

**ADULT LEARNERS' PERCEPTIONS OF FUNCTIONAL ADULT LITERACY
PROVISION IN SIX CENTRES IN KAMPALA CITY, UGANDA**

Ephraim Nuwagaba

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Declaration

I, Ephraim Lemmy Nuwagaba, 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.

Ephraim Lemmy Nuwagaba

Dedication

I dedicate this work to my late mother Nyansharikye who acquired literacy skills as an adult and introduced me to adult literacy by carrying me on her back wherever she would go to facilitate although at the time I was too young to know it was adult literacy.

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Abstract

This study analyses adult learners' perceptions of functional adult literacy provision in six centres in Kampala city. Specifically, what is analysed is adult learners' perceptions of what motivates adults to enroll; their views on the appropriateness of the providers' strategies, approaches, methods and materials used; the venues, facilities, equipment, quantity and quality of facilitators; the extent to which the programmes address the adult learners' needs and the use of the knowledge and skills by those who complete the functional adult literacy programmes.

Interviews, observation and focus group discussions were used to collect primary data from forty one adult learners from programmes of government, NGOs and the private sector in Kampala city.

On the whole, findings indicate that the programmes are relevant, can improve learners' standards of living in urban areas and can help enable learners to live as useful citizens in their communities. A major de-motivator to participation was identified as shame associated with attending FAL classes.

Some of the recommendations put forward are that:

- Start up capital should be availed to the learners as literacy skills alone will not help them get out of poverty.
- Facilitators should be well trained so as to be able to correctly use the strategies, approaches, participatory methods and adapt the rural based materials in a way that best facilitates learning.
- Conditions of learning should be enhanced by improving the quality and quantity of facilities, equipment and facilitators.
- The integrated functional adult literacy approach should be strengthened as it is preferred by both the learners and providing agencies.

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CHAPTER ONE

BACKGROUND

1.1 INTRODUCTION

There is growing recognition that realisation of a wide range of poverty reduction and development goals depends on making significant progress towards adult literacy for all (GCE & ActionAid International, 2005). Despite that, Education for All Global Monitoring Report affirms that in most countries, adult literacy has suffered from years of under investment and poor quality provision. This may explain why the number of illiterates worldwide reached 862 million in 2000 and is still increasing (UNESCO, 2003).

In Africa, literacy has been linked to rural development and that may account for the large scale rural adult literacy programmes for example in Kenya, Nigeria, Tanzania, Uganda and Zambia (Wanjohi; Moda; Kaptigau; Mayoka; Baryayebwa; & Katongo in UNESCO, 1997). There are hardly any large scale literacy programmes developed for urban areas. Where urban programmes exist, they are adaptations of programmes designed for rural areas. This is against Probak's (2004:54) assertion that "urban literacy programmes should not be regarded as adapted versions of rural programmes" but rather as a new phenomenon.

The implementation of adult literacy programmes should be based on partnership between various stake holders including the adult learners themselves (MGL&SD, 2002). Despite that, the adult learners have had very limited influence on provision. The policy

proposals for adult learning in Uganda specifically recognise that adult learners have to participate in needs assessment, problem identification, planning, monitoring and evaluation of adult learning programmes (UGAADEN, 2003). The participation should involve active involvement and control in all decisions related to objectives and activities as well as the implementation of the activities (Kagoda, 1999) as opposed to the participation that merely allows them a limited role in just a few activities determined by the programme managers.

Adult learners who participate in adult literacy programmes may have positive or negative attitudes. A study of adult learners' perceptions done in Mozambique (Linden & Rungo 2004) found out that some of these learners may perceive that literacy is useful and the following answers were given by the participants:

- 'surviving',
- 'developing one's full capacities',
- 'living and working in dignity',
- 'participating fully in development' and
- 'improving the quality of life'. (p. 193).

On the other hand, participants may have negative perception because of the way the programmes are organized. Makgwana Rampedi (2004) found out that in South Africa, some participants in the Ikwelo project had negative attitudes towards literacy projects because the projects were designed with very little or no participation of the communities

in which they were to be implemented. This may result in the projects not meeting the learners' needs especially the need to get out of poverty.

1.2 THE ADULT LITERACY SITUATION IN UGANDA

Uganda is a land locked country in East Africa that borders Sudan in the North, Kenya in the East, Tanzania in the South, Rwanda in the South West and Democratic Republic of Congo in the West. It has 56 ethnic groupings that speak over twenty languages but the official language is English (Uganda Government, 1995). Agriculture is the main economic activity and it employs about 90% of the population. Poverty and lack of formal employment are serious national problems.

In the year 2000, Uganda had the lowest literacy rate in East Africa. It stood at 67% compared to Tanzania's 75% and Kenya's 82.4% (UNESCO, 2003). The literacy rate (for those aged 10 years and above) currently stands at 68% of a total population of 24.4 million (Uganda Government, 2002). The adult literacy rate (for those aged 18 years and above) stands at 64%. Among men, the rate is 75% while among women, the rate is 54% (Uganda Government, 2002).

The Uganda Bureau of Statistics and ORC Macro (2002) state that although the majority of non-literates live in rural areas, 7% of adults in urban areas have had no schooling and 20.4% have had some primary schooling but did not complete the full term of 7 years. Adult illiteracy has persisted in rural and urban areas in Uganda despite the fact that literacy was introduced in the country in the mid 19th century by traders and religious

missionaries, both Islamic and Christian (Okech, 2004). These missionaries taught literacy to new converts to their religions to enable them read their holy books. For many years it was only these missionaries who provided the literacy training and, to a great extent, any other type of organized education. Religious institutions still run adult literacy programmes for example; Soroti Catholic Diocese and Muhabura Protestant Diocese plan and implement adult literacy programmes directly while the Seventh Day Adventists implement them through Adventist Development and Relief Agency (ADRA), a specialized development agency.

After the Second World War, Government adult education programmes became significant and systematic mainly to occupy the demobilized indigenous soldiers who had fought in the war and keep them from any mischief they might have been tempted into (Okech, Carr-Hill, Katohoire, Kakooza and Ndidde, 1999). At the time of independence in 1962, Uganda had an education system which was among the best in Africa (Okech et al., 1999). The system was built in order to meet the needs of a newly independent nation. Owing to civic strife and economic decline, provision of education services including adult literacy provision deteriorated.

Baryayebwa in UNESCO (1997) gives the following brief history of functional adult literacy programmes in Uganda. He says that after independence the Government of Uganda joined other African Governments in efforts to promote the acquisition of literacy by all their populations for the purpose of enhancing socio-economic development, to which the Organisation of African Unity (OAU) Heads of State had

committed themselves at a meeting in 1961 in Addis Ababa. That is why in 1964 the Government launched the national mass literacy campaign built upon the traditional literacy approach. The campaign focused on teaching reading, writing and simple numerical skills. The campaign was in twenty two languages with a primer and follow up reader in each of those languages. Although the notion of functional literacy was introduced into the campaign in 1996 the change was not systematic because the programme continued to use the primers and follow up readers earlier developed using the traditional approach.

The campaign weakened and very little was being done by the time Idi Amin overthrew the government through a military coup in 1971. President Amin ordered that a literacy campaign be started in 1974/5 and all university students were to take part in making the country literate. The campaign soon lost steam and there was hardly any adult literacy provision during the remaining part of the regime, a situation that continued even after he was overthrown in 1979, until the early nineties. This very limited provision may be attributed to the liberation war of 1979, the civil war of the 1980s and the pressing problems that faced the government that took power in 1986. It was not until the 1991/92 financial year that adult literacy programmes were put on the priority list of government plans.

In 1992, Government, after carrying out a needs assessment survey, started implementing a project entitled "An Integrated Non-Formal Basic Education Pilot Project" (INFOBEPP) with assistance from United Nations International Children Educational

Fund (UNICEF) and the German Adult Education Association (DVV) (Okech et al., 1999). This pilot project was implemented in each of the five regions of Uganda namely Northern, Western, South-Western, Central and Eastern using the following languages respectively Luo, Runyoro/Rutoro, Runyankore/Rukiga and Luganda for the last two regions. In 1996, the programme was expanded and renamed National Functional Adult Literacy Programme (FAL). Kampala city was not part of the pilot project.

In regard to participation, the majority of adult literacy learners in Uganda are women (Okech et al., 1999). In general, men do not want to join literacy classes because the literacy programmes have come to be regarded as programmes for women. It has also been reported that the majority (70%) of the adult learners that attend literacy classes in Uganda have attended school some time back and that in most cases illiterate men do not enroll in the literacy classes (Okech et al., 1999:69). It is not clear what role adult learners' perception play in this situation.

In Uganda, the link between adult literacy and development has been recognized over the years. In the National Adult Literacy Strategic Plan for Uganda (NALSIP), the role of adult literacy in the development process has been re-asserted. This is strengthened by World Bank studies which confirm that what poor people learn from literacy programmes does help them to raise their income and move out of poverty (Oxenham, 2004). Ministry of Gender, Labour and Social Development (MGL&SD) (2002) which was previously Ministry of Gender and Community Development, states that Uganda's strategy is to use

adult literacy as a tool to enhance the four pillars of its Poverty Eradication Action Plan (PEAP) which are:

- rapid and sustainable economic growth and structural transformation;
- good governance and security;
- increased ability of the poor to raise their incomes; and,
- enhanced quality of life of the poor. (p.3)

However, provision of adult literacy programmes in Uganda still falls far short of the need, and even demand. According to the Ministry of Gender, Labour and Social Development (2002), “Government and NGOs/CBOs efforts reach only 4.3% of the 6.9 million non literate adults” (p.2). The country’s history, politics and socio-economic context have contributed to the low state of adult literacy provision in Uganda. The perception of adult learners may have affected provision as well.

1.3 ADULT LITERACY PROVISION IN KAMPALA CITY

1.3.1 Brief Overview of adult literacy programmes in Kampala city

Kampala, the capital city of Uganda is divided into five administrative divisions namely Central, Kawempe, Makindye, Nakawa and Rubaga. It has a population of 1,189,142 and out of these 12% is illiterate (Uganda Government, 2002). Although the urban adult literacy rate is higher at 87% compared to the national average rate of 68% (Ministry of Gender, Labour and Social Development, 2002), it is evident illiteracy is still a problem in the city.

There are a number of agencies engaged in adult literacy provision in Kampala city and they include government agencies, Civil Society Organisations (CSOs) and the private sector. The government programmes in Kampala are implemented by Kampala City Council (KCC) which works with local groups such as Meeting Point, Top Care Adult Education Centre and Kyaterekera.

Lyster (1992) argues that small-scale NGOs worldwide have been relatively successful in literacy work and are often more innovative than state agencies. Uganda is no exception and apart from government, there are a number of NGOs, CBOs, and religious organisations currently engaged in adult literacy work in Kampala. These include Adventist Development and Relief Agency (ADRA) and Nakulabye Community Based HIV/AIDS Project (COBAP Nakulabye).

Although the industrial and commercial sector is responsible for a considerable amount of literacy provision in the world (Lyster, 1992), in Uganda this sector does not run any adult literacy programme nor does it support any programmes in the city. This may be because this sector is still in its infancy. However, there is one very small commercial initiative, DIFRA, with one centre.

The city adult literacy providers use functional adult literacy as a tool for development. The programmes teach how to read and write local languages such as Luganda, Runyankore and foreign languages such as English for its utilitarian purposes. The programmes link reading, writing and numeracy to health issues like improvement of

home hygiene, maintenance of clean pit latrines, construction of local dish racks, and boiling of drinking water among others. They also build community capacity to prevent HIV/AIDS, care for, and support people infected with and affected by HIV/AIDS. Others promote improved agriculture and environmental management by helping learners set up kitchen gardens, mushroom growing, passion fruit growing, poultry and bee-keeping and use fuel saving stoves. In addition, learners are helped to access micro finance for investment in income generating activities. Reports from the various agencies show that they are engaged in a variety of developmental initiatives (Guttabingi, 2000; Annual Reports 2000, 2001 for ADRA, Meeting Point, Top Care Adult Education Centre, Kyaterekera and DIFRA). Sometimes, the centres work together with other agencies to access resource persons to facilitate a variety of content in their areas of specialisation.

1.3.2 Adult literacy materials used in the city

Adult learners lack reading materials both in the literacy programmes and in the communities as a whole. Some programmes do not have a prescribed primer but adapt various reading materials. Many of the centres use the Luganda primer “Magezi Bugagga” which was produced by the Ministry of Gender, Labour and Social Development. The same Ministry produces “Knowledge is Wealth” the English primer Learners’ Book One. The content of the Luganda and English primer are different. While the Luganda primer is aimed at providing reading, writing and numeracy skills for economic, social and political development, the English primer focuses on enabling learners to communicate in simple English.

There is a big variation in the quality of primers used in the programmes (Okech, et al., 1999). The good primers have all that is required to be covered in basic literacy, are detailed, and well illustrated. On the other hand, some primers seem grossly inadequate because they have scanty information on reading, writing and arithmetic, and very little content on functional skills. In addition to these inadequacies, there are some complaints, especially from older people about the small print which they say is very difficult to read. Generally, all the primers attempt to address gender issues.

1.3.3 Learner recruitment

Adult literacy programmes in the city target low income earners and are aimed at providing reading, writing and numeracy skills for economic, social and political development. Although many of these programmes are designed mainly for illiterates, it has been found out that the majority of participants have at one time been to school (Okech et al., 1999). To avoid catering mainly for those who have previously had primary education, the complete beginners are expected to be separated from those who have had some schooling. However, in some of the classes, the practice is that they are not.

Categories of learners enrolled on the programmes range from those who are in the very low income groups to business persons with small enterprises who drive or ride to the venue. They include house wives who want to learn things related to work in their homes and young people who want to learn English so as to get out of the country to do manual jobs overseas.

1.3.4 Learner involvement in programme management

Okech et al. (1999) recommend learner involvement in various aspects of the management of adult literacy programmes. They accordingly recommend that FAL programmes should explore various ways of learner involvement. Many programmes claim they involve learners in the planning and implementation of programmes but documentation on how it is done is scanty.

1.3.5 Strategies used in adult literacy programmes in Kampala city

Literacy programmes in Kampala city, like other adult literacy programmes in Uganda are implemented using two approaches described by Oxenham (2004) namely “literacy second” which is livelihood led and “literacy first” which is literacy led. In the former, the organizations engaged in a variety of activities realize that some members of their target group are constrained by lack of literacy skills and therefore start adult literacy classes for them. In the latter, organizations start adult literacy programmes with a premise that new literates, once they have gained functional knowledge and skills can then use them in their every day lives including starting development projects.

1.3.6 Main adult literacy approaches used in Kampala city

The literacy approach used in Kampala city is the integrated functional adult literacy approach, which is a mixture of traditional, functional and psycho-social approaches. Strands of the three approaches (traditional, functional and psycho-social) can be identified in the programmes. The traditional approach is associated with learning the alphabet first, progressing to syllables and finally meaningful words and sentences

(Ministry of Gender and Community Development, 1996). In this approach, the pre-occupation is teaching reading and writing, accompanied in most cases by elementary arithmetic.

The functional approach is based on the life experience of the human being. In addition to learning reading, writing and counting skills, learners are led additionally to discover how they are used in practice. Although at first programmes tended to emphasize the integration of learning economic skills with reading, writing and numeracy (Ministry of Gender and Community Development, 1996), there has been a shift and literacy is learnt for the sake of making the person function better in his/her environment or community. In other words, functionality depends on the context, and involves linking adult literacy not only to economic activities but also political, social and human development among others.

The psycho-social approach, associated with Paulo Freire, focuses on problem-solving; that is, it provides a framework for thinking, creativity, active participation to consider a common problem and find solutions (Ministry of Gender and Community Development, 1996). This approach, as it is used in this programme, is neo Freirian but not pure Freirian as emphasis is put on problem solving rather than conscientisation. The content is chosen by the adult learners themselves rather than having “experts” develop curricula for them. The psycho-social approach has contributed to the development of the Regenerated Freirian Literacy through Empowering Community Techniques (REFLECT) “which fuses the theory of Paulo Freire and the practice of PRA” (Archer & Cottingham,

1996:6). REFLECT was started by ACTIONAID in 1993 when it began action research that uses PRA in adult literacy programmes.

The integrated functional adult literacy approach is the preferred approach for adult literacy programmes in Uganda. Because of utilising the functional approach as a basis and including other approaches, the resultant approach has been described as “integrated” functional adult literacy approach. The goal of the approach is to integrate the best from the traditional, functional and psychosocial approaches. In this approach, the subject matter or knowledge from political, economic, religious and social activities is integrated with the learning of reading, writing and numeracy; there is integration among service providers, and integration of learning and life (Okech, 2004). Baryayebwa (2005) contends that the approach relates the teaching of literacy to the daily lives of the learners, and adult literacy instructors bring into the learning process extension workers from health, cooperatives or agriculture. Such integration has been found to be necessary because in ones’ life, one problem may arise from different things and it may not be possible to solve it or promote an effort by looking at one aspect only.

In Kampala city, literacy programmes irrespective of the approaches used are known as FAL programmes. The participants, facilitators, some government officials and even some providers do not distinguish between the programmes using different approaches. Whenever literacy programmes are referred to, they are simply called FAL programmes.

1.3.7 Content

The programmes in the city that use the dominant language of central Uganda (Luganda) mainly use the curriculum developed by the Ministry of Gender, Labour and Social Development. This curriculum integrates the learning of literacy skills with agricultural and social skills relevant to that area. The content of this curriculum was developed according to programme areas and themes. One programme area: Agriculture, Co-operatives, Marketing and Trade include themes on “Improving our Agriculture; Keeping animals; Marketing our produce and products; Forming and joining cooperatives, clubs and associations”. Another programme area: Health includes themes such as “Our food; Safe and clean water; Common diseases which attack us; Environmental hygiene; Improving our sanitation; Acquired Immuno-Deficiency Syndrome (AIDS)”. The programme area on Gender Issues, Culture and Civic Consciousness has themes such as “Home Management; Sex Education and Family Planning; Our Rights and Laws; Problems Related to Gender Issues; Our Culture”.

Those learning English mainly use books designed for primary schools in Kenya and Uganda. The content in those books is relevant to primary schools. The content in “Knowledge is Wealth” the English primer Learners’ Book One that was developed by the Ministry of Gender, Labour and Social Development include themes such as “My reading chart, A good homestead, Things in a sitting-room, Things in a kitchen, Food for our good health, Things in the bathroom, Things in the bedroom, Clothes, Going to market, Time and Days of the week”.

1.4 STATEMENT OF THE PROBLEM

The United Nations Educational Scientific and Cultural Organisation (UNESCO) expresses the fear that Uganda is one of the countries that may not reduce illiteracy levels to half of what they are by 2015 (UNESCO, 2002). There is growing concern that adult literacy programmes may be missing their intended target population and may not be achieving their objectives. This may be because the voices of the adult literacy learners are seldom heard and their issues hardly put at the centre of discussions on adult literacy provision. Most agendas of policy makers, planners, trainers, teachers, researchers and others override those of the adult learners, and yet each side may have “different ideas about what literacy means, what its benefits and consequences are, how it should be achieved, on what scale and why” (Lyster, 1992:9). Much of the adult literacy agenda in Uganda and Kampala in particular is not set from the perspective of the adult learners or the illiterates who are potential beneficiaries but by programme planners and implementers.

In Kampala, many literacy providers adapt rural-based materials for urban use, some adapt primary school materials and others develop their own materials. The appropriateness of these materials for adults in an urban setting has not been investigated.

There is also a risk that these programmes may not be responding to the needs of the adult learners because there is very limited participation of the adult learners in the planning, designing, implementation and evaluation of the programmes. The study

therefore analysed adult learners' perceptions of functional adult literacy provision in six centres in Kampala city.

1.5 PURPOSE OF THE STUDY

The purpose of the study was to find out and describe the adult learners' perception of the functional adult literacy programmes in Kampala city. The study was done in order to generate a rich and detailed description of the adult learners' feelings, voices and experiences on adult literacy provision in six centres in the city.

1.6 RESEARCH QUESTIONS

The study was guided by the following research questions:

- What are the adult learners' perceptions of what motivates adults to enroll in functional adult literacy programmes?
- What are the adult learners' views on the appropriateness of the adult literacy providers' strategies, approaches, methods and materials used in implementing adult literacy programmes in Kampala?
- What are the adult learners' views on the venues, facilities, equipment, quantity and quality of facilitators?
- What are the adult learners' perceptions of the extent to which the programmes are addressing the adult learners' needs?

- What are the adult learners' perceptions of the use of the knowledge and skills by those who have completed the functional adult literacy programmes?

1.7 SCOPE OF THE STUDY

The study focused on adult learners' perceptions of functional adult literacy provision in six centres in Kampala city namely Kyaterekera, Top Care, ADRA Butabika, COBAP Nakulabye and DIFRA. The study was conducted among adult learners that were attending classes at the above centres and those who had dropped out or graduated from these centres. The study did not address the perception of those who had not joined the classes. The study also covered the facilities, equipment and learning materials found at the centres and how adequate and appropriate they were.

1.8 SIGNIFICANCE OF THE STUDY

At the moment, very little is known about urban literacy provision in Uganda. Moreover, the little that is known is from the perspective of the providers. There was therefore a need to study urban literacy provision from the perspective of the adult learners. The study was significant because it contributed to the body of knowledge relating to urban adult literacy in particular and adult education in Uganda in general. Understanding the perspectives of the learners may also contribute to the process of making changes for improving provision.

In addition, no study has been carried out in Kampala city to explain what the adult learners think about the use of the knowledge and skills acquired in adult literacy programmes in the fight against poverty. This was necessary because there is an increasing number of urban illiterate poor who cannot find employment and literacy programmes may help them acquire skills that can raise their income from other sources instead of searching for the ever elusive formal employment opportunities.

No study has been done to determine whether what Okech et al. (1999) call the high drop out rates experienced in rural areas and their causes are prevalent in the city. It is not clear what factors may be contributing to the low motivation to participate in the programmes, and yet without the participation of adult learners, the programmes can not achieve their objectives. Results from the study may help enhance participation in the literacy programmes as the perceptions of the adult learners once known, can be dealt with positively.

Although functional adult literacy programmes have been implemented in the city for some time, the comprehensive evaluation of the government functional adult literacy programme (Okech et al., 1999) did not cover Kampala city. Findings from the research may help programme managers and government to re examine provision in order to cater for the diverse needs of the urban people.

1.9 THEORETICAL FRAMEWORK

In Uganda functional adult literacy programmes use the UNESCO definition of functional adult literacy and MGL&CD (1996) has stated that:

a functionally literate person is one who can engage in all those activities in which literacy is required for effective functioning of his or her group and community and also for enabling him or her to continue to use reading, writing and calculation for his or her own and the community's development. (p.7).

What is learned is supposed to be of relevance to the learner's every day life. The approach used is the integrated functional adult literacy approach. In this approach, reading, writing and numeracy are integrated in economic skills related to the literacy practices of the adult learners.

Most Ugandan programmes profess to use the integrated functional adult literacy approach. This approach provides skills in reading, writing and numeracy integrated with practical knowledge and skills (Ministry of Gender and Community Development, 1996) as suggested by Bhola (1994) who defines functional literacy as a combination of literacy and the learning of economic skills into one whole. The integrated functional adult literacy approach integrates traditional, functional and psychosocial approaches; it integrates different types of activities so that they can all be used to solve the problem being dealt with (Ministry of Gender and Community Development, 1996).

Bhola (1994:41) argues that adults are “more easily attracted to literacy classes that teach functional skills than to literacy classes that do not teach economic skills”. He singles out economic rewards as more motivating to adults than other possible motivations. But the economic activities have to be relevant to the adult learners’ literacy practices. Probak (2004) in a study of the Experimental Literacy Project in Bangladesh found out that non literate and semi literate urban adults were motivated to participate in programmes that address learning needs related to the literacy practices they go through in their every day lives.

Bhola (1994) argues that literacy initiatives, programmes or campaigns should have a literacy system with sub-systems working harmoniously. The literacy sub-systems should address ideological issues, policy and planning, institutional and organizational frameworks, mobilization, professional support, curriculum development and programme development, media and material production, orientation/training, teaching-learning, post literacy and evaluation. Each individual sub system and relationships between the sub-systems play a vital role in the entire system. The sub-systems are likened to cogs in a wheel. The sub-systems affect and are affected by each other and therefore they should not be developed or implemented in isolation but interdependently. The literacy system is affected by socio-economic and political structures at national level and by education and socialization at the community level.

The stated framework was used as a basis to find out adult learners’ perception of whether adult literacy provision in Kampala city was appropriate, relevant and conforms

to or is different from the learners' expectations. Provision was analysed in light of the system, subsystems in place and their relationships as suggested by Bhola (1994). Emphasis was put on what motivates learners to enroll, the strategies, approaches, methods and materials used in implementation, the venues, facilities, equipment and quality of facilitators affecting provision, the extent to which the programmes were addressing the adult learners' needs, and the use of the knowledge and skills by the adult learners who had completed the functional adult literacy programmes. Each of these factors was analysed on its own and then its relationship with the others and finally the entire system as a whole. The system components and subsystems have to work together and if one is lacking, it affects performance.

1.10 DEFINITION OF TERMS

Adult learners	These are people of various ages (above 15 years), sexes and backgrounds that were participating in adult literacy programmes
Functional adult literacy	An adult literacy approach in which the skills of reading, writing and numeracy are integrated in daily activities of adults for effective functioning within a group or community
Non literate	A person who is not able to read, write and count

Perception	The way adult learners understand or think about the way functional adult literacy is provided in Kampala city
Semi-literate	A person who is partially able to read, write and count

CHAPTER TWO

LITERATURE REVIEW

2.1 WHAT MOTIVATES ADULTS TO ENROLL IN FUNCTIONAL ADULT LITERACY PROGRAMMES

Studies have shown that literacy is studied for its instrumental reasons. A study done on the perception of non-literate and semi-literate urban adults in Bangladesh found out that adults were motivated to learn things related to the literacy practices they go through in their every day lives - for example, measurements and calculations related to jobs, communication with relatives left in the villages, money transactions, reading road signs, addresses, newspapers, labels of medicine, medical cards and some measure of support to school-going children (Probak 2004). A study on an urban non literate adult by Openjuru (2004) found out that adults join literacy programmes for instrumental reasons for example learning literacy skills because they want to accomplish some literacy task.

Another instrumental use of literacy is its use in the fight against poverty. A study “Literacy a Key to Empowering Women” was done by UNESCO on a project that used adult literacy as a strategy to empower women to deal with different situations in Africa, Asia and the Pacific. It was found out that women participate in adult literacy in order to emerge from poverty, when content is practical, gender sensitive and clearly representative of the societies for which they are intended (UNESCO, 2001). Adult literacy contributed to the enhancement of the women’s lives, their families and whole communities. Literacy enhanced economic productivity, agricultural diversity, protecting women’s health, promoting women’s status and easing domestic work. Results from the

study suggest that nothing much is gained by focusing narrowly on the traditional three Rs and that for literacy and numeracy skills to have relevance and thus benefit the women for whom they are intended, they must be woven into the practical everyday environment in which women live. These assertions are not only relevant to women but affirm that for adults to be motivated to enroll, literacy programmes have to be linked to the adult learners' everyday lives.

In contrast to studies cited above, Ziegler and Durant (2001) found that perceptions that motivated adult learners in the United States were clustered into three main categories: beliefs, relationships, and goals. Adults were motivated to attend if they believed they could make a difference in their lives, that of their children and could show others that they can learn. Their motivation was also influenced by belonging to a group - being cared about by others and being helped through difficulties. They were motivated to achieve short term goals such as getting a driver's license, intermediate goals like passing the General Education Development (GED) test and long term goals like getting jobs. Most participants reported that they believed that attending the adult basic education class was worthwhile and that this was a way they could achieve their goals. It can be concluded that adults learn in order to achieve goals to make a better life for themselves and their children; and when they have a learning environment that is accessible and suitable, with space to work together on teams or in groups.

Okech et al. (1999) in an evaluation of the functional adult literacy programme in Uganda found out that a variety of reasons were given by the learners for joining literacy programmes. More than half of the adult learners said that they came because they wanted to learn to read and write, and count. The other reasons given were to improve knowledge, family care, person development and social improvement of self and family. Others wanted to identify different denominations of notes and coins and/or determine prices of goods correctly in order to avoid being cheated. The same study confirmed that learners achieved the objectives that brought them to the classes because the knowledge and skills acquired enabled them improve their family income, agricultural practices, family health and hygiene, gender equality, their children's schooling, civic participation and overall raising of living standards (Okech et al., 1999). The learners had actually benefited from the adult literacy programmes as they were able to utilise the literacy skills acquired for a variety of reasons. Thus they wanted literacy for its instrumental purposes.

Apart from instrumental reasons, Rogers (2004:64) argues that some adults join literacy programmes for symbolic reasons - not because they want to use their new literacy skills but because they want to join the "literacy set" and acquire social status.

Understanding reasons why adults do not join adult literacy programmes may help shed light on how to motivate them to enroll. This is because addressing what may be stopping them from enrolling may lead to motivating them to enroll. Okech et al. (1999) found out that the reasons given by some non-literates in Ugandan communities for not joining

literacy classes included negative attitudes and failure to see any immediate tangible benefits. This was exemplified by successful young men who were doing well in business and were saying: "I did not go to school, I cannot read and write, but I have the money, so learning for what?" Some of them saw no difference between themselves and those who are educated, others argued that old people do not study because they are going to die soon and others thought they would not get jobs after finishing. Men thought that when their wives joined literacy classes, other men were going to wait for them on their way to the literacy centres and take them away. So they stopped them from attending. Such perceptions discourage many adults who would have joined literacy classes. Other reasons included physical disabilities, lack of self confidence, heavy workload, sickness, problems of eyesight, being stopped by husbands and the way programmes were started.

Causes for dropping out of literacy programmes have been investigated. In the United States, for example, Shirley (1990) argues that according to the Bean et al's 1989 study, most of the reasons cited by adults for dropping out of programmes were personal in nature and included low self-esteem, coupled with lack of demonstrable progress. She also quotes Bowren (1988) who believes that the major cause for dropping out is lack of progress, real or perceived.

Shirley (1990) also presents the major obstacles to attendance in literacy programmes identified in the United States as:

- Daily pressures such as work schedules (Bean et al 1989),

- Child-care needs,
- Lack of transportation (Taylor 1983), and
- Negative perception of the value of education (Cross, 1981).

She also included lack of support by the native culture for education and a family background of illiteracy. She further asserts that older individuals may have a negative attitude that at 45 or 50 they are too old to learn.

Shirley (1990) further highlights program factors that contribute to student-drop out including:

- Non involvement of adults defining or selecting their learning goals;
- Use of inappropriate material that are not relevant to students' needs and lives;
- Inappropriate placement caused by a discrepancy between levels, poor tutor/student or teacher/student match;
- Lack of flexibility in class scheduling; and,
- Literates and non-literates in the same class which frequently results in lack of sufficient instructional time or individual attention for non-literate students, who may have few independent learning strategies.

Shirley concludes that literacy programmes are successful because they address the above concerns of the learners and quotes Duryee (1989): "Most students will be inspired when they feel in control and secure in their classes, respected by their teachers and their peers, and hopeful about their future academic success".

It is important to note however, as Openjuru (2004:62) argues, that “what motivates or demotivates an adult to participate is highly localized and what will impact on one social group will often not move those in other social groups”.

2.2 ADULT LITERACY PROVIDERS’ STRATEGIES, APPROACHES, METHODS AND MATERIALS USED IN IMPLEMENTING ADULT LITERACY PROGRAMMES

2.2.1 Strategies

The literacy programmes in Uganda are implemented using two strategies described by Oxenham (2004) as approaches namely “*literacy second* which is livelihood led and *literacy first* which is literacy led”. He argues that in the *literacy first* strategy, literacy is used as a prerequisite to livelihood training. In other cases, literacy is followed by separate livelihoods training or income-generation activities. In such cases, literacy training is provided to the learners first and the livelihood skills are provided later as another package. The livelihood skills may be provided by the same providing agency or a different one. Programmes that use this strategy try to impart literacy skills first and then once the adult learners have acquired literacy skills, they embark on livelihood training.

The *literacy second* strategy starts with the learning of livelihoods. It is then realized that the livelihoods training is hampered by lack of literacy skills. The programme then starts literacy training. Oxenham argues that the livelihood led strategies tend to generate more powerful demand for literacy than literacy led strategies. He asserts that livelihood-

focused organisations are better at combining livelihood and literacy than those focused primarily on education. He further argues that groups formed for their own purposes and seeking literacy when a need is felt are generally more successful.

Thompson (2002) asserts that findings of case studies in Kenya indicate that “adult literacy programmes which included livelihoods components and skills training tended to be more effective in terms of increased participation, higher attendance and retention, and completion rates.” (p. 109)

Bhola (1994) argues that the literacy strategies are determined by purpose for which literacy is intended. Once the intended uses of literacy are defined, then the strategies may be determined.

2.2.2 Adult literacy approaches

Lyster (1992) has identified three ways of classifying approaches to literacy work. The radical approach (literacy for empowerment), the functional approach (literacy for modernization and development) and the missionary approach (literacy for salvation). In Uganda the approach most commonly used is the functional approach. She cautions that the above classifications are unsatisfactory but argues that they are useful in illustrating the primary motivation for a particular initiative. The functional approach links literacy to economic and social priorities, and to present and future manpower needs. It relies heavily on modernization theory.

The Ministry of Gender and Community Development (1996) recommends the use of the integrated functional literacy approach in Uganda and trains its facilitators in its use. Baryayebwa in UNESCO (1997) argues that this approach integrates strengths from different methodologies such as the traditional approach, functional approach, psychosocial approach and the REFLECT approach. The integration covers three dimensions which have been described by Oxenham, Diallo, Katahoire, Mwangi & Sall (2002 p. 105) as “integration of subject matter, integration among service providers and integration of learning and life.”

2.2.3 Adult literacy methods

Lyster (1992) has identified three categories of methods of teaching reading and these can be categorized as bottom-up, top-down and a mixture of both. The bottom-up methods which are also known as synthetic methods start with the learning of small units (parts of words first) and builds them into whole. The top down methods may be called analytic methods. The analytic methods start from the whole and break it into smaller parts. The eclectic methods adopt the best elements from the synthetic and analytic methods and are therefore a mixture of both categories of methods.

2.2.3.1 Bottom up methods

Lyster (1992) asserts that bottom - up methods require learning the alphabet first, then progress to syllables, and finally to meaningful words and sentences. These methods require that the facilitator starts from a small unit, joins it to another small unit until the small units are built into a large unit. This large unit is constituted by the small units

joined together making it a whole. For example, the facilitator may start with vowels or consonants and build them into syllables, then join the syllables to make words and join the words to make phrases or sentences. These methods enable learners to recognise shapes and sounds of letters easily. They are systematic in teaching reading, writing and numeracy. The origin of the methods can be traced from the ancient Greeks and Romans (Lyster, 1992). The teaching is usually based on the use of primers.

The synthetic methods are generally divided into three namely alphabetic methods, phonic methods and syllabic methods (Lyster, 1992). Using the alphabetic methods emphasise teaching the learners the names of letters in their alphabetic sequence, followed by two letter combinations, then three letter combinations until all the letters are known. It is after all the letters are known that learners are taught how to combine the letters to form words.

In the alphabetic methods, the Luganda (one of the Bantu languages in Uganda) facilitator introduces the letters of the alphabets starting with vowels (a e i o u) and consonants (w y b p f m d t r l n z s j c g k h); The consonants are joined with the vowels to make the syllables for example *ka ke ki ko ku, ma me mi mo mu, la le li lo lu*; The syllables are then joined to form words for example *okulima* and *kikulu*; The words are joined to make sentences for example *okulima kikulu*.

The phonic methods emphasise the teaching of letters and their corresponding sounds. Learners are taught the sounds of letters sometimes with the help of a picture. Lyster

(1992) argues that generally vowels are taught first using their most common sound in the language of instruction. In some literacy programmes, learners are introduced to words and sentences early while in others they may be introduced after two or three primers. The sentences are mainly used to reinforce phonic concepts and many times have little meaning. These methods work better with languages that are phonetic such as Bantu languages for example Luganda. These methods have however been criticized for focusing on the convenience of how to combine letters to form words and sentences while putting little or no emphasis on the meaning of the words and sentences.

The syllabic methods focus on the teaching of syllables as the key units. These are then used to make new words and sentences. With these methods, the problem of sounding out consonants without vowels which happens with the phonetic methods is overcome (Lyster, 1992).

In the syllabic methods, the Luganda language facilitator does not introduce vowels and consonants separately but starts with syllables for example *ka ke ki ko ku, ma me mi mo mu, la le li lo lu*; The syllables are then joined to form words for example *okulima* and *kikulu*; The words are joined to make sentences for example *okulima kikulu*. This removes the confusion of sounding consonants as if they were syllables.

2.2.3.2 Top down methods

The top down methods which are also called analytic or global methods start from the whole and break it into smaller parts (Lyster 1992). She continues to argue that these methods use meaningful language units such as words, phrases, sentences or even stories to teach reading, using the assumption that people perceive wholes rather than parts. She strengthens the argument by asserting that we do not recognize faces by mentally combining eyes, ears, nose, mouth and hair but rather by seeing it as a whole picture. For example, a facilitator may start with a complete sentence, the sentence is then broken down into words, and then the words are broken into syllables then the syllables are broken into consonants and vowels. The process may be illustrated as follows:

A Luganda facilitator may bring out a card with a sentence "*okulima kikulu*" The sentence is broken into its constituent words "*okulima*" and "*kikulu*" The words are further broken into syllables as *o-ku-li-ma ki-ku-lu*. The syllables are broken into letters *o-k-u-l-i-m-a k-i-k-u-l-u*. Then the letters are separated into consonants and vowels as shown below:

Consonant *k-l-m*

Vowels *o-i-u-a*

It has been argued that this method encourages reading for meaning and motivates learners. However, critics argue that learners cannot develop the skills to recognize new words by breaking them into syllables and sounding them out and such readers do not read accurately (Lyster, 1992).

2.2.3.3 Eclectic methods

The eclectic method integrates both the top down and bottom up methods from the beginning of the instruction in reading (Lyster, 1992). This does not restrict one to the use of one method. Whole words or sentences are taught and then analysed into their phonetic or syllabic components immediately. The facilitator may start with a sentence breaking it down into phrases, words, syllables, consonants and vowels and reconstruct new words or sentences from the vowels, consonants, syllables, words and phrases. The whole may be a word, phrase, sentence or a complete story.

2.2.4 Adult literacy materials

Ngo Quang Son (1997) argues that reading materials for neo literates should have three functions:

- to develop reading and writing skills;
- to provide information; and,
- to stimulate an interest in learning through which a reading habit and self - learning ability will be acquired.

These functions will help increase knowledge and skills, may help to raise the incomes of the learners; may help increase knowledge on family planning, home arrangement, feeding and educating children, and may help to improve living conditions. He then advocates for content that is appropriate to the learners' level, responds to their interests

and needs, instructive in civics and scientific beliefs, and serves the development of the economy, culture and society (Ngo Quang Son, 1997).

Hildebrand & Hinzen (2005) found out that some adult literacy materials in Guinea had materials with the same content but great differences in quality, some had inappropriate content and they provided a weak link with issues of daily life. They add that there was considerable lack of skills to ... develop learning materials... This is a big challenge that hampers successful implementation of adult literacy programmes.

In Bangladesh, literacy materials developed for rural areas were used in urban programmes because of the non availability of appropriate primers for urban areas. However, it was found out that an urban version of rural materials would not work. Probak (2004) concluded that “urban literacy programmes should not be regarded as an adapted version of rural literacy programmes but rather as a new phenomenon” (p. 54).

In Zambia, among literacy materials used in literacy classes, the primer on health and nutrition was perceived by learners to be the most beneficial (Mwansa, 2004). This suggests that learners valued learning that made them gain knowledge about health and nutrition.

Thompson (2002) emphasises the relevance of reading materials to support people in their development efforts, in agriculture, health, environment, trade and other fields. Research with children in Jamaica looked into the importance of having culturally

relevant reading materials and found out that beginning readers need to be shown how to correlate what they know about the world with what is presented in the text. As readers advance, they continue to need the support of culturally relevant materials. It was concluded that it is important for readers to be able to see themselves, their friends, their relatives and their communities in the context of the stories, in the illustrations and in the language (Headlam, 2005). Although this study was done among children, it may have more relevance to adult learning as adult learners are more knowledgeable about their context than children.

In Uganda, the primers have been found to be relevant although in some cases the letter font size needed to be enlarged. For example, learners in Iganga, one of the rural districts of Uganda, observed that primers developed by the Ministry of Gender, Labour and Social Development which were made for rural areas were very relevant and easily understood (Okech et al., 1999) because they addressed issues faced by learners in their daily lives. The content was understandable, easy to read and understand, but the new ones had very small font size so there was a need to improve on the font size.

In Hoima, another rural district of Uganda, it was noted that there were several primers available for learners that included Amagezi Itungo (Knowledge is Wealth), Tweyongere Kumanya (Let us be more Knowledgeable) and Weebale Kucumba (Thank you for Cooking) but the learners complained that the second edition of Amagezi Itungo had very small letters (Okech et al., 1999). He further noted that the men also complained about

“Weebale Kucumba” (Thank you for Cooking) that it was a primer meant for women because men do not cook.

In terms of accessibility, over three quarters report lack of reading books or magazines. Although Okech et al., (1999) cited remoteness of most rural areas in Uganda exercising a major influence on the physical availability of magazines in the local languages, the case for urban areas may be different as there are a variety of reading material especially newspapers. However, many of the reading materials target people with higher literacy levels and may not be helpful to adults participating in adult literacy programmes.

2.3 ADULT LEARNERS’ VIEWS ON THE VENUES, FACILITIES, EQUIPMENT AND QUALITY OF FACILITATORS

2.3.1 Venues, facilities and equipment

Okech et al. (1999) revealed that most literacy centers were not purpose built except for a few in Mubende, one of the rural districts in Uganda. The classes took place “outside” under a tree or in someone’s backyard. Alternatively, they took place “inside” in a church, mosque or community hall. It was further revealed that less than one fifth of the learners reported good seating facilities.

2.3.2 Quality of facilitators

The facilitators in Ugandan literacy programmes lack technical skills. Okech et al. (1999) found out that over 40% of FAL instructors in Government programmes had at best, completed primary education whereas 67% of instructors working for NGOs had

completed S.4 or above. In terms of training, more instructors working for NGOs than facilitators of the government FAL programme had received initial facilitators' training and refresher training from their organizations or through outsourcing.

The learners were asked to rate their instructors on attendance, punctuality, clarity, commitment, use of teaching aids, teacher learner relationship, making the lessons interesting, and whether or not the instructor brought in outside speakers. They revealed that when some of the instructors reached the practical parts which required an extension worker, they skipped them because the extension workers did not come and the learners suggested that there was a need to train instructors in these technical skills (Okech et al. 1999).

2.4 PERCEPTIONS OF THE EXTENT TO WHICH PROGRAMMES ADDRESS ADULT LEARNERS' NEEDS

2.4.1 Unmet expectations and pledges

In Uganda, some politicians have used the adult literacy cases for campaign purposes and have pledged to support the classes especially during election time. When some of these pledges are not met, some learners loose interest in learning. Okech et al. (1999) have argued that learners were said to have dropped out because a local politician promised to get them bicycles at 30,000/= and collected deposits of 15,000/= per learner but failed to deliver the bicycles or refund the money. There were also those who dropped out because they expected material gains immediately. They thought some NGO was out to give them handouts and when this turned out not to be the case, they dropped out.

2.5 USE OF THE KNOWLEDGE AND SKILLS BY THOSE WHO HAVE COMPLETED FUNCTIONAL ADULT LITERACY PROGRAMMES

2.5.1 Reading

Anderson, Hierbert, Scott & Wilkinson; Rumelhart; Wixson, Peters, Weber, & Roeber as cited in Soifer, Irwin, Crumrine, Honzaki, Simmons & Young (1990), define reading as a process of constructing meaning through the interaction among the reader's background knowledge, the information suggested by the text, and the context of the reading situation. They also argue that the goal of learners is not to recognize words but to extend their knowledge of the world and their abilities to function more effectively in everyday life and work situations. Headlam (2005) crowns it all by defining reading as "a meaning-making activity rather than one that is limited to the pronunciation of words or to grammar practice" (p. 17).

Learners engaged in reading that was connected with particular circumstances which enabled them to get along with ease in their day to day functioning at both household and community levels. An evaluation of the FAL programme in Uganda (Okech et al. 1999) revealed that the following were the items learners usually read: posters and sign posts, notices hung on trees within their communities, calendars to tell dates and months, watches and clocks to tell the time, the weighing scales and prescriptions on medicine packets as prescribed by medical personnel. Women reported reading letters. These ranged from personal letters written by husbands working in distant places and children going to school outside the village, to official letters written by head teachers, local

council (LC) chairpersons and secretaries of their women groups. Those who had children of school - going age reported that they were reading some of the reports of their children especially those written in their local vernacular, and claimed they were able to gauge their performance.

The evaluation also revealed that some of the learners were able to read sign posts in their mother tongue, Runyoro - one of the local Ugandan languages. The sign posts cited included those showing the names of different roads and streets in towns, names of schools, names of wards in health units and hospitals, public convenience places in town especially differentiating between those for men and women. A few said they could read some common posters and signposts in English like 'Family Planning' which they first associated with the yellow flower (symbol of the Family Planning Association in Uganda). Learners also referred to being able to read bibles independently and make reference to them after church sermons/readings to understand better. A male learner said that once in a while when he reads "Bukedde" a local Luganda Newspaper, he is able to find out what is taking place in the world.

The evaluation further revealed that although a high percentage of the participants in the study said they read books/magazines, further analysis revealed that this was done only occasionally. Newspapers seem to be read more regularly compared to books and magazines. Circumstantial reading e.g. reading of posters, notices, labels on doors and drugs, is a more common form of utilization of reading (Okech, et al. 1999).

2.5.2 Writing

A study by Okech found out that adult learners claimed to do some writing although the frequency varied considerably and they mostly wrote letters (nearly three quarters in Rukungiri – a remote rural district in Uganda) and personal notes and exercises (over a third). The former is because of the high level of migration (because of the scarcity of land) and therefore the importance of communicating between spouses (Okech et al. 1999). The kinds of notes written included personal reminders which revolved around issues to do with their small business, how much has been sold, debtors, and bible reading. There is also more need to write notes and letters by people in urban areas as they maintain links with their rural communities.

The Okech evaluation study revealed that the major benefits derived were learning to read names, participation in community meetings and exercising their rights in voting, especially reading the name of a candidate of one's choice and placing a tick against his/her name. The study captured the adult learners' benefits as cited follows:

Writing of our names during meetings is important. Before we used our thumbs, or we used to ask whose who sat near us to write for us or never attended meeting at all. We used to feel bad and embarrassed. We now feel motivated to attend meetings and are able to make suggestions during discussions.

Before, somebody could lead us to the polling center and could ask us the name of candidate we wanted to vote for; most likely could change our choice. In addition using the thumb could spoil our votes (ballot) as they got spoilt with a lot of ink.

By voting using finger prints we were not happy because in most cases we would be directed to print, sometimes we could be misled to vote for another person and in most cases people would fear to eat because of the ink on the fingers. Now we can tell the person we have to vote for.

2.5.3 Avoiding manipulation and cheating

Avoiding manipulation and not being cheated was another benefit that was brought out by the learners. According to them, avoiding manipulation has led to some increase in their levels of income as they are able to safeguard themselves from being cheated (Okech et al. 1999).

2.5.4 Other benefits of the programme

2.5.4.1 Improved family care

Learners agree that putting into practice what they learned led to improved family health conditions. This was because learners were able to do the following:

- dig a pit latrine and keep it clean,
- dig a rubbish pit,
- put up akatandalo (rack for utensils),
- boil drinking water,

- avoid to eat anything without washing it and washing hands,
- cover food and utensils to avoid houseflies falling on them,
- bath regularly and wash property and clothes,
- sweep the kitchen, house and compound,
- eat a balanced diet,
- go to hospital when someone falls sick, in addition to praying or using traditional herbs.

2.5.4.2 Easy communication and getting along easily

In Uganda, adult learners believe that they gain from participating in functional adult literacy programmes (Okech et al. 1999). Learners explained that it was easy to locate places on their own thus saving them the inconveniences and embarrassment of asking for locations which are clearly labeled. Several learners had previously had experiences like entering men's toilet, going past their destinations or asking for a place that they were already in or when there were signposts, banners, or posters, or labels clearly marked. A male learner revealed that he now felt secure when traveling in Kampala because he could read labels on taxis, instead of asking which would make him conspicuous and vulnerable to thieves. The learners also revealed they were now able to heed warnings by reading posters. They cited posters like those of roadblocks, "danger" 'Kabi' (danger), 'hatari' (danger), 'usivute sigara' (don't smoke) and others.

2.5.4.3 Adult learners assisting their children with school work

Adult learners who were parents said they discussed school - work with their boys and girls and that they checked their homework.

CHAPTER THREE

RESEARCH DESIGN AND METHODOLOGY

3.1 INTRODUCTION

In this chapter, a presentation of the research design, population and sampling strategy, research methods and the research instruments used is made. This is followed by how the validity of and reliability of instruments was tested. The data collection, data analysis and presentation, research plan and timetable; and limitations of the study are also presented.

3.2 RESEARCH DESIGN

Yin (2003) explains a research design as a “blueprint of research that spells out the logical sequence that connects the empirical data to a study’s initial research questions and, ultimately, to its conclusions” (p. 20-21). He argues that the design should deal with at least four problems: what questions to study, what data are relevant, what data to collect, and how to analyse the results.

The study was largely informed by a qualitative research design although some quantitative data was used. Qualitative design was selected because qualitative methods help uncover the meaning of phenomena for those involved (Merriam & Simpson (1995). The research sought understanding of the experiences of the adult learners in six centres in Kampala city. The research design for this study was therefore a qualitative case study. Quantitative data was used only to report on numbers, frequencies and percentages of responses on a variety of issues to determine how often they featured.

A case study is an empirical study that investigates a contemporary phenomenon within its real-life context, especially when the boundaries between the phenomenon and context are not clearly evident (Yin 2003). Merriam & Simpson (1995) explain it as “an intensive description and analysis of a particular social unit that seeks to uncover the interplay of significant factors that are characteristic of that unit” (p. 221). Mouton (2001) has argued that the unit of study may be “an individual person, but case studies can be done of other units such as family, a treatment team, segment of a clinical session, a community or a country” (p. 281). He adds that case study research “can investigate multiple individual units” (p. 281).

This was an exploratory, single- embedded case study. This is because what was analysed was the perceptions of the adult learners in all the six centres (global), and the perceptions of the learners in individual centres. The unit of study in this case was adult learners in one city (Kampala) and the six centres used in this case were Meeting Point, Kyaterekera, Top Care, ADRA Butabika, COBAP Nakulabye and DIFRA. It was not a multiple – case study design in which for example an individual centre may be the subject of a case study while the whole study that covers all the centres constitute another case study (Yin, 2003).

Merriam and Simpson (1995) assert that:

the process of conducting a case study consists of several steps, the first of which is selection of the “case” to be analysed. The selection is done purposefully, not

randomly; that is, a particular person, site, programme, process, community, or any other social unit is selected because it exhibits characteristics of interest to the researcher (p.109).

The adult learners in the six centres in Kampala city were purposely selected.

Another reason why a case study design was selected was that according to Koul (1998), 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 directedness” (p. 431-432). In addition, the case study design was selected because according to Yin (2003) it can be used to “deal with a full variety of evidence – documents, artifacts, interviews, and observations” (p. 8).

3.3 POPULATION AND SAMPLING STRATEGY

The population of the study comprised adult learners from six centres in Kampala city. The centres were selected from programmes run by government, NGOs and private sector. The government centres were Meeting Point, Top Care and Kyaterekera; those for NGOs were COBAP Nakulabye and ADRA Butabika; and DIFRA was for the private sector.

Purposive sampling was used to select five centres. Three centres were selected from government run programmes – two centres with high enrollment and one with low enrolment. Two centres were selected from NGO run programmes using the same criteria. One centre was selected from the private sector because only one organisation

was implementing adult literacy programmes at one centre. At the time of writing the proposal there were two private organizations implementing adult literacy programmes but one organisation has since closed down after the owner died. Selection basing on enrollment was done to help determine whether the perceptions were the same for what may be termed successful centres or those that may be termed as not so successful.

A sample of forty one adult learners was selected as follows:

- twenty seven respondents was selected from those attending literacy classes and the number selected was as follows:
 - five adult learners from each of the following centres: Meeting Point, Top Care, COBAP Nakulabye and DIFRA;
 - four adult learners from Kyaterekera; and,
 - three from ADRA Butabika.
- nine adult learners who had completed were selected as follows:
 - four from Kyaterekera and one from each of the following centres- COBAP Nakulabye, Top Care, Meeting Point, ADRA Butabika and DIFRA.
- five drop outs were selected as follows:
 - two from ADRA Butabika and one each from Meeting Point, COBAP Nakulabye, and Kyaterekera.

Convenience sampling was used to select adult learners who had completed and those who had dropped out. Gender was a factor in sampling and thirteen of the respondents

were male while twenty eight were female. This was representative of the adult literacy classes in Uganda where a large majority of participants are women.

The names of the centres sampled and their classification according to sector and enrolment are shown in the table below.

Table 1: Classification of centres sampled according to sector, enrolment and number of interviewees

Name of centre	Sector	Enrolment	Number of interviewees
Meeting Point	Government	High	7
Kyaterekera	Government	Low	9
Top Care	Government	High	6
ADRA Butabika	NGO	High	6
COBAP Nakulabye	NGO	Low	7
DIFRA	Private sector	High	6
Total			41

3.4 RESEARCH METHODS

A major strength of case study data collection is that according to Yin (2003) it offers “the opportunity to use many different sources of evidence” (p. 97). Evidence was collected from adult learners through interviews and focus group discussions; from learning centres through observation and from learning materials and programme reports through document review.

In this study interview was used because most participants in literacy classes are usually not proficient in writing and therefore questionnaires cannot be used. Interviews can also bring out views and opinions especially of those who are uncomfortable giving them in a group. Another reason was that interviews allow people to respond in both a structured and in an unstructured way (Merriam and Simpson (1995). The interview schedule had both closed and open ended questions. Close ended questions were asked in cases where there were only a limited number of possible answers while open ended questions were used in cases where there were many possible answers.

In addition to interviews, data was collected through focus group discussion, direct observation and analysis of documentation. Focus group discussions were used to get opinions and facts about questions that concerned learners as groups rather than individuals or those that required detailed explanations. The observation method was applied to observe conditions of learning, facilities available at the learning centres and their adequacy and quality. It was used to cross check respondents answers about the conditions of the learning centres. Theis and Grady (1991) explain direct observation as systematically observing objects, events, processes, relationships, or people, and recording these observations. Data was also collected from project reports, curriculum, content and layout of learning materials being used.

3.5 RESEARCH INSTRUMENTS

Data collection instruments are attached as appendices. They were an interview schedule (Appendix A [pg. 120]), a focus group discussion guide (Appendix B [pg.

129]), and an observation guide (Appendix C [pg. 131]). The interview schedule containing both open and close ended questions was designed to generate data for answering the research questions. The focus group discussion guide contained questions probing for deeper information or views from adult learners. The observation guide was used for collecting data on the facilities at the learning centres, conditions of learning and the quality and quantity of materials available.

3.5.1 Validity of and reliability of instruments

Busha & Harter (1980), state that the purpose of research is to obtain valid and reliable information so that research questions are answered. In order to do that, the validity and reliability of instruments need to be ensured. Validity refers to the effectiveness of an instrument used in the study to generate findings (Merriam & Simpson, 1995). Reliability refers to the ability of instruments to produce consistent results each time they are used.

The validity and reliability of the instruments was tested through pre-testing on a group of adult learners at the COBAP Nakulabye centre. The interview schedule was used to interview adult learners and some of the questions were found to be too broad and were made specific. The questions on the approaches and methods used in the classes were removed, restructured and transferred to the focus group discussion guide as they required a lot of explanation before the learners could understand them and also the answers were long, making the whole interview too long. The refining of instruments was

done to ensure that all the required data would be successfully collected through use of the instruments.

3.6 DATA COLLECTION

Permission to reach out to the literacy classes was sought from the city council authorities, the management of the literacy classes and the adult learners.

Both secondary and primary data was collected for the study. Secondary data in the form of information from programme reports, primers and other documents was collected. Primary data was collected from adult learners still attending classes, those who dropped out and those who had completed by the use of interviews and focus group discussions. Data on the conditions of learning venues was collected through observations.

An interview schedule comprising of fifty two questions was administered to twenty seven adult learners in the six centres in the city, five drop outs and nine learners who had completed the programme. One focus group discussion for those on the programme was held at COBAP Nakulabye and another for those who had graduated at Kyaterekera. It was not possible to hold focus group discussions for those who had dropped out because they were impossible to trace as there were hardly any records of their whereabouts at their previous centres.

Respondents were interviewed in Luganda individually and responses recorded by the researcher. These were later translated into English. The focus group discussions were

also held in Luganda and video-tape recorded. The discussions were guided by the researcher and proceedings were recorded by a research assistant who took notes. The researcher, in addition to guiding the discussion took note of key issues to supplement the work of the research assistant. The research assistant was selected because of his understanding of the language of the respondents and the issues in adult literacy. The focus group discussion notes were also translated into English.

The conditions at the venue were observed by the researcher who put down in writing what was observed at the time of visiting each adult learning centre. Data from the translations of the interviews and focus group discussions was analysed together with that from the observations and document review.

3.7 DATA ANALYSIS AND PRESENTATION

The data collected was organized and classified into categories (Merriam & Simpson (1995) according to the adult learning centres and whether they were from adult learners still attending, had graduated or dropped out. It was then edited, coded and tabulated.

3.7.1 Editing

Editing is a critical process in data analysis and presentation which aims at keeping errors at a minimum. All the forty one interview schedules, six observation schedules and transcripts from the two focus group discussions were checked for errors before they were analysed. The processing of data from the instruments was initially done manually and later typed on a computer using Microsoft Word programme.

3.7.2 Coding

Editing the data was followed by coding. This was done with an aim of putting together answers to the same question so as to get a clear picture of emerging trends. All responses to a particular question were put together and tallied to generate total frequencies and percentages.

3.7.3 Tabulation

Edited and coded data was presented in tables and emerging patterns and trends discussed in textual form with a combination of numbers and percentages. Qualitative data from the categories was analysed to identify themes, patterns, trends and relationships pertinent to each one (Mouton, 2003). These were then compared to look for variations, similarities and connections.

Quantitative data was analysed using frequencies, totals and percentages. Totals and percentages were used to compare:

- the proportion of adult learners who have similar perceptions about what motivates adults to enroll in adult literacy classes with those who have different perceptions;

- the proportion of adult learners who view as appropriate adult literacy providers' strategies, approaches, methods and materials used in implementing adult literacy programmes in Kampala with those who view these as inappropriate;
- the proportion of adult learners who view the venues as conducive to learning, the facilities, equipment as appropriate and the quality of facilitators as high with those who view these as un-conducive to learning, inappropriate and low respectively; and,
- the proportion of adult learners who perceive that the programmes are addressing the adult learners' needs with those who think the programmes are not addressing the adult learners' needs.

The data having been presented in tables was then analysed and emerging patterns interpreted according to the research questions. The findings were presented in a combination of textual and graphical formats to make them easy to understand. The findings were interpreted using the theoretical framework of the study.

3.8 RESEARCH PLAN AND TIMETABLE

The research plan and timetable drawn up and approved in the proposal was not implemented as exactly planned. The activities in the plan were followed but the time frame had some variations. This was because activities such as collecting data, translating the data from Luganda to English and analyzing it took more time than had been anticipated.

3.9 LIMITATIONS OF THE STUDY

- It required time and effort to convince respondents to give information freely and willingly probably because the high incidence of corruption and poverty made people expect financial gain from anything they are asked to do.
- The drop-outs were difficult to access because many centres did not have their contact addresses and some had moved to different locations within or outside the city. Only five were interviewed and there was no focus group discussion for them because they were not willing to be taken to one place for the focus group discussion.
- One centre run by the private sector had closed down making the researcher collect data from one centre instead of two as previously planned.

3.10 SUMMARY

This chapter has described the research methodology employed by the study on adult learners' perception of functional adult literacy provision in six centres in Kampala city. It has described the research design, population and sampling strategy, research methods, research instruments, validity of and reliability of instruments, data collection, data analysis and presentation, research plan and timetable; and limitations of the study.

CHAPTER FOUR

PRESENTATION AND DISCUSSION OF FINDINGS

4.1 INTRODUCTION

This chapter presents and discusses the findings of this analysis of adult learners' perceptions of functional adult literacy provision in six centres in Kampala city. The analysis and interpretation of data in this chapter addressed the following research questions:

- What are the adult learners' perceptions of what motivates adults to enroll in functional adult literacy programmes?
- What are the adult learners' views on the appropriateness of the adult literacy providers' strategies, approaches, methods and materials used in implementing adult literacy programmes in Kampala?
- What are the adult learners' views on the venues, facilities, equipment, quantity and quality of facilitators?
- What are the adult learners' perceptions of the extent to which the programmes are addressing the adult learners' needs?
- What are the adult learners' perceptions of the use of the knowledge and skills by those who have completed the functional adult literacy programmes?

4.2 BASIC INFORMATION

In this section is a presentation of the types of adult literacy providing agencies, names of adult literacy centres and number of learners at each centre at the time of data collection.

The age and sex characteristics of respondents are also presented.

4.2.1 The types providing agencies, names of centres and number of learners at each centre and schooling levels of respondents

The study involved a number of providing agencies in four administrative divisions in the city namely Lubaga, Nakawa, Central and Makindye. The types of these agencies are provided in table 2. A total of forty one adult learners were interviewed. Twenty seven were attending the programmes, nine had completed and five were drop outs. Those who had graduated or dropped out were included as a way of triangulation.

Table 2: Classification of centres and status of adult learners who participated in the study

Providing Agency	Name of centre	Attend	Completed	Drop outs	Total
Government (KCC)	Meeting Point	5	1	1	7
	Kyaterekera	4	4	1	9
	Top Care	5	1	-	6
NGOs	ADRA Butabika	3	1	2	6
	COBAP Nakulabye	5	1	1	7
Private Sector	DIFRA	5	1	-	6
Total		27	9	5	41

The table shows that there were six centres and three of these were supported by government, two by NGOs and one by the private sector. The centres offered a range of programmes as explained below.

Meeting point

Although it was supported by government (Kampala City Council) it was mainly managing its programmes and its programmes included HIV/AIDS support, Music dance and drama for development and microfinance. The microfinance section provided small loans to members to carry out small income generating activities. The literacy programme was started after the realization that the microfinance programme was experiencing problems dealing with illiterates. The centre was very vibrant because of its diverse offerings. It had a number of rooms and equipment. Although it was located in very low income areas, it was well equipped in terms of facilities and equipment. The Luganda primer and follow up reader developed by the Ministry of Gender, Labour and Social development centre was being used in the classes.

Kyaterekera

This centre was also supported by government (Kampala City Council) and mainly targeted the aged. It provided an adult literacy programme that integrated learning of literacy skills with learning how to make handcrafts. The centre was using the home of the local leader for the adult literacy and other activities. The centre was using the Luganda primer developed by the Ministry of Gender, Labour and Social development.

Top Care

This centre, with support from government (Kampala City Council) offers adult literacy classes at night in primary school buildings. According to the facilitator, the centre targets adults who want to acquire literacy skills in order to improve their business and

those who would like to do primary leaving examinations in order to join formal secondary school. The rooms, furniture and even the learning aids hung on the walls and from the ceiling are for children. The adult learners use the Luganda primer.

ADRA Butabika

This centre is run by an NGO, the Adventist Relief Agency. It provides adult literacy programmes integrating the learning of literacy skills and agriculture especially kitchen gardening and handcrafts. The handcrafts are not only for home use but also for sale. The centre was using the Luganda primer and follow up reader.

COBAP Nakulabye

This centre is also run by an NGO. It offers programmes on HIV/AIDS counseling, and has a vibrant youth programme that uses drama, sports and games to sensitise and educate communities. The women in this programme learn how to make handcrafts, care for HIV/AIDS patients in the communities and how to start and manage small income generating activities. The learning of adult literacy skills is integrated with learning of the above economic and social skills. The centre was using the Luganda primer developed by the Ministry of Gender, Labour and Social development.

DIFRA

This centre is managed by the private sector. It targets people who want to acquire literacy skills and are able to pay. It mainly targets foreigners who want learn local languages and also local who want to learn how to read and write foreign languages

especially English and French. The majority of these local who come to learn English and French are illiterate and want to go for manual jobs abroad or want to communicate with foreigners they interact with in their daily lives. Such people include house maids, and others employed by foreigners or those seeking employment from foreigners. There were a small number of people who wanted to continue and attempt primary leaving examinations so as to join formal education system. The centre was using English learning materials in from Kenya, but these materials were for primary schools. Although this centre was not using the functional approach, the learners mentioned they were participating in a FAL programme.

4.2.2 Medium of instruction

The medium of instruction in the classes was Luganda although some of the learners were from other language groups. However, facilitators at DIFRA and Top Care centres where participants were learning English were using a mixture of Luganda and English.

Table 3: Number of adult learners that were attending at each centre

Providing Agency	Name of centre	Male	Female	Total
Government (KCC)	Meeting Point	19	55	74
	Kyaterekera	5	40	45
	Top Care	40	30	70
NGOs	ADRA Butabika	2	60	62
	COBAP Nakulabye	2	29	31
Private Sector	DIFRA	25	35	60
Total		93 (27%)	249 (73%)	342 (100%)

Table 3 shows that males constituted 27% of the participants in the city programmes while 73% were female. The trend in the urban areas is similar to what prevails in the rural areas in Uganda as well (Okech et al., 1999). This could possibly be because

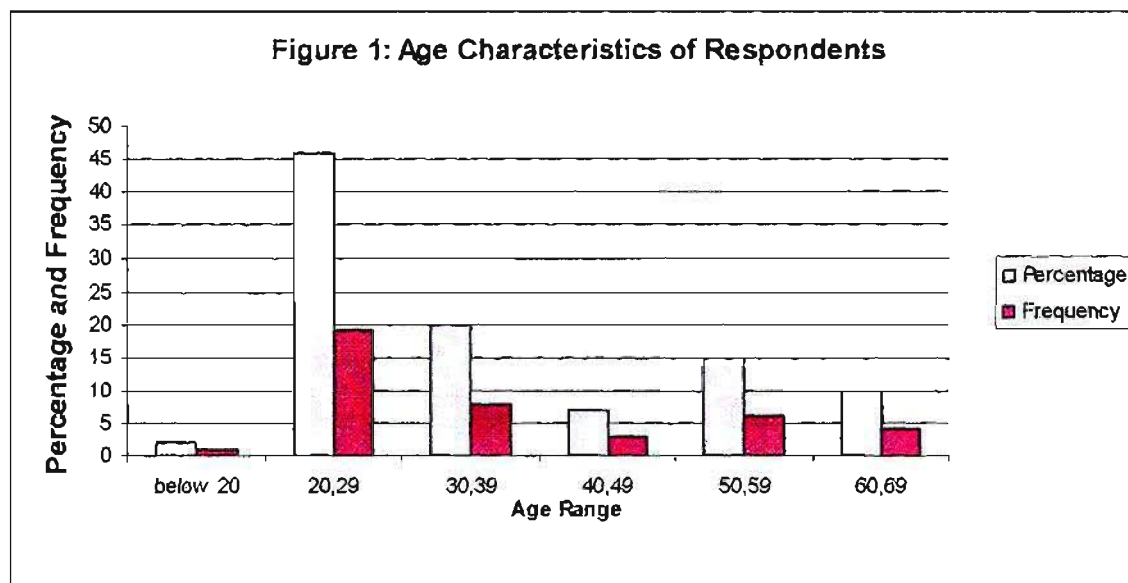
literacy rates are lower for women in both rural and urban areas in Uganda just like elsewhere in the world and women are trying to redress this imbalance. It may also be a result of perception as many respondents thought that adult literacy programmes were for women. It also possible that men are also against going because they would rather spend their time tending for themselves instead of going to adult literacy classes.

The Ministry of Gender, Labour and Social Development (1999) advocates for a policy to encourage non – formal education for illiterate adult women to enable them to acquire skills and knowledge in family planning, child rearing, nutrition, and production. In the years I have been in Kampala city, I have noticed that the affirmative action for women has taken root in many spheres of life including non formal education. This trend is not unique to Kampala but is common in all parts of Uganda because there are policies that encourage women to take part in all processes at all levels. For example, one third of all political offices at all levels of government are reserved for women (women are also encouraged to contest for the other political offices through the mainstream). The current trend is that if the head of an institution is a man, then the deputy has to be a woman and vice versa. However, there are many motivations that make adult learners come to literacy classes.

Although the number of adult learners that attended at each centre is high, the learners were divided into different class levels in some of the centres. The smallest class (one level) had 12 adult learners while the largest had 60.

4.2.3 Age characteristics of respondents

Each respondent was asked the range in which his/her age fell and the responses are shown in figure 1.



It is shown in Table 1 that 48% of the respondents were below thirty. This is possibly because the youth (young adults 20 to 30 years) fall in the productive age where functional skills are required. The 25% of respondents aged between 50 and 69 were learners at Kyaterekera, a centre that was specifically targeting the aged. The age range of participants confirms that adults of all ages are capable of learning.

4.2.4 Sex characteristics of respondents

The females who participated in the study constituted 72% while males accounted for 28%. The majority of the participants in the study were therefore female. The percentages do not represent the class composition because the sampling was done purposively to get male respondents who are generally much fewer than the percentages given.

All respondents were residing in Kampala. Although there are people who work in the city but reside outside, no such persons were found participating in the programmes.

4.2.5 Schooling levels of respondents

The respondents were asked their schooling levels and their responses are shown in table 4.

Table 4: Schooling levels of respondents

Level	Frequency	Percentage
P.1-P.4	15	68%
P.5-P.7	10	
S.1-S.4	3	
Never been to school	13	32%
Total	41	100%

Asked whether they had ever attended school, 68% of the adult learners in functional adult literacy programmes mentioned they had at one time attended school while 32% had never. Those who had been up to primary four were the majority followed by those who had reached between primary five and seven. There were some learners who had secondary education levels the highest being senior four. This suggests that those who had reached between P.5 and P.7 which is called upper primary in Uganda and are therefore expected to be proficient in reading and writing may have relapsed into illiteracy as some of them mentioned learning how to read and write when they were asked why they joined the classes.

The fact that the programmes were being attended by those who have also attended primary schooling and even some secondary levels indicates that providers use parameters that do not only target non literates while enrolling learners. If these programmes enroll learners irrespective of their level of literacy, then it may be difficult for them to address the interest and needs of the non literates. This may suggest that there are deficiencies in planning the programmes. The deficiencies in planning were also evident in some centres where the literate were learning how to read and write simple words with complete non literates in the same session. This may be the reason why the programmes continue to attract more of those who have had some schooling compared to non literates who may feel they are slower in learning when they compare themselves with those with some level of previous schooling. This trend is not only common in Kampala city, Uganda but is found else where. A study in South Africa by Land (2001) found out that 85% of the adult learners in an adult basic education class had completed at least 4 years schooling and those whose need of ABE was greater were not joining the classes. This trend is also common in rural areas in Uganda where according to Okech et al., (1999), “73% of those who attend have already had some level of schooling” (p. 53).

4.2.6 Year in which adult learners left school and reasons why they did

The twenty eight adult learners who had ever been to school were asked when they left school and 32% of them could not remember. This suggests that they had forgotten the year, were not able to utilize their numeracy to find out the year, had never been to school or could be covering up. Those who could not remember and had left school before the

nineties may have relapsed into illiteracy because they had not been using literacy skills in the time that had elapsed since they left school.

The reason for leaving school that was most frequently mentioned by those who had left school was lack of funds which was mentioned by the majority of the respondents (54%). The respondents said that their parents lacked funds because their parents were poor and some had many children and couldn't afford to pay fees for all of them. Another reason that was cited frequently was death of father which was mentioned by 20% of the respondents. The other reasons included sickness of the learner (10%), pregnancy (5%); and death of both parents, war, step mother not giving food and refusal of father to pay which was each cited by 2.4%. Learners who had never been to school cited lack of school fees. The focus group discussions affirmed that poverty is one of the major reasons why participants in adult literacy classes left school when they were young. They also revealed that in instances where the centres were trying to make adult learners to pay, many were dropping out.

The findings indicate that the people who participate in functional adult literacy programmes are those not able to access formal schooling because of poverty generally. The respondents who said they left school because of lack of funds, those who left because of the death of their father and those who never attended because they lacked funds suggest that poverty denies many people chances to participate in educational programmes. If families were not affected by poverty, the death of fathers would not have forced people out of school as their mothers or other guardians would have afforded to

pay for the education of the orphans. The government education policies up to the nineties dictated that if a girl got pregnant, she would not be allowed in school. Such government policies may also be causes for leaving school.

4.3 YEAR IN WHICH ADULT LEARNERS JOINED LITERACY CLASSES AND THEIR PERCEPTIONS OF WHAT MOTIVATES ADULTS TO ENROLL IN FUNCTIONAL ADULT LITERACY PROGRAMMES

4.3.1 Year in which adult learners joined functional adult literacy classes

Responses from the adult learners revealed that 48% joined the classes in 2005, 11% joined in 2004 while 41% joined in 2003. From the focus group discussions, it was revealed that although the programmes usually take between nine months and one year, those who had been in the programmes since 2003 possibly remained there because of the benefits of being members of the savings and credit groups formed by some learners. Those who had joined in 2004 and were still on the programmes by the time the data was collected in May and June may have not yet completed the programmes having joined late in the year. Others may have remained on the programmes because in addition to learning how to read and write, they were learning functional skills such as tailoring which takes more time. This implies that their learning needs had not been met in the stipulated time or were being met gradually.

4.3.2 Adult learners' reasons for joining the functional adult literacy classes

The respondents were asked the reasons why they joined the adult literacy classes and they gave various reasons why they were joining the adult literacy classes. Their responses are shown in table 5.

Table 5: Adult learners' reasons for joining the functional adult literacy classes

Reason	Frequency	Percentage
Wanted to learn how to read and write	35	54%
Had forgotten how to read and write certain words	4	6%
Learn arithmetic/numeracy	3	5%
Wanted to continue learning English	3	5%
Wanted to remind myself about what I had learned earlier	2	3%
Learning things I did not know	2	3%
Wanted to communicate with English speaking customers	2	3%
Learning how to make cakes and balanced diet	1	1.5%
Learning about HIV AIDS	1	1.5%
Wanted to learn how to speak in public	1	1.5%
Wanted to gain confidence	1	1.5%
Realized being able to read was good	1	1.5%
Had forgotten English	1	1.5%
Wanted to become modern	1	1.5%
Wanted to learn how to use a sewing machine	1	1.5%
Wanted to learn how to bake, make doormats, plays and songs	1	1.5%
Wanted to keep my secrets	1	1.5%
Wanted to develop myself	1	1.5%
Wanted to learn from my friends	1	1.5%
Did not want to lose my husband	1	1.5%
Because the adult literacy classes were free	1	1.5%

All the respondents were asked their reasons for joining the adult literacy classes and 65% specifically mentioned they wanted to learn how to read, write and numeracy. Some of the respondents went a head and mentioned what they wanted to read and these included things such as names, wills, messages, posters, secrets, road - signs, letters and

newspapers and how to use computers. One specifically mentioned understanding what is read and written. Four of them had forgotten how to read and write certain words. Many of the remaining responses in the table do not mention learning of reading and writing directly but relate tasks that are facilitated by literacy skills. Only three of them specifically mentioned learning arithmetic symbols, probably because many people learn how to count informally and join the classes when they already know simple arithmetic.

Other reasons mentioned included things to do with HIV/AIDS, income generation, gaining confidence, speaking in public, reminding themselves about things they had learned earlier and improving their marriage. One woman said, “I did not want to lose my husband who frequently graded unlearned people low”.

Others (9.5%) wanted to learn English and functional skills. This suggests that the programmes are attended for other benefits in addition to basic literacy (reading, writing and numeracy). The fact that two respondents mentioned that they wanted to remind themselves what they had learned earlier, one mentioned she had forgotten English and the four who mentioned that they had forgotten how to read and write certain words may suggest that some of the learners who were originally literate may have relapsed into illiteracy.

The findings confirm that adults were motivated to join adult literacy classes for various reasons such as the literacy practices related to their every day lives (Probak 2004), in order to emerge from poverty (UNESCO, 2001), in order to achieve what they believed

in, to establish or maintain relationships and achieve their goals (Zeigler & Durant, 2001) and a wide range of reasons (Okech et al., 1999).

4.3.3 Adult learners' reasons as to whether they were satisfied they had gained what they had hoped from the classes and why

The adult learners were asked whether they were satisfied with what they had gained from the classes and 89% responded that they felt satisfied that they gained what they had hoped from the classes. Only 11% said they had not. The reasons given by those who were satisfied are shown in table 6.

Table 6: Adult learners' reasons why they were satisfied they had gained what they had hoped from the classes

Reason	Frequency	Percentage
Being able to read and write in Luganda	24	45%
Having confidence and being able to speak in public	11	21%
Being able to grow vegetables in sacks, tins, and small plots of land	3	6%
Practicing hygiene at home	2	3%
Speaking English	2	3%
Being able to socialize with fellow learners and facilitators	1	2%
Being able to feed their children balanced diets	1	2%
Being more knowledgeable than they came	1	2%
Guarding themselves against malaria	1	2%
Boiling water for drinking	1	2%
Urging their children to study because of having realized the importance of education	1	2%
Covering the latrine	1	2%
Being able to do business calculations	1	2%
Caring for husband	1	2%
Organising the family	1	2%
Being able to make jelly and door mats	1	2%

The major reason specifically cited by the adult learners as to why they were satisfied they had gained what they had hoped from the classes was being able to read and write a variety of texts in Luganda as indicated by 45% of the responses, which was by far the most frequently cited response. What they had learned to read included posters, letters from friends and relatives, words and newspapers. Those who mentioned reading words had not reached a level of proficient reading. They mentioned that although they could read a wide range of words, there were some words they could not read. One of the learners emphasized that she was able to read with understanding. They had learned how to write letters, shopping lists, names and deposit slips. Gaining confidence and being able to speak confidently in public was cited eleven times. The learners who had been to secondary school and upper primary did not mention reading and writing but acquisition of knowledge on health and other development issues. Others had gained knowledge on health issues and income generating activities. One mentioned she was able to share experiences with other learners on a wide range of development issues.

From the above, it is clear that the learners were acquiring knowledge that is relevant to the improvement of their lives. Although being able to read and write was mentioned thirty six times as a reason for joining adult literacy classes, only twenty four responses mentioned reading and writing when asked about what they had gained from the classes. This may suggest that adult learners who were already literate may not have valued the reading and writing as something gained from the classes.

Of the 11% of the respondents who were not satisfied that they had gained what they had hoped, 5.5% indicated they were not getting what they wanted although they declined to explain what exactly they had hoped to achieve. The other 5.5% indicated that Luganda was difficult for them because they came from different language groups.

It is evident that adults who were participating in the adult literacy classes were deriving benefits from them. This is in agreement with what Nafukho, Amutabi & Otunga (2005:9-10) argue that adults need to know because there could be benefits to be gained from knowledge acquired or from skills learned. The reasons that were motivating the adults to participate in the programmes were in agreement with those given by Fasokun (cited in Fasokun, Katahoire and Aduaran 2005), who argues that adults in Africa are motivated to learn for example in order to maintain or establish social relationships, to serve others, to satisfy a personal interest, or to advance their careers, to earn more money or to meet external expectations.

4.3.4 Adult learners' opinions as to why other people join or do not join adult literacy classes

The adult learners expressed their opinions as to why other people join adult literacy classes. They mentioned that those who join do so in order to learn how to read and write, do simple business calculations, learn health issues, be more knowledgeable and to learn how to develop their areas. They want to learn how to speak in public in Luganda, English or in both languages, keep their secrets, fill bank forms and balance their books of accounts. They want to learn skills that can enable them to earn, sign bills, get into positions of leadership and build self confidence. Others want to get assistance. Another

reason mentioned was that illiterates are mistreated and running away from this mistreatment requires one to become literate. While two respondents mentioned that they did not know the reasons, one mentioned that they join because classes are free. The findings seem to be consistent with literature on what motivates adults to join literacy classes (Probak 2004; UNESCO, 2001; Okech et al., 1999).

4.3.5 Adult learners' opinions as to why all people in Kampala who cannot read, write and count well do not join functional adult literacy programmes

Respondents were also asked to give their opinions as to why all people in Kampala who cannot read, write and count well don't join functional adult literacy programmes and the reasons given are shown in table 7.

Table 7: Adult learners' opinions as to why all people in Kampala who cannot read, write and count well do not join functional adult literacy programmes

Reason	Frequency	Percentage
Being ashamed	33	41%
Lack of time	8	10%
Lack of awareness of the existence of FAL classes	6	7%
Fear to be known as illiterate	6	7%
Failure to get money	6	7%
Refusal by husbands	3	4%
Long distance from existing FAL centres	3	4%
Laziness	3	4%
Despising adult literacy programmes	2	2%
Different language group	2	2%
Fear by some women to ask for permission from their husbands	1	1%
No caretaker for their children	1	1%
Some think they already know quite a lot	1	1%
Non availability of FAL classes in their areas	1	1%
Lack of capacity (Lack of ability to learn)	1	1%
Not minding about learning how to read and write	1	1%
Having a lot of responsibility	1	1%

Table 7 shows the reason most frequently given by the learners was that those who do not join fear being ashamed (41%). The other reasons include lack of time, lack of awareness of the existence of FAL classes, fear to be known as an illiterate, laziness, failure to get money and attaching low value to the programmes. During the focus group discussions, one woman said:

*“Some women who have expensively treated hair do not want to mix with us (**adult learners**) [emphasis mine] who are considered poor”.*

Another respondent said

“People who belong to the upper class, dress well and drive vehicles do not attend FAL classes because they are ashamed of being ridiculed... This is because many people think that FAL classes are for the poor”.

One male respondent remarked

“Money is more important than everything else.”

The learners’ thinking that those who are poor would rather spend their time searching for survival instead of attending adult literacy classes and that the search for money overrides the search for literacy skills may seem to suggest that the learners do not clearly see the role literacy skills play in the fight against poverty. The gender roles performed by women were also mentioned as to why people do not join the adult literacy programmes. Some men prevent their wives from attending adult literacy classes because they fear other men will take them. In some cases, wives fear to ask for permission from their husbands. In other instances, women do not attend because there are no caretakers to look after their children while they are attending classes.

The findings confirm what Shirley (1990) identified as the major obstacles to attendance in literacy classes.

4.3.6 What adults learn in FAL programmes in Kampala city

The adult learners were asked what adult learn in the FAL programmes in Kampala and their responses are shown in the following table.

Table 8: What adults learn in FAL programmes in Kampala city

Reason	Frequency	Percentage
Reading and writing	21	26%
Simple English	5	6%
Time keeping; making a time table and working according to it	5	6%
Health <ul style="list-style-type: none"> • Community hygiene • Family & personal hygiene • Child nutrition • Child vaccination • Information on HIV/AIDS • Counseling people having HIV/AIDS 	6 4 2 1 1 1	19%
Socialisation <ul style="list-style-type: none"> • Cooperation with others • Good behaviour • How to make friends • Care for husbands • Unity • Making friends • Patience • Your weaknesses 	2 2 2 1 1 1 1 1	14%
Empowerment <ul style="list-style-type: none"> • Confidence building • Praying in public 	3 1	5%
Livelihood <ul style="list-style-type: none"> • Tailoring • Advising those who are farming in the village • Storing produce well • How to utilize money effectively • Making handicraft which we sell to get money • Development in the family • Saving money even when you earn a little • Improve job/work performance 	2 2 1 1 1 1 1 1	12%
Others	10	12%

When adult learners were asked what they learned in the programmes, 26% of the responses mentioned reading and writing, followed by 19% which indicated health related issues. Issues related to socialisation had 14% of the responses; livelihood issues received 12% of the responses, while “others” also received 12%. The following were the responses that were summarized as “others” and each of the following responses was mentioned once: Self-reliance as a woman; you learn that one should be learning all the time; telling those who are illiterate to participate in adult literacy programmes; acquiring knowledge; helping those who knew very little to know more; has developed many people who had remained behind; have helped to move people from ignorance; learning how to sing songs; learning other languages and appealing to children to go to school.

This seems to suggest that what adults learn in adult literacy programmes include literacy skills and a variety other things. The learning content given by the responses was relevant to urban life in Kampala.

4.3.7 Adult learners’ views on what is missing from the functional adult literacy programme they are participating in

Adult learners were asked what was missing from the functional adult literacy classes they were participating in and there were mixed reactions on what was missing from the existing programmes. Their responses are shown in table 9.

Table 9: Adult learners' views on what is missing from the functional adult literacy programme they are participating in

Opinion	Frequency	Percentage
Nothing missing	7	15%
I don't know	4	9%
Programme administration <ul style="list-style-type: none"> • Primers are not enough • No recognized certificates that can enable FAL graduates to acquire jobs • FAL centres are few • Sewing machines • Markets for products from FAL classes 	6 3 2 1 1	28%
Content <ul style="list-style-type: none"> • Computer learning • Skills to enable learners mobilize and sensitize on HIV/AIDS and FAL • Making tie and dye • Mushroom growing • The FAL class cannot give the skills to enable one get a permanent job • Accounting • Tailoring • Leadership training 	5 1 1 1 1 1 1 1	26%
Facilitation <ul style="list-style-type: none"> • Facilitators are not enough • The time for learning is inadequate • Female and male learners should be separated • Facilitators are not serious • Some facilitators are proud 	4 2 1 1 1	20%
Income generating activities	1	2%

Table 9 shows that 28% of the responses revealed that the programme was mainly lacking in terms of administration, 26% indicated content and 20% mentioned facilitation. While 15% responses indicated that there was nothing missing, 15% indicated that they did not know what was missing. The opinions on what is missing shed some light on a wide range of learning needs such as accounting, tailoring and computer learning that are currently unmet by the programmes and yet are necessary for urban life. Others like mushroom growing, leadership training and making tie and dye are relevant

both in the urban areas and rural areas. It is important to note that some of these are clearly for post literacy levels and as there is no provision for learning the skills at basic level, it may give a hint that there is deficiency in the planning of the programmes.

The fact that programme administration had the highest of the responses (28%) and facilitation had 20% responses seem to suggest that there are deficiencies in implementation which need to be addressed.

4.3.8 What adult learners felt should not be included in the functional adult literacy programmes

The adult learners were asked to give their views on what is included in the functional adult literacy programmes that they felt should not be included. Their responses covered both content and management of the programmes. In regard to content, 92% of the responses indicated that nothing should be removed because everything was good and useful. In regard to administration, 6% of the responses indicated that women and men should not learn together in the same learning session. In addition, 3% of the responses were against the mixing of learners who have never been to school with those who had been to school. This scenario of mixing learners of different levels seems to be a problem despite the strong recommendations by Okech et al., (1999) to “separate the complete non literates from those who have had some schooling” (p. 184).

4.3.9 Reasons that motivated adult learners to complete the programme

The adult learners who had completed the programme were asked reasons why they were motivated to finish the programmes and their responses are shown in table 10.

Table 10: Reasons that motivated adult learners to complete the programme

Reasons that motivated adult learners to complete the programme	Frequency	Percentage
Don't remember	6	38 %
Not coming late	3	19%
Wanted to be included among those who are educated	2	12%
Wanted to get a certificate	2	12%
Wanted to get to high offices where the uneducated cannot reach	2	12%
No payment was needed	1	7%

The adult learners who had completed programmes were asked to give reasons and 38% of the responses indicated that the adult learners who had completed the programme mentioned that they did not remember what motivated them to complete the programme. There were 19% of the responses that mentioned not coming late, 12% of the responses mentioned wanting to be included among those who are educated, another 12% indicated getting a certificate and another 12% indicated getting to high offices where the uneducated cannot reach. The remaining 7% indicated that no payment was needed. Since the majority of the learners did not remember what had motivated them to complete the programme, it is not clear why adults completed the programme. However, the few responses given suggest that internal motivations were playing a major role in ensuring completion. The reasons cited by those who did not complete the programmes included shifting to an area where the FAL class was very far and lack of respect from fellow adult learners.

4.3.10 Adult learners' perceptions on what causes men to drop out of the functional adult literacy programmes

The study sought adult learners' perceptions on what causes men to drop out of the functional adult literacy programmes and their responses are shown in table 11.

Table 11: Adult learners' perceptions on what causes men to drop out of the functional adult literacy programmes

What causes men to drop out	Frequency	Percentage
Heavy responsibility	26	43%
Fear to be seen studying with women	17	28%
Lack money	1	29%
Despising FAL programmes	2	
Fear to be recognized as illiterates (especially those who are smart)	2	
Don't know	2	
Some men think the physical work they do doesn't require literacy skills	1	
They make themselves busy	1	
They want to be handled by male facilitators	1	
Shifting from place to place frequently	1	
They are not motivated	1	
Some are not married so they have to care for their children	1	
Drinking alcohol	1	
One's attitude	1	
Laziness	1	
Men don't persevere	1	

Table 11 shows that when adult learners were asked what causes men to drop out of the functional adult literacy programmes, 43% of the responses indicated heavy responsibility, 28% indicated fear to be seen studying with women while another 29% mentioned various reasons that mainly centred on attitudes. The same reasons would possibly be the cause of low enrolment of men in the literacy programmes. In the years I have been in Kampala, I have noticed that many men are not formally employed and

spend much of their time doing or in search of manual jobs in the informal sector and hardly have any time to engage in study or any other activity such as leisure. They therefore do not enroll in the programmes. In cases where they enroll, some are forced to make a choice between attending the literacy class and possibly going without a meal on that day or missing class to earn a little money for survival. When they miss the class frequently, they fall behind and eventually drop out.

4.3.11 Adult learners' perceptions on what causes women to drop out of the functional adult literacy classes

The adult learners were asked to give their views on what causes women to drop out of the functional adult literacy classes.

Table 12: Adult learners' perceptions on what causes women to drop out of the functional adult literacy classes

Perceptions of what causes women to drop out of FAL classes	Frequency	Percentage
Caring for their families	16	25%
Being stopped by their husbands	14	22%
Laziness	5	8%
Pregnancies and giving birth	5	8%
Lack of funds	3	5%
Being ashamed	3	5%
Lack of time	3	5%
Fear of being exposed as non literate	2	3%
Don't know	2	3%
Responsibility in the family	2	3%
Being from different language groups	1	1%
Not knowing the importance of learning	1	1%
Thinking that those who participated gain nothing	1	1%
Underrating their capacity to learn	1	1%
Failure to learn quickly	1	1%
Thinking that learning is for children	1	1%
Lack of independence	1	1%
Having a lot of work	1	1%
Wanting quick gains	1	1%
Rumour mongering	1	1%

Table 12 shows the responses given when adult learners were asked to give reasons why women drop out of the functional adult literacy classes. The table shows that 25% of the responses indicated caring for their families, 22% indicated being stopped by their husbands and thirty five mentioned various other reasons. From the responses it is evident that women have more gender related work that constrains their participation in the programmes. My own perception is that generally women have a lot of work at household level. In addition, women are generally controlled by men and despite the strides Uganda has taken in affirmative action for women, men still wield a lot of power over women and this negatively affects their participation in adult literacy programmes.

4.4 ADULT LEARNERS' VIEWS ON APPROPRIATENESS OF THE ADULT LITERACY PROVIDERS' STRATEGIES, APPROACHES, METHODS AND MATERIALS USED IN IMPLEMENTING ADULT LITERACY PROGRAMMES IN KAMPALA

4.4.1 Appropriateness of the adult literacy providers' strategies used in adult literacy classes

The focus group discussions revealed that the adult learners felt that the providers were starting with literacy which then would be used to improve their livelihoods. This is what Oxenham (2004) termed "*literacy first* strategy". The learners' perception was that you cannot run a business if you do not have literacy skills. They felt that you cannot compute or use a calculator if you are not literate unless you are naturally very clever.

Asked about the suitability of the strategies, the focus group discussions revealed that respondents were of the view that the literacy first approach was the preferred approach. They mentioned that they had come to the classes in order to acquire literacy skills which they would go and utilize in their in their day to day activities. There were no livelihood projects at the centres that the learners were engaged in prior to their joining the literacy classes. They had come to the centres to acquire literacy skills. However, they recognized that the need for literacy skills was created by the inadequacies they experienced in their daily activities which required them to stop relying on mediators in cases where literacy skills were required. Two of the centres were integrating economic skills in the practical terms by teaching tailoring skills and handicraft. My interaction with adult learners during the many years I have spent in Kampala makes me perceive that many learners believe that they need to acquire literacy skills first which they will then use to improve their livelihood.

4.4.2 Appropriateness of the adult literacy providers' approaches used in adult literacy programmes

The adult learners preferred the integrated functional adult literacy approach to other approaches. The main reason suggested was that the approach enabled them to integrate the learning of reading, writing and numeracy with economic skills. In addition, different government sectors working together with the literacy classes enabled learners to acquire knowledge and skills from a variety of sources for example extension workers in the health, agriculture, trade and other development sectors. Also, non state actors such as HIV/AIDS related agencies, religious agencies, microfinance agencies among others with

a wide range of content to offer to the learners enabled them to have a variety of knowledge. This widened the learners' knowledge and improved their opportunities to, for example, access credit which helped them to engage in income generating activities. Over the years, I have noticed that facilitators make a lot of effort to bring to their functional adult literacy classes a wide range of extension workers and persons with knowledge and skills in various fields. This is appreciated by the adult learners. Baryayebwa (2005) advocates for integration and contends that the approach relates the teaching of literacy to the daily lives of the learners, and adult literacy instructors bring into the learning process extension workers from health, cooperatives or agriculture. Okech (2004) describes integrated functional literacy approach as an approach that involves integration of knowledge from various activities with the learning of reading, writing and numeracy, integration among service providers, and integration of learning and life.

4.4.3 Appropriateness of the adult literacy providers' methods used in adult literacy classes

The focus group discussions revealed that the respondents felt the methods that allowed them more participation in learning activities were preferred. They were of the view that facilitators should start with a meaningful sentence and break it up into its constituent syllables and then letters. At that stage, they prefer that the facilitators link the syllables to their pronunciations so that they link what they are learning to read and write to the way it is spoken. For example in the words *abana* and *abaana*, the facilitator should link the sound of a single vowel syllable *ba* as in *abana* and the double vowel syllable *baa* as

in *abaana*. This in my view is important to them because Luganda is a Bantu syllabic language and it easy to teach syllabic languages using phonetics. They also felt that methods that gave them a lot of practice and exercises were appropriate. This is in agreement with Fasokun, Katahoire and Aduaran (2005) who argue that “adults feel motivated if they have some degree of control over their learning” (p. 23). They assert that adults are motivated to learn when learning is stimulating, learner centred and needs oriented.

4.4.4 Learning materials provided by adult literacy providers for use in adult literacy classes

4.4.4.1 The types of materials used in adult literacy classes

The types of materials provided by adult literacy providers for use in adult literacy classes were investigated. The materials that were being used at the different levels are presented in table 13.

Table 13: Types of materials used in the adult literacy classes

Level	Type of material	Title	Produced by
Level 1	Primer	Magezi Buggaga	MGL&SD
	Alphabetic booklet	Kisumuluzo	Private sector
	Alphabetic booklet	Alifu y'Oluganda	Private sector
	Alphabetic chart	Alphabetic Charts for Primary Schools	Private sector
Level 2	Follow up reader	Weyongere Kumanya	MGL&SD
	Posters on HIV/AIDS	HIV/AIDS Kills!	Ministry of Health
	Posters on STDs	Be aware of STDs	Ministry of Health
Post Literacy	Novel	Basajja Mivule	Private sector
	Primary school Text book	English Aid	Kenya
	Primary school Text book	English Book I	Kenya
	Primary school Text book	English book 2	Kenya
	Primary school Text book	English Book 3	Kenya

The table shows that the materials being used in adult literacy classes in Kampala included: “Magezi Buggaga”, “Weyongere Kumanya”, “Kisumuluzo”, “Alifu y’Oluganda”, “Basajja Mivule”, English Aid, English Book I, English book 2, English Book 3, Posters on HIV/AIDS, Posters on STDs and Alphabetic Charts for Primary Schools. The primer “Magezi Bugagga” and follow up reader “Weyongere Kumanya” are the only materials specifically designed for adult literacy although they are intended for rural areas. The posters on STDs and HIV/AIDS have both rural and urban version.

“Magezi Bugagga”, the first primer has thirty seven lessons. The first eight lessons are on farming; the next twelve lessons are on health and included family planning, child feeding; the next seventeen are on domestic, moral, civic, community, behaviours, roles and responsibilities.

“Weyongere Kumanya”, the follow up reader has twenty eight lessons. The first seven lessons are on crop and animal farming; the next one is on cooperatives; the next ten are on health related topics, the last ten are on rights and responsibilities.

4.4.4.2 Accessibility of learning materials

The adult learners were asked about accessibility of learning materials and four did not respond. Among those who responded, 56% said they had adequate access while 44% said they did not. Table 14 shows the reasons given by those who graded their accessibility of learning materials as adequate or inadequate.

Table 14: Accessibility to learning materials

Adequate access		
Reason	Frequency	Percentage
Everyone buys for him/herself	7	47%
We share them	6	40 %
Could get the book even before the facilitator arrives	1	6%
Each person is allowed some time to use the book	1	6%
Inadequate Access		
Reason	Frequency	
There are few copies	13	72%
Not allowed to take them home	3	16%
Cannot afford to buy	1	6%
No reason given	1	6%

Those who said they had adequate access mentioned everyone buying for him/herself and sharing as represented by 47% and 40% responses respectively. The reasons for inadequate access included having few copies, and not being allowed to carry the materials home. The fact that every one buys for him/herself was mentioned only by those attending at the centre run by the private sector where they were paying to attend classes may suggest that some participants need these programmes so much that they may actually be willing to pay. It may also suggest they are able to pay or contribute to these programmes. This is not the case in rural areas where they expect free adult literacy services. The learners in the urban areas may have more access to learning materials because some are near the headquarters of the ministry that distributes them and can access them easily and some can afford to buy them.

The responses that indicated no adequate access mentioned that the copies were few (72%), the learners were not allowed to take them home (16%) and could not afford to buy learning materials (6%). The fact that the inability to pay was mentioned only once

could support the idea that possibly participants in the city may not all be poor and so can pay or contribute financially to the programme.

4.4.4.3 Adult learners' perceptions on the suitability of the available learning materials to their learning needs

The adult learners were asked about the suitability of the available learning materials and 85% said they were suitable while 15% said they were not suitable. Table 15 shows the reasons advanced by those who indicated they were suitable and those who indicated they were not.

Table 15: Adult learners' perceptions on the suitability of the available learning materials to their learning needs

Reason for suitability	Frequency	Percentage
Materials help learners develop proficiency in reading, writing and numeracy in Luganda	8	32%
Content is relevant	8	32%
Content benefits learners by helping them look after their families	2	8%
Materials help learners achieve the objectives that brought them to the programme	1	4%
Enlighten women on property right and husbands cannot take property away from wives and sell	1	4%
They teach good behaviours and self-reliance	1	4%
They concern my everyday life activities	1	4%
They are easy to explain by the teachers	1	4%
They have helped me to learn reading and writing in English	1	4%
Illustrations are relevant to the needs of learners in the city	1	4%
Reasons for non suitability		
Content negatively portrays what I was involved in (drinking alcohol)	1	25%
They don't contain content that can help me sit PLE	1	25%
They don't contain homework	1	25%
We need to learn more than what is contained in the primer	1	25%

The table shows that 32% of the responses indicated that the materials were suitable because they help learners develop proficiency in reading, writing and numeracy in Luganda and English. Another 32% indicated content was relevant because it includes child nutrition, crop farming which may help one to improve farming in the city or in the village when one returns home or may enable one to guide workers on one's farm. 8% of the responses indicated that content benefits learners by helping them look after their families well.

Reasons for non suitability centred on content. The reasons given were that content presented negative attitude towards what one was involved in (drinking alcohol), did not contain content that can help one sit primary leaving examinations nor did it include homework

The focus group discussions revealed that the numeracy in the materials was of a low standard as the additions and subtractions were up to only five digits while the multiplication and divisions were up to only two digits. The adult learners felt these ranges were grossly inadequate in a city situation where most transactions involve large sums of money and the currency has high value denominations of up to a 50.000 shilling note. My own perception, as a resident of the city involved somehow in literacy activities is that the facilitators' innovativeness in adapting the materials to suit the urban adult learners has greatly improved their relevance to the urban setting. This is done through selecting and using content that cuts across both rural and urban areas and using the topic in the primers but developing content relevant to urban areas.

4.4.4.4 Opinions on what adult learners would like to be added to the learning materials

The respondents were asked to give their opinions on what they would like to be added to the learning materials. They gave a variety of responses are tabulated in table 16.

Table 16: Opinions on what adult learners would like to be added to the learning materials

Opinion on what adult learners would like added to the learning materials	Frequency	Percentage
Nothing	30	64%
More illustrations	5	11%
More numeracy	3	7%
Homework	1	2%
History and Science	1	2%
Numeracy only books	1	2%
How to save	1	2%
How to improve productivity	1	2%
More content in the English primer	1	2%
Topics on law and order	1	2%
Topics on public speaking	1	2%
Behaviour among fellow learners and at home	1	2%

Table 16 shows that 64% of the responses indicated that nothing needed to be added to the materials and 36% indicated they felt something needed to be included. Out of the 36% responses that indicated that something needed to be included, 11% of the responses suggested more illustrations, 7% suggested more numeracy while others suggest more topics among others. The results suggest that the learners are comfortable with the materials. It may imply that the materials are actually relevant to urban settings although they were developed for rural areas. Another reason could also be that the learners were uncritical and did not discover the inadequacies in the materials. This is in contrast to

what was found out in Bangladesh where literacy materials developed for rural areas were used in urban programmes because of the non availability of appropriate primers for urban areas but were found inappropriate (Probak, 2004).

4.5 ADULT LEARNERS' VIEWS ON THE VENUES, FACILITIES & EQUIPMENT, QUANTITY AND QUALITY OF FACILITATORS

4.5.1 Venues

4.5.1.1 Distance from home to learning centre

The respondents were asked how many kilometers it was from their homes to the adult learning centres and their responses are shown in table 17.

Table 17: Approximate number of kilometers from respondents' homes to their adult learning centres

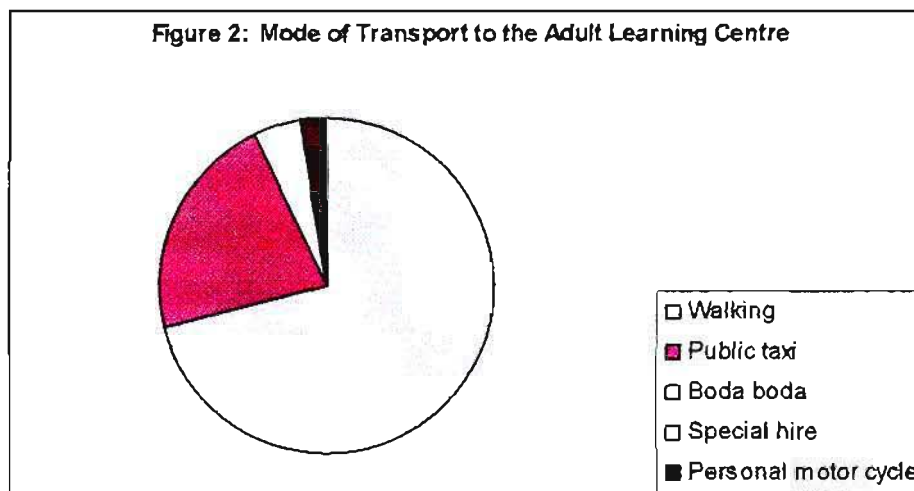
Distance	Frequency	Percentage
½ km and less	18	44%
1km	5	12%
2km	6	15%
3km	4	10%
More than 3 km	7	17%
Don't know	1	2%
Total	41	100%

Asked how many kilometers it was from their homes to the adult learning centres, 44% of respondents mentioned that they traveled half a kilometre and less, 12% mentioned one kilometre suggesting that a total of 56% traveled one kilometres or less to the centres. While 2% did not know, 42% mentioned that they traveled two kilometres or more. This finding implies that many centres are within walking distance of adult learners' homes.

The fact that many adult learners mentioned that learning centres are a short distance from the learners' residence may mean that short distance is a motivator to adults participating in the programme. On the other hand, long distance implies commitment to participation. This is reflected in the responses of those who travel two kilometres or more.

4.5.1.2 Mode of transport to the adult learning centre

The respondents were asked how they traveled to the learning centres and their responses are shown in figure 2.



The pie chart indicates that the mode of transport mostly used by the learners is walking which was mentioned by 71% of the respondents followed by public taxis (22%), boda-boda (hired motorcycles) 5% and personal motorcycle 2%. None of the learners mentioned using special hire vehicles. Walking may be because of the short distance involved and the lack of finances to pay the fare.

A comparison between percentages of learners who mentioned residing near their learning centres [a distance of 1 km or less] (56%) and of learners who mentioned that they walk to the learning centres (71%) indicates that some adult learners residing far from the centres also walk to the centres. This may indicate that they are committed to the programme implying that they also find the programme appropriate.

4.5.1.3 Fare paid by adult learners to travel to the learning centres

The adult learners were asked how much they pay to travel to the learning centres. Table 18 shows how they responded.

Table 18: Fare paid by adult learners to travel to the learning centres

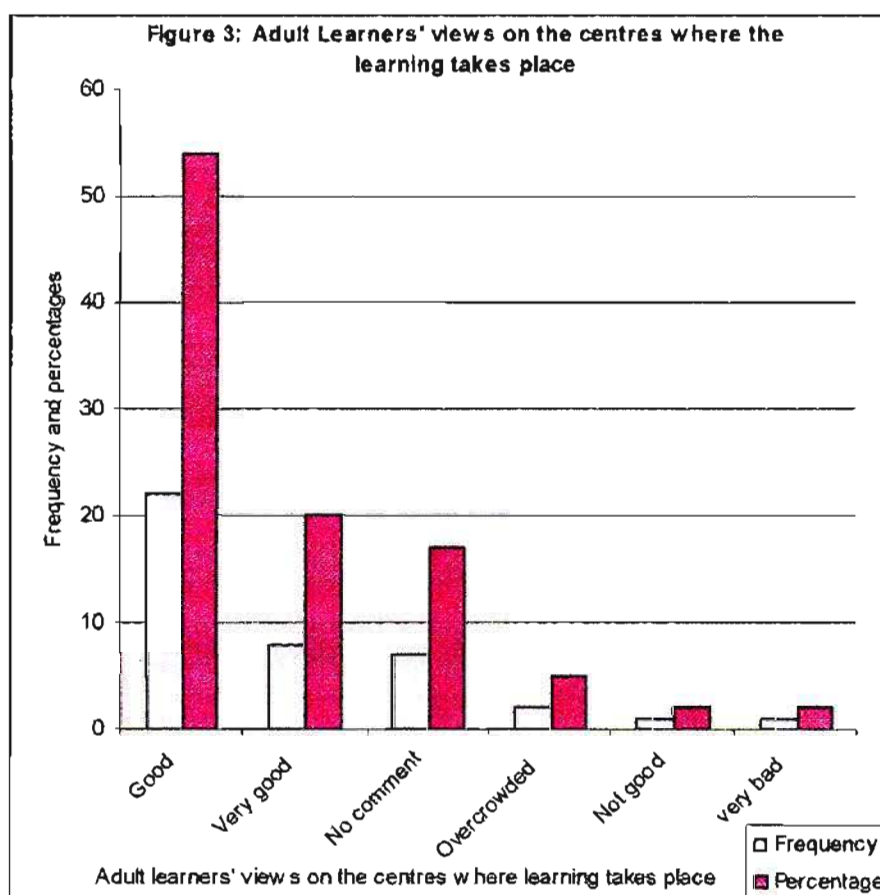
Response	Frequency	Percentage
Nothing	31	76%
400/=	1	24%
700/=	1	
800/=	1	
900/=	1	
1,000/=	1	
1,200/=	4	
1,400/=	1	
Total	41	100%

The findings, as shown in table 18 revealed that 76% of the respondents were not paying any fare while 24% were paying fares ranging from Uganda shillings 400 to shillings 1400 (0.2-0.8 United States Dollars) for a return journey, a considerable amount by Ugandan standards. Although many do not pay any cost, those who do so are paying high amounts to get to the centres. This may probably be because of the importance they

attach to the programmes. It may also suggest that they have the capacity to raise the fare and those who cannot are left out.

4.5.1.4 Adult learners' views on the centres where the learning takes place

Respondents were asked their views on the centres where the learning takes place and their responses are shown in figure 3.



As shown, many respondents find the centres suitable for adults to learn as reflected in the 74% of the respondents who said they were either good or very good. The other 17% had no comment while 9% said they were unsuitable as reflected by the 5%

who said they were overcrowded, 2% who said they were not good and 2% who said they were very bad. The focus group discussions confirmed that the learners felt that the centres were generally good and provided a quiet environment that is suitable for their learning.

4.5.2 The facilities and equipment at the adult learning centres

The adult learners at Meeting Point, Top Care, ADRA Butabika, COBAP Nakulabye and DIFRA mentioned that the centres had blackboards. The adult learners at Kyaterekera centre mentioned that the centre did not have a blackboard and was using flip charts. One of the centres (Meeting Point) had television and video equipment. From observation, it was found out that two of the centres had child sized desks and chairs and another two had adult sized desks and chairs. One centre was using plastic chairs and forms without any desks.

Asked to give views about the facilities and equipment, 43% of the learners mentioned that the facilities and equipment were of good quality, 20% mentioned they were of very good quality and 3% mentioned they were modern. Other learners (24%) mentioned that the chairs and forms were bad and not enough leading to situations when a form is used by more learners than it was meant to accommodate. Another 5% mentioned that they were very bad and 5% mentioned they had no tables or desks and have to make do with using their laps. The observations confirmed that some centres had no desks and adult learners were writing with the support of their laps. The focus group discussions also confirmed this and some learners lamented that when they shook or when one touched

them accidentally, what they were writing was spoilt. On the other hand, one learner argued: "It trains us to write where desks are not available". The observations revealed that the adult learners at two centres were using small desks and chairs fit for children. Some of the learners mentioned that these chairs and desks were making their backs and legs painful.

The interviews and focus group discussions revealed that some learners were comfortable with the lack of desks and chairs as they suggested it is a kind of training for them in case in future they need to write and there are no tables available, which is a common phenomenon among the poor. The learners generally feel that there are enough and relevant facilities and equipment for learning and according to them, it may imply that the learning environment may be conducive to adult learning. It could also be that learners are satisfied with very little, and do not demand even adequate facilities. I share the latter view because the period I have interacted with the poor in urban or rural areas has shown me that the poor exhibit a sense of resignation and acceptance of the poor conditions in which they find themselves. They accept conditions that are below average with little or no complaint and do not set high standards for themselves. However, the fact that the learners showed satisfaction was not anticipated.

4.5.3 Quantity and quality of facilitators of the functional adult literacy classes

4.5.3.1 Quantity of facilitators of the functional adult literacy classes

The adult learners were requested to mention the number of facilitators of their functional adult literacy classes and their responses are presented in table 19.

Table 19: Number of facilitators of the functional adult literacy classes

Name of adult literacy center	Number of facilitators
Top Care	6
COBAP Nakulabye	3
DIFRA	3
ADRA Butabika	1
Kyaterekera	1

The adult learners attending the FAL classes were asked to mention the number of facilitators at their centres and give views on whether that number was adequate. The table shows that Top Care had the highest number of facilitators while ADRA Butabika each had the least. The respondents indicated that the majority (56%) said they were adequate while 44% said they were inadequate. Out of the 56% respondents who said the facilitators were adequate, 27% mentioned that every class has a facilitator and 5% mentioned that the facilitators did not absent themselves. A total of 24% mentioned that the facilitators were able to facilitate the classes although 12% used the “handle” and another 12% mentioned “teach”.

The reasons given by the 44% who said they were inadequate were the following: the number of adult learners was increasing; when the facilitator is sick, some learners do not

get attention; when attendance is large, the learners are too many for the facilitator; and sometimes learners who had ever been to school are mixed with those who had never been. However, the observations revealed that there were large numbers of adult learners in each class; generally the programme was lacking enough facilitators to improve on the ratio of facilitator to learners and to handle the increasing number of learners in the programme. In addition, the focus group discussions revealed that the learners felt that the facilitators were inadequate and was possibly because the discussions brought more critical analysis than the interviews.

4.5.3.2 Quality of facilitators

The adult learners were asked how they rated the performance of the facilitators and 78% mentioned that they were of very good quality while 22% mentioned they were of good quality. None of the respondents said fair, bad or very bad although these alternatives were given. The reasons cited were that they attended regularly and were able to handle the learners well. One of the learners, sure of the good quality of the facilitators remarked,

“Even those outside the programme say the FAL facilitators are good and behave well.”

From the responses it can be suggested that the adult learners were generally satisfied with the quantity of the facilitators and the quality of their performance despite the fact that the learner-facilitator ratio was poor. Although I agree that the adult learners rate their facilitators highly, my view is that many of the facilitators have low educational qualifications and are inadequately trained to facilitate adult learning. The learners seem

to be accepting inadequate service. Again this seems to suggest that provided they are getting some kind of attention, they do not judge the quality of attention or set the standard so low that the attention will qualify to be adequate.

4.6 ADULT LEARNERS' PERCEPTIONS OF THE EXTENT TO WHICH THE PROGRAMMES ARE ADDRESSING THE ADULT LEARNERS' NEEDS

4.6.1 Extent to which adult learners felt the programme is addressing their needs

The adult learners were asked what they thought about the extent to which the programme was addressing their needs, 92% of the respondents answered "to a greater extent", 5% answered "some how" and 3% answered "not addressing them at all". The results suggest that an overwhelming majority of the learners felt that the programme was addressing their needs. It is not clear why the 3% who felt the programme was not addressing their needs were still on the programme.

4.6.2 Reasons why some adult learners felt the programmes were addressing their needs

Respondents were asked to give reasons why some adult learners felt the programmes were addressing their needs and their responses are shown in table 20.

Table 20: Reasons why some adult learners felt the programmes were addressing their needs

Reasons	Frequency	Percentage
“to a greater extent”		
• No reason given	11	21%
• Learned how to read, write and count what is useful to us	11	21%
	6	11%
• Learned how to chair meetings	3	5%
• Learned making handicraft	3	5%
• Learned what was not known	3	5%
• Learned how to do business	3	5%
• Learned how to deposit money in the bank	2	4%
• Improved my income	1	2%
• Built my confidence	1	2%
• Known how many metres of cloth that make a dress	1	2%
• Known more than one language	1	2%
• Known how to speak in public	1	2%
• Learned how to search for knowledge	1	2%
• Learned self-reliance	1	2%
“some how”		
• A lot of things taught to adult are relevant to children	1	2%
• they had acquired wisdom like those who went to school when young	1	2%
“not addressing them at all”		
• Things studied are not useful	1	2%
• Cannot help one get a job	1	2%

The table shows that 92% of the responses indicated that the adult learners felt the programmes were addressing their needs “to a greater extent”, 4% indicated “some how” and another 4% indicated “not addressing them at all”. Of the responses that mentioned “to a greater extent”, 21% did not give any reasons, another 21% mentioned learning how to read and write what is useful, while the rest mentioned a variety of reasons related to the use of the literacy skills. The learners who mentioned that the programmes were some how addressing their needs cited having a lot of things that were being taught to adults but which were relevant to children and having acquired wisdom like those who went to

school when young. Those who felt they were not at all addressing the learners' needs gave two reasons namely that the things studied were not useful and that it cannot help one get a job.

Asked to give their opinions as to whether the functional adult literacy programmes meet adult learners' needs in Kampala, 67% said "yes", 28% said "no" and 5% gave no response. The results suggest that the majority (67%) indicated satisfaction. The focus group discussions revealed that the adult learners felt the programmes were addressing a variety of their needs and some of their responses are recorded below:

"I can write and sign bank withdraws slips without assistance. So, no one will know how much I am going to withdraw. This keeps me safe from thieves."

I am able to read my bible and practice improved farming methods. I grew maize on the little land available."

"I learned poultry rearing and no longer stay with chicken in my house. This was after learning in the adult literacy class that if you stay with animals or birds in the house you may fall sick."

"I have learned not to buy popcorns for my children because of the big volume but buy paw paws, mangoes, pineapples or other fruits because of their nutritional value."

"I learned how to safeguard myself from HIV/AIDS. I was able to go for voluntary HIV/AIDS testing and counseling. I am now empowered and can insist that we use a condom when a man asks for sex."

In the many years I have lived in Kampala, I have noted that it is common practice for many residents who enroll in adult literacy programmes to believe that generally, functional adult literacy programmes address adult learners' needs and enable them to make improvements in their lives and that of their families and communities in which these learners live. However it is possible that this belief may not be the reality. In addition, those who do not enroll in the programmes do not share this belief.

4.6.3 Reasons why some adult learners felt the programmes were not addressing the needs of adult learners in Kampala

The adult learners were asked to give their opinions as to whether the functional adult literacy programmes were meeting the adult learners' needs in Kampala and 67% mentioned "Yes", 28% mentioned "No" and 5% did not respond.. The reasons given were that what was being taught in the classes addressed their needs and that the literacy skills, once acquired, were useful to the adult learners. The reasons why respondents felt the programmes were not addressing the needs of adult learners in Kampala were that some of the topics were not relevant to Kampala city; the certificates they were given could not help them get jobs and the programmes were receiving very little support from government. These responses suggest that even though the programmes were generally addressing the adult learners in Kampala, there could be room for improvement. Kampala

residents generally believe that the government is not giving adequate attention to the functional adult literacy programmes in the city.

4.6.4 Learner involvement in planning

Asked whether the adult learners were involved in the planning, 76% agreed that they were involved while 24% mentioned they were not. The responses indicate that generally the learners thought they were involved in the planning of the adult learning programme of their centres they were learning from. Those who were involved stated that they mobilized adult learners to enroll, engaged in selection of topics for discussion and made decisions concerning field trips. These are hardly ways of involvement in planning of FAL programmes but probably in implementation and this could probably be the reason why the concerns they mentioned are not yet addressed through that level of involvement. However, some of those who said they were involved did not, even with prompting, explain how.

4.6.5 Problems faced by adult learners while participating in the programmes

Respondents were asked to describe the problems they faced while participating in the adult literacy programmes and their responses are shown in table 21.

Table 21: Problems faced by adult learners while participating in the adult literacy programmes

Problems	Frequency	Percentage
No problems faced	11	21%
Personal <ul style="list-style-type: none"> • Very little time for study • Irregular attendance • Balancing time between study and maintaining farm in the village • Sitting uncomfortably when pregnant • Writing Luganda when one belongs to another tribe 	10 6 1 1 1	37%
Domestic <ul style="list-style-type: none"> • Husband not supportive enough • No caretaker at home while I am away • Lack of food • Responsibilities at home 	5 2 1 1	17%
Financial <ul style="list-style-type: none"> • Raising the money required for attending classes • No earning during the time one is in FAL class • Books and pencils are expensive • Lack of transport • Long journey 	2 2 1 1 1	13%
Psychological <ul style="list-style-type: none"> • Rude facilitators • Being afraid of being found studying and yet I am an adult 	2 1	6%
Administrative <ul style="list-style-type: none"> • Primers are not enough 	2	4%
Physical <ul style="list-style-type: none"> • Poor eyesight makes reading words written in small letters difficult 	1	2%

Respondents were asked to describe the problems they faced while participating in the adult literacy programmes and 21% of the responses indicated there were no problems faced, 37% indicated personal problems, 17% indicated domestic, 13% indicated financial, 6% indicated psychological, 4% indicated administrative and 2% indicated physical problems. Those who cited transport as a problem did so either because there

were no vehicles on their route to the centre or they failed to raise the fare. This seems to suggest that there were more learners who faced problems than those who did not. However, despite the problems faced, the respondents were still participating in the programme implying that they felt that the programme was worthwhile. One learner summed it up thus

“If you withstand being ashamed you later achieve your objective”.

Also the fact that problems are reported may suggest there may be room for improvement.

4.7 ADULT LEARNERS’ PERCEPTIONS OF THE USE OF THE KNOWLEDGE AND SKILLS BY THOSE WHO HAVE COMPLETED THE FUNCTIONAL ADULT LITERACY PROGRAMMES

4.7.1 How the knowledge and skills acquired in the functional adult literacy programmes were utilised in the adult learners’ every day lives as given by respondents

Respondents were asked how the knowledge and skills acquired in the functional adult literacy programmes were utilised in their every day lives and their responses are shown in table 22.

Table 22: How the knowledge and skills acquired in the functional adult literacy programmes were utilised in the adult learners' every day lives

How the knowledge and skills acquired were being utilised	Frequency	Percentage
Do not know:	4	6%
<ul style="list-style-type: none"> Reading: Signposts on roads, shops, taxis, and buses to identify where one is going; bible; letters; SMS messages on phone; Newspapers (Bukedde). 	9	13%
<ul style="list-style-type: none"> Writing: Items purchased for my shop, letters to family in the village and grandparents when sick; chits when sending children to grandparents for certain things; one's and other people's names; deposit and withdrawal slips; songs for training children to sing in Church. 	6	9%
<ul style="list-style-type: none"> Health: Safeguarding oneself against diseases such as HIV/AIDS and malaria; preparing balanced diets for children; maintaining both personal and family hygiene; practicing family planning; drinking boiled water; covering the latrine; constructing a utensils rack that has a soak-pit; using a rubbish pit. 	14	20%
<ul style="list-style-type: none"> Income generation: Making and selling handicrafts; running business; making table clothes and bedcovers for sale; finding out financial position of my business; starting a small income generating activity dealing in handicraft; separating profit from the capital used in my business; making and selling dresses. 	12	17%
<ul style="list-style-type: none"> Home improvement (Making handicrafts and organising one's home) 	6	9%
<ul style="list-style-type: none"> Empowerment: Being no longer shy; confidently talking in public; confidently talking about oneself in English; used the confidence to ask for a visa; developing determination in whatever one plans to do; communicating in simple English 	6	9%
<ul style="list-style-type: none"> Assisting their children in studies: Helping primary school going children to read and write Luganda; assisting children in their studies; teaching children learn how to behave. 	5	7%
<ul style="list-style-type: none"> Teaching others: (How to read and write & other things) 	2	3%
Learnt how to save	1	1%
<ul style="list-style-type: none"> Environment: Using fuel-wood saving stove to save on charcoal and the environment; making improved fuel-wood saving stoves. 	2	3%
<ul style="list-style-type: none"> Agriculture: (Doing kitchen gardening) 	1	1%
<ul style="list-style-type: none"> Mobilising people: 	1	1%

The table shows that 6% of the responses mentioned that they did not know how the knowledge and skills were utilised and the reason was because they did not stay with FAL graduates. 22% of the responses indicated that they use the knowledge and skills to read and write a variety of messages, 20% use it to deal with health related issues, 17% indicated income generation, 9% indicated home improvement (making door mats, table cloths or mats, small bags, tie and dye kitenge and palm-leave bags for home), 9% indicated empowerment, 7% indicated assisting their children with studies, 3% indicated teaching others, 3% indicated environmental issues and 1% each indicated mobilizing people, how to save and kitchen gardening.

The focus group discussions suggested that those who completed the programmes were utilising the knowledge and skills to practice modern farming both in the city and rural areas, to stop their businesses from collapsing, or to develop themselves generally. One of the current learners supported this view saying

“Those who graduated from FAL make very good clothes and I have bought some from one of them”.

The above reasons may suggest that the adult learners may be leading a better life as a result of the knowledge and skills acquired from the programmes. Generally, it was felt that learners utilised what they learned from the programmes. Findings suggest that the programme is relevant for improving or transformation of people's standards of living and is capable of making them live as useful citizens in their communities. This in agreement with what Land (2001) found out in a study in South Africa that people had

positive perceptions of ABE classes because they felt that participation in ABE classes results in many highly valued gains.

4.7.2 Adult learners' opinions as to how functional adult literacy programmes in Kampala can be improved

The adult learners made a number of suggestions as to how the programme in Kampala can be improved and their responses are shown in table 23.

Table 23: Adult learners' opinions as to how functional adult literacy programmes in Kampala can be improved

Opinion	Frequency	Percentage
<ul style="list-style-type: none"> Improving Programme quality 		49%
The number of FAL centres should be increased	7	
Facilitators should be well trained and paid	5	
Time and the number of days for study should be increased	3	
Government should provide sewing machines and cloths for tailoring to learners	1	
The number of facilitators should be increased	1	
English should be improved to a higher level	1	
Programmes should provide post literacy	1	
Classrooms for adult learners should be constructed	1	
<ul style="list-style-type: none"> Improving programme planning and management 		29%
Government should provide support to the adult learning centres	6	
Payment of fees should be stopped or at least reduced because some learners said they were poor	4	
Exchange visits to other classes should be organized	1	
More IGAs should be integrated into the programme	1	
<ul style="list-style-type: none"> Improving and Increasing Learning materials 		15%
More learning materials should be availed to adult learners	4	
The cost of primers and other FAL materials should be reduced	1	
The content should be up to city standards	1	
<ul style="list-style-type: none"> Popularising the programme 		5%
All people should be sensitized on the importance of FAL	1	
More people should be mobilized to enroll in the programmes	1	
<ul style="list-style-type: none"> Strengthening Certification 		2%
Recognised certificates should be provided to those who finish FAL programmes	1	

The table shows that 49% of the responses suggested improvement in quality, 29% suggested improving programme planning and management, 15% suggested improving and increasing learning materials, 5% suggested popularizing the programme and 2% suggested strengthening certification. The following were suggested for popularizing the programme-use of posters, notices on the roads and announcements over the radio.

The focus group discussions revealed that the learners wanted recognised and accredited certificates which they can use to apply for jobs or contest leadership positions in politics. The responses seem to suggest that what needs improvement may not be unique for the urban areas but may be relevant to adult literacy programme in general.

What is learned is supposed to be of relevance to the learner's every day life. The approach used is the integrated functional adult literacy approach. In this approach, reading, writing and numeracy are integrated in economic skills related to the literacy practices of the adult learners.

Most Ugandan programmes profess to use the integrated functional adult literacy approach. This approach provides skills in reading, writing and numeracy integrated with practical knowledge and skills (Ministry of Gender and Community Development, 1996) as suggested by Bholá (1994) who defines functional literacy as a combination of literacy and the learning of economic skills into one whole. The integrated functional adult literacy approach integrates traditional, functional and psychosocial approaches; it

integrates different types of activities so that they can all be used to solve the problem being dealt with (MG&, 1996).

Bhola (1994:41) argues that adults are “more easily attracted to literacy classes that teach functional skills than to literacy classes that do not teach economic skills”. He singles out economic rewards as more motivating to adults than other possible motivations. But the economic activities have to be relevant to the adult learners’ literacy practices. Probak (2004) in a study of the Experimental Literacy Project in Bangladesh found out that non literate and semi literate urban adults were motivated to participate in programmes that address learning needs related to the literacy practices they go through in their every day lives.

On the whole, adult literacy provision in the six centres was analysed in light of the system, subsystems in place and their relationships as suggested by Bhola (1994). This was done in order to determine whether provision was appropriate, relevant and conforms to or is different from the learners’ expectations. It was found out that providers were making efforts to ensure that adults were motivated to enroll. The strategies, approaches, methods and materials used in implementation were, according to the learners, appropriate and so were the venues, facilities, equipment and quality of facilitators. This resulted in the programmes addressing the adult learners’ needs. The interrelationships of the motivation, providers’ strategies, approaches and methods with the materials and the use of the knowledge and skills by the adult learners who had completed the functional adult literacy programmes were evident.

CHAPTER FIVE

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

5.1 INTRODUCTION

This chapter gives a summary of the study, the conclusions and the recommendations as suggested by the researcher.

5.2 SUMMARY

The study analysed adult learners' perceptions of functional adult literacy provision in six centres in Kampala city. The study was generally a qualitative case study though some quantitative data was collected and analysed. The study involved forty one adult learners from the six centres run by government, NGOs and the private sector in Kampala city.

The findings indicate that the people who participate in functional adult literacy programmes are those not able to access formal schooling because of poverty generally and the majority of these were female. It was found out that generally, adult learners were motivated to join the functional literacy programmes mainly to learn how to read, write, acquire livelihood skills; and some of the learners were originally literate and may have relapsed into illiteracy. The learners were satisfied that they had gained what they had hoped for from the programmes. It appears that being ashamed of being seen attending FAL was a de-motivator to participation. The learners felt that the venues were generally accessible in terms of distance except in a few cases where the learners traveled long

distances to reach their learning centres. However, lack of funds was identified as a constraint to motivation to participate in the programmes.

The learners generally felt that there were enough and relevant facilities and equipment for learning and according to them, it may imply that the learning environment may be conducive. The results also indicate that adult learners felt that the learning materials were suitable although inadequate. The facilitators were able to adapt materials developed for rural areas and those developed for primary schools to suit urban areas. However, findings suggest that the numeracy levels were very low and yet transactions in the city involved high denomination notes. It was also found out that the facilities and equipment were not of good quality. The learners felt the quality of the performance of the facilitators was very good but the facilitator / learner ratio was low. The learners were setting low standards on which they were basing their judgments of facilities, equipment or facilitators.

Findings of the study also suggest that learners felt that programmes were addressing the adult learners' needs and the reason given by many was that the literacy skills and general knowledge acquired helped them operate in the urban environment. However, it is not clear why quite a number of them could not explain the reason. This may be attributed either to their habitual perception or their lack of critical judgment. On the whole, findings suggest that the programme is relevant for improving of learners' standards of living in urban areas and is capable of making them live as useful citizens in their communities. A small minority indicated that the programme was not meeting city standards as some of the topics were not relevant, certificates could not allow them

access to jobs or that there was little government support. Generally, it was felt that learners utilised what they learned from the programmes in a variety of ways.

5.3 CONCLUSIONS

From the findings of the study, it can therefore be concluded that the functional adult literacy programmes in Kampala are appropriate to the adult learners.

The providers' strategies, approaches and methods are generally suitable to the learners although the learning materials need adaptations. The adult literacy providers' strategies of *literacy first* assist learners to acquire literacy skills which they go and utilise in their day to day activities or at least meets their expectations. The integrated functional adult literacy approach is appropriate to the learners because of integration of different adult literacy approaches, subject matter; integration of learning content with life experiences of the learners and also integration among adult literacy agencies. Participatory methods that allow participation of learners in the learning process are preferred by the adult learners. The adult learners prefer integration of bottom up and top down methods that use a combination of alphabetic, phonic and syllabic methods.

Urban functional adult literacy programmes with inadequate resources may utilise learning materials developed for rural areas provided the facilitators are innovative and able to adapt them to urban settings appropriately.

The functional adult literacy programmes however can be improved through making more materials available and accessible to the adult learners; and with content relevant to urban areas.

The low numeracy levels in the primers cannot help the learners to operate in their daily activities in urban areas because many transactions involving currency required understanding of high figures.

Adult literacy facilitators' performance can be good even when the facilities and equipment they are using are of poor quality.

Adults are motivated to join the functional adult literacy programmes if they feel programmes are addressing their needs.

The appropriateness of functional adult literacy programmes can be judged from the usefulness of the knowledge and skills acquired and satisfaction the learners get from the programme.

5.4 RECOMMENDATIONS

The recommendations based on the findings of the study are presented below.

The programmes should include post literacy, provide reading materials so as to help maintain the literacy skills acquired and reduce the number of new literates who relapse into illiteracy. The numeracy levels should be raised and where necessary separate

primers on numeracy should be produced. The programmes should also provide English which is the official language and is widely spoken in Kampala city.

The functional skills in the programmes should be emphasized not only in class but also through provision of materials, inputs and start up capital to the learners so as to enable them to move out of poverty as literacy skills alone will not help them get out of poverty.

Effort should be made to improve on the conditions of learning by improving the quality and quantity of facilities, equipment and facilitators.

The facilitators should be well trained in order for them to adapt a wide range of materials that exist in the city for learning and to strengthen the participatory methodologies as they were preferred by the learners.

The integrated functional adult literacy approach should be strengthened as it is preferred by both the learners and providing agencies.

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APPENDIX A
(INTERVIEW SCHEDULE)

**AN ANALYSIS OF ADULT LEARNERS' PERCEPTIONS OF FUNCTIONAL
ADULT LITERACY PROVISION IN SIX CENTRES KAMPALA CITY,
UGANDA**

Dear respondent,

Thank you for accepting to participate in this study. The intention of this study is to seek your views on functional adult literacy provision in Kampala city, Uganda. Your response will provide very important information that may be used to make improvements in the way adult literacy programmes are implemented in the city. You are assured that the information you give will be treated with confidentiality.

Basic information

1. Name of your adult literacy centre.....
2. Name of providing agency.....
3. Number of females attending the adult literacy class.....
4. Number of males attending the adult literacy class.....
5. Please tick the age group of respondent (below 20), (20 - 29), (30 - 39), (40 - 49),
(50 - 59), (60 - 69), (70 and above).
6. Sex: Male Female
7. Do you reside in Kampala? Yes No
8. What is the status of the learner in regard to functional adult literacy programme:

AttendingCompletedDropped out

9. Did you ever attend school? Yes No

If No, skip to No. 13

10. If Yes, up to what class?

11. In what year did you leave school?

12. What are the reasons for your leaving school?.....

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Adult learners' perceptions of what motivates adults to enroll in functional adult literacy programmes

13. In which year did you join the functional adult literacy class?.....

14. What was your reason for joining the functional adult literacy class?.....

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15. In which year did you complete/drop out of the functional adult literacy class?.....

16. Did you feel satisfied that you gained what you had hoped from the classes?

Yes No

17. Explain why you were satisfied or not satisfied

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18. In your opinion, why do you think other people join adult literacy classes?

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19. In your opinion, why don't all people in Kampala who cannot read, write and count well join functional adult literacy programmes?

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Adult learners' views on the appropriateness of the adult literacy provider's strategies, approaches, methods and materials used in implementing adult literacy programmes in Kampala

20. What do you learn in functional adult literacy programmes?.....

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21. In your view, what is missing from the functional adult literacy programme you are participating in?

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22. What is included in the functional adult literacy programmes that you feel should not be included?.....

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23. What are the reasons that motivated you to complete the programme?.....

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24. What causes men to drop out of the functional adult literacy programmes?

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25. What causes women to drop out of the functional adult literacy classes?.....

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26. Mention the learning materials used in your adult literacy classes.....

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27. Do you have adequate access to the learning materials? Yes No

28. Explain your answer.....

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29. In your opinion, are the available learning materials suitable to your learning
needs? Yes No

30. Explain your answer.....

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31. What would you like to be added in the learning materials? (Illustrations, exercises, activities).....

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Adult learners' views on the venues, facilities, equipment, quantity and quality of facilitators

32. Approximately how many kilometers is the adult learning centre from your home?.....

33. How do you get to the adult learning centre?

Walk Boda boda Public taxi Special hire

34. How much do you pay for a return journey?.....

35. What are your views on the centre where the learning takes place?.....

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36. Identify the facilities and equipment that you have at your adult learning centre...

Blackboard	Flip charts	Child sized desks and chairs
Adult sized desks and chairs	TV	Video

Others (List).....

37. What are your views on the facilities and equipment at your centre?

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38. How many facilitators does your functional adult literacy class have?

39. Are the facilitators adequate? Yes No

40. Explain why you think the facilitators are adequate or inadequate.....

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41. How do you rate the performance of you facilitators?

Very Good Good Fair Bad Very Bad

**Adult learners' perceptions of the extent to which the programmes are
addressing the adult learners' needs**

42. To what extent do you feel the programme is addressing your needs?

To a greater extent Somehow Not addressing them at all

43. Explain your answer

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44. In your opinion, does the functional adult literacy programme meet adult learners' needs in Kampala? Yes No

45. Explain your answer

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46. Are you involved in the planning of the adult learning programme of your centre?

Yes No

47. Explain your answer

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48. What problems do you face while participating in the adult literacy programme?...

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Adult learners' perceptions of the use of the knowledge and skills by those who have completed the functional adult literacy programmes

49. Are the skills and knowledge learned acquired in the functional adult literacy programmes utilized in your every day life? Yes No

50. If so, how?

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51. What are your views on how those who have finished the programme are using the knowledge and skills?.....

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52. In your opinion, how can functional adult literacy programmes in Kampala be improved?.....

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APPENDIX B

(FOCUS GROUP DISCUSSION GUIDE)

ADULT LEARNERS' PERCEPTIONS OF FUNCTIONAL ADULT LITERACY PROVISION IN SIX CENTRES IN KAMPALA CITY, UGANDA

1. INTRODUCTION

Four focus group discussions will be held; two for those who are still attending classes, one for those who dropped out and one for those who graduated. What transpires during the focus group discussion will be tape-recorded. The discussions will be held in the local language of the participants.

2. HOW FGDs WILL BE ORGANISED

It is expected that each FGD will have a maximum of 12 participants and last about 1½ hours. The size of the group and duration of discussion are just right to provide enough information and views without being so long as to bore the participants.

In making sitting arrangements, the organiser of the FGD will try to make sure the group sits as comfortably as possible in a circle or semi circle. The interviewers will be part of the circle and will not sit apart at a table or a desk. It is hoped that this arrangement will put the participants at ease and will enable free interaction between the researcher and participants.

At every FGD, there shall be at least two interviewers one of whom should play the role of moderator (Chairperson) and the other the role of recorder (Secretary). The moderator will guide the discussion by explaining the purpose of the discussion, making it easy for members to discuss freely and for everyone to contribute whatever information or ideas they may have. Other roles include listening, observing and finding tactical ways of encouraging the silent ones to contribute; probing for deeper information or views as appropriate; taking a few notes to remind him/her of the important points raised, to be compared with those of the secretary after the discussion. The recorder should keep a complete and accurate record of the proceedings. The topics of discussions are:

3. TOPICS

Adult learners' perceptions of what motivates adults to enroll in functional adult literacy programmes

- Views on types of functional adult literacy programmes available at the centre.
- Views of the group about the functional adult literacy programmes available at the centre.
- Views on any noticeable pattern in the enrolment for example along the lines of age, sex, economic or social status.

Adult learners' views on the appropriateness of the adult literacy providers' strategies, approaches, methods and materials used in implementing adult literacy programmes in Kampala

- Views of the adult learners on the adult literacy providers' strategies, approaches, methods, materials used in implementing functional literacy programmes in Kampala.
- The group's views on the appropriateness or suitability of the strategies, approaches, methods and materials used in functional adult literacy programmes in Kampala.

Adult learners' views on the venues, facilities, equipment and quality of facilitators

- Description of the venue where adult literacy classes are held (physical characteristics, location in relation to learners' homes, facilities etc)
- Appropriateness of the venue to the adult learners (eg. convenience)
- Views of adult learners on the facilitators of the functional adult literacy programme (training, performance, attendance, workload, image etc)

Perceptions of the extent to which the programmes are addressing adult learners' needs

- Views on what content is learned in the adult literacy classes.
- Views on the appropriateness of the content to adult learners' needs.
- What learners think should be included in the learning content that is currently missing.

Adult learners' perceptions of the use of the knowledge and skills by those who have completed the functional adult literacy programmes

- Learners' views on how much learning is achieved from the functional adult literacy programmes in Kampala.
- Learners' opinion on how those who have completed the functional adult literacy programme use the knowledge and skills acquired from the programme.

APPENDIX C

(OBSERVATION GUIDE)

ADULT LEARNERS' PERCEPTIONS OF FUNCTIONAL ADULT LITERACY PROVISION IN SIX CENTRES IN KAMPALA CITY, UGANDA

Guidelines

The following are to be observed and information recorded systematically.

1. Description of the venue (general conditions).
2. Size of the class in relation to number of adult learners.
3. The furniture available and its condition.
4. The availability of blackboard and learning materials.

APPENDIX D

ADULT LEARNERS' PERCEPTIONS OF FUNCTIONAL ADULT LITERACY PROVISION IN SIX CENTRES IN KAMPALA CITY, UGANDA

PROJECTED RESEARCH PROGRAMME

TASK	TIME FRAME
Proposal Development	February - March
Proposal Presentation	March - April
Continued Literature Review	April - July
Refining Instruments	April
Data Collection (Fieldwork)	April
Data Analysis	May
Preparation of First Draft Report	June
Making Corrections	July
Presentation of preliminary findings	August
Integrating suggested corrections	September
Submission of Draft Report	October
Making Corrections	October - December
Submission of Final Draft Report	December