

**An Assessment of the Factors Hindering Men's Participation in Functional Adult Literacy**

**Classes in Wera Sub-County, Amuria District**

**A Dissertation Submitted to the Department of Governance and Peace Studies in Partial**

**Fulfillment of the Requirements for the award of Degree of Masters of Arts in**

**(Local Governance and Human Rights) of Uganda Martyrs University**

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**DECLARATION**

I, **AACHA MARY LILLIAN**, do hereby declare that this work entitled “**An Assessment of the factors hindering Men’s Participation in Functional Adult Literacy Classes in Wera Sub-County, Amuria District**”, is my own original work and has never been submitted to any University or other institution for a ward of any Masters.

**Signed:** ..... **Date:** .....

**AACHA MARY LILLIAN**

**APPROVAL**

This report titled “**An Assessment of the factors hindering Men’s Participation in Functional Adult Literacy Classes in Wera Sub-County, Amuria District**”, has been submitted for examination with approval of my Research Supervisor, and it’s now ready for presentation for the award of the Degree of Masters of Arts in (Local Governance and Human Rights) of Uganda Martyrs University.

**Signed:** .....

**Date:** .....

MR. ....

**(Research Supervisor)**

## **DEDICATION**

I dedicate this research work to my beloved Mother Ms. Akajjo Mary, who has supported me financially together with Konrad- Adenauer-Stiftung (KAS) who have made my dream come true.

To my beloved husband Mr. Nalela Kizito for the constant support and patience, Dorothy Adubo for your kind heart towards children for all the times I am not at home and to all my beloved children (Charles Lwanga, Daniella, Tereza, Prisca & Agnes Hedwig) for being patient with me. Not forgetting my loving family members who have always encouraged and supported me in several ways; Rogers Ongom, Felix Oematum, Caroline Agaya, Uncle Francis Oriokot and Felistas Ario.

May the Almighty God bless them all abundantly!

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## **LIST OF ACROYNMS**

<b>FAL:</b>	Functional Adult Literacy
<b>FAO:</b>	Food and Agriculture Organization
<b>FGDs</b>	Focused group discussions
<b>IMF:</b>	International Monetary Fund
<b>LABE:</b>	Literacy and Adult Basic Education
<b>NGO:</b>	Non – Governmental Organization
<b>UNESCO:</b>	United Nations Educational, Scientific and Cultural Organization
<b>UNICEF:</b>	United Nations International Children's Emergency Fund
<b>UNO:</b>	United Nations Organization(s)
<b>UWESO:</b>	Uganda Women’s Efforts to Save Orphans

## ABSTRACT

The study aimed at establishing the factors that hinder the participation of the men in the FAL program in Wera Sub-county, Amuria District. The study was guided by three specific objectives, which are; to establish the level of men's participation in the FAL programme; to assess the barriers of male participation in the FAL programme and to identify strategies for improving male participation in the FAL programme.

The researcher used a case study research design and qualitative research approach in the collection, presentation and data analysis of the findings. The population of the study comprised of adults who were participating in FAL classes (both Males and Females), tutors in FAL classes, the NGO's supporting FAL, elders, community leaders, political and religious leaders, and other community members and stake holders. The researcher used Focus Group Discussion and Interview methods. The purposive sampling technique was used in selecting the 80 respondents that constituted the sample size of the research.

Findings confirmed that the level of participation of the men in the FAL programme is very low. According to the study findings, it was clear that the low men's participation in FAL programmes can be attributed to different reasons, including learning difficulties, illness, social and business commitments, failure to afford requirements, lack of materials and facilities, lack of confidence on the part of some men, and family constraints.

The following strategies were suggested to improve their participation; regular monitoring and supervision by government /NGO partners, need to increase government and NGO support, especially in provision of educational materials and construction of classrooms. Additionally, there is a need for training of FAL instructors, provision of loans/funds for IGAs/VSLAs, provision of learners with improved seeds, need to attach learning to projects/ form groups, and rewarding and giving them incentives. The researcher recommends that the Government and the Civil Society organizations should work jointly to support the FAL education through encouraging men to take part in the FAL Programme. It was also recommended that the district leaders through the education vote and department, should budget funds to sensitize the public on the values of men being involved in FAL programmes, through organizing Radio talk shows and village outreaches visits.

## **CHAPTER ONE:**

### **GENERAL INTRODUCTION**

#### **1.1 Introduction**

Given the complexity of life and survival in the changing world today, literacy has become a fundamental aspect to human existence and a crucial component to the development and continuity of any society. The contemporary political, social and economic dimensions of the world we live in are very demanding and constantly shifting. The immediate answer to coping with this trend is equipping oneself with comprehensive weapon- knowledge, (Kushindo, 1991).

The research primarily focused on examining the factors hindering to men's participation in Functional Adult Literacy (FAL) in Wera Sub County, Amuria District. The first chapter presents the background to the study, clearly highlighting the problem statement together with the objectives, research questions, scope of the study, significance, justification of the study, conceptual frame work, and definition of key terms and concepts.

#### **1.2 Background to the Study**

Way back in the Neolithic period (middle-stone age), man begun to systematically, cope with his environment, devising ways of customizing it to suit his demands. There was need for transformation in all dimensions of human life, as the environment became more complex to survive in, due to the changing climatic and environmental conditions. This made the early man

to start learning more complex survival strategies, which were slowly integrated to become cultural norms and literacy, (Babs 1962). The advent of formal education and literacy however eroded the old techniques of knowledge transmission that was left now reserved for traditional and cultural needs of the communities. The changes in climate, coupled with technological advancement passed new and increasing challenges. Humans gradually found themselves with demands requiring formal education and literacy for survival (Torres, 2003).

Those who are able to cope with formal education find their way easily into the New World of technology and diverse intercultural mixing, which is now termed the global village context. People from all parts of the world are now increasingly connected in political social and economic dimensions by use of visual, audio and physical interaction due to improved accessibility as a result of improved transport linkages.

The disadvantaged and laggards without adequate formal education are usually left to the mercy of those with knowledge, or for nature to take its course, (Nyerere 1976). This observation is apparent in Uganda, where many individuals in all communities lack formal education, especially in marginalized communities.

The phenomenon is worsening due to lack of accessibility to social services provided by government such as education. From childhood the gradually become uneducated adulthood, with all the responsibility of parenting and sustainability shouldered upon them, in a harsh and complex continually changing world. This leaves them disadvantaged and vulnerable to political, social and economic dynamics that are constantly aggressively shifting. One avenue that they may be able to utilize in order to acquire some formal education is through Functional Adult Literacy (FAL).

Functional Adult Literacy is an approach designed by the Uganda government as a mechanism of equipping especially the adults without formal school with basic skills for improvement of their basic day to day lives. It comprises of topics (units) that are relevant for everyday living such as: basic hygiene, numeracy, saving and income generation, crop and animal husbandry, family planning, environmental management and basic rights.

Hasaba (2010) has studied adult literacy learning programs provided by government and local, national and international organizations operating within rural communities in Uganda, Kenya and Vietnam. In Uganda, the central government has been investing about 3.2 billion Ugandan shillings (US\$1,391,304) annually in adult literacy service provision.

The division of the country into districts means that each district is only provided with 18 million Ugandan shillings (about US\$6,767) annually for managing the adult literacy program. In Kenya, education programs receive 30 percent of the annual government budget, while the adult and continuing education program receives less than 1 percent. In Vietnam, out of the annual US\$100,000 from government for continuing education, only US\$700 is spent on adult literacy programs in the communes.

The government of Uganda is responsible for contributing the highest amount of funds for these programs than the other service providers' especially private nongovernmental organizations, The World Bank, International Monetary Fund (IMF), United Nations Organization(s) (UNO). In the case of organizations, literacy is supported in conjunction with other project activities such as health and sanitation, environmental awareness, sources of income, etc. The organizations offer adult literacy education skills in conjunction with accompanying packages such as nutrition, agriculture, health among others from which the learners are anticipated to benefit.

Uganda made a huge leap forward in education in 1997, when the government launched its Universal Primary Education initiative, with the goal of making education free for everyone. As thousands more children started school. There was hope for improving equality in education but the challenges to a totally free education system in Uganda are many and there are still fees associated with education that must be borne by the families. The situation of those who had not had a chance to acquire literacy was even starker and in 1997 they added up to 37 percent of the Ugandan population, about seven million adults plus children.

Female adults without formal education stand at 49 per cent and it is higher in war affected regions such as Northern Uganda. Literacy and adult basic education (LABE) was introduced to improve the prevailing situation so that everyone is able to participate, to enable people to take charge of their own learning and development, and also to develop parents that encourage their children in education. But the story of LABE did not start in 1997.

Already in 1989 a group of people at Makerere University launched a volunteer initiative to promote literacy. By 1995 this had evolved into a registered national non – governmental organization (NGO) working in partnership with national, local and international NGOs, government departments and local communities.

However, LABE does not run literacy programs or teach literacy classes. Rather, it offers a facilitation role: it trains groups and teams of community based educators to start and manage classes in the community. LABE develops methods and materials for learning and teaching. Through a national network of like-minded NGOs, LABE advocates for literacy and seeks to influence government policy. In 2002 LABE received international recognition by winning the Noma prize, one of the UNESCO International Literacy Prizes, for outstanding work in literacy.

According to (FAO, 2000) between the years 1990 and 2007, Uganda enrolled over 2million participants in the functional adult literacy program. The Family Basic Education program was active in 18 schools by 2005, reaching over 3,300 children and 1,400 parents. This is a successful family literacy mediation whose impact at household, school and community level has been evaluated.

The government of Uganda, in its strategic planning for the eradication of poverty and improvement of livelihoods of the ordinary citizens embarked on adoption of Functional adult literacy as one of the tools that can be used to increase levels of understanding in communities and as a foundation on which other developmental projects/programs can be built. These programs include: first agriculture which helps to promote agricultural projects, incorporation of modern farming methods, agro business. Secondly household and personal hygiene and sanitation which helps to improve on the household sanitation, helps build knowledge on kitchen gardening, feeding and good health. And lastly numeracy skills which help in facilitating the learners' income generating activities and also guiding their children with their school assignments.

According to the (UN-FAO, 2008) report on the co-relation between literacy and agriculture from selected countries which included Uganda, with functional literacy, peasant farmers' yields per unit area of land improved. The emphasis is on the fact that farmers with basic knowledge had more 80% ability to understand instructions disseminated to them in trainings, agricultural officers and advice from local field assistants than those void of any basic functional literacy.

According to the same report, in countries such as Ghana, Burkina Faso, and Kenya, in the health sector, still, communities where Functional Adult Literacy prevailed at least above 48% proved

to have less prevalence of communicable diseases compared to those with less or no FAL at all. This is all attributed to the increased level of understanding that individuals attain on basic hygiene practices and control of pathogens and disease transmitting vectors in the environment. (WHO, 2010) highlights on maternal and infant mortality rate also points towards the inter connection between low infant and maternal mortality rates to FAL. In Uganda, the child bearing mothers with at least 38% knowledge in FAL easily understood the instructions on lifestyle during pregnancy and labor guidelines and precautions compared to 62% illiterates.

According to UNESCO (2011) the general trend of adult literacy in East Africa by country ranking is as follows: Kenya 73%, Uganda 68.4%, Tanzania 52%, Rwanda 51.8%, and Burundi 33.7%. However, hope to improve on the adult literacy trends in the region may face a challenge if there is imbalanced participation in both males and females in the programme.

In spite of all these efforts, there are still many loop holes in the transmission of knowledge in FAL programs. Many echoes have been heard pointing towards imbalanced participation in the FAL classes. A variety of strategies have been put in place to achieve higher enrolment in FAL but unfortunately many of them have failed to attend the classes and this is because the root cause of the problem seems not to have been identified. The goal of this research is to establish the factors associated with slow progress of balanced participation in FAL, and how best the problems affecting male participation can be addressed to achieve sustainable continuity of FAL in Wera Sub County.



### **1.3 Statement of the Problem**

In the year 2001, the government of Uganda in conjunction with other literacy oriented NGO's embarked on an adult literacy drive in the whole of Uganda. In Teso Sub region, Wera Sub County in Amuria district was among those that were selected to pilot study the project. At the start, the enrolment statistics were promising with 732 males and 984 females enrolled, (SOCAIDO 2002). The basics of the curriculum imparted included: numeracy, basic hygiene, crop and animal husbandry management.

Statistics by various agencies such as United Nations International Children's Emergency Fund (UNICEF), Food and Agriculture Organization (FAO), The World Bank, International Monetary Fund (IMF), other United Nations Bodies and private Nongovernmental organizations such as Soroti Catholic Diocese Integrated Development Organization (SOCADIDO), Uganda Women's Efforts to Save Orphans (UWESO) among others and from the government of Uganda point out that, although a lot of efforts and emphasis have been put by various stake holders on widening the scope of Functional Adult Literacy, male participation is still on the decline, especially in Wera sub county, Amuria District.

According to UNICEF (2005 report), it was estimated that by the year 2015, of the 35 million people in Uganda 32 million will be motive enough to embrace education. By the end of 2014, however, nearly half of the estimated percentage (14 million) had attained the vital basics of Functional Adult Literacy. Among the 60% attending to FAL majority are females. The male counterparts are few on average 20% and in some areas like Wera sub county, in Amuria district, males are not participating in FAL at all. SOCADIDO report for September 2014, pointed out

that in Parishes of Wera Sub County such as Opam, and Wera town board, there were 8 males to 40 females in FAL lessons as accounting for 20% male attendance, compared to 2012 and 2013 where the ratio was approximately 18 males to 40 females in the FAL lessons accounting for 45% of male attendance.

The (SOCADIDO,2010/11) Functional Adult Literacy report, in the year 2007, 7% of men attended Adult classes in Wera Sub County, while in 2008 and 2009 the county had no Men attending adult education classes. In 2010 and 2011, 4% and 5% Men attended classes respectively. The trend reflects a decline and irregularity in Men's participation in Functional Adult Literacy. Yet, it is important for them to attend since they are fathers and family heads, who would benefit from FAL.

A functional Adult Literacy class offers different methods of promoting hygiene in homes, and equips individuals with better home health and safety precautions, child care, and control of pathogens, and disease causing vectors. The study therefore sought to find out the factors responsible for limiting Men's participation in Functional Adult Literacy in Wera Sub County Amuria district.

The concern is primarily that: The success of this program was to be reflected in the improvement of different aspects of communities, such as: sanitation, basic hygiene practices, numeracy abilities, finance and income generation improvement, education and literacy encouragement and support to the children in families (as parents get to realize the value of education), environmental management and conservation, family planning, and other livelihood improvements. However, with the low and continuously declining and irregular participation of

males in FAL program, yet they traditionally assume the responsibility to head families and communities, the ideals above remain unrealizable.

It is upon this background that the researcher saw the need for this study. The study therefore, sought to establish the salient causes for poor participation of men in the Functional Adult Literacy program activities in Wera Sub County, Amuria district.

## **1.4 Objectives of the Study**

### **1.4.1 General Objective**

To assess the factors hindering Men's participation in Functional Adult Literacy programme in Wera sub-county.

### **1.4.2 Specific Objectives**

- i) To establish the level of participation of the men in the FAL programme
- ii) To assess the barriers of male participation in the FAL programme
- iii) To identify strategies for improving male participation in the FAL programme

## **1.5 Research Questions**

- i) What is the level of men's participation in the FAL programme?
- ii) What are the barriers for participation of men in the FAL programme?
- iii) What strategies can be put in place for the improvement of male participation in the FAL programme?

## **1.6 Scope of the Study**

### **1.6.1 Geographical Scope**

Although the study was done in Teso Sub region, field research was scaled down to Wera Sub-county, Amuria District. Wera Sub-county was selected for the study due to it's being the first area where FAL programs were pre-tested in the year 2005 In Amuria District. The first FAL classes were conducted by SOCADIDO in Wera Sub County, in the four parishes. By this, people of Wera had the longest exposure to and experience of FAL, hence much more conversant with both its positive and negative attributes. This makes them more ideal for the study than the other sub counties.

### **1.6.2 Conceptual Scope**

The study aimed at establishing the factors that were hindering the participation of the men in the FAL program in Wera Sub County. The causes of male absenteeism and drop out of FAL need to be addressed, if the desired benefits of FAL are to be received by intended beneficiaries of the program. It is a common practice for males to absentee themselves from FAL classes, in a process denying them acquisition of the knowledge that would be essential for transformation of their livelihoods. As a result of lack of male participation in FAL, the social, economic and health conditions of the communities in Wera Sub County in terms of; numeracy skills, basic hygiene, environmental awareness, Human Rights awareness, good farming practices, civic awareness, among others are below average, not reflect those of a community that was the first to receive FAL.

It is against this background that this study analyzed the problems facing participants of FAL, so as to bring to light the hidden problems and by so doing encourage re- attendance of the absentees and those who had dropped out of FAL sessions.

### **1.6. 3 Time Scope**

This research was aimed at seeking peoples' opinions, feelings, perceptions and views as to why there is a decline in the number of males attending FAL lessons since its inception in the year 2005. By 2004, SOCADIDO designed a program for FAL in consultation with various NGO's and stake holders. In the Year 2005, the first stage of the programme was implemented in Wera Sub County. The programme has been running for the last ten years, with signs of imbalanced participation of both sexes. From 2013, the trend deteriorated, prompting questions to be asked, but with no satisfactorily available answers, prompting researchers like me to begin the quest for answers to this problem. Therefore, from 2005 to 2014 is a very informative period for this study.

### **1.7 Significance of the Study**

This research study aimed at identifying underlying causes that hinder men from participating in the FAL classes and consequently arrive at techniques through which motivation strategies can be designed, so as to rejuvenate male participation into the FAL programme. Taking into consideration that some of the causes of male absenteeism are deeply entrenched in cultural and personal traits, coupled with threat to male dominance and exposure of weakness (es), there is a need to address them in the context of the existing social dynamics in the society.

The study aims at establishing how the problems hindering male participation in FAL, can be neutralized so as to bring in the targeted goals of FAL to the communities, hence improvement of livelihoods through different aspects of communities, such as: sanitation, basic hygiene practices, numeracy abilities, finance and income generation improvement, education and literacy encouragement and support to the children in families (as parents get to realize the value of education), environmental management and conservation, family planning, and other livelihood improvements.

Considering the contentiousness of the issue in perspective, this study strives at devising an understanding of the co-relating factors at play that are constantly eroding balanced performance in FAL. It will also point out the various weaknesses to the stakeholders and government which will aid in the re- design of strategies to be used in implementation of FAL programmes if male participation is to be checked.

It will as well influence government, support donor agencies, NGO's engaged in FAL, other stakeholders at the District level, and education policy makers to rethink their approaches to addressing the rampant male drop out of FAL, so as to collectively achieve balanced participation, and balanced community development.

However this research is a requirement in fulfillment for the award of masters' degree in local governance and human rights.

## **1.8 Justification for the Study**

Considering the sad picture of Adult literacy, especially in the developing countries such as Uganda especially it's imbalanced coverage majorly among the marginalized sections of society, the success of literacy programs needs to begin with understanding why there has been failure of such projects in the past. This research aims at bringing to light the reasons as to why there is lack of interest in the males attending FAL lessons, and then consequently find ways of improving the attendance in FAL sessions, which would better the lives of the participants and their society in areas such as of general, technical or vocational knowledge, as well skills, values and attitudes, which takes place out of the formal education system with a view to remedying early education inadequacies of mature people or equipping them with the knowledge and cultural elements required for their self-fulfillment and active participation in the social, economic and political life of the societies.

To curb male absenteeism in FAL sessions, it was necessary to come-up with research-based strategies on how motivate males to attend and participate fully in FAL activities. This is because the increasing level of adult illiteracy and male drop out of classes' world over and in Uganda in particular is as a result of incomplete investigation(s) into what is causing the problem in the first place.

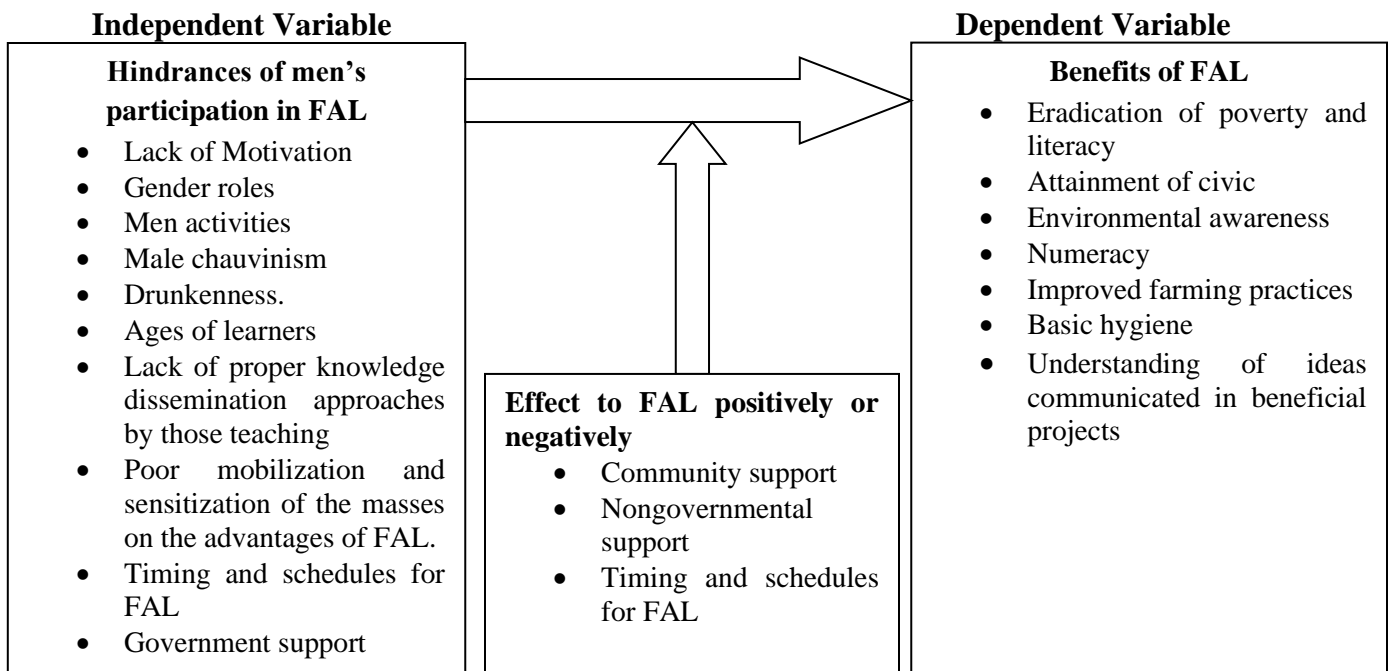
## **1.9 Conceptual Framework**

**Independent variable:** This constitutes factors limiting Men's participation like; lack of Motivation, Gender roles, Men activities, male chauvinism, and drunkenness. Seasons (boycott

classes), Ages of learners; youth don't want to associate with the elderly, lack of proper knowledge dissemination approaches by those teaching, for instance use of participatory approach (PRA) that would have made sessions lively and interesting, poor mobilization and sensitization of the masses on the advantages of FAL.

**Dependent variable:** This indicate the promises and goals of FAL goals which are missed by those who do not attend the activities like; eradication of poverty and literacy, attainment of civic, environmental awareness, numeracy, improved farming practices, basic hygiene and understanding of ideas communicated in beneficial projects such as National Agricultural Advisory Services (NAADS) among others.

**Figure 1: Conceptual Framework**



*Source: Adopted and modified by Kishindo, (1991).*



This raises concern on the prevailing situation on the ground (existence of some factors), that are limiting Men's participation in FAL activities, in Wera sub county, Amuria District. The study intended to investigate the existing factors that are hindering the males from attending Functional Adult Literacy activities in Wera Sub County.

### **1.10 Definition of concepts**

**Functional Adult Literacy:** According to UNESCO (2011) functional literacy as a level of reading, writing, and calculation skills sufficient to function in the particular community in which an individual lives. Any form of learning undertaken by or provided for mature men and women outside the formal schooling system. *Functional Adult Literacy* is the approach that provides skills in reading, writing and numeracy integrated with practical knowledge and skills.

**An Adult:** a person who is fully grown or developed, having attained full size and strength; grown up; mature person of 18 years and above. According to the legal dictionary (2005) an adult is a person who by virtue of attaining a certain age, generally eighteen, is regarded in the eyes of the law as being able to manage his or her own affairs.

**Marginalized groups:** According to Russel (2008) marginalization is social exclusion or social disadvantage and relegation to the fringe of society. It is a term used widely in Europe, and was first used in France. It is used across disciplines including education, sociology, psychology, politics and economics. According to UNICEF (2012) Women, men and children and generally poor or socially disadvantaged where they often become relegated to an unimportant or powerless position within a society or group, especially in the developing world

**Old literacy style:** According to Barrel (2006) the old literacy style is a medium of imparting values and cultural norms onto learners, in an informal setting. It is often used in contexts where formal education is not the mode of transmission of the required traditions and cultural norms. In traditional African setting, knowledge was passed onto the generations in this non formal literacy style, often taking form of oral tradition approaches.

**Absenteeism:** According to Webster (2011) absenteeism is the habit of not being regular in attendance of classes, a tendency to be away from work or school without a good reason: the practice or habit of being absent from work or school, voluntary nonattendance at work, without valid reason, failure to appear, especially for work or other regular duty. Possible causes of absenteeism include job dissatisfaction, ongoing personal issues and chronic medical problems.

**Drop out:** According to UNESCO (2009) a dropout is a person who stops going to a school, college, before finishing: a person who drops *out* of studies, a person who stops being involved in learning because he has lost the interest to continue attending the set curriculum and programmes. To stop attending classes indefinitely due to personal reasons.

**Participation:** According to the free dictionary it is the act of sharing in the activities of a group. It further describes it as the condition of sharing in common with others. It is an act of inclusion into activities of a group, by an individual playing a role in the tasks and duties involved.

## **CHAPTER TWO:**

### **LITERATURE REVIEW**

#### **2.1 Introduction**

In this chapter literature was reviewed in justification of the study and in line with the objectives of the study. With the view that, literacy includes the cultural, political, and historical contexts of the community in which communication takes place. Given that a large part of the benefits of literacy could be obtained by having access to a literate person in the household, there was therefore a need for a balanced participation of both males and females if positive transformation was to be realized in communities.

#### **2.2 The Level of Participation of the Men in the FAL programme**

In its report UNESCO, (2006) portrayed adult literacy proportions of men in some selected African countries as follows: Guinea (male rate of 37% vs. female rate of 12%, with a GPI of 0.33), Niger (male rate of 43% vs. female rate of 15%, with a GPI of 0.35), Liberia (male rate of 61% vs. female rate of 27%, with a GPI of 0.44), and Benin (male rate of 41% vs. female rate of 18%, with a GPI of 0.45). In 4 countries, there was gender disparity against men: Namibia (male rate of 74% vs. female rate of 78%, with a GPI of 1.05), Guyana (male rate of 82% vs. female rate of 87%, with a GPI of 1.06), Jamaica (male rate of 82% vs. female rate of 92%, with a GPI

of 1.12), and Lesotho (male rate of 66% vs. female rate of 85%, with a GPI of 1.30). In 10 countries, the number of illiterate adults exceeded 10 million in the latest available year with data: India (287 million), China (52 million), Pakistan (50 million), Bangladesh (44 million), Nigeria (42 million), Ethiopia (27 million), Egypt (15 million), Brazil (14 million), Indonesia (13 million), and the Democratic Republic of the Congo (12 million). These countries alone were home to 556 million or more than two-thirds of the 774 million illiterate adults worldwide.

This imbalance is critically observed in Uganda. According to UNHS, (2003), the literacy status for the population aged 10 years and above was 70% with female rate being higher at 77% in Uganda in the year 2003 and the previous years. The SOCADIDO (2010/11) Functional Adult Literacy report, in the year 2007, 7% of men attended Adult classes in Wera Sub County, while in 2008 and 2009 the county had no men attending adult education classes. In 2010 and 2011, 4% and 5% Men attended classes respectively. The trend reflects a decline and irregularity in Men's participation in Functional Adult Literacy. Yet, it is important for them to attend since they are fathers and family heads, who would benefit from FAL. A functional Adult Literacy class offers different methods of promoting hygiene in homes, and equips individuals with better home health and safety precautions, child care, and control of pathogens, and disease causing vectors. The study therefore seeks to find out the factors responsible for limiting Men's participation in Functional Adult Literacy in Wera Sub County Amuria district.

Similar scenarios have been experienced elsewhere on the African continent. Enrolments exhibit a sex imbalance; more women than men enroll. According to (Malawi Daily Times, 1991) Men constitute only 11% of the enrolment in Malawi. The typical learner is a single woman (unmarried, divorced/separated or widowed) in her mid - or late - 30s. This would suggest that

single women have greater freedom to attend classes than married women with resident husbands who may have to contend with their husband's opposition. There is fear among some men that their wives would use visits to the literacy centre to meet with lovers. Other men, especially those who themselves have no, or little education, believe that their wives would become arrogant if they acquired the ability to read and write. It would appear that female education challenges male superiority. Married women who attend adult literacy lessons therefore generally do so with the permission of their husbands.

### **2.3 The Barriers of Male Participation in the FAL Programme**

According to IFAD's (2000) report, fourteen years ago (2002), Uganda's illiteracy level was at 55.1% among women, compared to 36.5% of their male counterparts. Usually, in rural areas the gap is larger and literacy rates are lower. As elsewhere, functional adult literacy programmes in Uganda involve other useful learning besides reading, writing and numeracy skills. Functional literacy may indeed be a powerful tool for empowering poor rural women, particularly if they can apply their new learning and skills. A comparison between the experiences under the IFAD-supported Hoima/Kibasale and the (UWESO) projects suggests that linking functional literacy training to credit helps enhance women's control over income. Experience also shows that men's illiteracy can restrict women's chances of literacy.

Fully 80% of attendants at functional literacy classes conducted in Hoima, Masindi and Kibaale were female. The study mentioned above found that women viewed functional adult literacy classes as playing an important role in their empowerment and in reducing their ignorance and poverty. When asked, they noted a number of benefits. These included reading, writing and

numeracy skills and other useful knowledge and skills acquired. Such commonly acquired learning or skills included: how to control crops pests; how to improve sanitation and hygiene at the household level (use of rubbish pits, boiling water, use of latrines); the care and nutrition of children (breastfeeding, a balanced diet, immunization); and modern farming methods.

The study concluded that functional literacy had given women both useful learning and self-confidence. Basic numeracy is particularly useful for women in managing their agricultural and off-farm enterprises, more so when credit and savings are involved. However, the study noted that even when women acquired such skills, they often still felt uncomfortable keeping their accounts and tended to rely on men for this. This pattern was found among some women-only group enterprises and at the family level. For instance, all the culvert-making groups in Masindi had included some men to help them with the accounting, the purchase of raw materials and other heavy tasks, implying that men's participation in FAL is instrumental for development, (IFAD, 2000) .

Another study by (IFAD, 2012) also found out that when husbands were illiterate, they tended to discourage their wives from attending literacy classes. The wives said that illiterate husbands were threatened by the idea of their wives' learning to read and write when they could not. Men are willing to allow attendance as long as their wives' skills do not exceed their own. Alternately, they are afraid that they will lose control and authority over the family. So why do these men not sign up for classes themselves? According to the study, men who are illiterate sometimes pretend to be literate out of shame and the fear of losing status in the community. However, some women suggested that if functional adult literacy classes were presented as business training, they would attract more unashamed men.

The experience by IFAD points towards the value of functional literacy for poor rural male adults in general. It presents a circular problem: illiterate men often cannot attend functional literacy classes because of societal norms and cultural ties that do not allow males to share their authority and position in the society with women. The illiterate husbands do not attend because they are afraid of losing their status in the village, especially when prove to be un-wise in the adult literacy classes.

There is a fear that if discovered to be unwise, then their opinions may not be respected in the community. The study wisely suggests that one solution might be to disguise literacy classes as business training, to make them more socially acceptable to men, thus also removing a constraint on their wives' learning. FAD-supported operations aim to empower poor rural people and help them overcome poverty, hunger and malnutrition, raise their productivity and incomes, and improve the quality of their lives. These stories from the field show the impact of IFAD projects on poor rural men and women, their families and demonstrate how these men have failed to contribute adequately to valuable changes in their communities, (IFAD, 2005 Report, p.46).

The sex imbalance in favor of women indicates that the program has problems attracting and retaining male enrolment. A number of reasons may be advanced to explain the male lack of interest and these would tend to vary from one area to another. However the more common reasons are that men are generally unwilling to attend classes with women for fear of being shown up to be less capable than they; and are also reluctant to be taught by persons who are young enough to be their own children. Men who dropped out of the program have often remarked that they did not particularly like being made to repeat words aloud after the instructor

in the manner of real school children. It would appear that women are less inhibited by these considerations (Kishindo, 1991).

The male counterparts as well with reasonable levels of Functional Adult Literacy, in especially Ghana according to the report, were more willing to accompany their spouses to antenatal sessions, and participated productively in lessons. On the other hand the countries where Functional Adult Literacy (FAL) prevalence is low was characterized by less interest of the male spouses to play their role during their wives pregnancy and child up keep. In many parts of Uganda, according to (UNICEF, 2006) the state of Functional Adult Literacy is on the decline especially among the male population. The current ranking by regional performance puts the central region at 37% followed by West at 30% the Eastern region at 23% and the north 10%. Surprisingly of these percentages, the majority of the individuals in literacy classes are females, implying that the male counterparts seem to be shunning the programme.

According to SOCADIDO (2006), the Male counter parts often dodge the learning sessions and shun away from most of the sensitization activities. This has left mostly the females in domination of Functional Adult Literacy yet it is the men who actually head the homes and take decisions at society “policy” level and to whom Functional Adult Literacy would be most instrumental and beneficial. In Eastern Uganda, the trend seems the same, where mostly if to say clearly only females so far are active in FAL sessions. A point in case here is in Wera Sub County, in Amuria District, where the statistics so far show that the majority of individuals attending FAL are female.



## **2.4 The Strategies for Improving Male Participation in the FAL Programme**

The experience by IFAD presents a circular problem that illiterate men often cannot attend functional literacy classes because of societal norms and cultural ties that do not allow males to share their authority and position in the society with women. The illiterate husbands do not attend because they are afraid of losing their status in the village, especially when prove to be unwise in the adult literacy classes. There is a fear that if discovered to be unwise, then their opinions may not be respected in the community. The study wisely suggests that one solution might be to disguise literacy classes as business training, to make them more socially acceptable to men, thus also removing a constraint on their wives' learning. FAD-supported operations aim to empower poor rural people and help them overcome poverty, hunger and malnutrition, raise their productivity and incomes, and improve the quality of their lives. These stories from the field show the impact of IFAD projects on poor rural men and women, their families and demonstrate how these men have failed to contribute adequately to valuable changes in their communities, (IFAD, 2005).

The stakeholders should provide moral support, offer peer-mentoring and co-learning (and their differences as a source of learning creating group synergy), group monitoring and follow-up on individual plans. The stakeholders should also provide a platform creating and building a democratic culture where skills and opportunities for lobbying and advocacy on development issues can be developed. The use of GALS develops a sense of self-reliance for community members to take up responsibility for their own local development and inter-dependence at community level and the notion of community voluntarism. The group dynamic enables co-creation of new knowledge and group norms that foster behavioral change within (and potentially outside) the group. The bulking and joint marketing of produce as well as the savings

attract and motivate members to be part of the FAL group, and to adhere to the new group norms (Ministry of Gender, Labour and Social Development, 2008).

Further investment in the training of instructors, as well as the provision of material incentives, would make the FAL classes more effective and the programme more efficient. Efforts must be made to raise awareness about the benefits of the programme, and to protect the confidentiality of learners in order to attract more participants from the target group. The provision of a diverse range of learning and post-literacy materials in local languages is very important to the relevance of the adult education classes, and to the retention and continued application of learned skills (Okech, 2001).

FAL extensive monitoring and evaluations exercises should be performed both by the government, and by the NGOs involved in the scheme. Reports from mid-term evaluations should be used to review and improve the programmes in each district, whilst end of term evaluations are presented to authorities and donors who will then decide whether or not to grant further funds to the scheme. The evaluation process should always begin with a short workshop, led by the external evaluators, to build a common understanding amongst the participants and instructors about the need for evaluation, and the methodologies that will be employed in the process. Evaluations should be conducted through a participatory approach, enabling a more thorough comprehension of the impacts and challenges inherent in the final stage of project implementation (Okech, 2005).

The FAL evaluations should cover the following aspects; access: whether or not the target group is being reached; number of learners enrolled; number of functional literacy classes. Quality: availability and relevance of learning and instructional materials; number of trained and active

instructors; local methods of evaluating attainment; number of learners demonstrating competence in basic skills. Efficiency: efficiency of financial resources; institutional capacity; links with other local and national institutions. Equity: participation of learners and the compositions of learners' backgrounds. Impact: utilization of skills learned outside of classes; changes to peoples' lives and living conditions; changes in learners' attitudes towards modern views on issues such as human rights, environmental conservation and health risks (Rogers, 2008).

## **CHAPTER THREE:**

### **RESEARCH METHODOLOGY**

#### **3.1 Introduction**

In this chapter, the researcher described the following elements used in the research; the research design, area of study, population, sample size, sampling techniques, data collection methods and instruments, quality control method, data management and processing, research procedure, data analysis and limitation to the study in detail.

#### **3.2 Research Design**

The researcher used a qualitative approach and a case-study research design. This research was conducted according to the requirements of qualitative research approach, with the aim of sharing the views and perspectives of those individuals who are participating in FAL and those who have dropped out or are constantly absent from the classes. The study also intends to tap into perceptions, opinions, and cultural norms attached to male position in society and character. To fulfill this, a case study research design was instituted in discerning the possibility of overcoming the deterrent factors to male participation in FAL classes, and their reintegration into the FAL program. This approach was used due to its ability to avail a detailed investigation into the problem by the research and how the factors causing limited male participation in FAL interplay in the whole Teso region and Wera sub County, Amuria District in particular.

### **3.3 Area of Study**

The research was set to establish the reasons for limited male participation in the FAL program and how limited male participation in FAL lessons can be curbed in Wera Sub County, as well as understanding and given this conceptual area, the study was scaled down to the geographical location of Wera Sub-county, Amuria district, whose people were gravely affected by the phenomenon of absenteeism from FAL lessons and also being the first area where FAL was initiated in the whole of Amuria District.

Wera is one of the seven sub-counties which form Amuria district and is located 28 Kilometers West of Amuria town. Wera Sub-county is bordered by Olelai Sub-county in the East and North East, Amolo in the North, Abarilela in the West, Angole in the South West and Asamuk Sub County in the south and to the South East Katine Sub County. It covers an area of approximately 25 square kilometers.

### **3.4 Study Population**

The population of the research constituted the residents of Wera sub-county who were the first to receive the FAL programme (whose rate of absenteeism was highest in the whole of Amuria District). The study sample frame focused on the adults who were participating in FAL classes (both Males and Females), tutors in FAL classes, The NGO's supporting FAL, elders, community leaders, political and religious leaders and other community members and stake holders.

The rationale for these categories is; the constituents of these categories have close participation and interaction with FAL programs, from which the problems causing low male participation

from FAL can manifest. A big number of these categories i.e. elders, local leaders, religious and political leaders in the Sub County have rich knowledge and their views, suggestions and involvement were valuable in understanding the causes of male absenteeism from FAL classes.

### **3.5 Sampling**

Sampling is the procedure a researcher uses to identify people, places, objects or items to be studied (Kisilu& Tromp, 2011). The elements chosen to be studied in this research were representative of the study population; so that findings were regarded as conclusive. This was insured by selection of a large sample of individuals who have been attending FAL lessons from whom a smaller number of those who have stopped attending FAL lessons were selected.

#### **3.5.1 Sample Size**

The sample size targeted was 80 respondents as it provided a fair representation during selection of the target group those who have stopped attending FAL lessons, from respondents who have been in the programme since its inception. The number of respondents was arrived at considering that they can share information (knowledgeable) about the study. According to Sturton (2002), more accuracy may be attained with a smaller sample size. There are many unnecessary duplications and strays that may arise when a large sample frame is adopted in research. The researcher had also to put into consideration the activity patterns of the people in the area of study particularly the harvest period that coincides with the timing of the research.

The research targeted 80 respondents who were in 4 categories of; FAL learners thus 30 respondents comprising 15 men and 15 female, 04 key informants thus; 1 Community

Development Officer, 01 Education Officer and 02 FAL Instructors male and female, 40 fallen men from the group 20 from each parish and 02 opinion ladders one from each parish male and female.

This selection is to ensure a wide inclusion of individuals who have detailed information on the FAL programme and with full representation of views on the factors responsible for male absenteeism from FAL classes in Wera sub-county. Also included in the sample were the women who were participating in FAL programme, since they had valuable information regarding the issue of limited male participation in FAL programme.

### **3.5.2 Sampling Techniques**

In this research purposive sampling and Stratified random sampling techniques were used. Purposive sampling was ideal since it aimed at getting in-depth information interviews. With the use of this technique, FAL participants, District officials, tutors/instructors of FAL, and local leaders' in-depth interviews and focused group discussions (FGDs) clearly reflected the desired aspect which was the reason as to why men are absenting from FAL lessons.

Stratified sampling on the other hand, categorizes the identified rich-in-information objects of the study to sub-groups for full representation. In this sampling strategy, cases were drawn from already identified respondents, but in sub-groups. The use of this technique targets at establishing how the subgroups of FAL continuing participants, drop outs, community leaders, those engaged in teaching (tutors), those implementing FAL NGO's, position as regards to reasons for male absenteeism from FAL classes in Wera Sub County.

### **3.6 Research Procedures**

A fourteen day field study was conducted across the whole of Amuria District prior to the research study. This was aimed at identifying a potential area of the study along conceptual and location measures. During this study, the researcher identified FAL participants, elders and community leaders, government officials, contact FAL implementing NGO field staff. Prior to the field for the study, an introductory letter was obtained from the Department of Good governance and Peace Studies, which was presented to the Relevant authorities in Amuria District, Wera Sub County, Aten and Wera Town Board parishes and village level local councils in the selected villages in the two parishes.

### **3.7 Sources of Data**

Data sources include both primary and secondary sources (Amin, 2005). The researcher used both primary and secondary data sources.

#### **3.7. Primary Data**

The researcher gathered this data from the field through Focused Group Discussion and interview guide from the various respondents selected for the study.

##### **3.7.1 Research Methods**

Focused Group Discussion and Interview guides were used during the study.



### **3.7.2 Research instruments**

#### **Interview Guide**

Interview guides were used to collect data about the three specific objectives and their corresponding questions. The detailed interviews of this research work focused on; the level of men's participation in FAL, factors hindering male participation in FAL lessons, and strategies for the improvement male participation in FAL. The interviews were conducted with the key informants.

Since this research study required soliciting information on individual or personal experiences encountered by FAL participants and other stake holders in the FAL program, in-depth interviews aided the researcher to understand individuals' views on what they consider reasons for male absenteeism from FAL classes and beliefs and the cultural context in which this problem is occurring. Similarly, Interview guide was suitable for this research work since it was appropriate for venturing into sensitive issues. It also helped the researcher to know the individuals' feelings and emotions about the topic under study. Most importantly by employing this research method, the hidden emotions individuals attach to their experiences were brought to the surface easily. Under the guidance of interview guide, semi-structured interview guides were used as data collection instrument.

#### **3.7.2 Secondary Data**

The researcher collected the data from printed materials such as books, reports and journals from reliable sources which were used to further justify and confirm data gathering from the field.

### **3.7.2 (a) Focus Group Discussions**

Focus group discussions were used in this research because it was very instrumental in gaining a broad range of views on a research topic, in a single session of interaction. It was suitable for; exploring topics about which, where is faint information, thus generating a range of views about the study issue in a single event of data collection, and enabling vast data collection in a short period of time.

In this research, focus group discussion method aims at establishing the hidden factors that are deterring men from attending FAL classes, while at the same time identifying ways in which these problems could be defused so as to rejuvenate men's participation in FAL programs. This method therefore targeted the following; those who attended the classes 30 thus 15 men from one group and also 15 women from another group and the men who were not attending the classes 40 respondents 20 from each parish.

### **3.8 Validity and Reliability of the Research Instruments**

To ensure methodological reliability and validity, the researcher designed relevant Focused group discussion and interview guides in line with the research objectives. The study instruments were subjected into pretesting to ensure the reliability and validity before the actual data collection in the selected area of study and respondents. The researcher personally collected information from the field and follow the research ethics. To ensure reliability and efficiency of the data collected, the interview guides and focus group discussion guides were structured according to themes to enable the correlation between themes and data collected for easy follow-up.

### **3.9 Data Analysis**

The qualitative data collected through interviews, were analyzed manually. The data was categorized, cleaned, interpreted and analyzed under their respective themes. The analysis steps were systematically and consistently done for each one of the three objectives, from objective one to three. Finally being a qualitative research, content analysis was employed. Content analysis was done through two forms: By pre-determined categories where one decides what s/he needs to know; he/she can look through the data and records the events, findings, perceptions according to categories. The researcher presented literature according to categorized themes, corresponding to objectives.

### **3.10 Ethical Considerations**

Ethical considerations were strictly adhered to in the course of this research. All respondents; twenty five (25) for focus group discussions and seven (07) for in-depth interviews, were identified at least four days earlier. All the discussions and interview sessions were conducted with clear consent of the respondents at the beginning of each session.

The researcher introduced herself to the Local Council Three Chairperson of Wera Sub-county, the Senior Administrative Secretary and Local Council One Chairpersons, the representatives of the NGO's implementing FAL in Wera Sub County and selected elders and community leaders on the reporting day to the field. Also, introductions of the name and institution of the research were made at the beginning of each session. The researcher also considered the anonymity of the respondents' names in her data presentation in conformity with ethical considerations. The respondents were assured of confidentiality of the information provided.

### **3.11 Limitations of the Study**

It was difficult to obtain full commitment from the local leaders and elders. The quorum in the sessions was not well balanced as expected to deliberate upon on the issues.

On the other hand, the activity patterns in the rural setting were intensive and could not allow maximum participation of individuals in the focused group discussions.

There were many costs that were involved in the course of the research, such as transport, focus group discussion facilitation in form of refreshments air time for communication.

The study coincided with the rainy season making movement difficult, especially on the village, roads. This caused delays in reaching the study venues because of the loose soils.

Besides the above limitations they were catered for by early prior survey of alternative routes and relying on motor cycle transport which was slightly more maneuverable, and in some case re-scheduling of the activities. There was also prior planning and budgeting. There was also fixing of earlier appointments with the individuals and some motivation in form of refreshments in the course of the discussion.

## **CHAPTER FOUR:**

### **PRESENTATION, ANALYSIS AND DISCUSSIONS**

#### **4.1 Introduction**

This chapter presents the findings of the study. The chapter deals with data presentation, interpretation, and discussion of the research findings from Wera Sub-county in Amuria district, regarding level of participation of the men, hindrances of male participation, and strategies for improving male participation in the FAL programme. The researcher presents the views of the respondents, analysis and discussion of the research findings in comparison to the literature reviewed in chapter two. The methods, instruments of data collection and the nature of data was qualitative, as a result the findings were as well presented, analyzed, interpreted and discussed thematically, which constitute the conceptual framework.

This chapter is divided into two sub sections; the background information of the respondents and the thematic presentation of the findings of the study as guided by the research objectives. The research objectives were on the level of participation of the men, barriers of male participation, and strategies for improving male participation in the FAL programme

Relevant information about the respondents (related to their gender, age bracket, level of education, and marital status) who participated in the study was established.

## **4.2 The Background Information of the Respondents**

### **4.2.1 Gender of the Respondents**

In order to find the gender, each respondent gender was written down. The data was that a majority of the respondents involved in the study were males and compared to females. The participation of both sexes in this study validated the reliability of this research study. The participation of both male and female in this study shows the concern and the reliability of the information without biasness. That means the participation of female and male in this study have added value to the findings of this study.

### **4.2.2 Age of the respondents**

In order to find the age, each respondent age was written down. The data was that majority of respondents involved in the study were 31-40years, followed by the age bracket of 41-50years, age bracket 51 years and above, and very few were at the age of Less than 30years. All the age categories played every significant role in availing the information based on their experiences as far as the age in regards to the factors affecting Men's participation in Functional Adult Literacy programme in Wera sub-county are concerned. This means the information got from the different age helped in the reliability of the study based on the different experiences.

### **4.2.3 Education level of respondents**

In order to know the Education level of the respondents, each respondent education level was written down. A majority of the respondents involved in the study had not even attained primary

education level, followed by those who had attained at least primary education level, very few had attained at least secondary education level, and a tertiary education level. These findings show that a majority of the respondents had not even attained primary education level.

#### **4.2.4 Marital Status of the respondents**

In order to find the marital status, each respondent marital status was written down. A majority of the respondents were married, followed the respondents who had divorced and the respondents who were widows/widower.

### **4.3 The Level of Participation of the Men in the FAL Programme**

In this section, the study was interested in establishing the level of participation of men in the FAL programme in Wera sub-county Amuria district. This was because FAL programme is meant for both men and women. So the study basically looks at the level of participation of men in the FAL programme. Important to note though, all participants in Focus Group Discussions and Interviews informed that this programme started in 2006 in their (Wera) Sub-county. According to A fifty six year old respondent in Wera Parish the introduction of such a programme in the sub-county is attributed to “very many years of insurgency, and Karimojong cattle rustling in the area, which denied the people of Wera sub-county the opportunity of being at school like the rest in other parts of the country” (Male, 2 FGD, Wera, 9 July, 2015).

#### **4.3.1 Activities of FAL Programme**

This section presents a discussion about the activities of the FAL programme in which both men and women are expected to participate.

Respondents explained that;

FAL programme activities include: first, classes of agriculture which help to promote food production; build knowledge of kitchen gardening; and teach about feeding and good health. There were numeracy projects, with incorporation of modern farming methods and agro-business. Secondly, there was emphasis on household and personal hygiene and sanitation which helps to improve on the household sanitation skills. The activities help in facilitating the learners' income generating activities and also guiding their children with their school assignments (The District Education officer, 10<sup>th</sup>, July, 2015).

On the other hand, in another participant's view;

The Government of Uganda has the conviction that illiteracy and inadequate basic education deprives the people of the opportunities to realize their potential and to contribute constructively towards local community and national Development. It is therefore committed to providing for non-formal and adult education with the following objectives (Female, 1<sup>st</sup> FGD, Aten Parish, 8<sup>th</sup> July, 2015).

#### **4.3.2 Projects Learners are Engaged and Benefits of FAL Programme**

According to the Focus Group Discussion findings, the respondents agreed that FAL programme in Wera sub-county have a number of Projects learners are engaged and benefits of FAL programme. It was widely shared that women participate much more in these projects and activities than men do. Such projects include; Agricultural projects which were one time



supported by NUSAF; Literacy project, which promote of reading and writing skills; Health promotion projects, which cover home, personal hygiene and sanitation; VSLA and IGAs. Additionally, participants benefited in use of energy saving stoves, kitchen gardening, and leadership and management.

It was evident that the programme is committed to equipping communities with both knowledge and practical skills. Notably;

FAL curriculum is designed to provide learners with basic knowledge and skill in reading, writing, and numeracy. The curriculum is intended to provide basic knowledge and skills integrated with literacy in the following programme areas: health, legal issues, agriculture, animal husbandry, gender issues, literacy and numeracy, culture and civic consciousness and language (The District Education officer 15<sup>th</sup>, July, 2015).

#### **4.3.3 Participation of Men in the FAL Programme**

According to research findings, almost all the groups of FAL programme in Wera sub-county have no men actively participating. Various reasons were given for this, as respondents explain;

The low participation of men in FAL programme in Wera sub-county is because of the men's mind-set; of course some are shy. Many underrate FAL programme, they think the programme is meant for women not men. Most of the men have an excuse of having no time to attend lessons. Others attribute their unwillingness to attend to back bad experiences while on this programme- they claim having been

harassed or barked at by instructors during instructions when one fails (Male, FGD, Wera, 8<sup>th</sup>, July, 2015).

In addition;

Their low participation does not raise panic to make the men be concerned. They believe that whether with FAL programme or without it, their cultural roles/obligation as a man does not change (Opinion Leader from ITESO Cultural Union, 11<sup>th</sup>, July, 2015).

It is clear that most men have their fears which hold them back from participating in FAL classes- most of these fears are related to power control and protection. FAL classes seem to expose their academic weaknesses, yet most men pose as wise and powerful before their communities. This may consequently undermine their self-claimed status if their fellows (especially women) discover their weaknesses.

According to UNICEF, (2005) it was estimated that by the year 2015, the number of individuals who will have attained basic functional literacy in Uganda, should have increased to 32 million about 60% of the target adult literacy population. By the end of 2014, however, nearly half of the estimated percentage (14 million) had attained the vital basics of Functional Adult Literacy. Among the 60% attending to FAL majority are females. The male counterparts are few on average 20% and in some areas like Wera sub-county, in Amuria district, males are not participating in FAL completely. SOCADIDO report for September 2014, pointed out that in Parishes of Wera Sub County such as Opam, and Wera town board, there were 8 males to 40

females in FAL lessons as accounting for 20% male attendance, compared to 2012-2013 where the ratio was approximately 18 males to 40 females in the FAL lessons accounting for 45% of male attendance.

In support ,the (SOCADIDO,2010/11) Functional Adult Literacy report, in the year 2007, 7% of men attended Adult classes in Wera Sub County, while in 2008 and 2009 the county had no Men attending adult education classes. In 2010 and 2011, 4% and 5% Men attended classes respectively. The trend reflects a decline and irregularity in Men's participation in Functional Adult Literacy. Yet, it is important for them to attend since they are fathers and family heads, who would benefit from FAL. A functional Adult Literacy class offers different methods of promoting hygiene in homes, and equips individuals with better home health and safety precautions, child care, and control of pathogens, and disease causing vectors, which information would be of good help to the family heads.

#### **4.4 Barriers to Male Participation in the FAL Programme**

In this section, the study was interested in establishing the barriers to participation of the men in the FAL programme in Wera sub-county, Amuria district. This was because FAL programme seem not to be achieving/realizing its targets, especially with the adult male population. So the study basically looks at the hurdles that hinder men's participation in the FAL programme.

##### **Poverty**

During Focus group discussions, men and women, both potential and actual FAL participants, identified a number of problems similar to those shared during individual interviews. The main problem participants mentioned during the discussions is poverty, at both household and

community levels. Some of the FAL participants are said to face land and food shortages, lack stores and markets for their produce, as well as receiving low prices for their produce- while they are charged highly for manufactured goods and services. They are being compounded by poverty centrally because they are disturbed by unpredictable weather, long dry spells and/ or heavy rainfall, both affecting their agricultural production and making it hard for women to feed their families. In addition, women are restrained by their lack of control over resources needed to perform their duties and put into practices FAL knowledge and skills, thus unable to fight poverty.

### **Interferences and commitments**

It was discovered that interferences related to sicknesses and social and economic commitments were identified as hindrances to men's participation in FAL programme. As a respondent explained;

Men are hindered by learning difficulties faced during the learning process, since they are no longer young. Some men blame their inability to participate to illnesses, social and business commitments, failure to afford requirements, lack of materials and facilities, lack of confidence, and family constraints (Male, 1 FGD, Wera, 8<sup>th</sup>, July, 2015).

In addition;

Social and business commitments rank almost equal to illness among the expected difficulties, with most of the difficulties in this category being of social nature: funerals of relatives, friends and neighbors, religious functions and other social function of various types, Indeed , much time in the rural areas is spent on these functions. One often hears rural people complaining that they have no more time to work because of the numerous funerals these days. Attending funerals is a social obligation that one ignores at the risk of serious damage to one's social belonging and status especially now days where each village has a burial group which one is not expected to miss(Sub-county chief and FAL instructor, 13<sup>th</sup>, July, 2015).

According to SOCADIDO (2006), the Male counter parts often dodge the learning sessions and shun away from most of the sensitization activities. This has left mostly the females in domination of Functional Adult Literacy yet it is the men who actually head the homes and take decisions at society “policy” level and to whom Functional Adult Literacy would be most instrumental and beneficial. In Eastern Uganda, the trend seems the same, where mostly if to say clearly only females so far are active in FAL sessions. A point in case here is in Wera Sub County, in Amuria District, where the statistics so far show that the majority of individuals attending FAL are female.

Similarly, (UNICEF, 2006) observed that the male counterparts as well with reasonable levels of Functional Adult Literacy, in especially Ghana according to the report, were more willing to accompany their spouses to antenatal sessions, and participated productively in lessons. On the

other hand the countries where Functional Adult Literacy (FAL) prevalence is low was characterized by less interest of the male spouses to play their role during their wives pregnancy and child up keep. In many parts of Uganda, according to the state of Functional Adult Literacy is on the decline especially among the male population. The current ranking by regional performance puts the central region at 37% followed by West at 30% the Eastern region at 23% and the north 10%. Surprisingly of these percentages, the majority of the individuals in literacy classes are females, implying that the male counterparts seem to be shunning the programme. However, some women suggested that if functional adult literacy classes were presented as business training, they would attract more men.

### **Venue and Timing for the Classes**

Respondents explained;

Almost a half of the participants assessed their venues as good or very good, while just over a half of the participants rated the venues and time to be bad. The reasons they give for rating the place a good or bad are:

For positives rating the reasons are that their venues are well equipped classrooms, no interference, conducive environment, good structures, better than being outside and place belongs to a well-wisher. On the other hand for negative rating we learn under trees, poorly equipped, no classroom, rain/sunshine disturbs, the building/structure not good, long distance from home and lot of interferences (Female and men , FGD, Aten, 7<sup>th</sup>, July, 2015).

## **Absenteeism**

As explained by an instructor and an interview;

Even while reporting a fairly high rate of absenteeism, instructors rate the female learners' interest very positive compared to that of men. The frequency among the learners' is not due to lack of interest but due to other reasons such as sickness, domestic work, funerals, farm work, travel away from home, occupation/ business commitments, instructors absenteeism, overdrinking especially men, eye problems, being busy looking for money, or lack of employment opportunities after the FAL training, among others (FAL instructor 14<sup>th</sup>, July, 2015).

The findings are in line with (IFAD, 2005 Report) in that the experience by IFAD points towards the value of functional literacy for poor rural male adults in general. It presents a circular problem: illiterate men often cannot attend functional literacy classes because of societal norms and cultural ties that do not allow males to share their authority and position in the society with women. The illiterate husbands do not attend because they are afraid of losing their status in the village, especially when prove to be un-wise in the adult literacy classes. There is a fear that if discovered to be unwise, then their opinions may not be respected in the community. The study wisely suggests that one solution might be to disguise literacy classes as business training, to make them more socially acceptable to men, thus also removing a constraint on their wives' learning. FAD-supported operations aim to empower poor rural people and help them overcome poverty, hunger and malnutrition, raise their productivity and incomes, and improve the quality of their lives. These stories from the field show the impact of IFAD projects on poor rural men

and women, their families and demonstrate how these men have failed to contribute adequately to valuable changes in their communities.

On the other hand IFAD, (2000) observed that fully 80% of attendants at functional literacy classes conducted in Hoima, Masindi and Kibaale were female. The study found that women viewed functional adult literacy classes as playing an important role in their empowerment and in reducing their ignorance and poverty. When asked, they noted a number of benefits. These included reading, writing and numeracy skills and other useful knowledge and skills acquired. Such commonly acquired learning or skills included: how to control crops pests; how to improve sanitation and hygiene at the household level (use of rubbish pits, boiling water, use of latrines); the care and nutrition of children (breastfeeding, a balanced diet, immunization); and modern farming methods. The study concluded that functional literacy had given women both useful learning and self-confidence. Basic numeracy is particularly useful for women in managing their agricultural and off-farm enterprises, more so when credit and savings are involved. However, the study noted that even when women acquired such skills, they often still felt uncomfortable keeping their accounts and tended to rely on men for this. This pattern was found among some women-only group enterprises and at the family level. For instance, all the culvert-making groups in Masindi had included some men to help them with the accounting, the purchase of raw materials and other heavy tasks, implying that men's participation in FAL is instrumental for development.

Similarly, Kishindo, (1991) observed that the sex imbalance in favor of women indicates that the program has problems attracting and retaining male enrolment. A number of reasons may be advanced to explain the male lack of interest and these would tend to vary from one area to



another. However the more common reasons are that men are generally unwilling to attend classes with women for fear of being shown up to be less capable than they; and are also reluctant to be taught by persons who are young enough to be their own children. Men who dropped out of the program have often remarked that they did not particularly like being made to repeat words aloud after the instructor in the manner of real school children. It would appear that women are less inhibited by these considerations

#### **4.5 Strategies for improving Male Participation in the FAL Programme**

In this section, the study was interested in establishing the strategies for improving male participation in the FAL programme in Wera sub-county Amuria district. This was because FAL programme seem to face challenges, which hinder participation of men. So the study among others looked at the strategies for improving male participation in the FAL programme.

Respondents explained;

Provide learning/instructional materials, need to construct FAL learning Centres, Government and NGOs to increase their support, provision of loans/funds for IGAs/VSLAs, projects, Government to pay FAL instructors as a way of motivating them, increase trained instructors, provision of learners with improved seeds, need to attach learning to projects/ form groups (Male, FGD, Wera, 7<sup>th</sup>, July, 2015).

In addition;

Regular monitoring and supervision by government /NGO partners, need to increase government and NGO's support especially in provision of educational materials and construction of classrooms, training of FAL instructors and rewarding and giving them incentives (FAL instructor and DEO, 14<sup>th</sup>, July, 2015).

The study findings on strategies to improve Men's participation are in agreement with Ministry of Gender, Labour and Social Development (2008)Suggests that the stakeholders should provide moral support, offer peer-mentoring and co-learning (and their differences as a source of learning creating group synergy), group monitoring and follow-up on individual plans. The stakeholders should also provide a platform creating and building a democratic culture where skills and opportunities for lobbying and advocacy on development issues can be developed.

On the other hand Okech (2001) further suggested that there is need to train instructors, as well as the provision of material incentives, as this would make the FAL classes more effective and the programme more efficient. Efforts must be made to raise awareness about the benefits of the programme, and to protect the confidentiality of learners in order to attract more participants from the target group. The provision of a diverse range of learning and post-literacy materials in local languages is very important to the relevance of the adult education classes, and to the retention and continued application of learned skills

FAL extensive monitoring and evaluations exercises should be performed both by the government, and by the NGOs involved in the scheme (Okech, 2005). In addition, the FAL evaluations should cover the following aspects; access, Quality, Efficiency, Equity and Impact (Rogers, 2008).

The study by IFAD wisely suggests that one solution might be to disguise literacy classes as business training, to make them more socially acceptable to men, thus also removing a constraint on their wives' learning. FAD-supported operations aim to empower poor rural people and help them overcome poverty, hunger and malnutrition, raise their productivity and incomes, and improve the quality of their lives. These stories from the field show the impact of IFAD projects on poor rural men and women, their families and demonstrate how these men have failed to contribute adequately to valuable changes in their communities, (IFAD, 2005 Report).

## **CHAPTER FIVE:**

### **SUMMARY, CONCLUSION AND RECOMMENDATIONS**

#### **5.1 Introduction**

This chapter presents the summary of findings in line with the study objectives and the researchers derived conclusions, recommendations and suggestions for further research. The study assessed the factors affecting Men's participation in Functional Adult Literacy programme in Wera sub-county.

#### **5.2 Summary of Findings**

##### **The Level of Participation of the Men in the FAL Programme**

The research findings highlighted that the level of participation of the men in the FAL programme was very low! The men's participation in FAL programmes was low to the extent that only one learning group among the five currently operating in Wera sub-county, had only two men against 23 women. This is lower than what was reported in Functional Adult Literacy in the year 2007, when 7% of participants into these Adult classes in Wera Sub County were men. However, the same reports show that in 2008 and 2009 the sub-county had no Men attending adult education classes at all. In 2010 and 2011, 4% and 5% Men attended classes' respectively. The trend reflects a decline and irregularity in Men's participation in Functional Adult Literacy. Yet, it is important for them to attend since they are fathers and family heads,

who would benefit from FAL. A functional Adult Literacy class offers different methods of promoting hygiene in homes, and equips individuals with better home health and safety precautions, child care, and control of pathogens, and disease causing vectors.

### **The Barriers of Male Participation in the FAL Programme**

According to the study findings and discussions it is clear that the hindrance of men's participation in FAL programmes is backed up with different reasons such as; poverty at house hold and community levels, social and business commitments rank almost equal to illnesses among the expected difficulties, with most of the difficulties in this category being of social in nature, such as: funerals of relatives, friends and neighbors; religious functions and other social functions. Indeed, much time in the rural areas is spent on these functions. In addition, men's failure to afford requirements, lack of materials and facilities, lack of confidence, fear to expose their weak aspects and family constraint discourages them from participating in FAL activities.

### **The Strategies for Improving Male Participation in the FAL Programme**

According to the study findings and discussions it is clear that there is need to conduct regular monitoring and supervision work by government /NGO partners; need to increase government and NGO's support, especially in provision of educational materials and construction of classrooms; training of FAL instructors; provision of loans/funds for IGAs/VSLAs; provision of learners with improved seeds; need to attach learning to projects and form groups, as well as rewarding those who are committed by giving them incentives.

### **5.3 Conclusion**

#### **The Level of Participation of the Men in the FAL Programme**

The research findings confirmed that the level of participation of the men in the FAL programme was very low, to the extent that only one learning group among the five currently operating in Wera sub-county, had only two men against 23 women. The trend reflects a decline and irregularity in Men's participation in Functional Adult Literacy. Yet, it is important for them to attend since they are fathers and family heads, who would benefit from FAL. A functional Adult Literacy class offers different methods of promoting hygiene in homes, and equips individuals with better home health and safety precautions, child care, and control of pathogens, and disease causing vectors.

#### **The barriers of male participation in the FAL programme**

According to the study findings, it is clear that the low men's participation in FAL programmes is explained by different reasons which include; poverty at house hold and community levels, social and business commitments rank almost equal to illness among the expected difficulties, with most of the difficulties in this category being of social nature: funerals of relatives, friends and neighbors, religious functions and other social function of various types. Therefore, it is necessary the FAL activities are flexible enough to allow participants attend to other social expectations.

### **The strategies for improving male participation in the FAL programme**

The strategies suggested such as; conducting regular monitoring and supervision by government /NGO partners and the need to increase government and NGO's support especially in provision of educational materials and construction of classrooms, training of FAL instructors, provision of loans/funds for IGAs/VSLAs, provision of learners with improved seeds, need to attach learning to projects and form groups, need attention from the said of the stakeholders and implanters of the programme.

### **5.4 Recommendations**

The researcher recommends that the Government of Uganda and the Civil Society organizations should work jointly to support the FAL education through mobilization and sanitization of men to take part in the FAL programme.

The district leaders should through the district education department should allocate funds for sensitizing the public on the values of men being involved in FAL programmes, this can be done through radio talk shows, village outreach visits and other social gatherings.

FAL Programme coordinators should always liase well with the community and church (faith) leaders to always encourage men to take part in FAL programmes.

The FAL coordinators should also liase with the key actors of FAL to lobby for funds to facilitate the program activities as this will enhance the continued support and assured funds for the suitability of the program.

## **5.5 Areas for Further Research**

More studies needed to be made on the assessment of the impact of FAL programme on the few men who have participated in the programme. This would be a strategy of encouraging others using the findings. An assessment on the men's perception on FAL programmes

Due to the limitation of time the same study could be conducted a few years from now in order to establish if there are any changes in the impact of FAL programme on the few men who have participated in the programme.



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## APPENDICES

### APPENDIX I: Focused Group Discussion Guide for the FAL Learners

Dear colleagues allow me to extend my gratitude for your positive response and accepting to share with me the necessary information for my study; thank you very much. My name is Aacha Mary Lillian. With me is my research assistant Mr. Ongom Edymond.

I am a student of Uganda Martyrs University, undertaking Masters of Arts in (Local Governance and Human Rights) in the department of Governance and Peace Studies. We shall be in Amuria district for eight weekends and one week of working days undertaking this study particularly in Wera Sub County. The study is entitled: **An Assessment of the Factors Hindering Men's Participation in Functional Adult Literacy Classes in Wera Sub-County, Amuria District.**

You have been identified to participate in this study in light of your experience and expertise and also as a resourceful person to make this study possible.

I would like to assure you that high levels of confidentiality will be observed; the information given will only be used for academic purposes. I would also like to ask your permission to allow me to record our interaction and take notes

Thank you very much in advance for your time given

## **Introduction Questions**

Seeing each other for the first time in this meeting, it is very good that we make self introductions all round the group making it known of our names, what we do, our parishes, villages and where we reside.

### **Theme I: Level of men's participation in the FAL programme**

1. When did the FAL programme start in your area?
2. What are the objectives/activities of the Programme?
3. How many FAL groups are in your area?
4. Do men participate in the FAL programme?
5. What is the level of men's participation in the FAL programme?
6. How can you compare men's participation with Women's participation in the programme.
7. For how long has the programme been implemented?
8. What are the benefits the FAL programme to its beneficiaries?
9. How can you evaluate the involvement of district/sub-county stakeholders (government, NGOs, well-wishers among others) in different activities such as monitoring, funding, supervision, among others?
10. How are records of class attendance managed?
11. What kind of projects are the learners engaged in the FAL program?
12. Which of those projects is on going?

## **Theme II: Barriers hindering men's participation in the FAL programme**

1. Which barriers hinder men's participation in the FAL programme in Wera Sub-county?
2. How does each of the identified barriers above hinder men's participation in the FAL programme in Wera Sub-county?
3. Where do the learners usually hold their classes from?
4. What educational materials do they use?
5. What teaching methods and approaches are used by facilitators

## **Theme III: Strategies for the improvement of male participation in the FAL programme**

1. What has been done to address these challenges?
2. What opportunities are in place for the improvement of male participation in the FAL programme?
3. What implementation strategies are in place to ensure that the objectives of FAL are met?
4. What should be done to improve male's participation in the FAL programme?

## APPENDIX II: In-depth Interview Guide

### Introduction

You are most welcome for this sharing. I am Aacha Mary Lillian; a student of Uganda Martyrs University. The research I am undertaking is **An Assessment of the Factors Hindering Men's Participation in Functional Adult Literacy Classes in Wera Sub-County, Amuria District**. I am conducting this research as a requirement for the award of Masters of Arts in (Local Governance and Human Rights) in the department of ~~Good~~ Governance and Peace Studies of Uganda Martyrs University.

### Background information

Name of the interviewee:.....

Age:.....

Position/Responsibility:.....

Place of residence:.....

### Opening question

Mr/Ms/Mrs:..... how do you get on with the living in this community?

### Questions about general level of participation in the FAL programme

1. For how long has FAL Programme existed in your area?
2. How many FAL groups are in your area?
3. What is the purpose of FAL Programme?

4. What do FAL learners do in their classes?
5. How often do you attend FAL sessions in comparison to the time table?
6. How many Males are there in a FAL study group?
7. How many Females are there in a FAL study group?
8. Do you still remember how many males and females were in the FAL group when you first started FAL lessons?
9. Why do you have few males attending to FAL classes?
10. Why do some individuals stopped attending to FAL classes?
11. What is the proposition of men to the women who have embraced the programme?
12. What can you see as the benefits from this programme?
13. What is your opinion on the level of men's participation in the FAL programme?

#### **Questions about Hindrances of participation in the FAL programme**

1. What community issue does the content learnt address?
2. How is the FAL teaching and learning conducted?
3. Comment on the FAL teaching materials
4. Comment on the quality of your instructors
5. What problems have you encountered in the FAL programme?
6. What is your opinion on the barriers for participation of men in the FAL programme?

#### **Questions about Strategies for the improvement of participation in the FAL programme**

1. What practical FAL projects have helped improve men's participation
2. How do you encourage men to participate in FAL classes?



3. What is your opinion on strategies for the improvement of male participation in the FAL programme?

**Closing questions**

1. How best can the FAL program be implemented?
2. Do you have any other comments or ideas concerning FAL that you think we have not addressed in this discussion?

### **APPENDIX: III: Observation Checklist**

The researcher will use this checklist to observe certain phenomena related to the study.

During data collection, the researcher will observe;

1. The status of the class.
2. Observe the group projects.
3. The moods and the physiological state of the participants in the class.
4. The mode of delivery of the lessons.
5. The attendance and number for each category of the participants
6. The arrival and attendance of the participants.
7. Look at the attendance sheets/records of attendance.
8. Other relevant aspects

## Appendix IV: Pictorial

Below are some of the photos that represent the activities of the FAL activities, they are published upon their permission



The FAL Instructor guiding the adult learner under the tree



Adult learners revise for their exams



Adult learners doing their exams under the tree



Adult learners after the group discussion and on the left while organizing themselves for the discussion