THE IMPACT OF ADULT LITERACY EDUCATION ON COMMUNITY DEVELOPMENT

(CASE STUDY: WEBUYE DIVISION)

BY

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DECLARATION

I hereby declare that this is my own work. It has never been presented to any other institution of higher learning.

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APPROVAL

This dissertation has been submitted for examination with the approval of the undersigned person as the supervisor.

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DEDICATION

This work is dedicated to my daughter, Nengo Peris who encouraged me to pursue a social work and social administration degree.

ACKNOWLEDGEMENTS

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ABBREVIATIONS

OECD	Organization for Economic Cooperation and Development
DAE	Department of Adult Education
UNDP	United Nations Development Programme
N	Number of respondents
UNESCO	United Nations Education Scientific Children Organization

ABSTRACT

The study was carried out in Webuye Division. The study aimed at assessing the impact of adult literacy education on community development and whether it is viable and powerful potential to generate community development.

The dissertation is comprised of five chapters starting with the background of the study, literature review, research methodology, data presentation, interpretation and analysis through summary of the major findings, recommendations and conclusions.

Chapter one focuses on introduction and the background followed by chapter two which presents the review of related literature. Methodology used in this study is discussed in chapter three. The next chapter presents the findings and interpretation of results. The conclusion and recommendations from findings are presented in chapter five.

Data presentation and analysis of findings answered the research questions raised in chapter one. The major findings show that adult literacy education has a big impact on community development in the following aspects:

Social transformation and sustainable growth, promoting behavioral change and modification, accessing new information to develop intellectual powers of the mind, social sector development and promote social change to reform the society, primary health care and HIV/AIDS prevention, improvement of quality of life to enhance personal growth and development and critical awareness to bring about fundamental social, political and economic changes.

I have given suggestions and recommendations which might lead to more development in Webuye division. Let this dissertation help the policy makers in redesigning Kenya's adult literacy education and public education policies and systems so that they facilitate a divergence in style and approach and a high level of local judgment and flexibility.

CHAPTER ONE

INTRODUCTION

1.0 BACKGROUND OF THE STUDY.

The researcher assessed the impact of adult literacy education to community development in Webuye division of Bungoma District in Western Kenya. Adult literacy education in Kenya was introduced in the late 19th century by Christian missionaries. For many years it was only the missionaries who provided adult literacy training. In 1979 the government of Kenya launched a national mass literacy campaign; which encouraged the continuity of the adult literacy programmes in the country.

Currently, the Ministry of gender, sports and culture and social services is responsible for the overall coordination of adult literacy education activities in the country. Its main objective is to eradicate illiteracy and promote long life learning among adults and out of school youth to enable them make informed decisions, become self-reliant and improve on their livelihood; hence creating a functionally literate learning and empowered society.

The term literacy covers a wide range of meaning but all related in some way at their core denominator as to an individual's ability to understand the written text and to communicate through writing. In addition the common denominator of skills involves reading, writing and numeracy. These skills are of special importance due to their responsiveness and a wider variety of situation that make them basic. Literacy is a key learning tool for knowledge, skills, values and attitudes required by human beings to develop their capacities and fully participate in development. Adult literacy refers to the ability of people aged 18 and above to understand, read and write short simple statements related to their everyday life.

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Community development on the other hand refers to a body of activities directed to the improvement of the materials and social welfare of the community. A Community in this context will refer to the inhabitants of a limited urban or rural locality sharing a sense of group identity. The inhabitants should be encouraged to play a major role in decision making and participate in the community activities through communication. The research will focus on adult literacy since attempts to achieve it are failure unless there is a direct correspondence between the achievement of literacy and its subsequent use in daily life.

1.1 STATEMENT OF THE PROBLEM.

In Webuye division, the number of illiterate people is growing annually. 40% of women are illiterate (1999 population and housing census) despite the numerous attempts and programs by governments and other stakeholders to help communities to achieve higher levels of education, there is still poor achievement levels in primary education and low transition rates from primary to secondary level.

There is a growing evidence in Kenya that poverty level and under development in communities implies that illiterate people become hard to reach, and as a result get isolated from rapid information and communication advances.

Literacy education should therefore act as a mechanism of social inclusion, increased access and participation and equity especially targeting women, people from culturally diverse background, the disabled and the remote communities. The study was aimed at assessing and establishing the impact of adult literacy education to community development and whether literacy plays a big role.

1.2 GENERAL OBJECTIVE OF THE STUDY.

The general purpose of the study was to examine the impact of adult literacy education on community development. The study aimed at assessing how adult literacy education can transform individuals via access to new knowledge and skills and if it can impact on the development of communities on Kenyan society.

1.3 OBJECTIVES OF THE STUDY.

The concluded study was designed to provide information helpful to policy makers in planning and implementing a developmental approach to communities. The main objectives were:

a) To find out how adult literacy education has impacted on community development.

b) To identify gaps and issues of concern which need to be addressed in the promotion of adult literacy education.

c) To find out the causes of illiteracy among adults and analyze the relative impact of each on community development.

d) Establishing the relationship between adult literacy education and community development.

1.4 RESEARCH QUESTIONS.

The study attempted to provide answers to the following research questions.

1) What is the likelihood that adult literacy education will bring about community development?

2) Will the adoption of better methods of education enrich knowledge base and enrich rural transformation?

3) What is the state of awareness among communities about adult literacy education?

4) What general images are held by communities regarding adult literacy education and what are their attitudes about studying?

1.5 SCOPE OF THE STUDY.

The study covered the Webuye division and the Adult literacy department in particular with a time frame from around 1990 to date. The study focused on the contribution of adult literacy education to community development. One division was covered due to limitations of time and resources.

1.6 SIGNIFICANCE OF THE STUDY.

The study undertook the analysis of the links between adult literacy and its impact on community development. Results of the study are of great assistance to policy makers as they formulate and evaluate policies of the welfare of the general public.

It has given recommendations for the future policy makers on the development of adult literacy towards community development. It will also help while addressing the problem of unemployment, poverty alleviation and rural health as roads to community development.

The study hoped to be significant and relevant in that it would serve as academic contributions for the future researchers as a source of information. This study is also significant in that other communities will benefit through hearing or seeing community's progress through adult literacy programs. Therefore the dessertation will help students and community members in knowing the importance of adult education in participatory development.

1.7 DEFINITION OF KEY TERMS.

Education   All forms of human learning including both formal (received
                     in a school, college or university, with lessons exams etc,
                     gained just through practical experience) and informal
                     (refers to the general social process by which human beings
                     acquire the knowledge and skills needed to function in
                     culture).
                      It is the learning process that occurs in specialized
                     Institutions with a major purpose of improving the human
                     Capital of any given nation.

Adult literacy   The ability of people aged 18 and above to read, write and
                     understand short simple statements related to their everyday
                     life.

Community Development

The process by which the efforts of people (who are socially interdependent,
participate together in discussions and   share certain practices that define them
as a community)   are united with those of governmental authorities to improve
the economic, social and cultural conditions of communities in the life of the
nation and enable them to contribute fully to national progress. Development is a
process by which a country reaches a position where it can provide for its own
growth without relying on special arrangements for the transfer of resources from
other countries.

CHAPTER TWO

LITERATURE REVIEW

2.0 INTRODUCTION.

In this chapter the researcher examined what other researchers and scholars had come up with in relation to the study. Many investigations on the relationship between adult literacy and community development have been reported.

2.1 HISTORICAL DEVELOPMENT OF ADULT LITERACY EDUCATION.

Since World War Two, education in general and adult literacy in particular has accompanied community development projects. Adult education is a package of education programme for adults outside the formal education system aiming at providing more information and better knowledge and skills for improving their life-style and also their earning capacity. One of the objectives of adult literacy education is to enable people to become confident and self-reliant by understanding the situation in which they live and solve their problems. Its purpose is to educate him/her for life so that they can efficiently play various roles as members of society. It is thus an instrument of development and progress leading to social change.

Literacy programs have been seen as beneficial because of their role in reducing social isolation, removing the stigma of illiteracy and increasing productivity by providing previously marginalized people access to the society's resources (Mace 1994). Lyson and Hirsh (1990) for example argue that the social, economic and political changes in rural communities make adult literacy education imperative- that basic literacy and numeracy will be required of all workers in the twenty first century. Adult literacy programmes have therefore attempted to draw marginalized people into the social-economic mainstream.

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According to Liveright and Haygood (1969), "Adult literacy education is the process whereby persons who no longer (or did not) attend school on a regular and full time basis undertake sequential and organized activities within conscious intention of bringing about changes in information, knowledge, understanding or skills appreciation and solving personal or community problems.

UNESCO (1974), defined the concept as : "The term Adult literacy education denotes the entire body of organized education prolong or replace initial education in processes whatever content, level and method whether formal or otherwise , whether they prolong or replace initial education in schools, colleges and universities as well as in apprenticeship whereby persons regarded as adults in society they belong to develop their abilities, enrich their technical or professional qualifications and bring about changes in their attitudes or behavior, in the two-fold perspective of full personal development and participation in balance and independent, social, economic and cultural development.

The Organization for Economic Cooperation and Development (OECD) defines adult learning as encompassing general vocational enterprise higher training across all types of learning sites. In 2003, the OECD published comparative research on adult education in nine countries in Europe and Scandinavia which contends that despite reform agendas occurring within learning policies and practices in most countries there are persistent inequalities in the provision, access and outcomes of adult literacy education and training.

2.2 ADULT LITERACY EDUCATION AND COMMUNITY DEVELOPMENT.

Community development and literacy education programs both have long histories and share many underlying values and goals. However several factors have limited the extent to which adult and community development issues have been addressed together in systematic and coherent ways.

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Freire and Macedo (1987), pointed out that through Adult literacy campaigns, developmental objectives can be transmitted. The above writers believe that for this to succeed, literacy programmes should be tried not only to mechanical learning of skills but also to critical understanding of overall goals for national reconstruction. Thus it is vital for the production of competent and knowledgeable persons in community who are equipped with the necessary skills and attitudes for the promotion of community development and wealth creation through self employment and prosperity.

Hamadache and Daniel (1986) said that literacy work can incorporate in all developmental operations national and regional or even local level i.e. agriculture, nutrition hygiene and cultural activities.

Nyerere (1982), put it as "the first function of adult education is to inspire both a desire for change and an understanding that change is possible .And helping people to work out what kind of change they want and how to create it.Nyerere asserts that there is evidence that even where there is no national development plan, a literacy campaign calls for flexible but vigorous planning. Through adult literacy education people and society will be able to keep up with the process of development and eventually take control of it. Thus adult literacy is a means of harmonizing the process of development.

Bhola (1994), said that literacy is not merely a skill that is skill, of reading, writing and counting simple calculations. It is a powerful potential in increasing abilities of the people for development. It is a quality with many uses given to individual men and women, boys and girls who become literate. Literacy makes it possible for individuals to use their minds in new and different ways. It gives people ability to find and use new information that gives them a new sense of freedom. Literacy is a social progress which brings an illiterate person to new respect and social status. As such literacy can and does bring development to societies and communities. However it is important to note that although literacy leads to

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development of societies and communities , there are very many people who are literate and yet not employed anywhere and this may hinder development of societies and communities.

Freire (1992), said "people must learn to read their reality and write their own history", writing, reading and arithmetic are the basic skills which have been denied millions of people especially women. The link between literacy, critical awareness and development is very important to break through the fatalism which paralyses many rural and urban poor people. Literacy programs ensure that development work is serving people in need.

2.3 ADULT LITERACY AND EMPLOYMENT, HEALTH, POLITICS AND GENDER.

UNESCO (1997) stated that for economic development, political control should not be a challenge to the community. With adult literacy education both people and entire societal needs, more civic and political education to empower them to become actors rather than victims of change and development. The general conference of UNESCO adopted the recommendation and development of adult literacy education which considered the universal concern for literacy as being a crucial factor in political and economic development in technological process social and cultural changes.

A comprehensive evaluation of adult literacy program by Department of Adult Education (DAE, 1999) showed that adult literacy reinforces quality and access to primary health education. It also enhances family and hygiene, increases participation and overall raising the living standards. Literacy is vital for fighting AIDS since adult literacy programmes can play a crucial role in reducing the spread of HIV/AIDS and enabling communities to respond to a world in which HIV/AIDS affects every dimension of their lives.

2.4 ADULT LITERACY AND MANAGEMENT OF FAMILY RESOURCES.

UNESCO (1997) conceived adult literacy education as an answer to the information explosion which is a societal challenge. UNESCO looked at information as fundamentally good at increasing abilities of people. Good use of community facilities helps a family to achieve some of its goals. This improves a family's resources. These community facilities includes extension services provided in agriculture, veterinary and health, welfare agencies like societies and groups working within the community. Literacy education ensures that people become able to make sense of such quantities of information and how to integrate information in coherent and meaningful way.

Many policy analysts consider literacy rates as a crucial measure of a region's human capital. This claim is made on the grounds that literate people can be trained less expensively than illiterate people; generally have a higher socio-economic status and enjoy better health and employment prospects. Policy makers also argue that literacy increases job opportunities and access to higher education. In Kerela - India for example female and child mortality rates declined dramatically when girls who were educated in the education reforms after begun to raise families.

2.5 ADULT LITERACY EDUCATION AS A SOURCE OF SOCIAL TRANSFORMATION.

Ki-Zerbo (1990) reported that for the most part, Adult literacy education is seen as an obligation targeted for masses who are assured to constitute a homogeneous body for social development. This is typically the case of 'Revolutionary 'and other literacy campaigns such as in Vietnam (1945-1977), Burma (1960s-80s), Cuba (1960), Tanzania (1997-81) and Nicaragua (1980).

UNESCO and UNDP (1993) report stated that the essential assumption of the literacy projects is integral link between literacy and the improvement of technical skills leading to increased productivity and social development.

Todaro (1982) asserts that there is a relationship between adult literacy education and development. It leads to change which involves modification or confirmation of traditional practices and values in relationship with their influence on development. He also adds that adult literacy education enhances the process which involves changes in structures, attitudes and institutions as well as acceleration of growth and reduction of absolute poverty.

The Dakar frame work for action (April 2000), echoed the 1990 literacy plans and added quality "the vital role of literacy plan in lifelong learning sustainable livelihood good health and active citizen must be more widely recognized. Literacy and continuing education are essential for women's empowerment and gender equality.

Education attainment was-negatively associated with smoking behavior. The medium appeared as important in the message for health education communication.

Murage Cyrus (2001) Literacy Training with livelihood literacy skill not only contributes to people's economic opportunities and financed capital but to their self-esteem and confidence to participate in public affairs. A willingness to do a job is even more indispensable than the knowledge and skill with which to do it. A good general education lays an essential foundation for training and employment, increased earnings and employee mobility.

Rajani (1997), viewed adult literacy education as a human science which is concerned with ways and means of exploring, investigating, experimenting, acquiring and using knowledge that adults essentially require for a fruitful every day life. Human science unlike the pure sciences consists of facts and values,

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beliefs and attitudes, habits and manners where change occurs, for development of individuals and community.

UNESCO (1997) conceived adult literacy as cultural reproduction in which a society can face the acceleration of development and growing change. It ensures cultural continuity.

Adult literacy is important particularly when it comes to transmitting the practical knowledge required in order to make the world habitable. This means that there is a belief of values in adult literacy to democracy, freedom, property and individualism and to favor social mobility of those who missed formal education system.

Adult literacy education helps to redress glaring education imbalances within and between generation especially women and girls. Issues to be addressed would include access quality, quantity and management of basic education. Adult literacy makes a contribution towards realizing informed community in people own development. Empowerment of people and communities is one of the goals linked to rights based approach to development. Participation is to central empowerment and key to ensuring contribution to development programs.

2.6 SOCIAL CAPITAL AND ADULT EDUCATION.

Schuler (2005) examines three forms of social capital relevant to adult literacy education activities in a community context. Bonding social capital refers to the links within or between homogenous groups; bridging social capital refers to the links within and between heterogeneous groups and linking social connections between people and groups at different hierarchical levels. Activities and frameworks that facilitate bridging social capital aim to acknowledge, the validity of the norms, values and experiences of 'others' without having to share them. Bring capital then contributes to what Schuler describes as 'owl edge economic', that is the transaction that occur to build knowledge, experience and skills, transactions that occur at adult community and public education sites. Adult

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literacy education and training practice therefore needs to embrace the politics of self location that is wholeness of each individual nationality, culture, ethnicity, gender, class sexuality and or occupation. The current quest for adult literacy education policy-makers relates to the matching of this version of the self with the access and equity philosophies principles and practice that guide adult literacy education programs funding and delivery in Kenya.

Hat tam and Smyth (1998) reflect that an understanding of access and equity in adult-literacy education requires a sociological reading which is largely absent from policy. Therefore any evaluation and analysis of Kenyan adult literacy education training must acknowledge and indeed confront the discourse practices and institutional structures of society. These discourses are many and include nationality, culture, citizenship, inequality, marginality, poverty, unemployed extra. The discourses that locate the individual within society community and industry.

The Organization for Economic Cooperation and Development (2003), defines adult learning as encompassing general vocational enterprises higher training across all types of learning sites. The organization for economic cooperation and development report provides a policy framework that assist. Basing on recognition of 'rights' a philosophy that people have the right to access adult literacy education at anytime could encourage individuals to engage with adult learning during their whole life using incentives that recognizes adult education as economic, social and personal development. Illiteracy is a violation of the fundamental human right to education. And if that argument is not enough there are also compelling practical reasons for governments and donors to invest now in adult literacy.

From the literature review it is clear that the sector for adult literacy education has been characterized by a lack of comprehensive research about the activities and outcomes of 'not so' formal adult literacy education programs including

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activities offered by universities, recreation and personal enrichment activities. The research therefore will seek to address the effectiveness of adult literacy education in Webuye division.

CHAPTER THREE

METHODOLOGY

3.0 INTRODUCTION.

In this chapter, the researcher gives a detailed description of the methodology that was used in the study to accomplish the objectives of the study specifically. It gives a plan, structure and strategy of the investigation conceived so as to obtain answers to the research questions. This chapter also gives light on the study area, points out the subjects used and the reasons for the preference of the subjects. It also describes the instruments and procedures that were followed when the researcher was collecting data. This was an important consideration in determining the design of choice of this study. This chapter comprises the following methodologies:

Qualitative method, quantitative, target population, sample population, data collection tools, interview guide, documentation, and data analysis and research procedure.

3.1 RESEARCH PRODEDURE.

An introductory letter was got from the faculty of social sciences of Kampala International University in a way of seeking permission to do a field study in the district and for security reasons. The letter was presented to local authorities and to some respondents who asked for it. The researcher in addition gave verbal explanation on the aim of the research.

3.2 RESEARCH DESIGN.

The research employed cross-section of designs applying both qualitative and quantitative methods. The researcher employed descriptive research design because it was good to investigate the current status and nature of the social phenomena. Data was collected from adult literacy education learners, instructors and community workers. The research was carried out in Webuye Division. The area was chosen as ideal for the study since it had the highest number of adult learners in the District. The study assessed the impact of adult literacy education to community development. This was an important consideration in determining the design of choice of this study .A meaningful picture of this study could emerge by employing both qualitative and quantitative approaches of research.

3.3 QUALITATIVE METHODS.

This method was used because the study under took an explanatory approach. According to Marshall and Rossman (1998) qualitative approaches are appropriate for research that delves in-depth into complexities and process. The study on the impact of adult literacy education on community development involved issues such as the respondent's experience, practices, attitudes and benefits that are normative and sensitive in nature which demanded the use of qualitative method. This helped the researcher to gain a holistic overview of the situation because data was obtained from the respondents 'point of view.

3.4 QUANTITATIVE METHOD.

This method on the other hand was used to quantify responses to make numerical comparisons between the responses.

3.5 TARGET POPULATION.

The population in research refers to possible people from whom information can be obtained. The population in Webuye division is estimated to be 1500 people.

The population included both males and females. The population involved adult learners, adult literacy education teachers and community development workers. This is the population that was considered to have experience in adult literacy education and community development programs.

3.6 SAMPLE SELECTION AND SIZE.

The researcher's accessible population was 40 respondents in different categories of people. This sample size was considered optimum in relation to the available time and resources. The different categories of the sample population were selected purposively because of their in-depth and extensive expertise and experience in dealing with adult literate people in Webuye division.

Table 1: Showing category and number of respondents.

RESPONDENTS	FREQUENCY	PERCENTAGE
Adult literacy teachers	6	15
Community development workers	4	10
Adult learners	30	75
TOTAL	40	100

Source: Primary source.

3.7 SAMPLING TECHNIQUES.

Most of the time it is not possible to study the whole population due to many constraints such as time, limited resources and manpower. The researcher selected a few subjects for the study but the results were generalized to the whole population. A small population of people to participate as samples was selected. These samples were representatives of the population. They contained most of the characteristics presented in the population.

The researcher used purposive and random sampling technique when selecting sample. Purposive sampling refers to a technique that helps in getting information from a source which is rich enough for any piece of study.

3.8 INTERVIEW GUIDE.

This was used to collect data from the section of the respondents who were unable to write in this study, the researcher used interview because some of the respondents were not able to read and write and yet the study involved interaction with the respondents.

3.9 DOCUMENTATION.

The researcher also used documentation method which involves deriving information by carefully studying written documents or visual information from sources called documents. The researcher tried to use textbooks newspapers, articles, speeches, reports and dissertations. However the main instrument was questionnaire.

3.9.1 DATA COLLECTION.

The research employed the listed methods to collect data from the field. The researcher used questionnaire guides, documents and structured interview guide.

According to Nsubuga (2000), questionnaires are the most widely used technique by the researcher when carrying out a survey study and where qualitative analysis is involved. It involves the use of written down items to which the respondents individually responds in writing. Questionnaires are also quicker to administer on a larger number of respondents. This tool used semi-structured questions which are open to allow the respondents to give individual responses. Questionnaire also generates data and information in the shortest time possible and many times respondents can be frank in answering sensitive questions.

3.9.2 DATA ANALYSIS.

The data after being collected was analyzed using qualitative and quantitative techniques. The researcher used codes to classify the responses so as to avoid cumbersome and ambiguous data. This information after being sorted out was used to present a report in numerical and tabular form.

3.9.3 LIMITATIONS OF THE STUDY.

(I)   The researcher faced the problem of being a stranger to the respondents. However i created a rapport with the respondents which enabled me to get the information required.

(II)   The researcher was also faced with the problem of limited time for data collection, analysis and compilation of the report. Remedy: Use of more specific probing questions was of importance in guiding the answer.

(III)   Difficulties in meeting the respondents in time and delay in getting back the responses. Remedy: Unnecessary sensitive questions were omitted and respondent assured of anonymity.

CHAPTER FOUR

DATA PRESENTATION, INTERPRETATION, ANALYSIS AND DISCUSSION OF RESEARCH FINDINGS

1.0 INTRODUCTION.

In this chapter the data collected is presented, interpreted and analyzed in line with the research questions which were used to find out the impact of adult literacy education to community development. The findings presented were from a total of 40 respondents who were sampled. Out of the 40 respondents 15 were males and 25 females. In the same chapter, the data is presented and analyzed quantitatively using descriptive methods with the help of tables and graphs.

Table 2: Illustrations of age of respondents.

Age	Males	Females	Frequency	Percentages
20 – 30	5.0	20.0	5	12.5%
30 – 40	10.0	40.0	8	20%
40 – 50	40.0	15.0	12	30%
50 – 60	20.0	20.0	5	12.5%
60 – 70	15.0	10.0	10	25%
N = 40	100	100	40	100

Source: Primary data

From the table above, the findings show that most of the respondents (30%) were in age group of 40 – 50. Most of the females were in the same category (30 – 40) males were mostly in the age group of (40- 50). Age was considered important in enabling the respondents understand the variety of information according to the different activities rendered to adult literacy programs and their benefits

Table 3: Showing education levels of respondents

Level	Males	Females	Frequency	Percentage
Primary	50%	55%	16	40%
Secondary	30%	25%	10	25%
Tertiary	15%	20%	8	20%
University	5%	0%	6	15%
N = 40	100	100	40	100

Source: primary data

From the above table the findings show that majority of the respondents completed primary level (40%). There is a small number of respondents (15%) who had attained university education. The findings from the study show that males (5%) had attained higher education. No females (0%) had attained this level of education.

Table 4: showing employment statuses of respondents.

Employer	Males	Females	Frequency	percentage
Government	35	18	10	20
Private sector	15	10	7	25
Non-governmental org.	10	12	5	30
Self employed	40	60	18	25
N = 40				

Source: primary data

The above table shows that a larger percentage (30%) is employed by the Non-governmental Organizations. There is evidence that 25% of people is under the private sector . The study further established that 20% of the respondents are employed by the government. 25% the population is self employed. This means that they are engaged in income generating activities.

Table 5: Showing the impact of adult literacy education on community development.

Research question 1	Response	Frequency	percentage
(i) What is the likelihood that adult literacy education will bring about community development?	(a) Adult literacy increases the use of appropriate technology by local community members.	12	30
	(b) It increases the number of small scale enterprises managed by neo-literates and utilization of credit facilities.	8	20
	(c) Is vital in reducing gender inequality which increases women's self-esteem and empowers them economically, and politically.	20	50
Total		40	100

Source: Primary data

Looking at the table above, the study findings show that the majority of the respondents (50%) pointed out that adult literacy education plays a big role in

community development. For example women in Webuye are involved in Merry go round groups, which is a form of micro-finance.

The study further established that Adult literacy education increases the use of appropriate Technology (30%). Increase in the number of small-scale enterprises run by neo-literates is as a result of adult literacy education. This is as reveals by 20% of the respondents.

Table 6: Showing whether adoption of better method of education will lead to rural transformation.

Research questions	Responses	Frequency	percentage
2) Will the adoption of better methods of education enrich knowledge base and hence rural transformation?	a) Better methods will be responsive and hence encourage clients to articulate their needs hence rural transformation.	30	75
	b) They will enable people to continue with literacy programs, which lead to further, studies hence improve skills.	4	10
	c) Better methods will give clients confidence and ability to communicate with different people in social, economic and political fields.	6	15
Total		40	100

Source: primary data

The findings reveal that better methods will encourage learners articulate their needs and know what their community needs. Another 15% assured the

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researcher that adult literacy with improved methods would give them confidence and ability to community with different people and even be able to obtain more information for rural transformation. The rest of the respondents (10%) agreed that better methods will enable them gain more skills and further their studies.

Table 7: Showing the state of awareness of respondents towards adult literacy education.

Research question 3	Responses	Frequency	percentage
What is the state of awareness among community about adult literacy education?	a) Ineffective leadership in rural areas to sensitize people on the importance of adult literacy education.	18	45%
	b) Isolation – Most rural folks live far from the centers were adult literacy education is offered.	12	30%
	Stigma of poverty is a barrier to literacy education.	10	25%
		40	100

Source: Primary data

Looking at the table above, the study findings show that the majority of the respondents (45%) pointed out poor leadership as the cause of lack of awareness. 30% attached lack of awareness to isolation and poor communication while 25% blamed poverty to their low awareness.

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Table 8: Showing the attitude of people towards adult Literacy education.

Research question 4	Responses	Frequency	Percentage
What general images are held by communities regarding adult literacy education and what are their attitudes towards studying?	(a) Adult literacy is for those interested in gainful employment from the government.	7	17.5
	(b) There are no economic opportunities even after studying hence waste of time.	8	20
	(c) Adult literacy makes people gain confidence and are able to participate in all spheres of life.	10	25
	(d) Adult literacy promotes good utilization and management of community resources.	15	37.5
		40	100

Source: primary data

From table 8 above, the findings show that 15 respondents (37.5%) said that people with literacy skills do promote good utilization of resources which are

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available in the community. Another 25% responded that with literacy people are able to gain confidence and participate in all spheres of life.

Again the data collected using interview guide from adult learners showed that people with literacy skills can:

- Access information about gender issues eg. Gender oppression discrimination and gender gaps in Webuye division.
- Protect the environment by maintaing sustainable agricultural practices.
- Maintain personal hygiene
- Practice family planning

1.2 DISCUSSIONS.

1.2.1 Ways in which literacy education helped learners and the community in achieving rural transformation.

According to the data collected, adult literacy education is likely to bring about community development in that a higher level of literacy is needed in business and industry and any nation's growth depends on the level of literacy of its population.

The data collected indicates that the findings agree with the view of other researchers and writers mentioned in the literature review. For example Murage Cyrus (2001) said that a literacy skill not only contributes to people's economic opportunity but to their self-esteem and confidence to participate in public affairs. When people participate in activities development is likely to take place.

The study established that beneficiaries of the adult literacy programs knew little about the roles of literacy education. Most of the informants particularly adult learners knew that the ideal role of literacy education is to gain skills of writing, reading and simple calculations. They mentioned that literacy education had an important role in increasing the incomes of any given nation through the adoption of better methods of agriculture and other income generating activities.

1.2.2 Adoption of better methods of education related to needs

The response indicated that better methods related to their need would transform their areas when people are taught basing on their needs then their rural lives can be transformed. The findings do agree with Putman (2001) when he says Literacy education and training systems are still struggling with the issue of social segregation..." This sow that better methods if adopted would reverse the trend. The study further established that there was no harmony between the policy makers, the politicians and the community in the planning of the adult literacy programs. This problem makes it difficult for literacy programs to rake place and hence affects development.

1.2.3 Findings on the state of awareness among community members.

The study revealed that the state of awareness was poor. There is lack of effective leadership in the rural areas. Most people did not attend the adult literacy classes because they did not know the importance of these classes. The stigma of poverty also hinders people from studying community members are faced with absolute poverty and cannot spare any time for classes rather than engage in dirty jobs to earn a living.

Generally the research revealed that quite a big number of respondents did not know anything about the role of adult literacy education to community development. They did not know that this basic education is the foundation of social transformation. They claimed that they are isolated and the centers are far from reach.

In the literature review, researchers showed that literacy and basic innumeracy would be required of all workers in the 21st century. Adult literacy programs have therefore attempted to draw marginalized people into the social economic main stream. This means that awareness has to be created at all levels.

1.2.4 Attitude of the community towards adult literacy education.

The findings from table 7 show that the research a question was answered when informants agreed that adult literacy promotes good utilization of community resources. Good use of community facilitates helps families achieve some of its goals.

Using this analysis, the results show that the findings also do agree with views of other researcher mentioned in the literature review. "Todaro (1982) asserted that literacy accelerates the reduction of absolute poverty."

The study further revealed that most of the beneficiaries for these programs are women. Women observe some significance than men. Men do not have conducive facilities to let them join the income generating activities and hence women who said they are able to participate in all spheres of life with the knowledge gained dominate adult literacy classes.

The research shows that with numeric skills members are able to conduct business transactions and interpret, appreciate, transform and manipulate statements using mathematical operations in managing their small businesses.

Generally, the research revealed that attitudes of women rather than men were very positive towards adult literacy education. Women were ready to learn new changes but men were not interested in changes for the development of the community.

The findings show that the positive attitudes in men do not seem to be translated in action since they interact with other factors such as responsibilities, facilities, to influence men involved in adult literacy programs.

CHAPTER FIVE

SUMMARY, CONCLUSIONS, RECOMMENDATIONS AND AREA FOR FURTHER STUDIES.

1.0 INTRODUCTION.

This chapter specifically summarizes, concludes and gives recommendations on the findings and areas for further studies. The major aim of this study was basically to assess the impact of Adult Literacy Education on community development in Webuye division.

Basing on the data analysis and interpretation in chapter four, the researcher identified avenues for possible suggestions in community development programmes in Webuye division. The findings are discussed basing on the research questions.

1.1 SUMMARY.

According to the data collected, the findings revealed that the majority of people (50%) agreed that adult literacy education brings about community development. Most of the learners felt that their participation in literacy programs gave them ways and means of exploring, investigating and acquiring new knowledge essential for development. A small percentage (17.5%) did not agree with this.

37.5% of the respondents pointed out that adult literacy education promotes good utilization and management of community resources which leads to community development.

From the findings, it was revealed that more females (65%) than males (35%) attend adult literacy classes. This shows that the attitude of females towards adult literacy is positive.

75% of the respondents had a view that the adoption of better methods of education will enrich their knowledge base leading to rural transformation.

Isolation (30%) leads to non attendance of adult literacy classes and this hinders community development.

1.2 CONCLUSIONS.

Basing on the findings, the researcher concludes that Adult Literacy Education is a viable alternative education for al in order to enhance community development. A literate population is a necessity for any nation wishing to take advantage of modern technological growth. A higher level of literacy is needed in business and industry, in the armed forces and even in every day life. It has been found that adult literacy education is merely a skill of writing, reading and simple counting. Literacy education is a powerful potential given to men and women to become literate.

Most of the respondents particularly community development officers pointed out that Adult Literacy Education helps them to disseminate the messages about development programs such as Primary health Care, community sensitizations and programs on modernizations of Agriculture.
Literacy gives people the ability to find out and use new information that fives them a new sense of freedom. . It is a social process, which brings the literate person new respect and social status. Literacy education helps community members to show awareness self esteem and assertiveness in meaningful aspects of life.

As regards regulations and policies concerning adult literacy education, the study showed that there are no clear policies and regulations governing Adult Literacy programs during implementations. Therefore the researcher would conclude by suggesting to the government and other private providers to set clear rules and

regulations that could guide the implementation of adult literacy programs effectively and efficiently.

However the majority of the beneficiaries do not know this vast knowledge about the impact of Adult literacy education to community development. This is possibly because there is lack of effective leadership in rural areas. Participants are not directly sensitized about the clear content of adult literacy education. It was revealed that both the instructors and learners themselves do not have a designed curriculum to be followed in providing adult literacy education. They do not know what to be covered/taught in literacy classes.

1.3 RECOMMENDATIONS.

Basing on the findings, this section presents the recommendations deemed necessary for enhancing Adult literacy education programs, boosting adult learners and awareness creation on developmental programs.

In the first instance, the researcher recommends that there should be the development of community curriculum. Policy makers should develop curricula more relevant to the needs of participants whose grasp of material increases dramatically as it is directly linked to their daily life. They should plan for community based literacy strategy that teaches basic literacy skills but does it in ways that are informed by learners and tutor generated content and with community mobilization as the product. This means develop curricular content and tutor training material that is learner based and community development oriented.

The researcher also recommends the redesigning of the policies and systems so that they facilitate a divergence in style and approach and a high level of local judgment and flexibility not just as a rhetoric but as a reality that can be

measured in terms of the development of social and economic resources that connect people and create al of capital formation in all communities. This redesign can commence with further research about Adult Literacy Education.

Many learners want to improve their skills in operating business thus the researcher recommends that the service provider incorporates an income generating approach because this enables the community to discern the benefits of participation. The programs should be clients to articulate their needs to ensure programs relevance to participants.

Because of the great outstanding need for Adult Literacy programs observed during the study, the researcher recommends the government to increase the funding for adult education programs result into real returns to encourage increased government resource allocation.

From the study, the research found it desirable to improve on the content of the programs. It is therefore recommended that programs need to be more sustainable in order to ensure that they do not become redundant prior to fulfilling their objectives. In addition, co-ordination between the different service providers needs to be improved to ensure effective delivery of services.

The researcher also recommends that adult literacy education programs should continue to emphasize agricultural skills in the curriculum content. This will help learners acquire more functional knowledge on agriculture on which most of the income depends. The beneficiaries of adult literacy education programs are rural based and engaged in agricultural activities. Therefore much emphasis should continue to be laid upon other skills of livelihood that are appropriate to the situation of learners. For example the content should cover education, which brings about behavior that will ensure survival of human beings, societies and individuals. Focus should therefore shift from individuals and institutions to families and communities.

From the study, the problem of illiteracy was particularly widespread among women because they often have less access to formal education than do men.

The researcher therefore recommends the improvement of the status of women through the construction of more adult literacy education units hence bringing services for the women access.

From the study the researcher found out that the community tended to ignore the idea of adult literacy since the program did not favor their needs and hence ineffective. The researcher therefore recommends that local communities need to be involved in the planning and provision of adult education and training programs for these services to have meaning.

Although Kenyan adult literacy education programs are in pace, most of it takes or continues into the institutions and the work place as sites of learning, however adults live within constructs of community. The researcher hence recommends learning sites rather than at institutional and work place sites.

Adult education is one area of public policy where research has been limited to individual transformation and achievement-measuring levels of social capital is a challenge for the government. The researcher thus recommends the development of new public policy in adult literacy education, which should emerge from conversations between political actors engaging in a dialogue with individuals, groups and communities about their value and needs. Conversations between political actors, policy makers, and researchers must be about genuine partnership and participation in order for the social indicators to come to the fore and be explored.

Finally, the researcher suggests that the government should provide learning materials, tools and equipment to adult literacy classes. It should build well equipped learning centres as a key to improving adult literacy education.

1.4 AREAS FOR FURTHER RESEARCH.

More research should be carried out in this field of adult literacy education so that literacy education and training practice can embrace the politics of self location that is, wholeness of each individual nationality, culture, ethnicity, gender, class, sexuality and occupation.

An understanding of access and equity in adult literacy education requires a sociological reading which is largely absent in the current policy. Therefore more research should be carried out in order to acknowledge and confront the discourse, practices and institutional structures of society.

From the above, it is clear that the sector of adult literacy education has been characterized by lack of comprehensive research about the activities and outcomes including education programs, recreation and personal enrichment activities and therefore more research needs to be carried out in this area.

In addition it would be interesting to examine the content of the curriculum used by adult learners.

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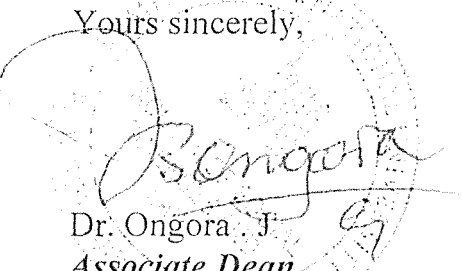
FACULTY OF SOCIAL SCIENCES

To......THE....DEPARTMENT....OF...ADULT....

EDUCATION.-..WEBUYE..DIVISION............

....

This is to introduce to you Mr/Miss ....ALIVITSA.....DOREEN:...........
who is a bonafide student of Kampala International University. He/She is
working on a research project for a dissertation, which is a partial requirement
for the award of a degree. I here by request you, in the name of the University,
to accord him/her all the necessary assistance he/she may require for this
work.

I have the pleasure of thanking you in advance for your cooperation!

Yours sincerely,

Dr. Ongora . J
Associate Dean

APPENDIX II

QUESTIONNAIRE FOR THE KEY INFORMANTS (TEACHERS)

This questionnaire will aim to seeking information about the impact of adult literacy education to community development in Webuye division.
Dear sir/madam,

You are kindly requested to participate in this study of assessing the impact of adult literacy education to community development in Webuye division. Your information shall be treated confidentially and shall be used for the purpose of the study only. So feel free to furnish me with any kind of information as much as you could.

SELF ADMINISTERED QUESTIONNAIRE

Background of the   respondent

Division...
Location...
Sub-location...
Gender: Male ☐   Female ☐

Age (should be 18 years and above)
Education: Primary ☐ secondary ☐ tertiary ☐ university ☐
1. What could be the major causes of illiteracy?

(i)..
....
....

(ii)...

....

....

(iii)..

....

....

2. In what ways does adult literacy education help the community in poverty reduction?

(i)...

....

....

(ii)..

....

....

(iii)..

....

....

3. How does adult literacy education help you as a community in the management of community resources?

(i)...

....

....

(ii)..

....

....

4. How do you get people to attend these adult literacy classes?

....

....

5. Could there be problems experienced by you while offering adult literacy education to the learners?   YES ☐   NO ☐

(a)If YES, what are they?

....

....

....

....

....

(b)How can the above problems be addressed /solved?

....

....

....

....

....

6. How has adult literacy education helped your learners and the whole community in achieving rural transformation?

(i)..

....

....

(ii)..
....
....

(iii)..
....
....

INTERVIEW GUIDE FOR THE ILLITERATE RESPONDENTS

This interview guide aims at seeking information about the impact of adult literacy education to community development from the section of respondents who are unable to read and write in the functional adult literacy classes

(1) What is the impact of adult literacy education on community development process?

(i)...

....

....

(ii)..

....

....

(iii)...

....

....

(2) How does adult literacy education help you in reducing poverty?

(i)...

....

....

(ii)..

....

....

(iii)..

....

....

(3) In which ways does literacy empower you in improving your livelihood?

(i)..

....

....

(ii)..

....

....

(iii)..

....

....

(4) How has adult literacy education helped you in building strong foundation of social transformation in your community?

(i)..

....

....

(ii)..

....

....

(iii)..

....

....

(5) How has adult literacy education helped in reducing gender inequalities?

(i)...
....
....

(ii)...
....
....

6) How has adult literacy education helped your community in development?

....
....
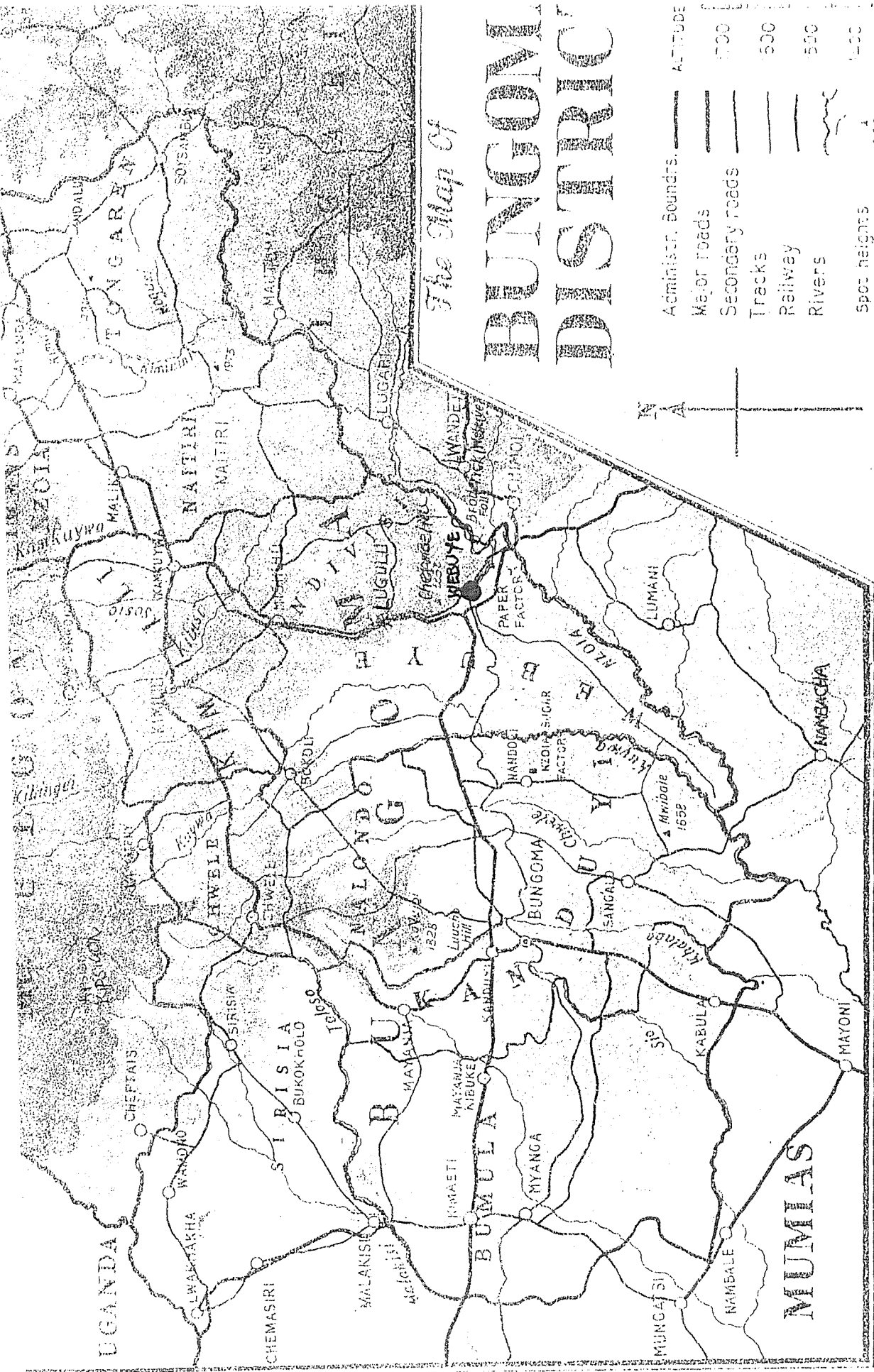
(7). What could be the community members' attitude towards adult literacy education?

Positive ☐
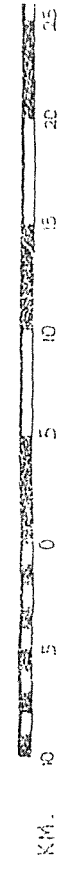Negative ☐

THANK YOU VERY MUCH

END

The Map of

BUNGOMA DISTRICT

Scale – 1 cm : 2½ km

		ALTITUDE
Administ. Bounds.		
Major roads		
Secondary roads		700
Tracks		500
Railway		300
Rivers		100
Spot heights	▲	
	3½5	

Towns – ⊙   Main Market centres – ○   Others – ○

N
A

UGANDA

TRANS NZOIA

TANGARANI

NDIVISI

NAITIRI

LUGULU

WEBUYE

MALAKISI

SIRISIA

KABULA

MUMIAS

MALAVA

BUKUSU

NALONDO

BUMULA

KIMILILI

BUNGOMA

NAMBACHA

MAYONI

CHEPTAIS

Kibisi

KABUCHAI

KANDUYI

Mt Elgon

PAPER FACTORY

NZOIA SUGAR FACTORY

LUMANI

MUNGABO

NAMBALE

Luuch Hill

Mwibale 1658

SURVEYED & PRODUCED FOR SCHOOL USE
BY ARTRIGRAPHICS–1998

Scale bar: 5 0 5 10 15 20 25 KM.

MUMIAS