideological model of literacy. This model, according to Street (1984, 1993, and 1995) argues that literacy varies from one society and culture to the next and from one context or institution to the next (see Street, 1981; 1984; 1995; Lyster, 1992; Kell, 1996; Prinsloo and Breier, 1996; Baynham, 1995).

According to the ideological model, literacy is seen as a social practice, which derives its meaning from the institutions in which it is embedded. Literacy is much more than just reading and writing or decoding text and it includes all involvement with written text. The model does not emphasise the technical element of literacy, but rather its uses in particular social and economic contexts (Street, 1984; 1993; 1995).

REFLECT’s claim to being consistent with the ideological model is based on the fact that REFLECT rejects the use of primers, which is seen by them as an external import which may not be relevant to the context of the literacy learners. In rejecting the primer, the literacy learners are, according to Archer and Cottingham (1996a; 1996b), provided with the opportunity to construct their own literacy that is relevant to their own social and economic context. Archer and Cottingham (1996a, p.15; 1996b, p.9) claims that:

To be consistent with the ideological approach a methodology would have to, for example:

- emphasise writing rather than passive reading of fixed text,
- emphasise creative and active involvement of participants,
- build on existing knowledge of participants,
- focus on learners generated materials (not pre-packaged text),
- ensure that the process is responsive and relevant to the local context,
- Address the literacy events in the wider environment rather than regard literacy as a classroom activity.

This is a description of the REFLECT approach to teaching literacy. It is important to note that, contrary to this claim, the ideological model rejects the formal acquisition of literacy skills in favour of apprenticeship learning or de-institutionalised provision of literacy skills by using literacy mediators (Prinsloo and Breier, 1996, p. 26; Kell, 1996, p. 254-256). The ideological model also rejects the claim that teaching literacy leads to social, political and economic development and modernisation, social mobility, self-fulfilment and empowerment (Street, 1993, p. 103; Baynham, 1995, p. 47-48).

Therefore, contrary to the views held by the ideological model, the purpose of literacy according to REFLECT is the attainment of community development through a process of community empowerment via the use of PRA tools. (Archer and Cottingham 1996a, p.15; 1996b, p.9).

Secondly, Archer and Cottingham (1996b, p.1) said that, “the REFLECT approach seeks to build on the theoretical framework developed by the Brazilian Paulo Freire, but provides a practical methodology by drawing on Participatory Rural Appraisal (PRA) techniques”. Freire is known for championing a radical philosophy in adult education generally, but particularly adult literacy based on conscientization (Elias and Merriam, 1980). In Lyster’s view:

The radical approach to literacy work understands development in terms of dependency theory and it rejects the notion that oral people are cognitively inferior. Illiterate people are regarded as dignified people, competent oppressed people, to whom literacy becomes a tool for understanding and overcoming their oppression, both on an individual and political level (Lyster, 1992, p. 29).

A closed examination of the topics in the Mother Manual or the PRA tools to be used shows a strong focus on issues of community development e.g. Health matrix, Agriculture Calendar, Hygiene map, and record-keeping. The uses of these tools were to help the community to become conscious of their own local community resources, which they could use to improve their own welfare. The purpose of the programme is to improve the conditions of life in the community through a careful analysis of the local community resources for use in generating locally initiated community development activity.

All the tools and issues generated for discussions in literacy circles make no mention of tackling the external exploitative and oppressive conditions such as limited market for their products, which limit the community’s development potential. For example, in a discussion with the REFLECT literacy supervisor, he said that, they fetch U.shs 6000 (US \$3) only for a 50 kg bag of avocado fruits, while in Kampala this would sell for more than U. Shs 50,000 (US \$ 30). The community, including their REFLECT literacy programme supervisors, are still powerless against this exploitative trade relationship with the businesspeople from Kampala, the capital city of Uganda.

4.2.2.2 Methods used by REFLECT

REFLECT uses PRA tools popularised by Robert Chambers as a reaction to the modernisation approach to development. The modernisation approach, it is argued, imports development ideas from outside and imposes them on the local people. It does

not recognise local knowledge, meanings, and cultural practices, and excludes the poor from their own development process (Archer and Cottingham, 1996a; Kabutha, et. al, 1998; Odour-Noah, Wichart, and Lelo, 1992).

The REFLECT approach is said to be “rooted in a faith in peoples existing knowledge and beliefs as a starting point” (Archer and Cottingham, 1996, p.14). REFLECT therefore rejects the use of primers because it is a pre-fixed “external” text that may not be relevant to the needs of the learners (Archer and Cottingham, 1996a p.12; 1996b, p.6). This is the same view expressed about primers by the radical educator Paulo Freire who also rejected the primer (Freire, 1974, p.49). However, REFLECT on the other hand accuses Freire of reinventing primers in the name of using picture codes, which according to the Freirean approach, should be used to generate dialogue with the learners (Archer and Cottingham, 1996a p.12; 1996b, p.6).

Instead of the primers or picture codes depicting local realities, REFLECT proposes the use of PRA graphics such as maps, calendars, matrixes, and Venn diagrams for facilitating adult literacy learning. These tools are meant to encourage participation in the learning process.

In brief, REFLECT:

- Believes that literacy differs from one context to the other; this view of literacy is consistent with the ideological model’s view of literacy;
- Uses the Freirean idea of dialogue to start the process of conscientization;
- It also uses PRA tools to promote dialogue based on the belief that rural communities are able to initiate and manage their on development process;
- Teaches literacy for development through community empowerment.

4.2.3 Comments on FAL and REFLECT’S ideological views of literacy

From the findings discussed above, the following differences can be identified between the ideological views of literacy held by FAL and REFLECT.

One obvious main difference between FAL and REFLECT’s view of literacy, can be seen in the fact that FAL is generally consistent with the autonomous model of literacy. REFLECT, on the other hand, is generally consistent with the ideological (New Literacy Studies) model of literacy, to the extent of its belief that literacy is different from one context to the other.

Fitting with the autonomous model, FAL teaches literacy for the purpose of promoting social, economic and political development. The emphasis in teaching literacy is the communication of new knowledge, skills, and attitudes for the purpose of initiating change in the community. REFLECT, although focusing on the same objective of community development, places emphasis on community empowerment, for community conscientization and individual self-actualisation. These are two different ideological views to the attainment of similar goals of economic development of the community.

The FAL approach believes in learner’s participation, and the FAL primers are designed with pictures, which should have been used as picture code in a Freirean style to encourage learner participation in the form of discussions and analysis of the

situation depicted in the picture, unfortunately this is not being done. The REFLECT approach, on the other hand, believes in participation through the use of the PRA tools (maps, calendars, Venn diagrams, matrix and charts) to encourage discussion and analysis of the local situations.

4.3 ORGANISATIONAL ARRANGEMENTS FOR IMPLEMENTING FAL AND REFLECT

4.3.1 Organisational arrangements for implementing FAL in Uganda

The finding of this study shows that the responsibility for FAL, which is implemented at the district level due to the policy of decentralisation,⁷ is under the Ugandan Government's Ministry of Gender Labour and Social Development (MoGLSD). At this level, FAL is under the Directorate of Disability and the Elderly (DDE) and is headed by a National Co-ordinator who is nationally responsible for the programme. The national co-ordinator reports to the Commissioner of Disability and Elderly who in turn report to the Permanent Secretary (PS). The PS reports to the Minister.

Below the MoGLSD are the districts. At the district level FAL is under the Department of Community Development (DCD), which is headed by the District Community Development Officer (DCDO). The DCDO reports to the Chief Administrative Officer (CAO) of the district, who reports to the District Council⁸. The DCDO works with Assistant District Community Development Officers (ADCDO) who are responsible for FAL at the counties level and report to the DCDO. The ADCDO works with the literacy supervisors who work at the sub-county levels.

According to the national co-ordinator and the two literacy officers in the MoGLSD, due to the policy of decentralisation, the responsibilities of training FAL literacy facilitators and implementing FAL was transferred from the MoGLSD to the districts. The MoGLSD retained the responsibility for co-ordinating, monitoring, supervising, and evaluating the FAL programme, in addition to printing the literacy materials. This also includes the training of literacy facilitators as they are organised by the DCDO at the district level.

4.3.2 Organisational arrangements for implementing REFLECT in Uganda

The REFLECT approach as already mentioned in chapter two of this report was initiated during a research conducted by Action Aid in three different countries in the world. Uganda was one of the three countries. This means that Action Aid Uganda (AAU) was very active in the process of developing REFLECT. In Uganda, AAU is headed by a Country Director.

When REFLECT eventually became acknowledged as a new approach to teaching literacy, AAU created a REFLECT Co-ordination Unit (RCU), which was charged with the responsibility of enabling all organisations interested in REFLECT to design

⁷ Decentralization is government policy, which transfers the responsibility of providing political, economic and social, services to the district level.

⁸ Under decentralization the districts are autonomous from the central government.

their own REFLECT literacy programme as expressed in their survey of the community learning needs (RCU, 1999).

Karamoja CEP in Kotido and Moroto districts and Bukuku LEP in Kabarole districts are some of the organisations that have expressed interest in using REFLECT to implement their literacy programme. They are assisted by RCU of AAU to do this. These are independent organisations in their own right and do not report to Action Aid Uganda. Their relationship is only based on the use of REFLECT as an approach to teaching adult literacy. Both organisations are local community based NGOs with their own administrative structure which is not connected in any way to AAU. The RCU support them in designing the REFLECT programme, training of trainer, and training of literacy facilitators.

4.3.3 Comments on organisational arrangements

The organisational arrangements for FAL and REFLECT literacy facilitator training are very different. FAL is a government programme, it therefore uses the government's administrative structure. REFLECT is being implemented by NGOs, which are smaller and more efficient in their organisation. The government red tape always tends to slow or frustrate activities.

4.4 SELECTION OF TRAINEES AND TRAINERS

4.4.1 The FAL programme

4.4.1.1 Selection of FAL trainees

According to a structured interview with the DCDO Tororo District (appendix IV), the trainees were identified and invited for training through their local government leaders. He said that in organising the training of 1st to 5th July 2002, he started by contacting the local council I chairpersons (local government leaders at parish level). He requested them to nominate one person to be trained as an adult literacy facilitator to be responsible for establishing an adult literacy class in that particular parish or Sub-County. The criteria for identifying and selecting such a person was provided by the DCDO. The official criteria according to the FAL training manual (DCD, 1996, p.2) include:

- educational backgrounds (both their level of education and the subject area),
- competency in the language used,
- age, which should be 18 years and above,
- acceptability in the community they are to work in,
- interest in the FAL programme,
- integrity,
- concern for developing their community"

The DCDO said that he communicated these criteria to the local council I chairman to use in selecting the people who were to be trained as FAL literacy facilitators. I did not find out how he communicated these criteria to the local council I chairman.

According to the DCDO, after nominating the person, the local council I chairpersons submitted the names to him, and he wrote inviting the people nominated to come for

the FAL facilitator training workshop. The trainee facilitators also confirmed this in a focus group discussion I held with them (See tool used appendix V).

The date and venue of the training were determined by the DCDO in consultation with the officials at the MoGLSD who are responsible for monitoring the activity and approving the budget needed for organising the training.

Apart from receiving the letters of invitation, the trainees said, during a focus group discussion, that there was no other information sent to them about the nature of the training. They were also not asked to give any information about themselves. There could have been a need to ask them to give accurate information about their educational background to help the trainers to focus their preparation for the training. In addition, the selected trainees should have been supplied with some information about the training they were being invited for. Sanderson (1995) says that learners must be made aware of the training objectives. Doing this will help to motivate them for the training.

4.4.1.2 Selection of the FAL trainers

In an interview with one of the literacy officers from the MoGLSD, the officer said that the FAL trainers are either selected by the DCDO or by MoGLSD. The officer further said that there is no laid down procedure for selecting a FAL trainer. The national co-ordinator and/or the Literacy Officer in charge of the region will, in collaboration with the DCDO, invite anybody whom in their best wisdom, they consider to have the ability, expertise, and experience to train FAL facilitators. I was also invited during the study to participate as a trainer in one of the FAL facilitator training programmes. I declined to take up the offer because it would, I thought, jeopardise my data collection.

The training team may be made up of people selected by the MoGLSD, and local resource persons selected by the DCDO. One official from the MoGLSD in charge of the region will also come for the training as an official from the Ministry to monitor and supervise the FAL facilitator training being organised in the district.

In an interview (see Appendix III), the trainers admitted that they did not get any prior information about the trainees. Both the trainers and the trainees met at the training venue for the first time and interacted for the approximately one-week long residential training organised in Tororo. There was no initial meeting or any form of communication between the trainers and trainees before the day of training.

At the end of the training programme, the trainees were given attendance certificate for successfully completing the training to become a FAL facilitator. They were from then on charged with the responsibility of establishing and managing FAL classes in the Parishes from where they were selected and sent for training as FAL facilitators.

4.4.2 The REFLECT programme

4.4.2.1 Selection of the REFLECT trainees

According to a focus group discussion (appendix III was used as the group interview guide) with the trainers of Karamoja CEP, REFLECT also uses a similar method to that of FAL when selecting the people to be trained as REFLECT literacy facilitators.

The community for whom the literacy programmes is intended are expected to play an active role under the guidance of their civic leaders in selecting a person to be trained as a REFLECT literacy facilitator. The criteria they mentioned during the focus group discussion included the following:

- The person's ability to read and write.
- Their acceptability to the community where they will be working in.
- Their integrity and personality.
- They should be a resident in the community they will be working in.
- Their willingness to work with the community as an adult literacy facilitator.

These criteria are very similar to those used for selecting the FAL trainees. The Mother Manual also suggested some other clearer criteria which could be used to select the REFLECT facilitators for training (see Archer and Cottingham, 1996, p. 66). These were:

- The facilitators should be local to the community (from the same village or neighbourhood) in order to promote an internal and sustainable community process.
- If possible, the facilitator should be of similar socio-economic level to the participants, to promote harmony.
- The facilitator should respect participants, and not regard her/himself as superior on the grounds of education, caste, class, or gender.
- The facilitator should be chosen after a process of community discussions, but the final decision should lie with the participants.
- The facilitator must show commitment to her or his work.
- Communication skills are essential; as well as a willingness to attend, and learn from training.
- The facilitator should have a basic level of literacy.”

This second group of criteria proposed in the Mother Manual is clearer than those mentioned by the facilitators of Karamoja-CEP and the FAL criteria. The basic level of education was specified as at least six years of primary school education. This makes it easier to follow.

During the focus group discussions, the trainers reported that after the local council I chairman has selected the people to be trained, using the above criteria, they submit the names of the nominated people to the manager Karamoja-CEP. The manager then sends letters of invitation to the persons nominated by the community, inviting them for training on a given date and venue indicated in the letter of invitation. This process was similar to the process used when selecting the literacy facilitators for Bukuku-LEP.

4.4.2.2 Selection of REFLECT Trainers

The trainers⁹ of the literacy facilitators for Karamoja CEP are the staff of the same programme, which they are not selected for in any special way. Sometimes they may invite an “expert” from RCU or any other organisation to help them. Just like FAL there is no criteria for selecting the trainers to be invited from outside, apart from the

⁹ The trainers were trained by the REFLECT Co-ordination Unit (RCU) of Action Aid for Africa based in Uganda. The RCU is responsible for disseminating the REFLECT approach to literacy.

person having experience and knowledge, which they consider adequate for training REFLECT literacy facilitators.

The trainers do not make any formal contact with the trainees after the community members have nominated them. The only contact made with the trainees is the invitation letters inviting them to come for training. The organisers of the training collected no information on the trainees' background before the training. Both the trainers and trainees met for the first time at the training venue. After training, the adult literacy facilitator returned to their community and established adult literacy circles.

4.4.3 Comments on the selection of the trainees and trainers

The criteria used by FAL and those mentioned by the Karamoja-CEP trainers during a focus group discussion were vague. These criteria were not very clear, and left a lot to the discretion of the local council I chairman and the community selecting the person to be trained. For example, there was no clear statement about the educational level of the person to be selected in term of number of years or grade of schooling. Furthermore, although concern was shown about the subject knowledge of the person to be selected, there was no mention of the subject knowledge to be considered when selecting the facilitators for training.

The same applied to competency in the language use: the level of competency was not mentioned. Apart from age, all the other criteria stated in the FAL training manual are not very clear, and can easily lead to selection of the wrong people. According to Bramley (1991, p.19) training cannot be effective if the wrong people are selected for the training. This calls for very clear selection criteria, which will bring in the right people to the training to make it more efficient and effective.

The problem with these vague criteria is that they are open to misinterpretation by the local council I Chairmen, who end up selecting people who are not even able to benefit from training which is done in English. During my observation of the Tororo FAL facilitator training workshop, I noticed that some trainees had problems understanding English during a focus group discussion that I held with them. Similarly in the three focus group discussions I conducted with the REFLECT adult literacy facilitators working with Karamoja-CEP, some of the facilitators were not able to participate in the discussion as translation had to be done for them to understand what was being said. This shows that the procedure for selecting the facilitators for both FAL and REFLECT are not very appropriate, or the selection is being done poorly.

The findings also reveal that both FAL and REFLECT use the community but especially their local council I chairman to select the people to be trained as adult literacy facilitators.

The findings reveal that both FAL and REFLECT trainers were not given prior information on the trainees that they were expected to train. Both the trainer and the trainees got to know each other at the training venue. This was contrary to what Roscoe (1995) says about organising good training, that it is important to consider learners' skills, competence, motivation, and expectation, and how they would like to

learn as important variables in designing effective training. Robson and Beary (1995) also emphasised the importance of taking care of learner's individual learning needs. Rogers (1986) raised concerns about trainers, being mindful of the individual learning differences of the trainees. He recommended the use of a variety of methods in one training session to cover for this. This makes prior information to the trainer about the background of the trainees very important for their preparation for training.

As noted above the criteria for selecting the trainees are not clear thus leading to the selection of people with different learning abilities. If proper information about the educational background and other learning needs of the trainee is not made available to the trainers, they will not be able to prepare for effective training of the group, because they would not have had the information which would help them to plan appropriate strategies. In the end, some of the trainees who lack the required skills, knowledge and competency to benefit from the strategy selected for use in training will be left out completely during the process of training. The trainer may not be able to notice this, and this will go on to affect the performance of these facilitators when it is too late.

4.5 THE TRAINING PROGRAMME

4.5.1 The FAL facilitator training programme

According to the National Co-ordinator and the two literacy officers in the MoGLSD, due to the policy of decentralisation, the DCDO's were responsible for organising FAL facilitator training at the district level. They are particularly responsible for designing the day to day training programme, selecting and inviting the FAL trainers, inviting the trainees, selecting the venue for the training, and managing the training activities to the end. The training I observed in Tororo district was organised just like that. There was no difference between what I observed and what was officially claimed to be the procedure.

The Directorate of Community Development (DCD) of MoGLSD was responsible for designing the FAL facilitator training manual that was used in guiding the training of all the facilitators in the districts of Uganda. The DCD also printed the primers, which it distributes to the DCDO for further distribution to the FAL classes in their districts, free of charge.

4.5.1.1 The format for FAL facilitator training workshops

The ideal FAL workshop

I assumed that the ideal FAL training programme was the one proposed in the FAL training manual. This was the ideal and officially acknowledged procedure for training the FAL facilitators. The training was designed to last 37:30 hours, which can be covered in six working days of 7 hours. The manual recommended "a minimum of one week and a maximum of three weeks" (DCD, 1996, p. 3), there was no suggestion in the training manual how the 37.30 hours of training could be covered in two or three weeks. Training, according to the training manual, was structured into six units broken down into 3 to 5 topics, each lasting between 60 to 150 minutes.

The topics and time allocation were as follows:

Topics and time allocation

“Functional adult literacy and its implication:

- Introduction to literacy (2.05 hours).
- Development and methodology of an integrated Functional Adult Literacy approach (1.30 hours).
- Integrating Participatory Rural Appraisal (PRA) in FAL (2.30 hours).
- Gender issues in Functional Adult Literacy (1.30 hours).
- Facilitating Adult Learning:
 - Characteristics of adult learners and qualities of a good literacy instructor (1.30 hours).
 - Methods and techniques of helping adult learn (2.10 hours).
 - Communication skills to help adults learn (1.15 hours).
- Facilitating FAL Classes:
 - Introduction to FAL materials (1.25 hours).
 - Preparing to facilitate a literacy session (2.00 hours).
 - Conducting classes using FAL methods and materials (1.40 hours).
 - Setting climate (1.00 hours).
- Organising and managing FAL programmes:
 - Planning FAL literacy programmes (1.40 hours).
 - Organising a FAL programme class (1.30 hours).
 - Managing functions required in organising a FAL adult literacy programme (1.45 hours).
- Integrating FAL in other Development Programmes:
 - Integrating FAL with other key players (1.30 hours).
 - Integrating FAL in income generating activities (2.00 hours).
 - Integrating FAL in labour/energy saving technologies (1.40 hours).
 - Integrating FAL in health Education (1.25 hours).
 - Integrating FAL in the civic life of the community (1.30 hours).
- Monitoring and Evaluating FAL Programmes:
 - Information collection use, and storage (1.30 hours).
 - Introduction to monitoring and evaluation (1.10 hours).
 - Monitoring FAL programmes (1.30 hours).
 - Evaluating FAL programmes (1.45 hours).”

(DCD, 1996, pp. iii-iv)

The training manual proposes very clear guiding steps as to how each topic should be covered. This is presented later in the chapter. Below is an observation report of a FAL facilitator training workshop held in Tororo district from 1st to 5th July 2002.

There was no proposal for a day-by-day timetable for covering the proposed topics in the FAL manual.

Observed FAL training

In the training I observed, the one week was broken down into several sessions lasting between 90 to 165 minutes. Each training day started at 8:30 a.m. and ended at 5:00 p.m. The last session sometimes extended to 5:30 p.m. and 15 minutes were left at the end of every day for participants to evaluate the day's training and organisational activities. Each session was taught or led by a different trainer. The lead trainer was present during most sessions. The local trainers being local staff (ACDO) were sometimes involved in administrative duties connected with training that would sometimes take them away from the training venue. Each topic was covered in one or two sessions depending on the time allocated for it, level of difficulty and importance attached to it for the success of the FAL programme.

The training started with participants being asked what their expectations of the workshop was. During this session the participants said what they expected from the training workshop, which was compared and reconciled with the workshop's objectives. When this was done the training commenced for the next five days¹⁰. See the training programme appendix VI for details of the daily activities and content of the training.

Time allocation for each topic was as follows:

Topics and time allocation

- "Participants' expectations, workshop objective and rules. (This session included official opening) (1.05 hours).
- Introduction to literacy approaches (2 hours).
- Integrating Poverty Eradication Action Plan (PEAP)¹¹ in FAL (2 hours 45 min).
- Development and methodology of an integrated FAL approach. (4 hours)
- Characteristics of adult learners and qualities of a good instructor (2 hours 45 min).
- Gender issues in FAL (2 hours).
- Methods of facilitating adult learning (2 hours).
- Resource mobilisation (2 hours).
- Introduction of FAL materials (2 hours).
- Preparing to teach using FAL methods and materials (2 hours).
- Conducting classes using FAL methods and materials (2 hours 45 min).
- Organising FAL classes (2 hours).
- Recruitment of literacy learners (1 hour).
- Integrating IGA and labour/energy saving technology in FAL (1 hour).
- Monitoring and evaluation of Proficiency tests (1 hour). (I was unable to find out what this meant)
- Action Plan (1 hour)"

¹⁰ See an example of a training program in the appendix VI.

¹¹ This is a government policy put in place to address the problem of rural poverty.

4.5.1.2 Comments on the ideal and observed FAL facilitator training workshop

There was a noticeable difference between the ideal FAL facilitator training and the observed one. This significant (over 10%) difference was in the total time taken for training. The observed training lasted 27 hours 35 min. This was ten hours less than the duration of the ideal training, which was planned to last for 37 hours 30 min according to the FAL training manual.

The arrangement of the topics was also significantly different. The programme of the observed training did not show units broken down into topics as proposed in the FAL training manual. The topics are also different; this will be discussed later when discussing the content of the training programme.

4.5.1.3 FAL Training sessions

Ideal FAL training sessions

Shown below is an example of an ideal training session that is proposed in the FAL training manual. The training day was divided into sessions lasting between 60 to 165 minutes. Some topics are covered in two or three sessions, while others are covered in just one session. A session in this case refers to an unbroken period of interaction between trainees and trainer.

An example of a FAL facilitator training session as given in A FAL training manual (DCD, 1996, pp 6-10)

THE TOPIC: functional adult literacy and its implication

SESSION DURATION: 2 HOURS 05 MINUTES

“Step 1 [15 min] Ask participants what they understand by literacy and allow a short discussion on this. Ask participants what they understand by functional literacy?

Step 2 [30 min] Explain through a lecture the three literacy approaches: Traditional, Functional, and psychosocial.

Step 3 [30 min] Divide the participants in-groups and ask them to discuss the advantages and disadvantages of each approach.

Step 4 [30-min] Invite the participants back in for a plenary session. Let each group report their ideas, discuss them, and guide them to realise that the approach to be adopted should be functional, but should integrate other advantages of the other approaches¹².

Step 5 [10 min] Wind up by explaining the implication of such a functional approach for preparing the literacy programme and teaching it.

¹² Note that this refers to a methodological integration and not subject integration.

Step 6 [10 min] Assessment: Participants can be asked to explain in their own words what they consider to be the advantages of literacy in their community.

Follow up: Read the handout on the meaning of literacy and the different approaches in literacy.”

Observed FAL Training Session

The format above was not exactly replicated during the training session I observed in the Tororo training workshop. In my observation, the trainers were not following the FAL training manual. Shown below is an example of one training session in the Tororo FAL facilitators training workshop on a similar topic as the one taken from the FAL training manual. I recorded this observation on the second day of the training

An example of an observed training session [Day 2]

9:15 am the session began with the trainer asking the trainees when the training needs assessment for FAL was conducted.

The trainees responded by giving several years ranging from 1990 to 1998. The trainers then informed the trainees that the training needs assessment for the FAL programme was conducted in 1992.

The trainer used a brief lecture method to review the last topic during the previous day by announcing the topic as “integrated FAL approach” while asking participants to chorus back responses to questions in the form of completing her statement e.g. “integrated FAL what? The trainees would then all chorus “approach.”

9:33 am The trainees were given time to quietly copy notes displayed on a flipchart.

The trainer frequently punctuated the session with jokes that would make the participants laugh excitedly. The jokes would be closely related to the issue at hand, but not relevant for learning purposes.

9:43 am The trainer announced the topic of the session as “the introduction to FAL materials.” The trainer introduced this topic by asking, “How many approaches do we have in FAL?”

The trainees were given paper on which they would write the approaches that they would use to fix a broken borehole in their community.

Trainees were also asked to write down the year that the needs assessment for FAL programme was done.

The trainers asked the trainees to pass on their written responses forward. The trainer looked at them and laughed at some of the responses.

Trainees were asked to give the correct answers, and when the correct answer was given by one of the trainees, those who wrote correct answers were asked to raise their hands.

9:56 am Trainees asked the trainer to give them time to copy the objective of the sessions displayed on the flip chart, and they were given time to do so.

10:00 am The session's learning points were introduced on newsprint, and the trainer read from the flipchart and left the trainees to complete her sentences as follows, "The materials were developed after a needs assessment what?" The trainees would chorus "survey."

The trainer read from the flipchart and explained to the trainees while asking them to chorus after her.

At one point, the trainer was explaining to the trainees what a primer was while asking the participants to chorus the word "primer" after her. The same was done for the "teacher's guide to primer," and "follow up readers." (All these materials were not available at the time they were being mentioned).

This process continued in a similar pattern throughout the session and for all the other sessions by this particular trainer. The other trainers were not different from the lead trainer described above.

Source: a direct observation of FAL's initial facilitators training organised by DCDO Tororo District.

4.5.1.4 Comments on the ideal and observed FAL training sessions

Again, there was a significant disparity between the ideal training session as proposed in the training manual, and the training session observed. The training session as proposed in the FAL training manual was more structured, with clear steps and procedures of handling the session.

In all the steps, the trainees were being taken through the learning process using a variety of methods such as short lectures, group discussions, and reporting in plenary. This process was repeated in a very similar pattern for all the remaining training sessions in the FAL training manual (DCD, 1996). For the session on PRA tools, the trainees were invited to participate in drawing a map of their village or training venue. This was FAL's participatory training/ learning process according to the FAL training manual.

This proposal was not followed during the training I observed. All the trainers in the Tororo FAL training workshop did not follow the FAL training manual as it was provided for. The manual was made as a guide for training the FAL facilitators in Uganda. In spite of not following the manual, the trainers did not exhibit clear steps during the training. The strategy the trainers were using was more reminiscent of the school systems of teaching Dorvlo (1993, p. 52) called this "the teacher dominated approach," which was quite different from the procedures proposed in the training manual.

For example, in the FAL training manual the procedure proposed involved posing questions and calling for answers and discussions. During the training I observed, one of the trainers (the lead trainer) was asking questions that invited the trainees to chorus back answers. The trainer did this by truncating her sentence for the trainees to complete e.g. “integrated FAL what?” In my opinion, this was quite different from the questioning method proposed in the training manual and not a good substitute either. The questions according to the training manual (DCD, 1996) were intended to help participants to give their views or experiences, not just complete obvious sentences made by the trainer.

In all, the trainers in the above session were not using the FAL training manual, and the session was also not proceeding exactly as provided for in the manual. This made the ideal and the observed training very different.

4.5.1.5 The training content of the FAL facilitator training workshop

What is shown on page 59 is the official FAL training content as given in the FAL training manual. The training observed covered the topics as outlined in the training programme attached as annex VI shown at the end of this report.

4.5.1.6 Comments on the FAL facilitators training content

There was a big difference between the structure and content of the actual training and the ideal training recommended in the FAL training manual. In the observed training, the topics were not grouped under major headings as done in the FAL training manual.

In the observed training, 9 out of 16 topics were not the same as the topics given in the training manual. The same number of topics given in the training manual were also left out of the Tororo training programme. For topics which were the same or similar to those provided in the training manual, they had different time allocation attached to them, as shown below.

- Development and methodology of an integrated FAL approaches. In the training manual, this topic was allocated 1 hour 30 min; in the observed training, it was allocated 4 hours.
- Characteristics of adult learners and qualities of a good instructor. In the training manual, this topic was allocated 1 hour 30 min; in the observed training, it was allocated 2 hours 45 min.
- Gender issues in FAL. In the training manual, this topic was allocated 1 hour 30 min; in the observed training, it was allocated 2 hours.
- Methods of facilitating adult learning. In the training manual, this topic was allocated 2 hours 10 min; in the observed training, this was allocated 2 hours.
- Introduction to FAL material. In the training manual, this topic was allocated 1 hour 25 min; in the observed training, it was allocated 2 hours.
- Preparing to teach using the FAL methods and materials. This is the only topic with the same time allocation for both the training manual and the observed training all at 2 hours.
- Conducting classes using FAL methods and materials. In the training manual this topic was allocated 1 hour 40 min; in the observed training, it was allocated 2 hours 45 min.
- Organising FAL classes. In the training manual, this topic was allocated 1 hour 30 min; in the observed training, it was allocated 2 hours.

- Integrating IGA and labour saving technology in FAL. In the training manual, this topic were presented as two topics and allocated 3 hours 40 min all together, in the observed training it was allocated only 1 hour. I was not able to see how this topic was covered during my observation.
- Monitoring and evaluating FAL programmes, which is a whole unit of 5 hours 55 min in the training manual, was reduced to monitoring and evaluation of the proficiency test allocated 1 hour.

The topics that are in the FAL facilitator's training manual but not covered in the Tororo training workshop were:

- Under functional adult literacy and its implications:
 - Introduction to literacy (2.05 hours).
 - Integrating PRA in FAL (2.30 hours).
- Under unit of facilitating adult learning:
 - Communication skills to help adults learn (1.15 hour) was left out.
- Under the unit of facilitating FAL classes:
 - Setting climate (1.00 hours) was left out.
- Under the unit of organising and managing FAL programmes:
 - Planning FAL programmes (1.40 hours).
 - Managing functions required in organising a FAL adult literacy programme (1.45 hours) were left out.
- Under the unit of integrating FAL in other development programmes:
 - Integrating FAL with other key players (1.30 hours).
 - Integrating FAL in health education (1.25 hours).
 - Integrating FAL in the civic life of the community (1.30).

These were all left out, this a total of 16 hours 36 min out of 37 hours 30 min.

The new topics included in the observed training were:

- Introduction to literacy approaches (2 hours).
- Integrating PEAP in FAL (2 hours 45min).
- Resource mobilisation (2 hours).
- Recruiting literacy learners (1 hour).
- Action plan (1 hour).

Noticeably, the ideal training as proposed in the training manual had more topics with shorter time allocation, while the observed training had fewer topics with longer time allocation. I was not able to find out the reasons for this arrangement since I only noticed this difference during data analysis. I was also not able to find out why some topics were included and others left out. However, from my interview with the national co-ordinator and the speech made by the representative who came from the ministry, I was able to understand that the topic of "integrating PEAP in FAL" was a new adjustment made to incorporate the government policy of Poverty Eradication Action Plan into the national FAL programme.

Finally, as Roscoe (1995, p.161) believes, the training contents of both the ideal training and the observed training were developed focusing on the training objectives, which include the purpose of the FAL programme. Roscoe (ibid) also believes that the training content must be linked to the learners' existing knowledge, skills, and characteristics. This, according to a focus group discussion with the participants of the Tororo FAL training, was not done because no information about the trainees was

collected before the training. It is not therefore possible that such information could have been used in developing the training content as suggested by Roscoe.

Kidd (1993, p.73) on the other hand, emphasised the importance of involving the adult learners (in this case the trainees) in selecting and developing the contents. This, according to Kidd (1993), would lead to the incorporation of the trainee's experiences into the training contents, which would lead to learning of high quality. Although this was something completely new in the experience of the selected trainees, it was still important to include some aspects of the expected working situation for which the facilitators were being trained as part of the training contents. So, although the contents seem to be tailor made, as they were different from the officially recommended content in the training manual, it was not designed with the facilitator's learning experiences in mind.

4.5.1.7 Methods used in Training FAL facilitators

The ideal methods for training FAL facilitators

A documentary study of the FAL training manual, which is the official version of the training, revealed that a many methods had been proposed for use. These methods include:

- brainstorming,
- lecture,
- group discussions,
- plenary presentation and discussions,
- role-play,
- case study, and
- demonstration

These methods were suggested for use in varying proportions in the proposed 37 hour ideal training procedure suggested in the FAL training manual. The most commonly suggested methods were brainstorm, group discussions, and plenary presentation. Suggestions of how and when, and for which content these methods could be used were clearly shown in the FAL training manual (DCD, 1996).

Methods used during the observed FAL training workshop

In a direct observation of the Tororo FAL training workshop, the most popular methods used by the trainers were:

- short lectures,
- group discussions, and
- plenary presentation

One trainer in the observed Tororo training used a lot of chorusing when handling the participants. The other two trainers were not as active as the lead trainer and they were more didactic compared to the lead trainer, on whom the description of the training process was based.

These methods also influenced the trainees seating arrangements and the relationship between the trainees and trainers during the session. For example, during a group discussion the participants would sit in different small circular groups in which they

would appoint a chairperson and secretary to record the proceedings of the group discussion.

However, the dominant seating arrangement I observed in the Tororo FAL training workshop was similar to typical classroom seating in which the teacher always stands in front of the class and the learners sit in orderly rows in front of the teacher. The facilitator was holding a paper stick made out of rolled newsprint held together with masking tape. The paper stick was used both for directing the participants' attention to particular notes on the flipchart, or selecting participants to make contributions to the discussions, answer questions, or ask questions and other training activities. The seating arrangements would sometimes change if group discussions and plenary methods were being used, in which case the participants would sit in small groups of about five to six, or one participant would be in front presenting the group's work.

The dominant seating arrangement described above would mean that the dominant methods commonly used in the FAL training workshop of Tororo were those which required the trainers to stand in front of participants who were sitting facing them. The methods which call for this kind of seating arrangement, in my view, are the lecture method and other related methods such as brainstorming and lecturettes (this is a short lecture method).

4.5.1.8 Comments on the methods used in FAL training

The major difference between the observed and official training methods as proposed in the FAL training manual is that the official training methods are much more participatory than the observed training which was more didactic. In the official methods, the participants are involved not just in answering questions or completing sentences but in a lot of activities, such as group discussions, plenary presentations, brainstorming, etc.

In the observed training, the questioning technique was not properly used, especially with the other two trainers, because the participants would sometimes look confused and fail to respond to the questions being asked by the facilitators, who also made the situation worse by waiting for a response for longer than I thought to be appropriate.

Commenting on the selection of the training methods, Roscoe (1995) says that the major influence in selecting a training strategy or method should be the learning objectives and the situations and competencies of the learners. A close study of the FAL training manual shows that the prime concern of the people who designed the manual was to ensure the participation of the learners in the learning process. If training is to be based on the context of the learners and their learning abilities, then the DCDO could have been correct in deviating from the official training contents and methods as recommended in the training manual. The trainers would also be correct not to follow the training manual. Unfortunately, both the DCDO and the trainers did this very badly, because no assessment was done to determine the conditions and the learning abilities of the trainees when the FAL facilitator training was being designed. So the context of the learners and their learning abilities was not used in selecting the training contents and strategies used by the trainers.

4.5.1.9 Medium of instruction used during FAL facilitator training

Official medium of instruction

From a documentary analysis of the FAL training manual (DCD, 1996), the official medium of instruction is English. English is also the official language of Uganda. Most training of FAL facilitators is conducted in English. In spite of this implied requirement for English, it is not one of the stated criteria for selecting the persons to be trained as adult literacy facilitators. It is not clear if the criterion referring to educational background was assumed to cover for that. . In the DCD manual (1996,p2), the phrase “level of education and subject areas” is vague and open to many interpretations by its users.

In the training manual, there are examples on how to design a teaching plan in the local languages. This can be interpreted to mean that the literacy facilitators are expected to plan their lessons and possibly teach in the local language.

Medium of instruction used during the observed FAL training

From a direct observation of the FAL facilitator training held in Tororo, the main language of communication during the training was English. This also shows that the people selected for training should be able to speak and understand English¹³.

From my observation, I was able to note during the training session and the focus group discussions that some of the trainees had difficulty with speaking and understanding English. The trainers too seemed to be aware of this problem because they would from time to time translate some difficult concepts into the three local languages used in Tororo district; and therefore by the trainees, because all of them were selected from different parts of the district.

From the observation of the two literacy circles in Tororo districts, the literacy class was conducted in the language of the area. Unfortunately and as already stated, Tororo is a multilingual district so some areas in the district have mixed linguistic population. In one of the literacy classes I visited, they were using two different languages.

Comments on the medium of communication

The problem with selecting English as a medium of instruction is its assumption that the people selected for training as literacy instructors are all proficient in English to a level which could enable them to benefit from a training largely conducted in English. Given that there was no assessment of the learning abilities and needs of the trainees before they came for the training, this was a very risky assumption in terms of its impact on the quality of training. It would have been better to determine the abilities of the trainees, so that they could benefit from a training programme that was to be largely conducted in English. There was also the problem of the facilitators translating their teaching behaviour constructed in English to their local cultural context in the language functions. This makes Kidd's (1973) concern with understanding the local context and situation in which the learners live, very important in designing of a training programme.

¹³ English is the official language of Uganda.

4.5.1.10 Comments on the duration of training

When considering the structure and content of the training, enough references were made to the timing and duration of the sessions. In this section, I am only commenting on the duration of the FAL training programme.

In the FAL training manual, which gives the official version of the FAL facilitator training, the duration of the training ranges from one to three weeks. No explanation is given in the training manual as to how and when these variations can occur e.g., how and when could the training be made three weeks or two weeks. An analysis of the Training manual gave 37 hours 30 min duration. The observed training lasted for five days; and an analysis of the training programme gave 27 hour 35 min duration. This was about two days less than a week or 10 hours less than the proposed 37 hours training programme proposed in the FAL training manual.

In a focus group discussion with the FAL trainees in Tororo, the trainees said they felt the duration was too short for effective learning. Roscoe (1995, p. 166) said that the time for a group learning event should be decided initially by judgement based upon consideration of the training contents and methods to be used in the learning event. I would like to add that the learning abilities of the learners should also be taken into account as a very important factor in deciding the duration of the training. Where time is inadequate for a learning event, Roscoe goes on, the methods and the learning objectives need to be reconsidered. This could be a plausible explanation for the range of duration allowed in the FAL training manual. Unfortunately there was no reference to this fact.

4.5.1.11 Degree of structure and flexibility

See appendix VI for the format of the FAL training conducted in Tororo. A lot has already been discussed above which relates to the structure of the FAL facilitator training programme. I will therefore move on to give my comments on this structure.

4.5.1.12 Comments on the degree of Structure / flexibility

A close study of the training format, content, and structure recommended in the FAL training manual in comparison with the observed FAL facilitator training organised in Tororo, shows that there were significant differences between the two. The differences were in the structure and arrangement of the content, the content, the duration of the training (this has already been discussed above), and the manner the training was conducted by the trainers. It was not possible to determine the impact of these differences on the effectiveness of the training and the performance of the trainees, but based on my observation of the training as given above, it would have been much better if the training was based on the training manual.

According to the literacy officers in the MoGLSD I interviewed, the FAL training manual was meant to be used as a training guide, and this flexibility was allowed to accommodate differences which exist between districts and changes in government policies which may need to be incorporated into the FAL programme. For example, the Poverty Eradication Action Plan (PEAP) was a new government policy on poverty alleviation. This had to be included in the Tororo FAL facilitator training programme, (see training content above and programme in Appendix VI). This admirable view is not stated anywhere in the training manual, and it also contradicts the meaning of a manual as given in the Concise Oxford Dictionary tenth Edition (the electronic

version) which defines a manual as a book giving instructions or information. Instructions are directives, which are not negotiable; you either follow them or get into trouble.

4.5.2 REFLECT literacy facilitator training programme

I was not able to observe a REFLECT literacy facilitator training programme, because none were organised with my knowledge during the time of this study. I also considered it inappropriate to cause one to be organised for the purpose of this study. This made it difficult for me to comment on the actual training activity and on how the REFLECT trainers could use the REFLECT training guide provided in the Mother Manual and the RCU trainer's guide of 1999, as I was able to do with the FAL training.

However, I was able to get access to information used in training the REFLECT literacy facilitators of Karamoja CEP. I was not able to observe this training because I was not made aware of it at the time the training was being done.

Whatever the case, other sources and methods of data collection were used to get an insight into what could have taken place during the actual training organised in August 2002 in Kotido by Karamoja CEP.

The different sources of data used included:

- the REFLECT trainers,
- the trained REFLECT facilitators in two different literacy programmes using REFLECT in Kotido/Moroto and Kabarole Districts,
- training notes of one participant of a REFLECT literacy facilitator training held in Kotido in August,
- training notes on a flip chart used during the same training held in Kotido district,
- REFLECT literacy circles one in Kabarole and five in Kotido,
- my personal experience gained from participating in REFLECT facilitators training programmes in Gulu districts

To collect data from the above sources the following methods were used:

- Focus group discussion with REFLECT trainers and facilitators of Karamoja CEP in Kotido District.
- Focus group Discussion with literacy learners of Karamoja CEP who were being taught literacy using the REFLECT approach.
- Documentary analysis of training notes, made by participants and trainers during the training of REFLECT facilitators held in Kotido District.
- Documentary study of field and training reports on literacy field activities by both Karamoja CEP.
- Direct Observation of REFLECT literacy circles five Karamoja CEP.

This information was checked against the information given in the two facilitator training guidelines given in the Mother Manual (Archer and Cottingham, 1996a), and the Reflect Co-ordination Unit's (RCU) training guide (RCU, 1999). I did this to get the big picture which could be used to construct a REFLECT literacy facilitators training process. The Kotido district REFLECT facilitator training conducted in August was used as a sample of REFLECT facilitators training. The information

obtained from a focus group discussion held with the Bukuku LEP literacy facilitators was also used to construct the training process of the REFLECT literacy facilitators.

4.5.2.1 Responsibility for designing a REFLECT facilitator training programme

During a focus group discussion with REFLECT literacy facilitators of Karamoja-CEP and Bukuku LEP, the literacy facilitators and supervisors/trainers said that the training of REFLECT literacy facilitators was designed by the supervisors/trainers under the leadership of their training/project manager for Karamoja-CEP and Bukuku LEP respectively. Together they structured the training and decided the topics, duration, date, and training venue. This was done based on their training as REFLECT trainers by Action Aid Uganda RCU and experience. Action Aid RCU may have been requested to provide technical assistance when they (trainers, training or project managers) considered it necessary. The literacy learners and facilitators had no role in the process.

According to the REFLECT ideology, discussed at the beginning of this chapter, the REFLECT programme emphasises adaptation and not adoption. This in turn influences the training of facilitators working on the programmes. This means that two REFLECT literacy facilitator training programmes should not be the same as each other, as a matter of principle. It also means that each training of REFLECT literacy facilitators has a different format based on its different needs, and there is no *official* or *ideal* training procedure for REFLECT. Each organisation is free to adapt the REFLECT approach to its own context. What REFLECT insists on is consistency with its participatory approach. (see the RCU, 1999; and Archer, and Cottingham, 1996a; 1996b).

4.5.2.2 The format for training REFLECT facilitators

A documentary analysis of the REFLECT trainer's guide and the Mother Manual, showed the structure and content of the REFLECT facilitators training programme. In these two guides, there was no specific time allocation for each topic. They both give a general guideline for training of the REFLECT literacy facilitators. See details below guidance to trainers as given in the Mother Manual.

Suggested Topics:

- Adult Education methodologies,
- the REFLECT methodology,
- gender awareness session,
- hands on PRA experience,
- reading, writing and numeracy,
- teaching techniques,
- unit planning and preparation,
- management of circles,
- assessment of participants,
- the facilitators and action points,
- the evaluation of the training/discussion of future support for trainers

As already mentioned there was no provision or time allocation for these suggestions.

In the RCU guide, the following topics were proposed:

- introduction to REFLECT,
- PLA/PRA (Participatory Learning and Action/Rural Appraisal),
- poverty analysis,
- monitoring and evaluation,
- facilitation skills,
- development,
- REFLECT Research,
- introduction to reading, writing and numeracy,
- cultural issues,
- emergencies,
- English.

(RCU, 1999, p. ii)

The Karamoja CEP training

In the Karamoja CEP training, the following topics were listed as shown below:

- introduction, expectation and fears,
- objectives of the workshop,
- workshop norms,
- what is literacy?-why literacy?,
- what is REFLECT?,
- introductions to fierce¹⁴ key concepts,
- introduction to PRA/PLA,
- visual literacy,
- numeracy,
- construction of graphics,
- transferring graphics to papers,
- structuring reading and writing,
- structuring numeracy,
- dialogue, action and development,
- basic steps in implementing the REFLECT approach,
- research in REFLECT,
- sample units,
- psychology of adult learners,
- differences between instructors, teachers, and facilitators,
- integrating REFLECT with other participatory practices and producing visual cards,
- strengthening the literacy environment (post literacy),
- other important records to be kept by the facilitators,
- materials development,
- management and sustainability of REFLECT,
- monitoring and Evaluation in REFLECT

(Karamoja CEP REFLECT literacy facilitator training Programme, Kotido District in Uganda).

¹⁴ This must be a spelling error referring to "Freire's key concepts."

4.5.2.3 Comments on the format of the REFLECT facilitator training

Typical of the REFLECT ideology, the training formats outlined above are different from each other. Some had completely different topics included in their training: for example, the Karamoja CEP literacy facilitator training covered more topics including psychology of adult learning; materials development and post literacy. The greatest area of similarity in the format was that they all did not attach any specific time allocation to the topics. Other areas of commonality were in some of the topics. Although the topics differed in name, a close study of the content revealed that some topics covered similar contents in the following areas:

- The REFLECT concept (in the RCU guide this was referred to as, “introduction to REFLECT”; in the Mother Manual it is referred to as, “the REFLECT methodology”. In the Karamoja CEP training it was referred to as, “What is REFLECT.”).
- PRA/PLA techniques (in the RCU guide this was referred to as, “PLA/PRA (Participatory Learning and Action/Rural Appraisal”); in the Mother Manual, it is referred to as, “Hands on PRA experiences”; in the Karamoja CEP training it is referred to as, “Introduction to PRA/PLA”).
- The teaching of literacy itself (in the RCU guide this was referred to as “Introduction to reading, writing and numeracy”; in the Mother Manual, it is referred to as, “Reading, writing and numeracy”; in the Karamoja CEP training it was referred to as, “Structuring reading and writing, and structuring numeracy.”)

These were the major areas of commonalities between the three REFLECT training formats. The contents are generally similar but the way the topics are arranged and named is what differed very significantly.

4.5.2.4 Training sessions

The Mother Manual gives very general comments on how to cover the whole topics as quoted below for two topics:

THE TOPIC: Adult Education Methodologies

It is important for trainees to discuss their own definitions of a “good teacher” (perhaps from their own or children’s experience), and consider the differences between teaching children and facilitating adults. The aim would be to stress the “humble” role of the REFLECT facilitator, and the fact that the literacy circles will be a two way learning process. Practical conclusions can be drawn about the importance of encouraging all participants to speak and to have a try at all activities. Techniques to practise listening should be included. You could also brainstorm and share conclusions on the purposes of literacy work and in particular the **links with development** (Archer, and Cottingham, 1996a, p. 67).

NB. The highlighted words contradict the concept of literacy held by the ideological model which REFLECT claims to be consistent with.

THE TOPIC: Hands on PRA experiences

In preference to spending long hours discussing facilitation techniques, the trainees should spend at least five days in the field working on PRA exercises alongside good experienced trainers, they should aim to cover the common graphics- maps; calendars; preference ranking used in REFLECT. Although they will not be doing literacy in the field, trainees should facilitate the transfer of the graphics from the ground to

large sheets of papers or card (using pictures improvised by the participants). Copies of these graphic will be used in later training sessions on reading, writing and numeracy...(Archer, and Cottingham, 1996a, p. 67).

(See details in Archer and Cottingham 1996a, p.67-68).

Note that there are no step-by-step guidelines for the training, thus giving the trainer leeway in selecting his way through the training.

In addition to the Mother Manual, and due to the fact that “a good number of participants ...find difficulty conducting training on their own” the REFLECT Co-ordination Unit (RCU) developed a REFLECT trainer’s guide in 1999 to help the trainers in the training of REFLECT literacy facilitators (RCU, 1999, p.1). This REFLECT trainer’s guide recommends a step-by-step procedure for training REFLECT literacy facilitators on different topics. In this guide, there is no specific time allocation for the each steps. This guide shows how the REFLECT trainers may handle the training. An example based on one topic in this manual is shown below:

Topic: INTRODUCTION TO REFLECT

Methods:

- Discussion

“The session can be started by participants working out the concept of a problem and developing an outline of problems participants are faced with. These are then prioritised using a preference ranking matrixes.

Construction of a matrix

1. Participants move out to mapping ground
2. Explain need for use of locally available materials for graphic constructions
3. Explain importance of participation of all in the process of construction.
4. Ask volunteers to look for suitable materials for the problems outlined earlier on. Emphasise the importance of selecting suitable symbols
5. Ask them to place them in the right location in the matrix outline
6. Compare the gravity of each problem over the rest and record the most grave in the right box.
7. Ask a volunteer to count the number of times each problem appears aloud and record its score in the right row and column.
8. Ask participants to work out the rank of each problem.

After prioritising the problems, participants can be introduced to the process of problem analysis for root causes, starting with the most grave towards the least grave considering the following areas:

- Political analysis as related to the whole process of decision making and decision making structures
- Social analysis as related to social structures, cultures, and values
- Economic analysis as related to access to and control over resources

Participants can then look for the root causes by ranking the major causes among those mentioned using the same kind of matrix as used for ranking the problems. Another way of doing this is by discussions extended to what can be done about the root causes involving solving the problems at hand. Special emphasis should be placed on seeking solutions to root causes.

Participants can be introduced to the importance of action planning for solutions reached if possible using the following format as relevant:

- What needs to be done?
- Who should do it?
- When should it be done?
- Where should it be done?

Presentation

This can be supplemented with a handout or lecture covering the following, suitable for the level of participants:

- Brief overview of REFLECT looking at the description of the approach and a simplified version of Paulo Freire's concepts.
- REFLECT and gender.
- REFLECT and Participatory Learning and Action (PLA)."

Source: RCU (1999) the REFLECT Trainer's Guide. Pp 1-2

4.5.2.5. Comments on the REFLECT training sessions

Note that the language and details used in this guide is not very prescriptive, it generally gives suggestions. This was the same for all the other training sessions in the RCU REFLECT trainer's guide.

As already mentioned above I did not get an opportunity to see how the REFLECT trainer's guide could be used by the trainers during an actual training session. However, through documentary study of the Karamoja CEP literacy facilitators training programme, and other material such as the flip charts and notes used during the training, I was able to note that the Karamoja CEP training did not follow the RCU REFLECT trainer's guide nor the Mother Manual. There was no evidence showing that the RCU trainer's guide was being used. I did not see any copy in the organisation that could suggest its being used as a reference. The format and structure of the training was not the same. The contents were similar although stated as different topics.

4.5.2.6. REFLECT facilitator training programme content

This is shown on page 39 to 42 of this chapter and in the training programme for Karamoja CEP (Appendix VI).

4.5.2.7 Comments on the contents

Note that there are many similarities in the training contents suggested in the RCU training guide, Mother Manual and Karamoja CEP. The differences were mainly in

the naming of the topics. While in the Mother Manual and the trainers guide, some topics are given in general terms, in the Karamoja CEP training the general topics were split into smaller units, making them look numerous. This does not make them different in any significant way (see Archer and Cottingham, 1996, pp. 66-69).

According to all the focused group discussions held with the REFLECT literacy facilitators, they were not involved in designing the contents of their training programme, neither were they asked to give information about themselves to the organisers of the training before the training. Such information would be useful in designing a highly effective training programme. This would be in agreement with what Kidd (1973) said about the involvement of the learner in developing the training content. This is also contrary to the central principle of REFLECT itself which calls for the involvement of the learners through participation (Archer and Cottingham, 1996a and b). This participation should not only be restricted to the learning process but also at the stage of designing the programme.

4.5.2.8 Methods used in training REFLECT literacy facilitators

From a study of the REFLECT trainer's guide and the Mother Manual and interviews with the REFLECT literacy facilitators and trainers/supervisors, I found that a variety of methods are used in training the REFLECT literacy facilitators. They include:

- group discussions,
- role-play,
- brainstorming,
- field visits,
- demonstrations, and
- graphic constructions

The discussions are in most cases conducted while constructing a matrix or a map, any other graphic on the ground, and ranking. This was different from the group discussion as used in the FAL training, which was a round table group discussion. Other forms of group discussions e.g. round table discussions were also used. Discussions are supplemented with handout given to the trainees.

4.5.2.9 Medium of instruction used in training REFLECT literacy facilitators

I examined the following documents:

- REFLECT trainer's guide, Mother Manual,
- The training notes on flipcharts and a trainee's notebook used during the CEP REFLECT facilitator training organised in Kotido district.

My examination of these documents revealed that the main language used during the REFLECT literacy facilitator training was English. Trainers and supervisors told me that during focus group discussions, they would sometimes use the local language (Ngakarimojong and Lebthur) to explain some of the difficult concepts used in REFLECT. They however acknowledged, in that same focus group discussion, that some of the concepts are difficult to translate into the local languages.

In all the focus group discussion I had with the REFLECT literacy facilitators, I was able to note that some of the facilitators had difficulty in understanding English. This left me wondering how they were coping with training which was largely done in English. The training notes of the trainee that I studied were written in good English.

However, I noted that the notes on the flipchart were similar to the ones in the trainee's notebook. This reveals that the trainers were writing the notes on the flipchart for the trainees to copy in their notebooks.

4.5.2.10 Duration of the REFLECT literacy facilitator training

In a focus group discussion with the Bukuku LEP literacy facilitators, the participants said that the duration of their initial training was two weeks. The Karamoja-CEP training programme was covered in 9 working days. The REFLECT Mother Manual and the REFLECT trainer's guide did not make any suggestion on how long the training should be. This did not show any agreed or recommended duration to followed in training the REFLECT literacy facilitators.

4.5.2.11 Degree of structure and flexibility

There were a number of noticeable variations in the various REFLECT facilitator training documents. The RCU training guide, the Mother Manual and the CEP REFLECT training programme all showed significant differences in structure, format and content of their programmes. The REFLECT trainer's guide and Mother Manual recommend adaptation of REFLECT by the organisations which are using them. Adaptation is encouraged as an open policy of using REFLECT in teaching adult literacy. Ideally each literacy circle and organisation using REFLECT is encouraged to develop their own facilitator's manual and training guide, just like each literacy circle was expected to develop their own literacy materials (see Archer and Cottingham 1996a, 1996b; RCU, 1999).

4.5.3 The major similarities and differences between the facilitator training programmes of FAL and REFLECT

4.5.3.1 Differences

The following are the major differences between the FAL and REFLECT facilitator training programmes.

The FAL training programme is more structured in terms of timetable and arrangement of the training content. REFLECT on the other hand is less structured and more flexible its design than FAL. No two training programmes organised in different locations could be the same as each other.

The arrangement of the training sessions are similarly different. While the FAL training manual gives a very prescriptive training procedure, the REFLECT training guide gives suggestive training steps to be followed by the trainers, leaving a lot to their discretion.

The training contents are completely different. FAL training content focuses on adult education methods and issues of community development. The REFLECT facilitators training content focuses on ensuring participation of the learner by using the PRA tools in analysing the problems of the communities.

The duration of the training programmes is also different, with FAL training generally taking a shorter time (one to three weeks) than REFLECT training (two weeks to three months). Although both give a range of possible duration for training, there was

no mention anywhere that FAL training lasted for a full three weeks. This was the same for REFLECT, no training of REFLECT facilitators lasted for three months at one time.

4.5.3.2 Similarities between FAL and REFLECT facilitator training programmes

The major similarities between FAL and REFLECT facilitator training programmes areas follows:

Both FAL and REFLECT use training guides or manuals to help the trainer. FAL uses the FAL facilitator's training manual of 1996, and REFLECT has the REFLECT trainer's guide of 1999. In addition to the REFLECT trainers guide there is the REFLECT Mother Manual of 1996.

Both FAL and REFLECT facilitator training use similar methods of group discussions, role-play, brainstorming and demonstrations, although the extent to which each of these methods are used during the training is different. REFLECT, due to its participatory nature, uses more participatory methods and FAL, although propagating participatory methods, uses more didactic methods.

Both use similar methods of selecting people for training as literacy facilitators; i.e. they both use the community and their local community leaderships.

They both use English as the main medium of instruction when training the literacy facilitators and for developing the training materials like the trainer's guides.

4.6 TRAINING MATERIALS

4.6.1 FAL facilitator training materials

According to a documentary analysis of the FAL training manual, the materials recommended for training FAL facilitators included chalk and chalkboard, flipchart or newsprint, markers, manila, masking tape, primers¹⁵, handout, and exercise books. These materials were used in a variety of ways by the trainer. In my observation, I noted the same type of materials being used during the Tororo FAL facilitators training, except that the literacy primers were brought in late, when they were no longer needed. The same materials were also mentioned during focus group discussions with the participants and interviews with the trainers and training manager. I also noted the same during my direct observation of the Tororo training. Both trainers and trainees used all the available materials. The trainer used the markers, flipchart, chalk and chalkboard much more than the trainees who on the other hand use their notebooks much more.

The training manual was one of the training materials to be used by the FAL trainers to guide them in the training. The Tororo FAL trainers were only using the training manual to prepare for the training sessions they would be facilitating. The trainers were not following the manual word for word. According to one of the literacy officers in the MoGLSD, the FAL training manual is not supposed to be followed

¹⁵ The purpose of the primer is to show the literacy facilitators how to use it.

word for word, and that the FAL trainers have the discretion of using it in a manner that is suitable to their local situations. One of the flexibilities allowed in the FAL training manual is the suggested training duration which ranges from one to three weeks (DCD, 1996, p. 3). So, the choice is left to the organiser (the DCDO) . The FAL training manual is written in English and clearly broken down into six units with 23 sessions between them. Not all the sessions featured in the Tororo FAL facilitators training workshop.

In spite of this flexibility allowed in the use of the FAL training manual, the way it was written suggest a word for word usage because it gives step by step instructions for the trainers to follow. I did not see where the FAL training manual suggests that the trainers could adapt it to their situations (see DCD, 1994, 1996).

The primers were brought in during the Tororo FAL facilitator training Workshop and the participants were asked to look through and acquaint themselves with them, as they would be using them during their FAL classes. The primers were not used for any training activity. The primers are written in the local languages of the area where they are to be used. No suggestion was given in the FAL training manual as to how the FAL primers could be used during the training of the FAL facilitators, except some sample lesson plans annexed related to the primers, although they were not used.

4.6.2 The REFLECT literacy facilitator training materials

From a documentary analysis of the REFLECT trainer's guide, and the Mother Manual, the materials recommended for training the REFLECT literacy facilitators include: chalk and chalkboard, flipchart or newsprint, markers, manila, masking tape, primers¹⁶, handout, note books, the REFLECT Mother Manual and other locally available materials such as stones for constructing matrixes and other graphics. The same materials were also mentioned during a focus group discussion with the facilitators and trainers/supervisors of Bukuku LEP and Karamoja CEP. The participants in the focus group discussions said that, due to the participatory nature of REFLECT, trainees (participants) used the materials much more than the REFLECT trainers. Both the REFLECT trainer's guide and the Mother Manual insist on equal participation by all training participants especially when drawing the graphics.

4.6.3 Comments on the training materials

The training materials used or recommended for use in FAL and REFLECT facilitator training are very similar. What is different is how the materials are used, and obviously the contents of the training manuals. In the FAL facilitator training, the trainee's use of the materials is limited. This is due to the didactic methods favoured by the FAL trainers. The REFLECT trainees, on the other hand, use most of the materials available for training much more than their trainers, again this is due to the more participatory methods used by REFLECT. In addition to the other materials, REFLECT uses locally available material like stones, seeds etc available in the training venue. This arrangement was missing in the Tororo FAL training workshop.

¹⁶ The primers are used as teaching aids to demonstrate how not to use it.

4.7 FUNDING

4.7.1 Funding of the FAL program

According to a draft document on facts and figures being developed by the MoGLSD (2002), funding for FAL programme is largely from the Poverty Action Fund (98.5%) with some other funding coming from DVV (The German Adult Education association) and the World Food Programme (WFP). The funding for FAL program also comes from United Nations Children Fund (UNICEF), this information is printed on all FAL materials, the FAL primer, curriculum, and trainer's manual. The UNICEF money came through the Uganda Ministry of Finance (MoF) from where it was released to the ministry or the districts depending on the requisition and the FAL activities being funded. The UNICEF and the Poverty Action Fund (PAF) all came through the Ministry of Finance, I was not able to go into the detail of establishing how this was done.

The funds from the German Adult Education Association are channelled through Uganda Joint Action for Adult Education (UJAE) a partnership NGO which collaborates with the German Adult Education Association (DVV). Funds from DVV are mainly used for printing primers in the different Ugandan languages; the MoGLSD does this centrally.

The money for funding the FAL programme is obtained from the Ministry of Finance (MoF) Uganda. The districts then requisition for this money direct from the MoF. The DCDO may however send their FAL plan of activities and budget to the MoGLSD for approval before the MoF Uganda can release the funds. Training is part of the FAL district plan of activities.

Parts of the training expenses include refund of transport cost and out of pocket allowance to the trainee. Others go for paying the trainers and meeting other training cost like paying for the training venue, food and accommodation for the participants. There are other expenses which are paid for out of this fund e.g. policy developments, materials developments, and curriculum developments etc. The cost per learner is estimated to be at 13.60 US\$. (MoGLSD, 2001).

4.7.2 Funding of the REFLECT training programme

In a focus group discussion with the literacy field staff of Karamoja CEP and documentary analysis of the project's annual report for the year 2001, I found that the projects of Kotido Diocesan Development Office (KDDO) were funded by Inter-Church Organisation for Co-operation (ICCO). In a similar focus group discussion, I also found that the Bukuku LEP Project was financially and technically supported by Action Aid International through Action Aid Uganda. Technical support came in the form of trainers and advice.

4.7.3 Comments on funding

In both cases, FAL and REFLECT, the funds come largely from foreign donors. The community members or the beneficiaries do not pay for their participation in the programme. For FAL, the government only pays the salaries of the DCDOs.

4.8 EMPLOYMENT ARRANGEMENTS AFTER TRAINING

In Uganda, adult literacy facilitators are trained and employed by the organisations running a particular adult literacy programme. Even where a facilitator had previously been trained, such a person will still be put through another training by a new organisation starting its own literacy program in the area. I am drawing this information from my personal experience of working with some other adult literacy programmes in Uganda.

4.8.1 Employment arrangements for FAL facilitators

The FAL facilitators are trained by the MoGLSD to work for the ministry's FAL programme in their local community from where they were nominated to participate in the training.

FAL facilitators are expected to work as volunteers. Money is only given to the facilitators during their training to help them participate in the training. According to the National Co-ordinator, the FAL facilitators are to be supported by their local communities for whom they will be working through their local council III¹⁷ chairman. One of the FAL literacy facilitators whom I visited and interviewed in the field said the local council in his area was not financially supporting him, instead it was another organisation, Plan International, which provided him with chalk and a chalk board for his literacy class. This particular literacy class was being conducted in a primary school.

According to the literacy facilitators I visited and interviewed in Tororo District, they teach their literacy classes once or twice a week depending on what they have agreed with the learners. They said that they are sometimes provided with teaching/learning materials such as chalk, chalkboard and other writing materials. The two FAL literacy classes visited in Tororo District were using the facilities of a primary school. They said the learners are not provided with learning materials like exercise books and pens, they are expected to buy their own books. At the time of visiting, the learners in the two classes did not have the FAL primers, which are printed by the MoGLSD for the literacy learners.

4.8.2 Employment arrangements for REFLECT literacy facilitators

The two organisations using REFLECT who were involved in this study were NGOs. From a focus group discussion and documentary analysis, these two organisations are closely related to the Reflect Co-ordination Unit (RCU) of Action Aid Uganda. The RCU sends someone to help these organisations when they are training their facilitators. Action Aid Uganda sometimes gives financial support to Bukuku LEP.

¹⁷ This is the local government and political structure used in Uganda, it runs from local I to V. The local council I operates at the village (parish) level, while local council III operates at the sub-county level and Local council V operates at the District level. Chairmen who play leadership role at their level head the councils.

The NGO's, like the MoGLSD, trained their literacy facilitators to work in their literacy programme. The literacy facilitators are usually deployed to work in the community from where they were nominated.

Unlike the MoGLSD, the REFLECT literacy facilitators were being paid an allowance. This was revealed during focus group discussions with the REFLECT literacy facilitators of Bukuku LEP, and Karamoja CEP. The REFLECT literacy facilitators of Bukuku LEP said, they are paid U.shs 20,000/= (US \$10) a month. They work for six hours a week, which is 24 hour a month. The REFLECT literacy facilitators working with the Karamoja CEP were paid U.shs 2000 per hour, and they work for one hour every day for six to seven days a week, which is about 28 to 30 hours per month. This gave them U.shs 56,000/= (US \$ 30) a months at U.shs 1,850 to the dollar (October 2002 average exchange rate). This was not a very competitive payment. The payment of adult literacy facilitators differs between different organisations.

4.8.3 Comments on employment arrangements

There is a big disparity between the employment arrangements for the FAL and REFLECT literacy facilitators. The difference was payments. The FAL facilitators are expected to work as volunteers while the REFLECT facilitators are paid some money. This is a very serious difference because it affects their commitment and motivation to work and subsequently their performance.

The only area of similarity between FAL and REFLECT facilitator's employment arrangements was that the organisations that train them are the ones who employ them. This is effective because it ensures that all the people who are trained put their skills to good use.

4.9 POST-TRAINING SUPPORT ARRANGEMENTS

4.9.1 Post-training arrangements for FAL facilitators

The FAL training manual recommends refresher seminars, one day briefing sessions, circulars, materials supplies, distribution of reference materials and local publication, regular visits by training officers etc, as post training arrangements.

The DCDO of Tororo, and the ADCDO trainers, all said the post training arrangements they provided for the FAL facilitators include supervisory visits about once every three months. These visits were to check how the classes were progressing in a particular location. The two literacy facilitators visited in their FAL classes in Tororo said the visits were not enough for them (FAL literacy facilitator) to learn more from their supervisors.

The other post-training support was the distribution of the teaching and learning materials such as stationery. This was not regularly done in Tororo. The Tororo FAL facilitators who were interviewed said they have not been provided with the basic materials such as chalk and chalkboards, and that they had to turn to the local primary schools and NGOs working in the area to provide them with these materials.

4.9.2 Post-training arrangements for REFLECT facilitators

According to focus group discussions held with literacy facilitators from Bukuku LEP and Karamoja CEP, the REFLECT programmes provided a strong support for their literacy facilitators after their training and deployment. The REFLECT literacy facilitators were visited more regularly at least once a month. These visits provide additional opportunities for the literacy facilitators and the visitor (supervisor) to go over the area that was found difficult by the facilitator or observed during the delivery of a literacy session with the literacy learners.

In Bukuku LEP the literacy facilitators hold regular exchange visits and support meetings between themselves, and together with their supervisors as well. During these meetings they share their experiences and help to clarify difficulties in their work. Additionally, during these meetings, areas needing refresher training would be identified. The literacy facilitators are also given regular refresher training. The refresher training is organised after a proper training needs assessment.

The REFLECT Mother Manual recommends that the first refresher training should be organised three month after the initial training and thereafter, after every six months (Archer and Cottingham, 1996, p.69). The advantage for REFLECT is that the supervisor were also the trainers. This made field follow up easy for them.

The Karamoja CEP literacy facilitators, in addition to the regular supervisory visits were provided with adequate teaching and learning materials, such as exercise books for the learners, chalk and chalkboards register of learners and visitors books. Close monitoring of literacy learner's participation was conducted, followed up with the civic leaders to ensure their continued involvement, and support was given.

From the focus group discussions and direct observation of the literacy circles I noted that the REFLECT literacy facilitators of the Karamoja CEP had problems with applying the REFLECT approach to teaching adult literacy. Unlike in Bukuku LEP, there was no evidence of using the REFLECT approach such as the maps, calendars and matrixes made by the learners in the literacy circles. The teaching/learning process was evidently the usual school type teaching. In one focus group discussion, the literacy facilitators were not able to say what REFLECT meant in full. They did not know the use of a flip chart in REFLECT literacy circles (map, calendars and matrixes are transferred to the flipchart or manila cards after drawing on the ground). This was happening in spite of the evidently¹⁸ regular visit by the supervisors. This caused me to have some doubts about the quality of both the training the literacy facilitators received and the supervision that they were getting. I also found that some of the people selected for training were not able to benefit from training.

4.9.3 Comments on the post training arrangements

The post training arrangements provided by the REFLECT programme are far better than those of the FAL programme. In spite of this, the ideal post-training arrangements (as recommended in the training manuals) are the same. This difference could be due to the fact that FAL is run by government, while REFLECT is

¹⁸ The visitors book kept by the facilitator is signed the supervisor and any other visitors at every visit to the literacy circles.

were discovered during these field visits, then they would constitute an area for re-training or refresher courses.

4.10.3 Comments on the evaluation of the training programmes

The evaluation of the FAL and REFLECT training programmes are similar in the following area: both involved the trainees in evaluating the programme. They both conducted the end of day evaluation of the training and the end of training evaluations. This, according to Kirkpatrick (1976 cited in Buckley and Caple, 1990 and in Sanderson, 1995) is first level reaction evaluation. This type of evaluation was about participants' opinion of the materials, facilities, methods, content, trainers, duration and relevance of the training.

According to Kirkpatrick's (1990) conceptual framework, the second, third, and fourth levels of evaluation were not conducted by either FAL or REFLECT. This is similar to what Leatherman (1990, P. 83) talks about: three types of training evaluation, depending on the time they are done, i.e. during training, at the end of training and after training. Only two of Leatherman's types of evaluation were conducted. Post training evaluation was not done, neither by FAL nor REFLECT.

In my observation of the FAL training, I was not able to determine the purpose of the day-to-day evaluation or how the evaluation information collected at the end of the training was used.

REFLECT had follow up arrangements during which they evaluated the performance of the trainees to identify areas for refresher training. FAL follow up was not very good. Very few visits are conducted by the ACDO to the FAL classes.

4.11 SUMMARY OF THE CHAPTER

In this chapter, the findings of this study were presented and discussed under key headings on the organisation of training of literacy facilitators in Uganda. These have been summarised below here.

In terms of the ideological view of literacy, I found that the FAL approach fits more with the autonomous model of literacy, and the REFLECT approach fits with, to some extent the ideological model of literacy.

Under the selection of trainees for training, I found that FAL and REFLECT use similar procedures in selecting the facilitators for training.

In the training programme, I found that FAL has a more structured training programme, while REFLECT is more flexible.

In looking at the training materials used for training facilitators, I found that both FAL and REFLECT uses similar training materials. There are some unique teaching and learning materials such as stone, and leaves, which are used by participants during the REFLECT facilitators training.

For the employment of trainees after their training, I found that both FAL and REFLECT trained the adult literacy facilitators to work in their own literacy programme. On the other hand, I found that REFLECT pays its literacy facilitators while FAL used them as volunteers.

In looking at the funding of the facilitators training, I found that both FAL and REFLECT facilitators training are supported with funding from foreign donors

In post-training arrangements, I found that REFLECT had better post-training support arrangements for its facilitators than FAL, which has very weak post-training support arrangements.

Neither FAL nor REFLECT has a comprehensive evaluation covering all aspects of the training to be evaluated. Both stopped with the end-of-training evaluation. REFLECT was found to have good follow up arrangements that also served the evaluation needs of the programme.

In the next chapter, conclusions and recommendations will be drawn from the findings, and discussed under the question, which this study set out to answer.

CHAPTER FIVE: SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

5.1 INTRODUCTION

The conclusion and recommendation based on the findings of this study are presented in this chapter. The main findings of this study as presented in chapter four have been examined and discussed under the different research questions this study set out to answer. In discussing the findings, reference was made to the literature review presented in chapter two of this report. Conclusions and recommendations were then drawn out of the discussions.

The research questions that this study set out to answer are stated in chapter one. The conclusions based on the findings reported and discussed in chapter four under each of the research questions are presented below.

5.2 SUMMARY

5.2.1 The similarities and differences between FAL and REFLECT facilitator training

5.2.1.1 Differences

One of the major differences between FAL and REFLECT was found in their ideological view of literacy. The FAL approach to literacy generally fits with the autonomous model of literacy. This model believes that literacy leads to economic development and personal mobility. In this view, the point of emphasis is the development of practical skills for personal development and community progress based on the needs and interest of the people concern. This view was expressed in many of the FAL documents listed in chapter four and was strongly reflected in the training objectives and the way the FAL literacy facilitators were trained. The training of the FAL facilitators held in Tororo was much more didactic than the REFLECT programme.

REFLECT on the other hand fits with the ideological model of literacy. This model see literacy as embedded in the social context in which it is used. REFLECT rejects the use of literacy primers in the teaching of literacy. This ensures that every literacy circle develops its own literacy materials that are relevant to the learner's contexts. Literacy in the view of REFLECT is used for community empowerment.

The only contradiction of REFLECT with the ideological model was that the ideological model rejects the claim that literacy leads to social, political and economic improvement, which REFLECT aims to achieve through community empowerment (Street, 1993; 1995; Lyster, 1992; Geidt, 1994). In claiming that REFLECT is consistent with the ideological model Archer and Cottingham (1996a) only made reference to the contexts, there was no mention of the fact that literacy does not lead to development as believed by the ideological model.

I was not able to make a clear connection between REFLECT's view of literacy, empowerment, and development. According to Nandago (2002) "the REFLECT learning process seeks to cause social economic change/development in the livelihoods of the socially and economically disadvantaged communities". This is contrary to the view of literacy postulated by the ideological model in relation to literacy and development (Street, 1993; Baynham, 1995). If development is attributed to empowerment in the equation of "literacy, empowerment, and development" then why literacy? Are there no other better ways of achieving empowerment? Is literacy the best way of achieving community empowerment? Is empowerment without literacy not possible? What is the connection between literacy and empowerment? Alternatively, is illiteracy the main cause of powerlessness? These questions and many others would still need to be answered and they are beyond the scope of this study.

According to the FAL approach rural people are poor because they lack the knowledge and skills which they need to improve their living conditions. FAL therefore uses literacy as one way of providing and sustaining the use of this new knowledge and skill. In other words giving new skills and knowledge to the rural community can bring about development. The argument, in my opinion, is that, the teaching of literacy skills provides an opportunity to impart new knowledge to rural people. At the same time as this is being done, rural people will be learning the literacy skills they need to continually access new knowledge after leaving the literacy programmes. The evidence supporting this view was given in chapter four. Through literacy, FAL aims at achieving rural development by providing knowledge and literacy skills that can be used by the rural poor, i.e. functional literacy (Lind and Johnston, 1990).

In contrast to this, REFLECT believes that the rural poor already have skills and knowledge which they can use to solve their own development problems. In REFLECT'S view, what the rural poor need is power. So, if they are empowered, they will be able to wake up, identify, and solve their own problems (Odour-Noah, et. al 1992 p. 3-6; Nandago, 2002). REFLECT trained its facilitators in the use of PRA tools to help literacy learners to mobilise their local knowledge, which can be used for development. REFLECT also believes that PRA tools are highly empowering tools.

5.2.1.2 Similarities

The similarities in these two different view of literacy are that they both aim at attaining rural community development. This makes the two appear similar and thus fitting in with the autonomous model of literacy. These aspects of literacy for community empowerment and development make it rather difficult to fit REFLECT within the ideological model. This is because as stated above the model rejects the view, espoused by the autonomous model, that literacy leads to development.

The other similarities are that both FAL (the official version) and REFLECT are guided by the principles of participatory learning. This is consistent with Robson and Beary's (1995, p.10) view which holds that people learn better what they do. The purpose of involving the trainees actively in the training process is to help them to learn better. REFLECT uses a more practical approach to training especially when helping the trainees to learn how to construct the graphics. Going by Robson and Beary (1995) who say that only 10% of what is heard, 50% of what is seen and 75%

of what is done is remembered, it can be concluded that REFLECT facilitator training is more effective than that of FAL. The REFLECT Mother Manual recommends at least five days in the field doing PRA exercises. A study of the training sessions showed that the questions asked by the trainers during the sessions call for practical response and action rather than verbal response, as was the case with FAL. This was in agreement with Rogers (1989, p. 40) who observed that learning is best done through active involvement of the learner in a series of tasks that leads to mastering their skills. FAL gave very little time to practice both in the official version given in the FAL training manual and the observed versions in Tororo.

5.2.2 The organisation of FAL and REFLECT literacy facilitator training.

5.2.2.1 The organisations involved

The organisational arrangements for FAL and REFLECT facilitator training are different. FAL is organised at the district level by the government, while REFLECT is organised by NGOs at the community level. The operations of government and NGOs are very different and these impact on the organisation of the training including but not limited to follow up arrangements after the training. NGOs are generally known to be more efficient than government departments, because of their usually small size and less complicated structure which reduces red tape common to government departments. This could mean that REFLECT is more efficiently organised than FAL.

The only similarity in this case is that the people organising the training are directly in touch with the community or the area in which the literacy programme is implemented. FAL is organised at the district level by the DCDO, while REFLECT is organised by community-based NGOs operating at sub-county level.

5.2.2.2 Training needs assessment

Both FAL and REFLECT do not involve the learners and the trainees in the process of organising the training. For example, I found that both FAL and REFLECT don't do any training needs assessment for each training programme that they conduct, yet this is a very important factor in determining how well learning could take place (Roscoe, 1995). It is a known fact that facilitator's training is aimed at enabling the trainee to perform the task of facilitating the learning of literacy among adult learners. So, the training provided to them was not targeting their personal learning needs. In this case, they were given a pre-designed content not derived from their personal learning needs. However, there are certain aspects of their learning needs that are important for planning the delivery of the training content. These include what Roscoe (1995) points out as the learners' skills and competence, motivation and expectation, their composition, age, concentration, educational background, and previous knowledge in the subject matter, how they learn and would like to learn. The trainers should have these important facts about the trainees well before the training. The information would help the trainers to prepare appropriately for the training. It is important for the trainers and the programme designers to understand their learners' situation and context and to keep this in mind at all levels of the design of the training programme. These constitute the training needs that should be identified before the start of any training. This is not the same as the kind of training needs referred to by Buckley and Caple, (1990), Roscoe (1995), Truelove (1995), and Sanderson (1995). These training needs refer to a skills gap that could be appropriately addressed through training. These types of training needs are equally good for establishing learning objectives to improve the performance of the literacy facilitators.

5.2.2.3 The training content

Although the training programmes were not being tailored to the specific learning needs of a particular group of trainees, there was some evidence of professionalism in the arrangement of the training content. Both approaches had well sequenced contents progressing from easy to difficult, simple to complex, known to unknown. This was in agreement with what Buckley and Caple (1990) emphasise. The arrangement of the programme beginning with trainee's expectations and definitions showed this professionalism. So in both cases the people who design the training programme were knowledgeable about what constitutes effective learning. The use of the skills being learnt during the training was not in doubt as both were clearly aimed at each facilitator starting a literacy class or circle. Good as their programmes could be without a proper training needs assessment, the good programme can easily achieve nothing as the delivery methods selected may not be appropriate for a particular group of trainees. I can say the experts were just gambling, and this could account for the very dismal performance of some literacy facilitators.

5.2.3 The selection of FAL and REFLECT trainees and trainers for the training programmes

5.2.3.1 Selection of trainees

Both FAL and REFLECT select their trainees through the local community and their civic leaders. The local council III or I chairpersons were particularly involved in selecting the people to be trained. They both send out criteria. I did not establish how these criteria were sent to the civic leaders who were involved in this process.

Whatever ways the criteria were communicated to the civic leaders, the criteria for both FAL and REFLECT were not very easy to interpret. This leads to the selection of people who were not able to benefit from the training, which was largely done in English. The way in which the trainees were selected and the extent to which they as individuals were likely to be able to use the new skills or knowledge in their work, was crucial for the success of the training in terms of improved effectiveness. Bramley (1991) elaborates this well by saying that training can be efficient and effective in doing what it was set out to do, but only if the right people attend the training. He emphasises the need for people to attend the right course for the right reason rather than people attending a course because someone had to be sent for training as requested. Therefore, the selection of trainees was an essential consideration in designing an effective training programme, yet this is not being attended to in both FAL and REFLECT. In the context of a literacy programme and the training of adult literacy facilitators, the involvement of the local community with whom the literacy facilitators are to work, was very important.

5.2.3.2 Selection of trainers

Both FAL and REFLECT have no clear procedure for selecting the trainers. REFLECT trainers are at least given some basic training in REFLECT by the REFLECT Co-ordination Units, after they have been selected by their organisations. They also work as literacy supervisors after the training. This gives them additional opportunity for continued training of their literacy facilitators. FAL does not have this arrangement. There was no training given to the FAL trainers they usually depend on

their experience and knowledge of teaching literacy or follow the FAL training manual.

The way a training programme is delivered is crucial for its success. Therefore, in designing a training programme, it is important to have people with adequate capacity to nurture effective learning. In the case of FAL, MoGLSD, which recruits the trainers, does not have any set selection criteria. The trainers are not even given any basic training in training. Instead, the trainers are expected to have sufficient experience in training adult literacy facilitators or in the topics they are expected to handle. Therefore, the FAL trainers are not well prepared for training in comparison with the REFLECT trainers. The FAL literacy facilitator's trainers are expected to depend on the training manual, which provide a step by step process of training the adult literacy facilitators and supervisors. On the other hand the REFLECT trainers are in most cases trained by the REFLECT Co-ordination Unit (RCU) of Action Aid. The training by RCU prepares them to handle the training well.

Ideally, the trainers would be people with skills in training and facilitating adult literacy programmes, and knowledgeable about the factors which facilitate learning. They should be knowledgeable about and able to use different training methods to ensure effective training. Untrained or unskilled trainers constitute a problem which is capable of jeopardising the entire training programme; these are words of caution from Buckley and Caple (1990). Training of trainers should always be done in spite of the availability of a good training manual. If the training of trainers is factored into this comparison between FAL and REFLECT facilitator training, then the REFLECT facilitator training is bound to be more effective than FAL.

Buckley and Caple (1990) further argue that it should not be assumed that training is a natural and familiar process, it requires trainers who can adapt to the situation rather than taking on things in a mechanistic manner. Thus, it calls for a combination of skills – not only technical but also in management of the training function.

5.2.4 The materials and methods used during FAL and REFLECT literacy facilitator training

5.2.4.1 Teaching and learning materials

Both FAL and REFLECT use similar teaching and learning materials. These include flip charts, chalk and chalk board, newsprint, masking tape, manila cards etc. In REFLECT facilitator training sessions, they also include local materials found at the training venue such as stones, green leaves and other such materials. These additional local materials are used to demonstrate how to use the REFLECT graphic methods for doing community analysis and teaching literacy.

However the training guides used by FAL and REFLECT are very different. The FAL training manual is more structured, rigid and prescriptive than the REFLECT Mother Manual which is more flexible. Even the RCU REFLECT trainer's guide only provides suggestions for the trainers.

5.2.4.2 Methods

The methods used during the training of FAL and REFLECT facilitators are similar. They include brainstorming, lectures, group discussions, plenary discussions, role-play, case study, and demonstration. The construction of graphics, which is listed as a training method in the REFLECT trainer's guide, in my view is a training content taught to the trainees using demonstrations.

What was different in terms of the training methods was the proportion in which the methods were used. FAL, according to the training I observed, used the more didactic methods such as lectures, while REFLECT according to an interview with one of the trainers in Kotido used more dialogic and participatory methods such as group discussions and practical method like demonstration and field visits.

It is not clear how the trainers selected the training methods they were using. According to Leatherman (1990), the training methods should be appropriately selected taking into account the competencies of the learners, the learning objectives and quality of instruction. In a situation where the training needs assessment was not done, it is unclear how the trainers took account of the trainees' competencies.

5.2.5 Perceptions of training

Both FAL and REFLECT literacy facilitators said the training they got was inadequate preparation for them to teach adult literacy. The majority of the FAL literacy facilitators suggested a training duration of at least two weeks. The REFLECT literacy facilitators suggested at least one month to enable them to grasp the methods well. They were therefore uncomfortable with the duration of the training and not other aspects of their training such as the methods.

Time is of course an important factor in designing any training programme. It is important that the design provides sufficient time for effective learning and attainment of the training objectives without compromising the quality of learning. Learners need to have a real opportunity to utilise their prior knowledge in the learning situations.

Roscoe (1995) notes that time for group learning events should be decided initially by judgement based upon consideration of the training gap and the methods used in the learning event. In addition, in instances where time is inadequate for the proposed learning, then the selected methods and the learning objectives need to be reviewed.

Leatherman (1990, p.1) on the other hand observes that, when there is much content to cover but a very limited amount of training time, the strategy has always been that of squeezing as much material as possible through lecturing, and reducing the quality of the training programme by omitting discussions, group work, role plays and other learning experiences. There should be sufficient time to use the training methods and assessment of the training to establish its effectiveness. Therefore, time is a very significant variable to consider when designing an effective training. In the view of the trainee, both FAL and REFLECT training programmes fail on this count.

One surprising factor was that although the trainees said the duration of the training was not adequate, they maintained that with the little training that they have been given, they were able to teach adult literacy. In spite of this admission, one group of

REFLECT facilitators were not comfortable with the REFLECT approach. I did not find out the reason for this. It could be poor training or poor selection, but from my interaction with them during the focus group discussion, a case of poor selection for the training could be inferred. REFLECT is more complicated than FAL.

5.2.6 Follow up arrangements and support provided to FAL and REFLECT literacy facilitators

5.2.6.1 Follow up visits

This was an area where there was a significant difference between FAL and REFLECT training. The follow up arrangements for FAL, once in three months, were very poor in comparison with REFLECT, which provided regular visits of at least once a month for Karamoja CEP and once a week for Bukuku LEP.

According to Leatherman (1990) a good training design should include and consider follow up of the learners to see how they apply what has been taught in the classroom in their job, community, or context for which the training was intended. In addition, to provide any additional skills support to enhance learning. It is only REFLECT that fulfils this requirement. What is questionable is the quality of the follow up visits as already discussed above.

5.2.6.2 Employment arrangements

Both FAL and REFLECT employ their own trained literacy facilitators. The only difference was that REFLECT had better employment terms for its literacy facilitators. This included monthly/hourly payments. This was a very significant factor in term of motivation and possible quality of performance and commitment to the work for which they had been trained. FAL facilitators are deployed to work on voluntary terms, if lucky they would be given bicycles. This arrangement is not a very motivating one.

5.2.6.3 Evaluation of training

Evaluating the impacts of all FAL and REFLECT literacy facilitators' training usually stops at what Sanderson (1995, p. 126) calls the first and second level of evaluation. This is reaction evaluation in which participants give their opinion about the training: of the materials, facilities, methods, content, trainers, duration, and relevance of the programme. The second level is concerned with the learning, that is the knowledge, skills, and attitudes to be acquired during the training. I found that the third level (evaluating the change in performance attributed to the training) and fourth level (the effect of the change in performance on output) were ignored in the evaluation of the training.

I also noted that evaluation of training was not adequately provided for in both FAL and REFLECT literacy facilitator training design. During the training, the kind of evaluation done was concerned with the performance of the trainers and the training organisation. During implementation, the programme managers are always concerned with the impact of the literacy programme on the community and not the impact of training on the performance of the literacy facilitators and subsequently on the performance of the programme. Although it can be argued that supervision and other follow up arrangements made after the training cover for evaluation after the training,

it is not comprehensive, and the supervisors are not well trained to do that very important activity. It is therefore something which has been completely left out by both FAL and REFLECT in their training arrangements for literacy facilitators.

An effective training design has measures developed that serve as a basis upon which the training would be assessed. They should be developed in light of the objectives and purpose of the training and should be relevant and make sense to the learners. In addition, as Moore (1974, p.168) says, evaluation should not be something that is tackled at the end of the course after the learning is finished. It should be happening all the time including long after the training. Learners' involvement in evaluating themselves is itself part of the learning process.

In all the FAL and REFLECT classes I visited, there was ample evidence to show that the training was not effective or appropriate in terms of the way the literacy facilitators were handling the classes. The supervisors were not able to notice this in both cases in spite of their regular supervisory visit to those learning centres in the case of REFLECT in Karamoja CEP.

5.3 CONCLUSIONS

This study consists of a comparison of adult literacy facilitator training undertaken by FAL and REFLECT in Uganda. The study examines the differences and similarities in preparation for training, selection of trainees for training, the training programme itself, deployment of trained literacy facilitators, and follow up arrangements made to support the literacy facilitators after their deployment. From the findings it can be concluded that the training processes of the two approaches are similar in many areas of the training design and implementation. However, the main areas where differences occur are:

- the follow up arrangements provided to the trained facilitators after their training, e.g. the terms of service offered to REFLECT literacy facilitators are much better than those offered to the FAL facilitators,
- the selection and training of trainers given to the REFLECT trainers, and
- the use of a more participatory methodology by REFLECT.

These differences could lead to a significant difference in the impact of the training on the performance of the trainees and the programmes using FAL and REFLECT. This means that if there is any difference between FAL and REFLECT programme performance then this difference could be accounted for by the very significant difference between the FAL and REFLECT literacy facilitator training as outlined above, and not to the intrinsic value of the approach.

5.4 RECOMMENDATIONS

From the findings of this study, I have made the following recommendations, which could improve the training of literacy facilitators:

- It was noted that the organisers of FAL and REFLECT do not assess the training or learning needs of their trainees. They should be advised that this is a very important aspect in organising any training. It is therefore important to collect information on the trainees which can then be used in organising the training.

- The criteria for selecting the trainees for both FAL and REFLECT were not very clear. These should be clarified and well communicated to the community members to help them select the right people for training as literacy facilitators.
- I also found that there were no proper criteria for selecting trainers especially FAL trainers. First and foremost, the trainers need to be trained in training. It is not good practice to leave training in the hands of untrained trainers. The MoGLSD should arrange to train its trainers of adult literacy facilitators.
- There is a need to improve on the training provided to the adult literacy facilitators, either by increasing the duration of the training or designing longer in-service training. The FAL programme should improve on the supervision of their literacy facilitators, while the REFLECT programme should improve on the quality of its supervision. Training is recommended to address this problem.
- The FAL programme should consider paying its adult literacy facilitators to motivate and commit them to their work instead of expecting them to do voluntary work.
- Both programmes should extend their evaluation to cover the impact of the training given to the literacy facilitators on their performance and on the literacy programme they are organising.

5.5 AREAS FOR FURTHER RESEARCH

There is still a need to study the teaching processes of both FAL and REFLECT in order to establish how this affects the learners in terms of learning literacy skills, empowerment and development.

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APPENDICES

Appendix I: Documentary analysis check list

The University of Natal Durban

Faculty of Development Studies

School of Community Development and Adult learning
(CODAL)

Documentary analysis check list.

Training Proposal

• Is the training proposal available?
• How are the training objectives written?
• Are the training objectives relevant to the training needs for training instructors using a particular approach?
• Are the training contents relevant to the training needs?
• What are the methods to be use during the training?
• How have the sessions been broken down?

The training material being used by the trainers

• What kind of material is being used by the trainers?
• Who developed the materials?
• Is it a Standard trainer' guide/manual or specifically developed for a particular training?
• How has it been written or made?
• How is it being used by the trainers
• Does it have a reference to trainee materials?

Materials being used by the trainees?

• Are there materials being used by the trainees?
• Is it relevant to the objective of the training?
• What content does it cover?
• Is it a work book or a reference book?
• How is it being used?
• How does it relate to the teaching of literacy using a particular approach?

Trainer's session Plan

• Is it available?
• What are the session objectives?
• How is it relevant to the general training objective?
• Which part of the content does it cover?
• What method and training techniques are provided for the sessions?
• How do they provide for learner participation?
• How do they provide for use of teaching and learning aids?

Training Report

• Is it available for each training?
• How is the achievement of training objectives reported?
• How is the training evaluation covered in the report?

Appendix II: Observation sheet for the training process

The University of Natal Durban
Faculty of Development studies
School for Community Development and Adult Learning
(CODAL)

• Training methods and technique being used by the trainers?
• How well the trainers are using the methods and techniques?
• The trainer's skills in handing the training session?
• The number of trainers being used?
• Length of each training session?
• Trainer-trainee interaction?
• Learner participation and involvement?
• The teaching learning aid being used?
• How the teaching learning aid is being used to facilitate learning?
• Sitting arrangement?
• General learning environment?

**Appendix III: Questionnaire/interview/focus group discussion schedules
for trainers**

The University of Natal Durban
Faculty of Development studies
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(CODAL)

Introductory note

This questionnaire is intended for collecting information on the literacy instructor training process used by FAL and REFLECT approach to teaching literacy in Uganda:

Please answer the questions honestly. The information will only be used for the purpose of this study.

1) Background information

- a) What is your highest level of formal or non-formal school education? -----

- b) For how long have you been training literacy instructors? -----

- c) Are you an independent trainer from outside the organisation or are you employed by the organisation you train for? -----

- d) If you are from outside the organisation, how many organisations have you trained for? -----

e) Which approach to teaching adult literacy do you train instructors for? (FAL; REFLECT; or traditional approach)-----

f) When did you train as a trainer for literacy instructors? -----

g) Who trained you as a trainer of literacy instructors? -----

h) Where were you trained as a trainer of literacy instructors?-----

i) How many groups of literacy instructors have you trained? -----

j) Before your training as a trainer of literacy instructors, had you worked as a literacy instructors? Yes-----No -----tick

(1) If yes, for how long had you been working? -----

(2) Which method of teaching literacy were you using? -----

2) How is FAL and REFLECT training organised?

a) Was a training needs assessment and analysis conducted before you were invited to facilitate the training of literacy instructor? Yes-----No----- tick accordingly

i) If yes, how were you or the literacy instructors or learners involved in the training, needs assessment and analysis? -----

b) Were you or the literacy instructors or learners involved in designing the training programme? Yes---No-----tick

i) If yes, how was it done? -----

c) Did you, the literacy instructors or learners discuss the training with the training manager before the training, Yes-----No----- tick accordingly

i) If yes, what did you, the literacy instructors or learners contribute toward the training arrangement? -----

d) Did the literacy instructors or learners make any contribution to the objective and content of the training they were to receive before the training? Yes ----- No----- tick

i) If yes, how was it done? -----

ii) What did you or the literacy instructors / learners do toward organising the training? -----

e) Did you or the literacy instructors participate in selecting the location for the training Yes-----No-----tick accordingly

i) If yes, how was it done? -----

- f) Did you or the literacy instructors or learners participate in selecting the facilitators of the training/trainers, Yes-----No-----tick accordingly
 i) If yes how was it done? -----

- g) Were you or the literacy instructors informed on how the training was going to be conducted before you were invited to facilitate the training, Yes-----
 No-----

- i) If yes how was this done? -----

3) What materials are used for training literacy instructors for FAL and REFLECT literacy class?

- a) What teaching material/facilities do you as trainer use for training literacy instructors? -----

- b) What learning materials/facilities do the trainees use during the training? -----

- c) Which materials were for the literacy learners? -----

4) What methods are used for training literacy instructors for FAL or REFLECT literacy classes?

- a) Can you identify the methods you used in training the instructors? Yes ---No---

- i) If yes, what were these methods? -----

ii) What is your view about these methods used to train literacy instructors? --

iii) Are instructors teaching literacy the way they were trained? -----

iv) Please explain your answer in iii) above-----

5) What is your view of the skills you have trained instructors to use in teaching literacy? -----

a) Has the training made the instructors better literacy teachers, or do you feel that they need more training? -----

b) Would you please explain your answer in a) above? -----

c) Have instructors made any modification to the teaching of literacy in their classes Yes-----No-----tick accordingly

i) If yes, what modification did they make?-----

ii) Why do they make this modification? -----

iii) If No, are they using the skills as they were trained to teach literacy Yes---
No-

d) As a trainer, what recommendation would you like to make to improve this way of teaching literacy? -----

- e) Are you aware of other ways of teaching literacy? Yes-----No-----tick
- i) If yes which are these other approaches (skills)? -----

- ii) What is your view about these approaches?-----

- iii) Have you ever tried to use these approaches Yes-----No-----tick
- (1) If yes, give your view in comparison to the approach you have been trained to use?-----

- f) In your view, are the topics of the training relevant? Yes-----No-----tick
- i) Can you explain why you say the topics are relevant or not?-----

- 6) **How long was the training of literacy instructors? -----In your view was this duration adequate to learn how to teach literacy using the approach you were training for? Yes-----No-----tick**
- a) If No, could you suggest how long this training should be? -----

- 7) **Did you participate in evaluating the training you programme? Yes-----No-----tick accordingly**
- a) If yes, how was it done? -----

- b) What was the finding of the evaluation?-----

8) **How were the trainees selected for training as literacy instructors?** -----

-----**Have they been provided with support after the training you got?** Yes---No---tick

a) If yes, what kind of support have they been provided?-----

b) Have they been visited? Yes-----No-----

i) If yes, how many times have they been visited? ----- What was the purpose of the visit?-----

c) Have they or will they do a refresher training? Yes----- No-----

i) If yes, after how long was or will this training be organised? -----

How long was this or will this training be?-----

9) **Any other information you would like to give in connection to your training as a literacy instructor?** -----

Thank you for your co-operation.

Appendix IV: Questionnaire/interview schedules for training managers

The University of Natal Durban
Faculty of Development studies
School for Community Development and Adult Learning
(CODAL)

Introductory note

This questionnaire is intended for collecting information on the literacy instructor training process used by FAL and REFLECT approach to teaching adult literacy in Uganda:

Please answer the questions honestly. The information will only be used for the purpose of this study.

1) Background information

- a) What is your highest level of formal or non-formal school education? -----

- b) For how long have you been training manager in this organisation? -----

- c) Which approach to teaching literacy do you train instructors for? (FAL; REFLECT; or traditional approach)-----

- d) Who trained your trainer of literacy instructors? -----

- e) Where were they trained as a trainer of literacy instructors? -----

- f) How many groups of training of trainers have you trained? -----

- g) Have you ever been a literacy instructor before becoming a training manager in this organisation? Yes-----No -----tick
(1) If yes, for how long had you been working? -----

(2) Which method of teaching literacy were you using?-----

2) How is FAL and REFLECT training organised?

- a) Do you conduct training need assessment and analysis before organising a training of literacy instructor? Yes-----No----- tick accordingly
i) If yes, how is this done? -----

- b) Do you involve literacy instructors or learners and trainers in designing the literacy instructor training programme? Yes----No-----tick
i) If yes, how is this done? -----

- c) Did you discuss the training with the literacy instructors or learners or trainers before the training, Yes-----No----- tick accordingly
i) How is this done? -----

- d) Did the literacy instructors or learners make any contribution to the objective and content of the training they were to receive before the training yes -----
No----- tick
- i) If yes, how was it done? Mention who did what. -----

- ii) What did the trainer, literacy instructors and learners do toward organising the training? Mention specifically who of the three played a role and what role they played. -----

- e) Did the trainers, or literacy instructors and learners participate in selecting the location for training the instructor Yes-----No-----tick accordingly
- i) If yes, how was it done? Mention who did what. -----

- f) Did you or the literacy instructors or learners participate in selecting the facilitators of the training/trainers, Yes-----No-----tick accordingly
- i) If yes, how was it done? -----

- g) Were the trainers, the literacy instructors informed on how the training was going to be conducted before they were invited for the training, Yes-----
No-----
- i) If yes, how was this done? Mention the role of each of the two (trainer and trainee)-----

3) What materials are used for training literacy instructors for FAL/REFLECT literacy class?

- a) What teaching material/facilities do you provide to the trainer to use for training literacy instructors? -----

b) What learning materials/facilities do you provide to the trainees to use during the training? -----

c) Which materials for the literacy learners are introduced during the training?----

4) What methods are used for training literacy instructors for FAL or REFLECT literacy classes?

a) Can you identify the methods used in training the instructors? Yes ----No----

i) If yes, what are these methods? -----

ii) What is your view about these methods used to train literacy instructors? --

iii) Are instructors teaching literacy the way they were trained to teach it? ----

iv) Would you please explain your answer in iii) above?-----

5) What is your view on the skills you have trained instructors to use in teaching literacy? -----

- a) Has the training made the instructors better literacy teachers or do you feel they need some more training?-----

- b) Would you please explain your answer in a) above?-----

- c) Have instructors made any modification to the teaching of literacy in their classes Yes-----No-----tick accordingly
- i) If yes, what modification did they make?-----

- ii) Why did they make this modification?-----

- iii) If No, are they using the skills as they were trained to teach literacy? Yes--
-No--
- d) As a training manager, what recommendation would you like to make to improve this way of teaching literacy? -----

- e) Are you aware of other way of teaching literacy? Yes-----No-----tick
- i) If yes, which are these other approaches (skills)? -----

- ii) What is your view about these approaches? -----

- iii) Have you ever tried to use these approaches? Yes-----No-----tick
(1) If yes, give your view in comparison to the approach you have been training instructors to use -----

- f) In your view are the topics of the training relevant Yes-----No-----tick
- i) Can you explain why you say the topics are relevant or not?-----

- 6) **How long is the training of literacy instructors? ----- In your view is this duration adequate to learn how to teach literacy using the approach you are training literacy instructors? Yes-----No-----tick**
a) If No, could you suggest how long this training should be?-----

- 7) **Did you evaluate the training programme you organised? Yes----No----tick accordingly**
a) If yes, how was it done? -----

b) What was the finding of the evaluation?-----

c) Are the trainers involved in evaluating the training programme? -----

- 8) **How were the trainees selected for training as literacy instructors? -----**

- 9) **Have they been provided with support after the training they received? Yes---No----tick**
a) If yes, what kind of support have they been provided? -----

b) Have they been visited? Yes-----No-----
i) If yes, how many times have they been visited? ----- What was the purpose of the visit?-----

c) Have they or will they do a refresher training? Yes----- No-----
i) If yes, after how long was or will this training be organised?----- and how long was this or will this training?-----

10) Any other information you would like to give in connection to your training as a literacy instructor?-----

Thank you for your co-operation.

Appendix V: Questionnaire/interview schedules for trainees

The University of Natal Durban
Faculty of Development studies
School for Community Development and Adult Learning
(CODAL)

Introductory note

This questionnaire is intended for collecting information on the literacy instructor training process used by FAL and REFLECT approach to teaching adult literacy in Uganda:

Please answer the questions honestly. The information will only be used for the purpose of this study.

1) Background information

- a) what is your highest level of formal or non-formal school education?-----

- b) do you live in the same parish where you do your literacy work?-----

- c) Which organisation is funding your literacy programme?-----

- d) Which approach to teaching literacy do you use (FAL; REFLECT; or traditional approach)-----

- e) When did you train as a literacy instructor? -----

- f) Who trained you as a literacy instructor?-----

- g) where were you trained as a literacy instructors?-----

- h) Before your training as a literacy instructor had you worked as a literacy instructors? Yes-----No -----tick
i) If yes for how long had you been working? -----

(1) which method of teaching literacy were you using?-----

- i) Which is/are the location(s) of your literacy class(es)/circle(s)-----

- j) How many literacy groups have completed their literacy programs under your teaching since you trained? -----

2) How is FAL and REFLECT training organised?

- a) Was a training needs assessment and analysis conducted before your were invited for training as a literacy instructor? Yes-----No----- tick accordingly
i) If yes how were you or the literacy learners involved in the training, need assessment and analysis? -----

- b) Where you or the literacy learners involved in designing the training programme? Yes-----No-----tick
i) If yes how was it done? -----

- c) Did you or the literacy learners discuss the training with the organisers before you took the training, Yes-----No----- tick accordingly
i) If yes what did you contribution toward the training arrangement? -----

d) Did you or the literacy learners make any contribution to the objective and content of the training you received before the training yes -----No----- tick

i) If yes how was it done? -----

ii) What did you or the literacy learner do toward organising the training? ----

e) Did you or the literacy learners participate in selecting the location for the training Yes-----No-----tick accordingly

i) If yes how was it done?-----

f) Did you or the literacy learners participate in selecting the facilitators of the training/trainers, Yes-----No-----tick accordingly

i) If yes how was it done? -----

g) Were you or the literacy learners informed on how the training was going to be conducted before you were invited for the training, Yes-----No-----

i) If yes how was this done? -----

3) What materials are used for training literacy instructors for FAL and REFLECT literacy class?

a) What teaching material/facilities do the trainers use for training literacy instructors? -----

b) What learning materials/facilities do the trainees use during the training? -----

c) Which materials were for the literacy learners?-----

4) What methods are used for training literacy instructors for FAL or REFLECT literacy classes?

a) Can you identify the methods used by the trainers in training you? Yes ----No-

i) If yes what are these methods?-----

ii) What is your view about the methods used to train you as a literacy instructor? -----

iii) Are you teaching literacy the way you were trained? -----

5) What is your view on the skills you have been trained to use in teaching literacy?-----

a) Has the training made you a better literacy teacher or do you feel you need some more training?-----

b) Have you made any modification to the teaching of literacy in your classes
 Yes-----No-----tick accordingly

i) If yes what modification did you make?-----

ii) Why did you make this modification?-----

iii) If No are you using the skills as you were trained to teach literacy Yes---
 No---

c) What recommendation would you like to make to improve this way of teaching literacy? -----

d) Are you aware of other way of teaching literacy Yes-----No-----tick
i) If yes which are these other approach(skills) -----

ii) What is your view about these approaches?-----

iii) Have you ever tried to use these approaches Yes-----No-----tick

(1) If yes give your view in comparison to the approach you have been trained to use?-----

e) Did you find the topics of the training relevant Yes-----No-----tick

i) Can you explain why you found the topic relevant or not-----

6) How long was your training as a literacy instructor? -----In your view was this duration adequate to learn how to teach literacy using the approach you are using? Yes-----No-----tick

a) If No could you suggest how long this training should be-----

7) Did you participate in evaluating the training you programme? Yes-----No-----tick

a) If yes how was it done?-----

8) How were you selected for this training as a literacy instructor? -----

9) **Have you been provided with support after the training you got? Yes----No---
-tick**

a) If yes what kind of support have you been provided?-----

b) Have you been visited Yes-----No-----

i) If yes how many times have you been visited?-----and what
was the purpose of the visit?-----

c) Have you done a refresher training yes----- No-----

i) If yes after how long was this training organised-----and how
long was this training-----

10) **Any other information you would like to give in connection to your training
as a literacy instructor. -----**

Thank you for your co-operation.

Appendix VI: Programme for training of literacy instructors in Tororo districts

FROM 1ST – 5TH JULY 2002
VENUE: FRONTEER CLUB TORORO

DAY	DATE	TIME	TOPIC	RESOURCE PERSON
Sunday	30 th /6/02	4:00pm	Arrival	Higenyi & Osamai
Monday	1 st /7/02	8:30-9:00am	Administrative issues	-do-
		9:00-10:30am	- Workshop expectations - Workshop objectives - Norms OFFICIAL OPENING	Hegenyi LC V C/M
		10:30-11:00am	BREAK	Habagaya
		11:00-1:00pm	Introduction to literacy approaches	
		1:00-2:00pm	LUNCH BREAK	Ologe
		2:00- 4:00pm	Integrating PEAP in FAL	-do-
Tuesday	2 nd /7/02	4:00-4:45pm	Integrating PEAP in FAL	-do-
		4:45-5:00pm	Days evaluation	-do-
		8: 30-10:30am	Development and methodology of an integrated FAL approaches	Hdqrs K'la
		10:30-11:00m	BREAK	
		11:00-1:00pm	Development and methodology of an integrated FAL approach	-do-
		1:00-2:00pm	LUNCH BREAK	
Wednesday	3 rd /7/02	2:00-4:45pm	Characteristics of adult learners and qualities of a good instructor	Higenyi
		4:45-5:00pm	Days Evaluation	-do-
		8: 30-10:30am	Gender issue in FAL	Ologe
		10:30-11:00am	BREAK	
		11:00-1:00pm	Methods of facilitating adult learning	Habagaya
		1:00-2:00pm	LUNCH BREAK	
		2:00-4:45pm	Resource mobilization	Osamai
		4:45-5:00pm	Days evaluation	-do-

Thursday	4 th /7/02	8:30-10:30am	Introduction of FAL material	Habagaya
		10:30-11:00	BREAK	
		11:00-1:00pm	Preparing to teach using FAL material and methods	Hdqrs/Osamai
		1:00-2:00pm	LUNCH BREAK	
		2:00-4:45pm	Conducting class using FAL methods and materials	-do-
		4:45-5:00pm	Days evaluation	-do-
Friday	5 th /7/02	8:30-10:30am	Organizing FAL classes	Ologe
		10:30-11:00am	BREAK	
		11:00-12:00pm	Recruitment of literacy learners	Osamai
		12:00-1:00pm	Integrating IGA's and Labour saving technology in FAL	Hdqrs
		1:00-2:00pm	LUNCH BREAK	
		2:00-3:00pm	Monitoring and evaluation of proficiency test	Habagaya
		3:00-4:00pm	ACTION PLAN	Ologe
		4:00-4:45pm	Closing remarks	Higenyi
			Official closure	CAOs

Appendix VII: CEP Workshop for training new facilitators

FACILITATORS	TOPICS
DAY 2 AGANES	<ol style="list-style-type: none"> 1. Introduction-expectations-fears 2. Objective of the workshop 3. Workshop norms 4. What is literacy-why literacy 5. What is REFLECT 6. Introduction to fierce key concepts
DAY 3 MARK	<ul style="list-style-type: none"> - Introduction to PRA/PLA - Visual literacy - Numeracy - Construction of graphics - Transferring to paper
DAY 4 AMBROSE	<ul style="list-style-type: none"> - Structuring reading and writing - Structuring numeracy - Dialoged, action and development - Basic steps in implementing the REFLECT approach
DAY 5 JOSHUA	<ul style="list-style-type: none"> - Research in REFLECT - Sample unit
DAY 6 AMBROSE	Continuation of sample unit
DAY 7 MARK	<ul style="list-style-type: none"> - Psychology of adult learners - Differences between instructors teachers and facilitators - Integrating REFLECT with other participatory practices and producing visual cards
DAY 8	(SUNDAY)
DAY 9 JOSHUA	<ul style="list-style-type: none"> - Strengthening the literacy environments (post Literacy) - Other record to be kept by facilitators
DAY 10 AGNES	<ul style="list-style-type: none"> - Materials development - Management and sustainability of REFLECT - Monitoring and evaluation in REFLECT