

**IMPACT OF FUNCTIONAL ADULT LITERACY ON RURAL HOUSEHOLDS OF
ABIM SUB-COUNTY
ABIM DISTRICT**

BY

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Declaration

I Acheng Jennifer declare to the best of my knowledge to the department of social sciences and applied psychology that this report is my original work and no work of this kind has been presented before examination purpose otherwise for the award of a degree in any institution.

Signature.....Date.....

ACHENG JENNIFER OCERO

Approval

This is to certify that this report under the title “the impact of functional adult literacy on rural households of Abim Sub County in Abim District” was under my supervision and is now ready for submission

Signature..........Date.....29/9/16.....

Auto DA Dennis

(SUPERVISOR)

Dedication

I dedicate this work to my sweet mother Munyes Joyce Ocerro, my lovely husband valentine ojoro my daughter Auma Ketisha valentine ,my brother Omongo Wyness, my aunty Awilli Janet and uncle Owiny David for their support and inspiration.

I also dedicate to my friends Akech Justine, Otim Denis Ogule, Atwaro Christine, Akongo osbalda for their tireless support and encouragement towards completion of my report.

God Bless You

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Abstract

The research investigated the impact of functional adult literacy on rural households of Abim County in Abim District, the research was guided by three objectives that included; to establish the impact of functional adult literacy on rural households, to establish the effects of functional adult literacy and finally to assess the attitudes of people towards functional adult literacy in Abim County. The study was guided by a descriptive study design. The literature found that; despite the fact that FAL programs are in progress in some parts of the country, not all households attend to it. Evidence show how households face literacy challenges cited that have to some extent hindered the successful move to the realization of its objectives like inadequate skilled adult trainers, high illiteracy rate among the learners, and inadequate learning facilities. The findings in table 5 showed that as a matter of fact, there is a number of income generating activities carried out by the FAL learners in the sub county, the researcher noticed that the income generating activity is agriculture and tree planting becomes the most neglected type of income generating activity.

The researcher learnt that; despite the impact of FAL the economic status and the change in the social cultural life of the people of Abim sub county, in table 6; the greatest percentage still have negative attitude towards FAL e.g. some of them it's an a shaming program, attending classes is time wasting among others, even when they can see learners building shops, buying cows, goats and becoming food suppliers of the sub county and the district at large. Their attitude has failed to change. This may be because of lack of exposure of the community to life beyond their cultures and the high illiteracy rate in the community members. To change their attitude so that they can also benefit from the program needs the government to devise other strategies and strict laws towards FAL for the realization of its objectives of eradicating poverty among rural households through FAL. The purpose of the study was therefore to find the effect of FAL on the economic status of rural households in Abim Sub County.

CHAPTER ONE TO THE STUDY

1.0 Introduction

The study was carried out to investigate the impact of functional adult literacy on the economic status of rural household in Abim subcounty Abim district. This section presented the background of the problem, purpose of the study, research objectives, research questions, significance of the study, the scope, limitations and the way forward.

1.1 Background of the study

In March 1990, the world's educational leadership gathered in jomtine Thailand to take part in the world conference on education for all. At the end of the conference, the delegates voted in support of the world declaration on education for all and the frame work to meet basic learning needs. The rights of all to have basic education was affirmed in the declarations first Article

Which states that every person child, youth and adult shall be able to benefit from educational opportunities designed to meet the learning needs? The frame work goal was to reduce adult literacy rates and by 2000 their emphasis was in reduction of the male and female illiteracy rates. Over the past five years, leaders in government, donor agencies and NGOS have explored ways to meet this important goal and developed several successful approaches like participatory rural approach [PRA], the freirean socio-cultural based approach among others to ensure that the illiteracy rate among the adults is reduced through the implementation of FAL Programs across the world.

Zimbabwe at independence in 1980 inherited an adult education system which was largely inappropriate to the needs of the majority of the black population. At the same time, a serious educational discrepancy was apparent for out of seven million people then, 36% of the adults were illiterate or semi-illiterate and the majority 64% of those affected was women in rural areas (Zimbabwe census 1982). To overcome such a problem the government of Zimbabwe introduced FAL and established the department of non-formal education under the ministry of education, sports, art and culture to run the program thus the reduction of illiteracy among the adults in Zimbabwe.

In a similar way in 1964, the government of the republic of Uganda after independence launched the national literacy campaign using the traditional general approach to teaching reading, writing and simple numerical skills independent of function or context. The campaign was in 22 languages with a primer and follow up reader in each. Two years later in 1966, under the influence of UNESCO, the notion of functional literacy was introduced but it did not have impact partly because grafting it on the traditional materials already in use was difficult.

In support to the above, Okech et al (1998) says that, literacy was first introduced in Uganda during the late 19th century by religious missionaries, both Islamic and Christians. For many years it was only the literacy training and to a great extent, any other type of organized education. The colonial government joined in gradually but only when felt obliged to keep demoralized indigenous soldiers usefully occupied the classes after the world war and then the government established different departments like the department of public welfare to organize systematic programs among others. This was the forerunners of the department of community development which is currently in charge of adult education after the colonial power in 1962; the government of Uganda joined other African government in promoting the acquisition of literacy by all their population for the purpose of enhancing socio economic development.

Okech(2004)said that FAL programs the official adult literacy program of the government of the republic of Uganda being spearheaded by the ministry of gender, labor and social development(MGLSD).In 2002,the ministry developed the national adult literacy investment plan(NALSLIP) to increase peoples access to information and participation in self, community and national development for poverty eradication. NALSLIP is a five year blue print for guiding private and public actions. The programs target is to reach to 50% of Ugandans close to seven million non-literates by 2007.FAL program activities are financed from the poverty action funds (PAF).The ministry of gender labor and social development claims that slightly over 1.2 million adults have attended adult literacy classes.

However according to the above arguments of authors about FAL, the following terms are worth being defined; UNSECO defines literacy as the “ability, to identify, understand, interpret, create, communicate and compute, using printed and written materials associated with varying context. Literacy involves a continuum in enabling individuals to achieve their goals, to develop their knowledge and potentials, and to participate fully in their community and society.”

While fundamental education is concerned with the teaching of only reading, writing and arithmetic, functional literacy goes beyond. Functional adult literacy which has become topical in Ghana is derived from the word “function” which has several meanings in both social scientific usages. Ade-Adeku (1992) has defined functional literacy as a built –in mechanism which uses the participating techniques in dealing with identifiable groups. Such groups would need the skills of reading, writing and reckoning to enable them to perform effectively in their general life style (p.11).

By this definition a functionally literate person should be able to take part in social and cultural activities, making use of his literacy ,in Adoo Adeku’s(1992)view, a functionally literate person should be able to read and write and understand simple statements relating to his daily activities, work environment and his community. In the same view, UNESCO (1978) has defined a functionally literate person as one who is able to engage in all those activities is required for effective functioning of his group and community. The impact of functional literacy on socio-economic lives continues to use reading, writing, and arithmetical calculations for his own advancement and for the development of his community. In its original community formulation, functional literacy is not restricted to reading, writing and reckoning. It should also contribute to the preparation of the individual for socio, civic and economic roles (Dorvlo, 1992). Hagar (1992) stressed that functional literacy aims to promote a holistic approach to development with man as a whole person in the center. Freire (1992) has noted that functional literacy should create the awareness of the living conditions of the learners and therefore should lead to solving common problems facing learners. The MOE Ghana (1992) has recognized the contribution of functional literacy as having to do with learning to read and write about the activities we everyday engage in our lives, problems and needs. Functional literacy is therefore based on the learner’s problems, needs, interests and aspirations with the hope of finding solutions to them. Functional literacy enables learners to share information and new ideas. It also helps in the planning of activities within the learner’s localities.

The United State Government (As cited in UNESCO, 1983) has defined functional literacy as “passion of the essential knowledge and skills that enables an individual to function in his/her environment at home, in the community and in the work place” (p.4). Functional literacy is therefore the difference between an individual’s current level of literacy and the level demanded by his environment.

In the Ugandan context, adult education is defined as the all learning process, activities or programs intended to meet the needs of the individuals considered by the society as adults including out of school youth forced by circumstances to play the roles normally played by adults. Adult education is therefore the practice of teaching and educating adults. MGLSD (2002)

However, FAL programs in Abim District were first introduced in the early 1980's by the KDDS. Okech et al (2000) who were mainly protestants and they were later joined by other Christian missionary group who introduced over fifteen FAL classes in the sub-counties of Morulem, Nyakwae and Lettuce respectively. This program was later disrupted by the Karamojongs activity of cattle rustling which led to the withdrawal of the missionaries from the program due to insecurity in the whole north eastern region by then. The program was rebuilt in 2007 by both the government and the missionaries after the disarmament of the natives. The government introduced a program called ABEK among other programs. According to Okech (2004) "functional adult literacy is a program to empower adult learners with certain minimal basic literacy skills.

In Abim Sub County today, more than one hundred adults are enrolled in FAL classes with a greater number of them being women and the youth who are mainly school drop outs who want to remember how to write their names and how to read and write. FAL is most active in the dry season with a large number of adults attending classes because they have less activities to carry out during that time most especially agriculture which keeps them in the gardens for long hours.

1.2 Statement of the problem

Despite the fact that FAL programs are in progress in some parts of the country, not all households attend to it. Evidence show how households face literacy challenges cited that have to some extent hindered the successful move to the realization of its objectives like inadequate skilled adult trainers, high illiteracy rate among the learners, and inadequate learning facilities.

Other challenges affecting FAL in Abim Sub County include the negative attitude of the people towards acquiring education at an old age and social-cultural activities like drinking alcohol that does not allow them to fully attend FAL classes. With these and other more challenges faced by

the FAL program. However what has been unclear amongst the rural population of Abim sub-county in Abim District.

The study was therefore; aimed at finding out if there have been some positive impact of FAL on rural households in Abim sub county, Abim District.

1.3 purpose of the study.

The purpose of the study was to explore the impact of FAL on rural households of Abim sub county Abim District.

1.4 General objectives

- i) To examine the impact of FAL on rural households of Abim sub-county in Abim District.
- ii) To find out the IGAs being carried out by FAL learners Abim sub Subcounty.
- iii) To establish the effects of FAL on IGAs of the people in Abim subcounty.
- iv) To assess the attitude of people towards FAL in Abim sub county.

1.5 Research questions.

- i) What income generating activities do FAL learners in Abim Sub County carry out?
- ii) How has FAL affected IGAs of the people in Abim Sub County?
- iii) What are the attitudes of people in Abim Sub County?

1.6 The scope of the study.

The study was carried out in Abim sub county, Abim District located in north eastern Uganda. Abim Sub County is under Abim District local government located at the western extreme of the district. On the north Abim is boarded by Alerek sub-county, South East is Abim TOWN council, Lotuke Sub County from the south and Pader District to the west.

The study had its focus mainly on the period between 2007 and 2010 where the government realized all its objectives during the implementation of the program in the sub county. Data of the study was collected in may because it's the time when learners fully attend their classes than

in other months of the year, and it's when the NGOs and the government constantly monitors the progress of the projects in the sub county.

1.7 Significance of the study.

The student hopes that the findings can help in achieving the following for the improvement of rural households in any part of the country:

The study findings will be used in policy formulation and planning by the legislature (government), NGOs, community based organization and other stake holders as the tool to help eradicate poverty among rural households using FAL monitoring and evaluation of FAL programs among adult learners in the different districts.

The study will also act as the spring board from which the general public can appreciate the importance of FAL in the rural households especially in improving the standards of their living through economic empowerment of the learners.

The findings will be an eye opener to the government and NGOs carrying out FAL programs on what strategies to be put in place for FAL to be successful in any sub county or district.

1.8 Limitations and way forward

Some respondents failed to give appropriate response to them because they did not feel secure thus the student assured the respondents of the confidentiality of their information and that their names will not be written on the report.

The respondents where literate about the area of study thus most of them ended up giving wrong information to the student even after explaining and translating to them the questions in the local language what the questions requires, these made the student discard most of their information during data analysis and thus the student wasted a lot of time during data collection .

The subject scope was also limited by inadequate financial resources to support the student during the study because the study area had parishes far from each other and most of the instructors demanded for money before they could answer the questionnaire but the student could not give them the money they requested because it's against the ethics. The student had

enough money from her parents who made sure that the study could be carried out without interference to its final stage.

CHAPTER TWO

LITERATURE REVIEW

2.0 Introduction.

In this chapter, the student presents views from related literature from other authors in relation to the set objectives of the topic at hand.

2.1 Extent of functional adult literacy on rural households

A statistic of Canada found out that a one percent increase in literacy led to produce of 2.5% increase in the level of labor productivity and a 1.5% increase in income per capita, compared to other nations. In 2007, this represented a potential boost in the national income of \$32 billion due to the effects of FAL on the agricultural outputs. This was because they participated in the new agricultural technology. This was what exactly happened when the pump irrigation was introduced for rice production in West Africa (Gittinger et al 1990, p.10) for sustainable development not only to benefit the adult learners but also to ensure that the benefits can be retained by the intended beneficiaries.

In the similar way, the World Bank supported agricultural development projects (ADP) of the Nigerian women in agriculture (WIA) units who were adult learners with the goals of identifying the technology and information needed for rural women to improve on their agricultural production. The World Bank assisted them to become more productive through training and technology dissemination in FAL classes and meeting those needs was through using the trained and qualified agencies to work with the women's groups. The WIA today in Nigeria fully integrated in agricultural development projects in the country. (World Bank, 1980: Barro, 1998, Barro and Salai-Martin 1995)

In relation to the above, Choluteca integrated agriculture development agency a local world neighbors organization was formed by FAL learners in linaca region of Honduras where PRODESAL trains and incorporates local men and women as active agents of change in their communities through their FAL this led to the formation and growth of other local organization

like the parents union for the new move to hope which took over PRODESAL when they withdrew in the mid 1993 for example Dona Monda a FAL learner of parents union earns salary from agricultural products that she grew after implementing what she learnt from her classes with the help of her family(source; urban and rogers 1994) the income she earns has helped to improve the health status of her family and educate her children.

With Uganda not being an exception. BIDCO has trained FAL learners in Kalangala how to grow palm oil and rice in a local project called KAFID thus man's learners have taken up rice and palm oil as their income generating activity (Nampijja et al 2008).

In contrast to the above authors, case study in Bangladesh show how the rural households women have been forced to abandon agriculture due to the loss of land in the country due to erosion and growing impoverishment and women who attained some literacy from FAL classes were encouraged to join the urban labor force in textile industries (friedrich and jellens 2003:20) where they got income to sustain their households better than those who joined the FAL classes hence the industrial work became their income generating activity.

According to the survey carried out by the university of Nagoya and Royal of Phnom Penh in July – August 2001, the survey found out that FAL learners do not carry out agriculture as their income generating activity but the FAL learners in Cambodia carry out Bamboo-ware making, pig rearing projects brick laying, and rearing animals as his income generating activities in the CASD literacy classes in the seminar village, Cambodia IDO Ayako (2000)

FAL programs in Uganda does not focus on literacy skills but it has also focused on improving the quality of life of the learners through training them on income generating activities(status 2003 p12)for example in Mukono ,a FAL learner who joined who joined the class in 2006 can not only manage to compute large amounts, read and write in luganda and English respectively, he is also making beads, laying bricks and rearing animals as his income generating activities which have fully helped him to educate his children and provide them with basic needs thus thanking the government for the program. Nampijja et al 2002

In conclusion therefore, most of the adult learners conic to learn with a lot of needs and expectations some of which are relevant and others are not have a lot of responsibilities and most of them have gained a lot of experiences through growing up and social life. This can be the time

for them to learn and gain their dreams. For the government of any country to eradicate poverty through agriculture, men should also be included this is because many authors have cited farming groups and farmers as mainly women and for an increase in production in a given household, men should also support their wives with more production which can facilitate trade and improvement in the economic status of their households with the help of FAL in their communities offering them support and skills for production.

2.2 Effect of functional adult literacy

Okiy (2003) says that adult learners have boosted their income through the sale of their home grown products, small livestock and home production food stuff to where it is most required through the access to information because they are ready to read any published or written information thus the impact of FAL on their IGAs because they put into practice the knowledge they have read.

In a balanced review of educational research in west and central Africa, maclure (1997.8687) points, on the one hand to the evidence that non formal literacy training is strongly linked to improvements in several domains, including agricultural production and other revenue generating skills, as well as enhanced managerial skills among members of agricultural cooperatives. On the other hand, he notes the frequency with which literacy and other training for poor unschooled adults disappoints their sponsors and beneficiaries through poor implementation.

Despite its meager resources .UNIVA has succeeded in empowering many rural and pen-urban people through work related literacy skills training especially in the FAL classes. In the ten years since its inception, UNIVA has trained has trained over 5,000 learners in functional literacy skills. These beneficiaries have been empowered to use these skills to improve their living standards, as well as the viability of their businesses and income generating activities.

UFLP in the same way integrates participants literacy needs into their existing income generation or livelihoods activities. This enables participants to appreciate the value and relevance of literacy skills training as an instrument of social economic development. In order to cater for the specific literacy and livelihood skills needs of all learners ,UFLP provides training in diverse thematic areas including; business, training in financial transactions with banks and other

commercial entities, business communication, best customer care practices, record keeping, anti-corruption and micro credit management.

In September 1999, UNIVA received public acknowledgement for its contribution to poverty alleviation and literacy development in Nigeria when it was commented by the director-general of UNESCO on international literacy day. The following testimonies from program participants amply demonstrate UNIVAs success in promoting literacy and livelihood development:

“I came to the class with no English, but I am leaving with not only English, but the ability to talk to my customers through what they call text messages. I did it right in the class, reminding one of my customers to come and pick his car after I had finished servicing it. In the past I would drive down town, using the time I would have used other customers. I now realize that whenever there is no sufficient credit in my phone, I can send a text” (Adegoke Abiodun, mechanic).

“I am a food seller but as a result of my participation in UFLP, I can write a receipt for my customers and fill in savings forms in the bank. But I cannot write long letters and send text messages. I need help in these areas” (Mary Johnson).

“What I missed for years I gained in six months...the ability to write my name correctly and save my money in the bank with any intermediary, as well as helping my children in their education. I thank God that I achieved this through UNIVA but I need advanced English to speak and join politics. Again that I can use my phone to send text messages I will never forget the change you brought to my life” (Akiibu Olalere).

“I was at the local government adult literacy center nothing was achieved because It was just a b c d e” without practical application. But here we learn about family, HIV/AIDS, home economics and pomade making. In addition, we were given loans to set up small businesses. Now I realize more money to support my husband in the house and buy little things for my children. I am a better person now because I participated in the literacy program of UNIVA. I will call on others to come as we still have many people that cannot read and write in the village” (Alice Ojo).

Bamboo ware-making in seimar village has been a self-sustaining activity, which has succeeded from generation to generation without intervention by external aid agencies. The CASD literacy program in Cambodia assumes a role to provide illiterates with a chance to acquire literacy and

to be empowered, building self-confidence and forming social capital in order to fully participate in their economic income generating activity. When women find good designs of crafts or anything useful in their daily lives on television, they make new products imitating the ones they saw on television. Since they are living far away from phnom penh, televisions are a vital source of information to develop ideas for new product development. 1 US \$3,835 rids (July, 2001) FAL leaners were confident in negotiating with customers on price of their products than the illiterates. Not only numeracy, but other effects were brought about by literacy classes as well. One woman pointed out that her decisiveness had been enhanced as she obtained more knowledge and information about her society and everyday life by attending literacy classes, which formed the basis for her judgments that without literacy she couldn't be a great woman of today. (K/Y.Dona, Sovannanith and Mc Andrew, 2002).

In summary therefore, the government has the best plans on paper but the implementation is very poor, if the government implements its programs, poverty can easily be alleviated from the rural households. This is because an adult learner who attended FAL in the government program said that "I was at the local government adult literacy center; nothing was achieved because it was just "abcd" in three years without practical application. But here we learn about family, HIV/AIDS, home economics and pomade making (Alice Ojo) said Nigerian Adult learner. For the achievement of MDG on poverty eradication among the rural households by 2015 and education for all, the government should work hand in hand with the NGOs to achieve this goal through the implementation of its program thus the effect of FAL can be seen on income generating activities of the learners and thus poverty eradication in the communities.

2.4 Attitude of people towards functional adult literacy

Attitude as defined by Mariam and Simpson (1997) is a set of belief which causes an individual to act selectively towards certain things or persons, sects and political issues. Kaufman and Herman (1991) contend that education has a purpose for this reason: education intends to supply learners with the appropriate attitudes, knowledge and skills for them to be self-reliant in their world of work.

In relation to the above authors, Lissord (1995) points out that those educators, especially educators of adults should have positive attitudes towards their learners and encourage their

learners to be responsible for their learning especially when learners are all asked to determine the content of their socio economic needs, thus leading to a change in attitude of the learners and their acceptance of education which can help them acquire knowledge which can help them to improve their household income than others who didn't join the classes.

Rogers (1986) suggests that training is crucial for the systematic development of the positive attitudes required by an individual in order to perform adequately on specific tasks. The instructors, being community development agents need a continuous program of in-service training and refresher courses to keep them abreast of the new trends (Fordham, 1995). The need for the training of the instructors is considered vital for improving knowledge of their jobs, attitudes towards their work and environment and their skills as demanded by their students. We hear the voice of some of the learners, when selecting the examples of good outcomes from FAL for purposes of motivating others to join; they did not look for changes in reading and writing.

Such changes are rarely mentioned or are less highly considered than the other changes. "All the learners (interviewed) were expressing satisfaction with the output they had acquired from the FAL program especially in business management and the ability to keep records of their business. However, the women expressed special pride in their acquired abilities in preparing nutritious meals for their children" (radio reports). They looked for participation in local government ("the LC 1 Chairman, learner who is proud of FALP for making his leadership of the village easier and wishes to become a councilor to LC III"). The MPs who when asked on the radio on the value of FALP was for the islands acknowledge the great change in attitude and practices of the people in his constituency in relation to positive personal behavior, hygiene and sanitation, personal development and commercial level activities.

He attributed all that to the FALP success in Kalangala"; and who expressed satisfaction with the output of the FALP in his constituency especially in the ease he finds now in communicating to his constituents and in mobilizing them to fight against evil practices like illegal fishing, smoking of drugs, domestic violence etc", seeing the main purpose of FALP as the informing and empowerment of the people through "the health care services projects....and the savings and credit village bank"- these MPs did not perceive literacy as a major purpose for FALP (radio reports). Radio: they backed up the program by a series of radio programmes, "the radio

announcements, and the famous CBS 88.8 fm with Ssenoga Amza's program on functional Adult Literacy in Kalangala every Sunday morning 7:30am-8:00am.

CDOs of Kasenyi during the mobilization phase to FAL learners in the district to find out their attitude towards FAL and what they want the government to do for them to improve their standards of living and their classes. One learner stated quite clearly that "he joined FAL primarily to learn how to make money and he could expand the business he had" (Lutoboke learner). A kasenyi participant said he had come to class "to learn to fish, cultivate, and sanitation, to be able to keep her home clean", and another to learn modern fishing methods". The learners in Bamazinme Maggyo class said they were looking for something tangible from the classes: "when other community members see us coming to class regularly and they do not see us coming out with something tangible, they start say we are wasting our time". They also said they find difficult to keep the cows since it needs a lot of money. Without money they will not be able to apply he knowledge that they are getting from the literacy class". Literacy skills do not feature here. For others, the purpose of the course lies in the opportunities it provides to get employment: "the participants say that they are expecting to get jobs after getting their certificate of proficiency in reading and writing" (Buvuma). One learner said he only joined the group to benefit from any development intervention "that may be directed to the group" (Buvuma).

Adult learners who participated in FALP may have a positive attitude. A study of adult learners participation done in Mozambique [Linden and rugo, 2004] found out that same learners may perceives literacy has a very useful program to them and their community and the following answers were given by participants saying FALP has lead to savings, development and improving the quality of life.

Despite the positive attitudes other people have towards FAL, learners in Kalange district see literacy to their everyday activities, to take the kind of literacy learned in the class room out into their daily lives is as a challenge and they have failed to understand and accept this fact about literacy that can help improve their quality of life thus its vital that the understanding of literacy and the new expertise needed for teaching literacy adults be brought into the program in the area to create a change in attitude. Alan R. Dr Operjuru, Ms Busingye and Nampija (September 2008)

“They do not come because they feel ashamed of their inability to read and write. People know the yellow premier that is at level 1 and they will point fingers at those who have them as illiterates” (instructor kasenyi). Openly expressed negative attitude led to feeling of being shy which we found very wide spread, especially among women; “when I asked her why some female non-literates are not coming to class, she said it’s because they are shy of being seen”; “although people who are not able to read and write can participate in poverty alleviation program, they are usually very shy”; “those who are not coming for the program are shy”; “some people are shy and would not like to reveal their identity as people who are not able to read and write”; “some people are shy to expose their inability to read and write for themselves because the community assumes that they are able to read and write, so they do not want to make it known that they are not able to read and write” (Buvuma report).

Participants may also have a negative attitude because of the way programmes are organized, makgwana rampendi2004, found that in south Africa, some participants in ikwelo project had negative attitude towards the literacy project because projects were designed with very little or no participation of communities in which they were implemented this may result in the project not meeting the learners needs especially the need to get out of poverty.

2.5 Summary

In summery therefore, they’re both positive and negative attitudes towards FAL programs, for the change of attitude towards FAL, massive sensitization should be carried out in communities about the objectives of FAL and how it has helped several people in the communities to improve their lives and for the maintains those with positive attitudes, certificates can be given to the learners so that they can also compete in the job market with those of the same qualifications for example learners after level three can be given certificates which can help them go for those courses like in the technical institution of mechanics, food processing among others thus poverty and illiteracy level in the communities can be reduced.

CHAPTER THREE

METHODOLOGY

3.0 Introduction

This chapter mainly covered various methods used by the student during data collection that helped the student in the realization of the study goals after it was well employed during the data collection.

3.1 Research design

According to mugenyi (2003), a research design is a plan and structure of the investigation used to obtain evidence to answer the research questions. According to Robson (1996), a research design is a plan that guides the investigation in the process of collecting, analyzing and interpreting data. In order to collect data for this study the researcher used qualitative approach. According to maffin (2000) qualitative analysis is a measure which determines the amount of constituents in substance

According to creswell (1998), qualitative research is an inquiry process of understanding based on methodological traditions of inquiry that explores social and human problems. The study was a case study designs and qualitative in nature. The study is descriptive, explanatory, and evaluative that has helped the student to describe, explain and evaluate the effects of FAL on the economic status of the household in Aninata and Otalabar parishes in Abim sub-county, Abim districts.

3.2 The study area

The study took place in Abim Sub-county, east of Abim town council along Abim - Kotido road and its 8 kilometers from Abim district headquarters. The sub-county is made of seven parishes of Oringowelo, Oriyotyene, Aninata, Kanu, Otalabar, Atunga, apork and Kalakala but the study was carried out in the parishes of Aninata and Otalabar because they have the biggest number of adult learners and FAL classes in the sub-county.

3.3 population of the study

According to kakooza (1996), population is a group or category of human beings or animals that have common characteristics as the target population of the universe. The study the study population was made of learners who are both male and female because they are directly affected by the FAL programs and the study was directed towards them, the instructors from different FAL classes because the challenges of FAL from the local community members directly, the local leaders from each parishes because they see the impact of FAL on their community members and they know the attitudes of people towards FAL, the community development officer (CDO) of the sub-county who also participate as a respondent because he had relative information about the topic which helped in the complication of the study.

3.4 Sampling methods

The student simple random sampling because there was need for equal representation of the learners in all classes in the two parishes, purposive sampling for the CDO and the local leaders especially the local council one and two were selected from each parish because they are practically involved in the management and evaluation of FAL programs in the sub-county and know the changes which have taken place in their communities since FAL was introduced and purposive sampling was used to identify instructors because they face the challenges of FAL and they are affected by the attitudes of people towards FAL directly.

3.5 Sample size

Table 1a: Showing Sample Size

Respondents	Number of respondents Female	Male	Sampling methods
Local leaders LC1		4	Purposive sampling
Instructors		4	Purposive sampling
Community development officer of the sub county		3	Purposive sampling
FAL learners	19	10	Simple random sampling
TOTAL	19	21	40

Source: Primary Data, September: 2016

Mugenyi refers to purposive sampling as technique where researchers handpick the cases to be included in the sample on the basis of their judgment of their sustainability of research. Here the student used purposive sampling to find respondent like local leaders, instructors and the community development officer who helped in answering some questions during data collection.

3.6 Methods of data collection

According to Mani 2004, a method is an overall definite plan of obtaining and representing matter. It can also be a procedure of doing things. A survey method was used during this study. This method was used because it enabled the student get the information directly from respondents.

3.6.1. Interview method

Sarankos (1998) observed interview method as a survey conducted orally. The interview method was used for data collection from the local leaders (LC1) and FAL learners from selected

parishes of Aninata and Otalabar with the help of interview guide which was formed by the student.

The guide was made up of structured and semi structured questions because it allowed the respondent to answer questions with yes, no and short answers respectively to avoid time wasting. The method was used because of its advantage like being most convenient for collecting data among the illiterates, it allows face to face interaction between the respondent and the student however it had limitations like data collection was disrupted by bad weather because it was a rainy season, irrelevant data was collected from the respondent even after interpreting for the respondent the questions in local language hence the student was guided by the interview guide which helped her collect the relevant information.

3.6.2 Questionnaire method

Wadsworth (1997) defines a questionnaire as a set of questions written down and generally answered in writing on the same sheet of paper. According to koul (1998), a questionnaire is a popular means of collecting all kinds of data in research. It is widely used educational research to obtain information about certain conditions and practices and to acquire into opinions and attitude of an individual or group. Two sets of questionnaires was sent, one to the instructors and the other to the sub county CDO all called administrative questionnaire and it was close ended which helped provide the respondent a wider scope of responses from which they made their choices and appropriate responses.

3.7 procedures of data collection

The research proposal and instruments was prepared and presented to the research supervisor for approval by the student. An introductory letter was given to the student from the department of humanities and applied psychology, Kampala international university authorizing the student to go to the study area for data collection. The student presented the letter to the sub county CDO in turn gave her an introductory letter introducing her to different parish chiefs telling them to allow the student to collect data from different wards. After data collection from the two parishes, the student reported to the CDO to confirm a community exit.

3.8. Data processing and data analysis

The qualitative was processed and analyzed by sorting, coding, extraction of themes, content interpretation and analysis according to the set of objectives and presented in tables and descriptions using percentages from which the in-depth feeling of respondents and conclusions was mediation.

3.9 Ethical consideration

The student observed the following ethical consideration;

- A. Never explored the private issues of that do not address the objectives of the study and the respondents were assured about the confidentiality of the information delivered to the student and the student told them that their names will not be included in the final report.
- B. The student never used force on the respondents for their participation and no bribes of any kind was given to the respondents in exchange for their information.
- C. The student respected the privacy of the respondents by not asking them how much money they earn from the income generating activities they carry out par week, entering their house among others not until the students was granted permission to do so.

CHAPTER FOUR

PRESENTATION, INTERPRETATION AND DISSCUSSION OF FINDINGS

4.0 Introduction

This chapter presents an analysis and discussions on findings of the study. It begins with respondent's background information. The study under investigation was the impact of FAL on the rural households of Abim Sub County in Abim district. The study was guided by the objectives stated in chapter one which included; to find out the IGAs being carried out by FAL learners in Abim sub county, to establish the effects of FAL on IGAs of the people in Abim sub county. To assess the attitude of people towards FAL classes in Abim sub county.

4.1 Presentation and interpretation of the data.

Table 1: gender characteristics of respondents

Gender	Frequency	Percentage
male	29	72.5%
female	11	27.5%
total	40	100

Source: primary data, 2016

In the table above, the greatest number of respondents is male which is represented by 72.5% this is because all the leaders in the area of study were only men, the sub county CDOs are male and all the parishes had male instructors thus taking the largest percentage of the respondents and female respondents represent 27.5% because females were only found in one group that is to say under the learners.

Table 2: Categories of Respondents

Category	Frequency	Percentage
CDO	3	7.5%
FAL instructors	4	10%
LC1	4	10%
FAL learners	29	72.5%
TOTAL	40	100

Source primary data, 2016

In the table above shows the majority of respondents are FAL learners with (72.5%); the instructors for that is (10%) the LC1 had also 4 (10%) and the CDOs had (7.5%)

Therefore, FAL learners had the highest number of respondents which represents 72.5% this respondents were both male and female selected from different classes and the parishes. The respondent took the highest percentage because the study was mainly to find the impact of FAL towards their economic status. FAL instructors represent 4 that is 10%, local leaders 4 10% who were from the parishes of Aninata and Otalabar and they were equally selected from the each parish and one CDO represents 7.5%, this is because the government employees only three CDOs for each sub counties.

Table 3: Shows the Income Generating Activities Carried Out By FAL Learners

Aspect	Responses	Respondents				Freq.	%
		CD O	LC 1	FAL instructors	FAL learners		
IGA carried out by FAL learners	Agriculture	1	4	4	20	29	10.80%
	Building of energy stoves	-	2	2	10	14	5.20%
	Quarrying	1	2	2	14	19	7.10%
	Charcoal burning	1	3	3	13	20	7.40%
	Piggery	-	1	1	18	23	8.60%
	Small scale business	1	4	4	16	22	8.20%
	Brewing	1	3	3	15	23	8.60%
	Cattle keeping	-	3	3	10	18	6.70%
	Poultry keeping	1	3	3	10	17	6.30%
	Brick laying	1	4	4	14	21	7.80%
	Selling of grass & bamboo	-	4	4	16	24	8.90%
	Bee keeping	1	2	3	8	13	4.80%
	Bicycle repair	1	3	3	8	15	5.60%
	Tree planting	1	2	2	6	11	4%
TOTAL		10	40	41	178	269	100

Source primary data, 2016

Table 3 above exhibits that 10% agreed that the major IGS is agriculture, 8.9% agreed on the selling of grass and bamboo, 8.6% pointed out piggery and brewing, 8.2% agreed on small scale business, 7.8% agreed on brick laying, 7.4% chose charcoal burning among the income generating activities, 7.1% are for quarrying activities, 6.7% agreed on cattle keeping, 6.3% do poultry keeping, 5.6% bicycle repairs, 5.2% are for building energy stoves, 4.8% are for bee keeping, 4% takes the least percentage for tree planting.

The researcher was interested in knowing the major income generating activity carried by the FAL learners. The researcher noticed that the major income generating activities is agriculture and tree planting becomes the most neglected type of income generating activity.

Table 4: showing effects of functional adult literacy on income generating activities

Aspect	Responses	Respondents				Frequency	Percentage
		CDO	LCI	FAL instructor	FAL learners		
Effects of FAL on IGAs of the learners	Savings are made	1	4	4	20	29	22.7%
	Investments on live stock	1	2	3	8	14	10.9%
	Sale of agriculture products	1	2	2	16	21	16.4%
	Expansion of business	-	3	4	10	18	14.1%
	Digging large gardens	1	4	2	18	25	19.5%
	Start of the trading market	1	2	2	16	21	16.4%
Total		5	17	17	88	128	100%

Source: primary data, 2016

Explanation of the Data

- A. 22.7% of the respondent said FAL learners have understood the importance of savings while carrying out income generating activities.
- B. 19.5% have understood the importance of opening up big farms.
- C. 16.4% of respondents said that FAL has led to open up of the markets.
- D. 16.4% said that the FAL has led to opening small scale businesses.
- E. 14.1% respondents agreed that FAL learners have expanded their businesses.
- F. 10.9% have agreed that FAL learners are investing in livestock farming.

The researcher was interested in critically finding out the effects of FAL on the income generating activities. It was found that most of the respondents understood the importance of savings.

Table 5: showing attitude of people towards functional adult literacy.

Aspect	Responses	Responses				Frequency	Percentage
		CDO	LC1	FAL instructors	FAL learners		
Attitude of the people towards the FAL.	Time wasting program	1	3	4	19	27	13.3%
	No use of learning at old age and call it an shaming program for elders	-	4	3	18	25	12.4%
	Live education for the children and FAL learners are called schoolchildren	1	3	2	16	22	10.8%
	Both the educated and the uneducated can die	-	2	3	12	17	8.4%
	There time is past this is for the children	-	3	3	15	21	10.3%
	Old people can never learn anything and some laugh at them when they are going for classes	1	2	4	17	24	11.8%
	A program given to them but benefit others	1	2	4	12	19	9.4%
	It's the best program to help the community to eradicate poverty and they said that everyone should enroll into the classes	1	4	3	18	26	12.8%
	People appreciate the program and said that learning at old age is a blessing	1	3	3	15	22	10.8%
TOTAL		6	26	31	142	203	100

Source: primary data, 2016

13.3% of the respondents said that functional adult literacy is time wasting, 12.8% of the respondents say that FAL is the best program to help the community eradicate poverty, 12.4% of respondent said that people say that there is no use for acquiring education at old age, 11.8% of the respondents say that old people can never learn anything and some laugh at them, 10.8% of the respondents have appreciated the program and said that learning at old age is a blessing because what their parents failed to show them, they have gotten a chance to learn at old age. 10.8% tell FAL learners to leave education for their children and call FAL learners school children, 10.3% pointed out this negative attitude towards FAL, FAL is a program given to us but it's for the benefit of the others 9.4% of the respondents pointed this out, 8.4% of the respondents said that both the educated and the uneducated can die so they do have need to acquire education.

The researcher was much interested in knowing people's attitude towards FAL. The researcher learnt that most people think the program is time wasting that should not be continued with; even they say it's a measure towards poverty eradication.

4.2. Discussion of Findings

Based on the field research carried out on the impact of functional adult literacy on rural households of Abim Sub County in Abim district, the researcher represents the views of respondents through interviews and observation. The chapter contains the following objectives which includes the following; to find out the IGAs being carried out by FAL learners in Abim Sub County, to establish the effects of FAL on IGAs of the people in Abim Sub County. To assess the attitude of people towards FAL classes in Abim sub county, questions that generated the following responses.

The findings in table 1 reveal that, the population composed of female and male being 73.5% and 27.5% respectively. Justifying that the researcher was indeed interested in getting the right information, from the key informers which included the CDO, LC1, FAL instructors and FAL learners.

Table 2 shows that majority of respondents in the table were FAL learner with 72.5%, 10% LC1, 10% FAL Instructors, 7.5% were CDOs. The high number of respondents being FAL learners shows that they are the targeted category and the key informers.

4.2.1 The income generating activities carried out by FAL learners

The findings in table 3 reveals that 10.8% of the respondent agreed that agriculture is the major income generating activity carried out by the FAL learners. A FAL learner was asked why she was carrying out agriculture, she reported that;

“I grew up seeing my parents carrying hoes so they trained me on how to work hard in the garden. With the help of FAL classes I have learnt the skills and technology that has made me even better than before when it comes to garden work. I seriously don’t regret joining FAL”.
(16th June 2016)

The researcher found out that 8.2% is small scale business, 7.8% is brick laying which is always laid by both male and female learners who always make bricks in groups according to classes for example in Aninata FAL class and sell them for their benefits and improving their standards of living and this has worked for them as an income generating activity. 7.4% of respondent said that charcoal burning is another income generating activity, 7.1% carry out quarrying, this activity is carried out by both men and women because many people in the area are building permanent residential in the community and others are expending their business and building bigger shops thus they have market for their gravel. 6.7% of the income generating activity carried out by FAL learners as pointed out in cattle keeping. 6.3% poultry keeping, all this is rearing of domestic animals a respondent said.

“all my investment are in cattle because the cows help in paying for school fee for the children and he uses them as oxen in time for cultivation period has helped increase in household production” (interview, Abim 24th June 2016)

Bicycle repair was also pointed out by residence of Otalabar central FAL classes where 5.6% of the learners said

“We were taught how to repair and assemble bicycles and men put in practices this skill and it is today their income generating activity”. (Interview, Abim 25th June 2016)

The researcher found out that 5.2% build energy saving stoves and supply the community members and their neighboring districts with stoves. This has become also their income generating activity. In conclusion 4.8% of the respondent carried out bee keeping as their income generating activity and 4% carry out tree planting. This income generating activity is limited

because the NGO and government program select and determine the number of learners they want to train in this specific field, thus it's not a guarantee are trained in them as their income generating activity.

4.2.2 Effects of Functional Adult Literacy on income generating activities of the learners.

The objective was said to determine whether there have been any positive effects of FAL on the income generating activity of the learners since the learner's enrollment into FAL programs in the sub county.

According to table 5, 22.7% of the respondent said FAL has helped them to understand and know the importance of savings while carrying out business. Many FAL learners in the sub county today are having saving groups which have won a lot of support from the NGO's especially WAR CHILD HOLLAND who have supported them by having weekly savings for their children and monthly savings for them. The NGOs have decided to support FAL classes because they see to it that they have really known the value of savings and how to manage their groups with the help of the skills and knowledge about economic management in their classes. A member of a savings group narrated that "I use the local savings to expand on my business because it's readily available, e.g. every Friday members save profits got and therefore members get chance to borrow and save money". (Interview, Abim 28th June 2016)

16.4% of the respondent said that, FAL has led to the opening of the market in the sub county which never existed before. This is because FAL learners have started a number of income generating activities but had no place to sell their products to thus with the help of a sub county CDO they managed to open up a market for trade in the area. Similar to the above, 16.4% of the respondent said that FaL learners have opened up small scale businesses especially the selling of agricultural products which was not done before. The people in the community used to do batter trade and some used to use their products to drink local beer and crude waragi which caused a lot of hunger and starvation and high death rates in the community. 14.1% of the respondents said that;

"We FAL learners have expanded our businesses since we started acquiring land though at first people where laughing at us saying that, education at old age was a waste of time". (Interview, Abim 29th July 2016)

10.9% of the respondent said that FAL learners are investing in livestock which has helped them to pay their children's school fees and use the oxen to expand on their gardens hence the impact of FAL on the income generating activities of FAL learners.

4.2.3 Attitude of people towards functional adult literacy in Abim sub county

This objective was mainly set to find out the attitude of people in Abim towards adult functional education and selected respondents had both positive and negative responses though the negative responses out way the positive ones.

According to table 5;13.3% of the respondents said that functional adult literacy is time wasting and this is because some FAL learners and community members feel that they have better responsibilities than sitting down to study like the children. Some mothers are always beaten by their husbands after attending FAL classes this is because they think and believe that FAL is just time wasting despite its positive impact towards some people and community at large like having market to buy goods from, shops and other effects of FAL in the communities.12.8% of the respondents said that;

FAL is the best program to help the community eradicate poverty and said that everyone should enroll into the classes because they have seen and felt the effect of FAL towards their social and economic status in life. This impact was seen when a respondent said that

"I used to work in peoples gardens years in and out to get food for my children but today others are working for me. Thanks FAL for making me a better person". (Interview, Abim 1st august 2016).

- A. 12.4% of respondent said that people said that there is no use for acquiring education at old age and they feel that it's an a shaming program for the aged since their children laugh at the way they write when the go back home.
- B. 11.8% of the respondents say that old people cannot learn anything and some laugh at them when they are going for their classes because they think there is no hope for them to understand their lessons.

- C. 10.8% of the respondents have appreciated the program and said that learning at old age is a blessing because what their parents failed to show them, they have gotten a chance to learn at old age.
- D. 10.8% tell FAL learners to leave education for their children and call FAL learners school children this has made most of the learners to run out of the program because they fear being called children by their fellow elders. Your time for acquiring education passed, leave education for the children
- E. 10.3% pointed out this negative attitude towards FAL, FAL is a program given to us but it's for the benefit of the others 9.4% of the respondents pointed this out, 8.4% of the respondents said;
- F. "That both the educated and the uneducated can die so they do not have need to acquire education". (16th august 2016)

CHAPTER FIVE

SUMMARY, CONCLUSION AND RECOMMENDATION

5.0. Introduction

Having presented, analyzed and discussed the findings, the chapter presents summary, conclusion and recommendation in relation to the “impact of FAL literacy on rural households of Abim subcounty in Abim district, the researcher summarizes the findings basing on the objectives

5.1 Summary of findings

The findings in table 5 showed that as a matter of fact, there is a number of income generating activities carried out by the FAL learners in the sub county, the researcher noticed that the income generating activity is agriculture and tree planting becomes the most neglected type of income generating activity.

In addition to above, the researcher noticed that; FAL learners have understood the importance of savings while carrying out the income generating activities, understood the importance of opening up big farms. Not limited to opening of the markets, opening up small scale businesses, expanded their businesses, and agreed that FAL learners are investing in livestock farming.

Respondents said that FAL is time wasting and this is because some FAL learners and some community members feel that they have better responsibilities than sitting down to study like the children. some mothers are always bitten by their husbands after attending FAL classes this is because they think and believe that FAL is just time wasting despite its positive impact towards some people and community at large like having market to buy goods from, shops and other effects of FAL in the communities.

In conjunction to above, respondents said that FAL is the best program to eradicate poverty and said that everyone should enroll into the classes because they have seen and felt the effect of FAL towards their social and economic status in life. This impact was seen when respondent said

that “I used to work in peoples gardens years in and out to get food for my children but today others are working for me. Thanks FAL for making me a better person”.

Furthermore, respondents said that people say that there is no use for acquiring education at old age and they feel that it's a shaming program for the aged since their children laugh at the way they write when they go back home. They also say that old people can never learn anything and some people laugh at them when they are going for their classes because they think there is no hope for them to understand their lessons, besides, others have appreciated the program and said that learning at old age is a blessing because what their parents failed to show them, they have gotten a chance to learn at old age.

Other findings have shown that FAL learners have to leave education for their children and call FLA learners school children this has made most of the learners to run out of the program because they fear being called children by their fellow elders. Your time for acquiring education passed, leave education for the children pointed out this negative attitudes towards FAL, FAL is a program given to us but it's for the benefit of the others, other respondents pointed this out that, both the educated and the uneducated can die so they do have need to acquire education.

The researcher learnt that; despite the impact of FAL the economic status and the change in the social cultural life of the people of Abim sub county, in table 6; the greatest percentage still have negative attitude towards FAL e.g. some of them it's an a shaming program, attending classes is time wasting among others, even when they can see learners building shops, buying cows, goats and becoming food suppliers of the sub county and the district at large. Their attitude has failed to change. This may be because of lack of exposure of the community to life beyond their cultures and the high illiteracy rate in the community members. To change their attitude so that they can also benefit from the program needs the government to devise other strategies and strict laws towards FAL for the realization of its objectives of eradicating poverty among rural households through FAL. The purpose of the study was therefore to find the effect of FAL on the economic status of rural households in Abim Sub County.

5.2 Conclusion

Arising from the study carried out in Abim subcounty, its therefore concluded that, the primary value of FAL classes to the learners, lays not in their literacy learning's but in their development activities especially in the IGAs like agriculture, bamboo selling and pig rearing which has helped to improve the socio economic status and living standards of the participants. Literacy is a crucial instrument for social empowerment, poverty alleviation and development of rural communities despite their negative attitudes towards it.

5.3 Recommendations

Overall, the evidence suggests that it would be worthwhile for vocational or livelihood education policy makers to develop livelihood training with literacy/numeracy instruction for very poor, non-literate people, who tend to be mostly rural women in the sub Saharan Africa like Uganda. The following recommendations for FAL programs can help to improve the economic status of rural households as for the justifications and discussion given in chapter five above.

The government and NGOs carrying out FAL should first carryout assessments of what would be needed in particular localities by the community members must especially by their most pressing need to be a reason or objective for the program so as to ensure and environment that would fully participate in the FAL to actually result into higher productivity, income and well-being of the community as a whole.

The government and NGOs carrying out FALP should provide courses that combine savings and credit training with negotiated livelihood content and literacy/numeracy content derived from FALP, but not limited to, the vocabulary of the livelihood of the learners as a tool to strengthen the negotiation power of prospective learners, the experience if SEIGYM (The Somaliland Education Initiative for Girls and Young Men) warrants monitoring.

Another recommendation is twofold. First to ensure that the “average” adult learner masters literacy and numeracy well enough to use them in support and development of a livelihood, the literacy component of a livelihood course should offer at least 360 hours of instruction and practice (the livelihood and business components will of course require additional appropriate time). Second, to help optimize perseverance, component and retention of learning the course should be offered in a single session or term, if at all practice.

The government and NGOs carrying out FALP should provide for two cadres of instructors. Livelihood instructors teaching the learners on income generating skills, sanitation and hygiene among others and Literacy instructors teaching them how to read and write and add numbers. While neither should be a permanent cadre, their patterns of recruitment, training and support can differ from each other. Second both cadres should be remunerated for the instruction they give.

The government should put in place policies for non-literate adult which provides active, participatory, and interactive forms of instruction and learning in both livelihood and literacy components of training of any FALP to be implemented by anybody in the community. This can help the community members to know that the program is meant to improve their standard of living not for implementers thus the sustainability of FAL programs in the community.

Countries should form local alliances of government, non-governmental and community agencies and energetic people of all good will to

1. Raise local fiscal and voluntary financing
2. Form appropriate consortiums with external donors
3. Attract resources from international lenders to help in funding FAL programs like building of FAL classes, training FAL instructors or having qualified FAL teachers, proper payment of FAL teachers, supplying teaching materials like handouts, and books amongst others to the learners to improve the quality of FAL in the country since education is the only breakthrough of poverty. Also consultants can be recruited to study a possibility of including FAL classes into the routine normal educational structures of the country to have one uniform structure other than have several parallel structures.

Finally the researcher recommends the study for further research to be carried out especially on the strategies for improving the quality of FAL on rural households especially through economic empowerment to eradicate poverty among the rural households through teaching practical subjects in FAL classes.

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APPENDIX 1

INTERVIEW GUIDE FOR LOCAL LEADERS (LC 1)

I am **ACHENG JENNIFER OCERO** a student of Kampala International University pursuing a Bachelor degree of social work and social administration in the faculty of Humanities and Social sciences under taking a research study on the “**Impact of Functional Adult cy on Rural Households in Abim Sub County Abim District.**” You have been identified as a potential respondent for this study, I request you to take part by providing the necessary information. The information you will provide will be treated with confidentiality and for purposes of this study.

SECTION A [Preliminary Information]

a) Name (optional)

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.....

b) Age

c) Sex Male Female

d) Marital Status

.....
.....

e) Educational Level

.....
.....

f) Occupation

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.....

SECTION B [Main Research Questions]

1. What do you understand by functional adult literacy?

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2. What income generating activities do functional adult literacy learners carry out

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3. Do you think that those activities are profitable?

Yes ☐ No ☐

4. If “yes” how profitable are these activities

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.....

5. If “no” why?

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6. In your point of view, which changes have taken place in your parishes since functional adult literacy was introduced especially on the economic status of the learners?

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7. What is the impact of functional adult literacy towards the agricultural outputs of your community?

Many?

Few?

8. If many, why?

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9. If few give reasons?

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.....

10. How do learners manage their income from the income generating activities they carry out since they enrolled into functional adult literacy classes?

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11. As a leader, are your community members enrolled into functional adult literacy classes in large numbers?

Yes

No

12. If “yes”, why?

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13. If “no”, why?

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14. What’s the community’s attitude towards functional adult literacy?

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15. What is your attitude towards functional adult literacy

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16. What can be done to make FAL a more functional and beneficial to the learners and the community at large?

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Thank you for your cooperation and support.

APPENDIX 2

INTERVIEW GUIDE FOR LEARNERS

I am **ACHENG JENNIFER OCERO** a student of Kampala international university pursuing a Bachelor in social work and social administration in faculty of humanities and social science under taking a research study on the “Impact of Functional Adult Literacy on Rural Households in Abim Sub County, Abim District.” You have been identified as a potential respondent for this study, I request you to take part by providing the necessary information. The information you will provide will be treated with confidentiality and purposes of the study.

SECTION A (preliminary information)

- a) Cod
- b) Age
- c) Sex
- d) Marital status
- e) Educational level
- f) Name of learning center

SECTION B (main research questions)

1. As a learner enrolled in functional adult literacy classes what is functional adult literacy?
2. Apart from literacy skills, what other skills do you learn from functional adult literacy classes?
3. From the skills you attained, which activity or activities do you carry to increase your household income?

4. If you have any, do you put into practice the knowledge you attained from the functional adult literacy classes to manage your income generating activities?

5. If no, why are you not carrying out income generating activities?

What income generating activity do you have in mind to start up?

6. Did you get any skills for managing your income?

7. If "yes" how will you use the skills for managing your income from your income generating activity?

If "no" how do you manage your income?

8. How regular do you attend the classes?

Everyday

Once in a week

Once in awhile

9. Basing on your answers above give reasons?

10. How do other community members look at you when you are going for your classes?

11. As a learner, what do you tell them about functional adult literacy?

12. What should be done to make the functional adult literacy more beneficial to you?

Thank you for your cooperation and support

APPENDIX 3

QUESTIONNAIRE FOR THE COMMUNITY DEVELOPMENT OFFICER (CDO) THE INSTRUCTORS

I am **ACHENG JENNIFER OCERO** a student of Kampala international university pursuing a bachelor degree in social work and social administration in the faculty of humanities and social science under taking a research study on the “ **impact of functional adult literacy on rural households in Abim sub county Abim district**”. You have been identified as a potential respondent for this study, I request you to take part by providing the necessary information. The information you will provide will be treated with confidentiality and purposes of the study.

SECTION A [Preliminary Information]

a) Name (Optional)

.....

.....

.....

b) Age 18-25 26-35 36-45 46 and above

c) Sex: Male ☐ Female ☐

d) Marital status

Single ☐

Married ☐

Others ☐

e) Educational level

Primary Level ☐

“O” Level ☐

☐

“A” Level

Others

f) Occupation

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SECTION B [Main research question]

1. As a CDO or an instructor, what is functional adult literacy

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2. As far as you are concerned, how many functional adult literacy classes do you have in your sub county?

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3. How many adults enroll into functional adult literacy classes yearly

Many

Few

4. If many why?

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5. If few why?

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6. Do learners graduate from these classes

Yes ☐
No ☐

7. If “yes” to which level

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8. If “no” why?

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9. Apart from literacy skills, what other basic knowledge and skills do the learners acquire?

10. How many learners put into practice what they learn from the functional adult literacy classes

11. Basing on the answer above give reasons

46

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16. How does the general public perceive functional adult literacy

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17. What can you say about functional adult literacy

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18. What can be done to make functional adult literacy classes more beneficial?

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Thank you for your cooperation and support