

**COMMUNITY PARTICIPATION AND SUSTAINABILITY OF FUNCTIONAL
ADULT LITERACY (FAL) PROGRAMME: A CASE OF
BUSIA DISTRICT, UGANDA**

By

OUMA TITUS

Reg No.09/MMSPPM/18/046

**A DISSERTATION SUBMITTED IN PARTIAL FULFILMENT OF
REQUIREMENTS FOR THE AWARD OF A MASTER DEGREE
IN MANAGEMENT STUDIES (PROJECT PLANNING AND
MANAGEMENT) OF UGANDA MANAGEMENT
INSTITUTE-KAMPALA**

FEBRUARY, 2012

DECLARATION

I, Titus Ouma declare that the work presented in this dissertation has never been submitted for a degree in this or any other institution of higher learning. All the work contained herein is original unless otherwise stated.

Signed:.....

Date:.....

APPROVAL

This Dissertation has been submitted with my approval.

Dr. Rose B. Namara

Signature:

Date:

DEDICATION

This piece of work is dedicated to my late Father, Mzee Esau Ouma Ofuubo.

ACKNOWLEDGEMENT

I take this opportunity to express my sincere thanks and appreciation to various individuals for their assistance in the course of conducting this study. I am particularly indebted to my supervisor, Dr. Rose B. Namara for her consistent academic guidance. Her professional advice was helpful throughout this research.

My indebtedness further goes to my friends without whose invaluable support my endeavors would have been fruitless. Many thanks also go to my lecturers and course mates for providing an enabling atmosphere to complete the course.

Sincere gratitude and appreciation go to my Mother, my wife and children, who tolerated the inconveniences I caused them in one way or another while undertaking this course. They contributed enormously to my academic success and may God bless them all.

TABLE OF CONTENTS

DECLARATION	i
APPROVAL.....	ii
DEDICATION	iii
ACKNOWLEDGEMENT	iv
TABLE OF CONTENTS.....	v
LIST OF TABLES	viii
LIST OF FIGURES	ix
LIST OF PLATES	x
LIST OF ABBREVIATIONS	xi
ABSTRACT.....	xii
CHAPTER ONE: INTRODUCTION	1
1.0 Introduction	1
1.1 Background to the study.....	1
1.2 Statement of the problem	6
1.3 Purpose of the study	7
1.4 Objectives of the study.....	7
1.5 Research questions	7
1.6 Conceptual framework.....	8
1.7 Significance of the study	9
1.8 Justification of the study	10
1.9 Scope of the study	11
1.10 Operational definitions.....	11
CHAPTER TWO :LITERATURE REVIEW	13
2.0 Introduction	13
2.1 Theoretical Review	13
2.2 Effects of Resources Mobilization by the Community on Sustainability of a Community Programme	15

2.3 Community Involvement in Decision Making and Sustainability of Community Programmes	21
2.4 Information Sharing and Sustainability of Community Programmes	25
2.5 Conclusion	30
CHAPTER THREE: METHODOLOGY	32
3.0 Introduction	32
3.1 Description of Study Area.....	32
3.2 Research Design.....	32
3.3 Study Population	33
3.4 Sample size.....	33
3.5 Sample selection.....	34
3.6 Data Collection methods and instruments.....	36
3.7 Data quality control.....	38
3.8 Data analysis	39
3.9 Measurement of Variables	39
CHAPTER FOUR: PRESENTATION, ANALYSIS AND INTERPRETATION OF RESULTS	40
4.0 Introduction	40
4.1 Response rate	40
4.2 Background characteristics of respondents	40
4.3 The resources mobilization by the community and sustainability of the FAL programme in Busia district	46
4.4 The relationship between community involvement in decision making and Sustainability of the FAL programme in Busia district	55
4.5 The relationship between information sharing and sustainability of the FAL programme	61
CHAPTER FIVE: SUMMARY, DISCUSSION, CONCLUSION AND RECOMMENDATIONS.....	66
5.0 Introduction	66

5.1 Summary of Findings.....	66
5.2 Discussion	68
5.3 Conclusion	75
5.4 Recommendations	76
5.5 Suggestions for further research.....	78
REFERENCES.....	79
APPENDIX I: QUESTIONNAIRE FOR FAL LEARNERS	84
APPENDIX II: QUESTIONNAIRE FOR FAL INSTRUCTORS	92
APPENDIX III: INTERVIEW GUIDE FOR KEY INFORMANTS	95
APPENDIX IV: FOCUS GROUP DISCUSSION CHECKLIST	96
APPENDIX V: OBSERVATION CHECKLIST.....	97

LIST OF TABLES

Table 3.1: Categories of respondents who participated in the study.....	34
Table 3.2: FAL learning centers studied per sub county/Town council	35
Table 4.1: Resources mobilized by adult learners of FAL programme	46
Table 4.2: Strategies of resource mobilization by adult learners for FAL programme	47
Table 4.3: Resources mobilization by the FAL instructors on the sustainability of FAL programme	50
Table 4.4: Resource mobilization for FAL by the community in Busia district.....	51
Table 4.5: Resource utilization for FAL by the community in Busia district.....	53
Table 4.6: Pearson Statistics showing the relationship between community involvement in decision making and sustainability of FAL programme	55
Table 4.7: Major FAL programme decisions in which adult learners participated	58
Table 4.8: Community involvement in Decision Making and Sustainability FAL Programme...	60
Table 4.9: Pearson correlation statistics for the relationship between information sharing and sustainability of the FAL programme	61
Table 4.10: Communication Channels used between FAL Stakeholders	62
Table 4.11: Language of instruction during Functional Adult Literacy classes	63
Table 4.12: Information sharing and sustainability of the FAL programme in Busia District	65

LIST OF FIGURES

Figure 1.1: A conceptual model showing the relationship between community participation and sustainability of FAL.....	8
Figure 4.1: Age distribution of adult learners	41
Figure 4.2: Education level of FAL instructors	42
Figure 4.3: Sources of livelihood by the FAL learners.....	43
Figure 4.4: Year of commencement by FAL instructors in Busia district	44
Figure 4.5: Frequency of attending FAL Programme Meetings by learners	56

LIST OF PLATES

Plate 4.1: Mats weaved by Babiri Bandu FAL class.....	49
Plate 4.2: Agali awamu FAL class conducted at Mbehenyi primary school	54
Plate 4.3: Fena Tuyige FAL class conducted in open space provided by a community.....	
Member	54

LIST OF ABBREVIATIONS

DALMIS	District Adult Literacy Management Information System
CBOs	Community Based Organizations
CDD	Community Driven Development
DESD	United Nations Decade of Education for Sustainable Development
DLSP	District Livelihood Support Programme
DVV	German Adult Education Association
EFA	Education For All
FAL	Functional Adult Literacy
FBOs	Faith Based Organizations
ICEIDA	Icelandic International Development Agency
IGA	Income Generating Activity
HIV	Human Immunodeficiency Virus
MGLSD	Ministry of Gender, Labour and Social Development
NAADS	National Agricultural Advisory Services
SPSS	Statistical Package for Social Scientists
UNLD	United Nations Literacy Decade
WECD	World Commission on Environment and Development

ABSTRACT

The main objective of the study was to establish the relationship between Community Participation and Sustainability of Functional Adult Literacy (FAL) programme in Busia District. The study was motivated by reports of high learner-instructor drop out rates as well as poor mobilization for the programme by local leaders which threatened sustainability of the FAL programme that had previously performed well. Specifically, the study sought to establish the effect of resource mobilization, community involvement in decision making and information sharing on Sustainability of this programme. The study was conducted in 5 rural Sub Counties and one Town Council in Busia District. During the study, 57 FAL instructors and 60 Adult Literacy learners were interviewed. A cross sectional descriptive research design was used and primary data was collected through interviews and observations. The socio-economic data collected was analyzed both qualitatively (descriptive statistics) and quantitatively (Pearson Product Moment Correlation) using SPSS software. The study findings showed that fifty five (55%) of the adult learners contributed to the FAL program through provision of land for demonstration purposes, 3.3 percent constructed structures for FAL classes, 5 percent sold commodities from IGA projects, and 13.5% mobilized people in the community to join FAL classes. Resource mobilization for the FAL programme was mainly carried out through development of grant proposals, self-contributions, running small businesses among others. In addition, there was a significant positive relationship ($p > 0.001$) between community involvement in decision making and sustainability of FAL programme. Most of the Adult learners (54%) had attended meetings to discuss FAL programme issues for at least 4 times in 12 months. There was also a significant positive relationship ($p > 0.001$) between information sharing and sustainability of the programme which implied that information sharing improved the sustainability of FAL programme. While this study has bridged the information gap on how communities in Busia District enhanced sustainability of FAL programme, there is need to increase funding to the programme by both Government of Uganda and other stakeholders for its successful and sustained implementation, involve adult learners in the decision making processes, enhance information sharing and put in place strategies to provide FAL graduates with some forms of employment.

CHAPTER ONE

1.0 Introduction

This introductory chapter presents the background to the study, the statement of the problem, the purpose and objectives of the study, research questions, and scope of the study, the significance, justification and operational definitions of terms.

1.1 Background to the study

Community participation is an essential part of community development process which allows involvement of people in the different stages of development programmes (Aref & Ma'rof, 2008). Since the 1980s, the Sustainability concept has been used in development literature especially in the sustainable development theoretical and empirical studies (Shiva, 1992). The turning point however, came in 1987 with the release of a report by the World Commission on Environment and Development (WECD) titled *Our Common Future* which popularized sustainable development and positioned it as a topic of national and global importance. The report was seen as a 'global agenda for change' (WCED, 1987) and promoted sustainable development as the solution to the growing concerns over environmental degradation and the effects of the consumer society.

Banerjee (2003) observed that the pairing of the concept of "sustainability" with "development" clearly placed the concept within the discourse of development. Arguably, however, the major contribution of the Brundtland Commission of the United Nations of March 20, 1987 has been its definition of sustainable development: "sustainable development is development that meets the needs of the present without compromising the ability of future

generations to meet their own needs” (WECD, 1987). Following the Brundtland Report was the ‘Earth Summit’ in Rio de Janeiro in 1992 which further turned sustainable development into a well-known term worldwide” (Castro, 2004).

Despite its dramatic historical development, the holistic nature of sustainability opens it to a broad range of interpretations and misinterpretations often based on the particular socio-economic, political and other locations of practitioners. Economists and ‘developers’, (Bertrand, 1995; Bandhauer *et al.*, 2005) for example view it in terms of economic sustainability, environmentalists as environmental sustainability, and socio-economists as socio-economic sustainability (Miller, 2005). This often results in conflicting scenarios at the operational level with varying levels of emphasis depending on the professional orientations of the practitioners.

The global capitalism rooted in the exploitation of natural and human resources has formed the backbone for the development of most developed countries; it has led to major environmental, social and economic problems which the world is trying to address through many programs including Functional Adult Literacy (FAL). As such there are a number of international commitments and benchmarks that emphasize the role of adult literacy in achieving education for all and development. Such initiatives include the Dakar Framework of Action (2000) Education for All Goals, United Nations Literacy Decade (UNLD), and the United Nations Decade of Education for Sustainable Development (DESD). Specifically the fourth goal of Education for All (EFA) calls on countries to “*achieve a 50 % improvement in*

levels of adult literacy by 2015, especially for women and equitable access to basic and continuing education for all”.

Meanwhile, community participation is being propagated as an engine of sustainable benefits in demand-driven development programmes. It is widely argued that community participation contributes to better projects, better development and collaborative governance (Enserink & Koppenjan, 2007). Participation is the process through which stakeholders influence and share control over priority setting, policy-making, resource mobilization and allocations and teamwork (World Bank, 2007). Participation involves provision of adequate information, consultation, offering some options, listening to feedback, deciding together, acting together and, supporting independent community interests (Narayan, 1996).

The potential benefits of community participation in development projects are multi-fold and have been well documented. For example, the World Bank (2000) indicates that community participation can bring important new information to the table, facilitate development of innovative approaches and solutions, and may enhance public acceptability of government decisions, if well implemented. Likewise, Narayan (1996) indicated that some of the important reasons why community participation is one of the essential criteria for successful development projects include the fact that services can be provided more cheaply; there is an intrinsic value in participation; there is a catalyst for further development; a sense of responsibility is encouraged; there is a guarantee that a felt need is involved; ensures that 'things are done the right way'; valuable indigenous knowledge is used; people are freed from dependence on others' skills; and that projects are more likely to be self-sustaining.

With community participation in FAL programmes, a sense of ownership develops because the communities look at the programs as theirs (Nkata, 1996). They are responsible for managing, implementing and monitoring them. Therefore, when the work is done, there is a sense of inner reward (Action Aid, 2002). Apart from communities gaining knowledge, attitudes and skills in performing different tasks in FAL activities like employment and supplying available local materials; the involvement of the different stakeholders ensures that there is continued support, innovativeness, and sustainability of the program. This usually prepares the community to stand on its own, make their own plans, and implement them on their own.

In Uganda, FAL is identified as one of the major tools for improvement of literacy levels¹ and consequently, poverty eradication (MoGLSD, 2002). The program provides skills in reading, writing, and counting integrated with practical knowledge and skills. It is a participatory approach that motivates the learners to continue searching for knowledge and skills, which help them to improve on whatever they are engaged in for the betterment of their lives, and communities where they live (Ministry of Gender, Labour and Social Development, 2004). The program targets youth and adults of 15 years and above who missed formal education system and those who dropped out during lower stages of formal education. The program also promotes learning while at home and at work thus ensuring continuity of learning. FAL therefore is essential in fulfilling the Millennium Development Goals and Education for All goals which include “achieving a 50 percent improvement in levels of adult literacy by 2015,

¹ The National Adult Literacy Strategic Investment Plan (2002/03 – 2006/07) targeted to achieve a 50% improvement in the literacy levels by 2007.

especially for women, and equitable access to basic and continuing education for all adults”(Abadzi, 2003).

Since 2000, Busia District local government through the Department of Community Development implemented this programme in all its sub-counties. A Report by the District Community Development Officer (2009) reveals that the Department of Community Development mobilized illiterate community members, established FAL classes and trained FAL instructors which led to a dramatic increase in the number of adult learners in the district. There are about 4000 adult learners in the District as per the District Adult Literacy Management Information System (DALMIS). The District has also trained 40 English Adult literacy instructors. The District in partnership with the Ministry of Gender, Labour and social Development have the obligation of providing FAL classes with materials such as chalk, chalk boards, dusters, stationery as well as technical backstopping.

Despite its potential benefits, different researchers (Mulwa, 1987; Burkey, 1993) have noted that community participation in FAL is not yet understood by some stakeholders. A report by the Ministry of Gender, Labour and Social Development (MoGLSD, 2003) noted that there are proxy indicators to gauge the extent the communities are involved in FAL implementation. For example, activities they are engaged in, who engages in what, how often, economic value of different activities, its effects on different strata of people in a community, benefits and results, and who decides what to do. Consequently, this study analysed community participation in FAL programme through resources mobilization, decision making and information sharing among stakeholders.

1.2 Statement of the problem

Sustainability of development programmes like FAL can be attained when there is availability of personnel with the required skills and expertise, adaptability of FAL in relation to innovations and deviations and achievement of long term literacy.

Busia District local government through the Department of Community Development has implemented the FAL programme in all its sub-counties since 2000. A Report by the District Community Development Officer (2009) reveals that the Department of Community Development mobilized illiterate community members, established FAL classes and trained FAL instructors which led to a dramatic increase in the number of adult learners to over 1000 in the District. On their part, community members provided the necessary local training materials, identified literacy instructors, bought for themselves scholastic materials, organized learning venues and participated in monitoring and supervision of FAL activities. Soon after this however, there was high learner-instructor dropout rates, irregular attendance of FAL classes and FAL learners taking long to graduate among others (Busia District Local Government, 2009). While this was happening, the local community and government paid little attention. This raised a question as to whether FAL programme could be sustainable without community participation, yet community participation is said to enhance sustainability of community programmes (Uddin, 2005). It is against this background that a study to establish the relationship between community participation and sustainability of FAL programme in Busia District was conducted.

1.3 Purpose of the study

The purpose of the study was to establish the relationship between community participation and Sustainability of FAL programme in Busia District.

1.4 Objectives of the study

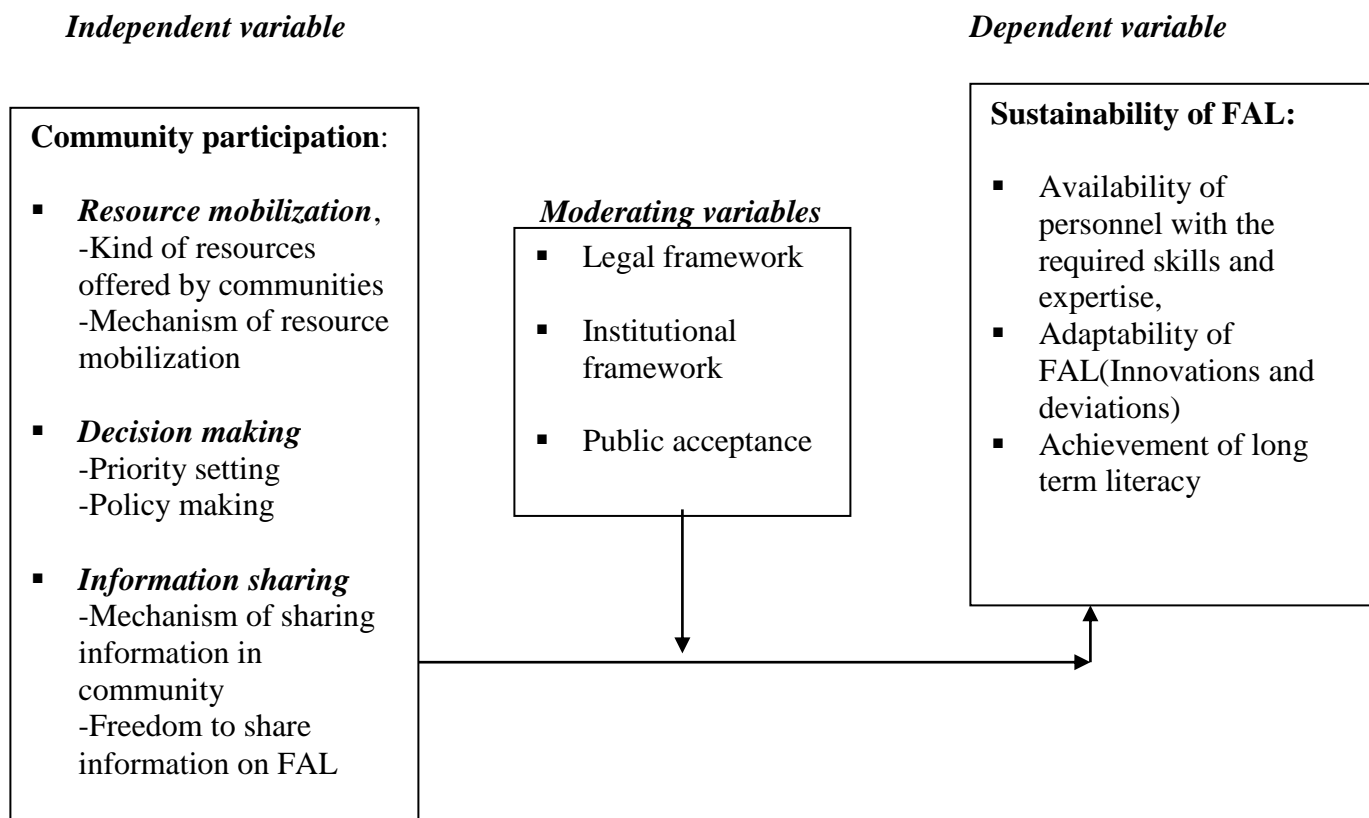
1. To establish the effect of resources mobilization by the community on sustainability of FAL programme in Busia district.
2. To examine the relationship between community involvement in decision making and sustainability of FAL programme in Busia district.
3. To examine the relationship between information sharing at community level and sustainability of FAL programme in Busia district.

1.5 Research questions

- 1) What is the effect of resource mobilization by the community on sustainability of FAL programme in Busia district?
- 2) What is the relationship between community involvement in decision making to sustainability of the FAL programme in Busia district?
- 3) What is the relationship between information sharing and sustainability of the FAL programme?

1.6 Conceptual framework

In this study, the independent variable was community participation while the dependent variable is sustainability of the FAL programme as illustrated in Figure 1.1.



Source: Based on Uganda National Adult Literacy Strategic Investment Plan 2002/03–2006/07.

Figure 1.1: A conceptual model showing the relationship between community participation and sustainability of FAL

Although sustainability of any programme can be measured using different parameters, this study assumed that sustainability of FAL depends on community participation. Community participation was studied in terms of resources mobilization, decision making and information sharing among community members. Resources mobilization was measured by analyzing

community contribution of FAL locally available materials, fundraisings; skills, knowledge and capacity for proper use of resources.

Decision making involved priority setting and policy making while information sharing was analyzed by looking at the mechanism of sharing information in community and freedom to share information on FAL issues. Sustainability of FAL was analyzed looking at availability of personnel with the required skills and expertise, adaptability of FAL in relation to innovations and deviations and achievement of long term literacy. However, for community participation to lead to sustainability of FAL programme, some factors- known as moderating factors regulate the relationship. However, the moderating factors such as the legal framework, institutional framework and public acceptance are not considered in this study.

1.7 Significance of the study

The study is important in that it will enable decision makers to have an informed position about the present community participation levels and hindrances in the sustainability of the FAL programme.

The study is set to inform Researchers, Government, Donors and other stakeholders about the need to support community mobilization initiatives in the promotion of FAL programme in the District

The study findings will be a basis upon which Government will build on especially in the implementation of prosperity for all programmes.

The study findings will help to show the importance of literacy (reading, counting and numeracy) among the population for smooth implementation, acceptability and sustainability of different programs.

The study findings are also expected to improve on the vigilance of community members after successful implementation of FAL programme and therefore take keen interest to develop projects that enhance community participation.

The study will enable other researchers to bridge the gap in the context of adult learners' effects in the improvement of household livelihood.

1.8 Justification of the study

Several studies have been conducted on community participation, community involvement in development projects and sustainable development (Ekodeu, 2009; Castro, 2004; Enserink & Koppenjan, 2007; and Nice, 2008) but no study has linked community participation to sustainability of development projects especially FAL programme.

While Nice (2008) centered her research on assessment of participatory monitoring and evaluation of development projects by NGOs in Busia district, she did not establish the relationship between community participation and sustainability of FAL programme in the same district. Besides, Ekodeu (2009) investigated the challenges of participatory monitoring and evaluation of HIV/AIDS Development Projects in Lira District.

Although some aspects on public participation like involvement in decision making were reported in the studies above, the current study has attempted to establish the relationship

between community participation and sustainability of FAL programme in Busia District which is not yet documented.

The final report will therefore attempt to highlight the importance of community participation in form of decision making, resources mobilization and information sharing to sustainability of the FAL programme in Busia district and other similar areas of Uganda.

1.9 Scope of the study

The study was carried out in 5 rural Sub counties and one Town Council in Busia District. Busia District was selected for study because it was one of the pioneer Districts where community members embraced FAL program, yet no study had linked community participation to Sustainability of community projects. The respondents included FAL instructors, adult learners, Ministry of gender, labour and social development officials and Community Development Officers. The conceptual coverage of the study focused on establishing the effect of resource mobilization, community involvement in decision making and information sharing on Sustainability of the FAL programme. The study covered a period of four years from 2005 to 2008. The year 2005 was selected to mark the spread of FAL programme in Busia district.

1.10 Operational definitions

Community: In every day usage, the concept community refers to a geographical location and its residents (Sakala, 2004). The physical boundaries of the locality may include road, paths, forests, hills, mountains, rivers, and constituencies. UPHOLD (2003) defines a

community as “a stratified group of people living in an area and are bound together by some common norms, culture, values, interests; and often share resources as well as challenges.” In a community we find all categories of people ranging from children, adolescents, adults, parents, elders, leaders, teachers, peer groups, community resource persons, Community based institutions like CBOs, FBOs, and CSOs and others.

Community participation: A process engaging and involving communities actively in the program cycle from identification to evaluation, with clear roles and responsibilities for all the stakeholders including men, women and children (Narayan, 1996). In this study, community participation is measured by resources mobilization by the community, community involvement in decision making and information sharing at the community level.

Sustainability

Sustainability can be defined as a process with ability to maintain itself without additional inputs over an indefinite period of time (Toomey, 2008). Sustainability can be defined as ‘maintaining what already is.’ The central idea is that of a ‘closed loop’ energy system, in which energy created by a process is captured and reinvested into maintaining that process. In this study, sustainability of FAL is defined as the ability of FAL to maintain itself through availability of personnel with the required skills and expertise, adaptability of FAL to context, innovations and deviations and achievement of long term literacy.

CHAPTER TWO

LITERATURE REVIEW

2.0 Introduction

This chapter presents the theoretical review and general literature review about community participation and sustainability of community programmes. The purpose of the review is to clarify the research problem and provide a theoretical basis for the study. Specifically, the literature is reviewed with reference to the major themes of the study, namely; the effect of resources mobilization by the community on sustainability of a community programme, community involvement in decision making and sustainability of community programmes and, the relationship between information sharing and sustainability of community programmes.

2.1 Theoretical Review

Sustainability and sustainable development are concepts used interchangeably. The Bruntland Commission memorably defined sustainability in its 1987 report “Our Common Future” as; “Development that meets the needs of the present without comprising the ability of future generations to meet their own needs” (WCED, 1987). However, other authors perceive Sustainability differently, hence:

“Development is for the people and by the people. The essence of sustainable development is of people, with a change of their attitudes, leading to a change in their habits” (Gallopín, 1994).

It took many years of intensive work to reach a global consensus on the elements of sustainable development, but it was finally achieved in 1995 at the World Summit on Social

Development, this definition brought together what is called the “Three Es” Environment, Economy and Equity (Elhaut, 2007). “With this diversity, sustainability is an essentially vague concept, and it would be wrong to think of it as being precise, or capable of being made precise” (TANGO International, 2009).

Although lack of sustainability seems to be a common phenomenon in many of development projects, the sustainability concept has been studied widely by scholars. Sakala (2004) studied sustainability of World Vision Zambia projects and found that projects which had been wound up did not make significant impact on the community members’ overall living standards because they were not self-reliant and therefore not sustainable by the community members.

This study was guided by the “*Sustainability Theory*” developed by Brazilian educator Paulo Freire (1970) who acknowledged that a development project’s degree of sustainability is determined in large measure by the extent of buy-in by the local population, and that buy-in is determined for the most part by the extent of participation involved. “Unless an innovation is highly compatible with clients’ needs and resources,” he writes, “and unless clients feel so involved with the innovation that they regard it as ‘theirs,’ it will not be continued over the long term.” Freire (1970) indicated that community-based forms of communication such as songs, theater, radio, video, and other activities that require group intervention need to be promoted. More than mechanisms to disseminate information, they can provide opportunities to identify common problems and solution, to reflect upon community issues, and mobilize resources. Likewise, this study sought to establish the different mechanisms of information sharing and how they lead to sustainability. While Freire advocates that community members, rather than “professionals”, should be in charge of the decision and production processes; this

study analyses how community involvement in FAL decisions leads to sustainability of the FAL programmes.

The theory indicates that sustainability cannot be achieved without innovation, and innovation is best achieved in a culture that embraces learning (Senge, 1990). The quest for sustainability and sustainable development requires integrating economic, social, cultural, political, and ecological factors (Gallopín, 1994). It requires the constructive articulation of the top-down approaches to development with the bottom-up or grassroots initiatives. It requires the simultaneous consideration of the local and the global dimensions and of the way they interact (Phillips, 2007).

2.2 Effects of Resources Mobilization by the Community on Sustainability of a Community Programme

Chawla and Berman (1996) defined resource mobilization as a process, which identifies the resources essential for the development, implementation and continuation of works for achieving the organization's mission. In real terms, resource mobilization means expansion of relations with the resource providers, the skills, knowledge and capacity for proper use of resources. Resource Mobilization does not only mean use of money but its extensiveness denotes the process that achieves the mission of the organization through the mobilization of knowledge in human, use of skills, equipment, services etc. It also means seeking new sources of resource mobilization and right and maximum use of the available resources.

By mobilizing local resources to support community programmes, Sekajingo (2007) noted that both local organization and local contributors benefit in a number of ways:

i) Sense of ownership: By contributing their time and resources, citizens, institutions, businesses, and others can assume greater ownership of activities that directly contribute to the positive development of their communities. The sense of “ownership” comes from the pride and accomplishment of knowing that they have done their share to make their community a better place to live.

ii) Building social capital — Social capital refers to the value of social networks and the increased willingness of individuals and organizations to help one another as a result of these relationships. By seeking local support, community programmes like FAL are more likely to build long-term relationships with other institutions and organizations. Although Sekajingo (2007) indicated that these relationships contribute to the social capital within the community, his study did not relate social capital with innovations necessary for sustainability.

iii) Sustainability — community resource mobilization increases the sustainability of community initiatives. As relationships and communication between community programmes and supporters develop, future support is more likely. Besides, members of the community with long-term interests in community projects, local supporters are more likely to continue supporting initiatives than external donors. It is in line with the above that this study assessed the sustainability of FAL by looking at availability of personnel with the required skills and expertise, adaptability of FAL in relation to innovations and deviations and achievement of long term literacy.

iv) Independence - community resource mobilization also gives community projects more independence and flexibility to implement activities targeting needs that a community finds important. Additionally, local support means that community programmes like FAL do not have to adjust their programs to meet the needs and interests of external donors.

A study by Norton (1996) also noted that some of the possible resources which can be mobilized within the community are financial resources. These are probably the key resources that all community programmes need to be able to function and carry out their work. Depending on the source, Norton (1996) observed that financial resources may be targeted to specific expenses or be used at the community discretion. Financial resources can be raised from local citizens, business, local authorities, or other in a variety of forms and through many means, including: donations of cash, grants from local authorities or other community organization, user fees for participation in various activities, membership dues paid by members, fundraising events and, sponsorship of a community programme and/or their activities by local business. Although Norton enumerated the various sources of financial resources, his study did not examine how such resources can lead to sustainability of a development programme like FAL.

The second possible resources which can be mobilized within the community according to Norton (1996) are in-kind material donations. These can help to reduce the costs of implementing an activity significantly. Examples of in kind material donations include: office supplies needed for the operation of a community programme, building materials for the reconstruction of community buildings, use of a car or other vehicle to transport or visit beneficiaries, sports and recreational equipment for playgrounds or youth programs, food and drinks to offer to volunteers or beneficiaries. Norton (1996) further indicates that others like in-kind intellectual services can be an extremely valuable contribution for projects that require expensive expert and professional services such as legal, accounting, medical, psychological or counseling. Finally, space such as the free use of a room, office building, community

center, school or playground for regular or special events is another resource which can be mobilized within the community. This study established the effect of resources mobilization by the community on adaptability of FAL and achievement of long term literacy in Busia district.

Meanwhile, Robinson and Mutakyahwa (2004) described some of possible mechanisms in resource mobilization as:

a) Submitting grant proposals or writing letters to local NGOs, local individual supporter requesting for resources.

b) Running a small business: the NGO can run small business such as: Selling products like food supplement medicines, condoms and HIV/AIDS counseling books, and selling services like counseling services.

c) Events and actions like fundraising events, demonstrations, music concerts. These events and actions can both raise financial resources and increase public interest in your work.

d) Face to face: meeting a person face to face and asking for resources Determining which resource mobilization mechanisms are realistic is highly context specific and therefore to identify mechanisms that are appropriate to certain communities depend on their culture and attitudes of that community.

e) Raising fees: An organization can raise fees by selling its technical skill, expertise to other organization, like becoming resource person of a training, raising fees from visitors to your organization for the time given, and raising fees from individuals or organizations coming to you organization for research.

f) Self Contribution: The most effective tool of resource mobilization is self-contribution. Before collecting resources from other organization, it would be good for every organization to start some work from self-contributions.

g) Enhancement of internal capacity: Internal capacity building is one important mechanism of resource mobilization. As resource mobilization is a continuous process, it would not be appropriate for any organization to always depend on others for resource mobilization. For resource mobilization, the organization should enhance the capacity of its office-bearers. For appropriate use of available resources, it should also develop internal policy and regulations, committee, sub-committee and all equipments of management. In this context, essential capacity like skills of writing a proposal, expanding relations, auditing and formulating policy and regulations should also be developed internally. Although Robinson and Mutakyahwa (2004) presented the above mechanisms of resource mobilization, they mainly concentrated on availability of personnel with the required skills and expertise as the only measure of sustainability of FAL. The authors neglected adaptability of FAL in relation to innovations and deviations and achievement of long term literacy which this study has investigated.

Similarly, the Ministry of Gender, Labour and Social Development (2004) observed that successful implementation of FAL programme will depend on mobilization of adequate resources and their proper allocation and utilization. That resources for FAL could be mobilized through fundraising at national, district and sub county levels; lobbying and advocacy at all levels, project proposal writing, taxation, budget provisions by the central and local governments; grants and donations, learners and community contributions. Although,

community contributions were included as one of the resources for FAL, no empirical study, particularly covering what kind of contribution communities can make and how they can deliver it to sustain FAL classes in terms of required skills and expertise, adaptability of FAL in relation to innovations and deviations and achievement of long term literacy.

Considerable literature exists regarding the pros and cons of instructors (Rogers, 1991) and the conclusion is that they should be paid if programs are to be sustainable. Volunteerism is not an easy way to staff a program, especially a long-term program. For example, 170,000 volunteers were permanently needed in Indonesia; the turnover rate was high, and limited demands could be made of their time. In Uganda, it was also found that instructors were hard to sustain without sufficient remuneration (Okech *et al.*, 1999). Ironically, the civil servants in the adult literacy departments receive regular salaries and training to oversee the programs, but those who actually deliver it receive very little. Consequently, there is frequent absenteeism by instructors of FAL classes due low morale and the need to do other activities to supplement their income.

While many of the above studies concentrated on the effect of resource mobilization on management of business organizations, they neglected informal education institutions. Besides, their emphasis wasn't on community members. Coupled with the fact that most of the studies were conducted several years ago, they cannot be relied upon to explain the relationship between resource mobilization and sustainability of the FAL programme. Therefore, this study was necessary to close these gaps.

2.3 Community Involvement in Decision Making and Sustainability of Community Programmes

Decision making is a fundamental process in determining community participation, programme success and continuity. The importance of decision making in educational organizations has been recognized as a key function required by administrators as well as other stakeholders (Dawson, 1984). In schools where a clear commitment to learning is apparent, more community participatory decision making is crucial to the overall effective operation of the school (Ward & Pascarelli, 1987). Despite this, there is no data to serve as evidence that involvement of community members in decision making leads to achievement of long term literacy by community members.

According to Hall (2006), common components for a successful team decision management approach include: a) two or more people working together on a management activity with a common mission or goal; b) the team consists of representatives of important sub-systems in the organization who work together on a common goal; c) general input into administrative policy decisions is provided; d) teams are comprised of a small number of individuals and community representatives who have different backgrounds, skills and knowledge who work together towards a specific goal; e) participative management involves employees in the decision-making process which affects their working conditions and; f) individuals who are affected by the decision have input and involvement in the process of making decisions and therefore have a feeling of ownership in the decision process. While the FAL programme involves community members as learners and instructors, local leaders, FAL supervisors as well as Community Development Officers, there is no study that has been conducted to find

out if team decision making has been used by FAL stakeholders to ensure adaptability of FAL in relation to innovations or deviations in Busia District.

Therefore, adult literacy is highly relevant to poverty alleviation efforts worldwide, because much of the information needed to make decisions and improve one's economic, personal, family, or political conditions is presented in written form (Abadzi, 2003). People must be able to understand a script code quickly, understand the contents of the documents, and decide upon options transmitted in them. For these reasons, reduction of adult illiteracy is an important component of the Education for All (EFA) initiative, a global effort to achieve universal completion of primary education by 2015 and eliminate gender disparities in education. Much as FAL programme is meant to compliment EFA efforts, no study has documented how adaptable it is in terms of innovations and deviations. The current study is a step to fill this research gap.

Subordinates in institutions need to be involved in decision-making process. This is because there are general merits of this practice in spite of Maicibi (2005) negative view about their involvement. According to Maicibi (2005), "many problems do not permit a great deal of community participation simply because they must be dealt with swiftly". This does not rule out the inclusion of other stakeholder in decision-making whenever necessary and feasible. Maicibi (2005) probably called for attention for urgent, simple and straight situation needing quick solutions but did not go further to establish the effect of community involvement in decision making and its effect on long term attainment of literacy by the community. This necessitated the present study.

Bartle (2007) in a study about participatory management discovered that community members would want to participate in decisions that affect them and they would readily implement a programme that they have helped in its design. In fact, according to Bartle (2007) community members tend to show enthusiasm, devotion, ingenuity and high morale when they participate in the decision-making process. In a school, staff and students involvement in the process of decision-making enhances initiatives, cooperation and team spirit. It is a situation like this that Udoh *et al* (1990) conclude that when institution heads and subordinates have satisfaction in the process of arriving at decisions, "the overall effectiveness of the system will be sure".

Shared decision making is widely considered to widen the knowledge base, stimulate creativity and social support for policies (Leeuwis, 2004). Participation is the involvement in a decision-making process, of individuals and groups that are either positively or negatively affected by a planned intervention (e.g. a project, a program, a plan, a policy) or are interested in it (André *et al.*, 2006). It acknowledges that the stakeholders have the right to be informed early and to be pro-actively involved in a meaningful way in proposals which may affect their lives and livelihoods. Involving the community members in planning and organization of FAL programme activities may encourage them to show enthusiasm, devotion, ingenuity and high morale for the activities. However, it is not clear if these will ensure availability of personnel with the required skills and expertise and, adaptability of FAL which are necessary for sustainability.

Similarly, the issue of democracy in decision-making process in institutions has attracted scholar's comments as whether it enhances sustainability of an education programme. For

instance, Afolayan (1982) agreed that decision-making in educational institutions should be democratized since, "the staff and community members possess varied abilities, backgrounds and divergent view point". The administrator stands to benefit from these varied qualities of others when he involves them in the process of decision-making. This is because no one individual is an embodiment of complete knowledge and no one has a monopoly of knowledge necessary for arriving at rational decisions in all situations at all times.

Despite the above, some researchers like Okumbe (1998) have noted that it is not convenient, feasible and in some cases not possible to involve everyone in an institution in the process of decision-making. In most cases, this is true due to the large number of staff, students, and community members in the institutions. At times it is due to the nature and implication of the decision to be made. At a point of decision-making, Maicibi (2005) reveals that several basic questions are raised to determine the degree to which the subordinates should or could be involved.

- a) *Expertise*: Who knows how to solve the problems? Is it the administrator alone? It is a particular staff or group of staff? Or community members?
- b) *Acceptance*: Is the community's acceptance of the decision crucial for effective implementation? If implementation fails, is it because community members refuses to go along with the decision?
- c) *Time*: Is there enough time to get stakeholders involved in the process of decision-making? Is the issue so crucial and urgent that immediate decision is necessary?

The three criteria of expertise, acceptance and time vary in importance according to circumstances. It was not clear, whether the above criteria were observed with regard to FAL programme matters in Busia district.

Although most of the above empirical studies posited that involvement of the community and other stakeholders in decision making is good for efficient management of education, none of the studies was on the context of an adult literacy programme like FAL. To contribute to the closure of this gap, this study attempted to establish the relationship between community participation in decision making and the sustainability of FAL programme.

2.4 Information Sharing and Sustainability of Community Programmes

Information sharing mechanisms are defined as the formal and informal mechanisms for sharing, integrating, interpreting and applying know-what, know-how, and know-why embedded in individuals and groups that will aid in the performance of project tasks (Fong, 2006). Goodman & Darr (1998) observed that although common problems may be encountered across different community projects, effective sharing of information across projects can reduce the organizational costs of duplicating efforts to invent the same solutions. Firms/communities that can successfully share knowledge and information across individuals and projects may find that ideas and experiences in one project can frequently solve the problems of another (Davies & Brady, 2000). To enable effective sharing of information across projects, information-sharing mechanisms are the means by which individuals access knowledge and information from other projects. Although this study looked at how communities can successfully share knowledge and information across individuals and

projects, it did not investigate how the mechanism of sharing information in community and freedom to share information on FAL issues can influence achievement of long term literacy.

The understanding of information sharing was central to the ideas of Paulo Freire (1970) who argued that development programs had failed to educate community members because they were interested in persuading them about the benefits of adopting certain innovations. Development programs tried to domesticate foreign concepts, to feed information, to force local populations to accept Western ideas and practices without asking how such practices fit existing cultures. The underlying premise of such programs was that people should not be forced to adopt new practices no matter how beneficial they seem in the eyes of agencies and governments. Instead, people needed to be encouraged to participate rather than adopt new practices based on information.

Freire offered the concept of liberating education that conceived information sharing as dialogue and participation. The goal of information sharing should be concretization, which Freire defined as free dialogue that prioritized cultural identity, trust and commitment. His approach has been called “dialogical pedagogy” which defined equity in distribution and active grassroots participation as central principles. Communication should provide a sense of ownership to participants through sharing and reconstructing experiences. Education is not transmission of information from those “who have it” to those “who lack it,” from the powerful to the powerless, but the creative discovery of the world.

Freire's model and participatory models in general proposed a human-centered approach that valued the importance of interpersonal channels of communication in decision-making processes at the community level. Studies in a variety of Third World rural settings found that marginal and illiterate groups preferred to communicate face-to-face rather than through mass media or other one-way sources of communication (Okunna, 1995). The recommendation was that development workers should rely more on interpersonal methods of information sharing rather than national media and technologies, and that they should act as facilitators of dialogue.

According to Hoy and Miskel (1987), channels of communication are defined as the routing patterns that the message is to follow", namely, vertical, which can either be down-ward or upward communication, or the pattern can be horizontal which is also referred to as lateral communication, or may be multi-directional. It should be noted however that by whatever definition of communication, a message to communicate can be written, oral/spoken words in face to face situation for example during meetings or casual conversations. It can also be non-verbal through signals, or by use of electronic devices like telephone, computers, radios or television.

Kauchack and Eggen (2007) identified six components of effective communication in management of the teaching-learning environments: "precise terminology, connected discourse, transition signals, emphasis, congruent verbal and non-verbal behaviour and feedback". Besides, Maicibi (2005) indicates that effective communication is said to have taken place when the target of the communication act has responded either directly by writing,

verbally or indirectly by demonstrating an attitude change or deliberately refused to act. Through communication, school managers pass on ideas, rules, orders, knowledge and skills so as to guide and enable their employees to perform various tasks in a desired manner. It is through communication that they can plan, organize their curricula, staff their schools, co-ordinate and control their schools' activities in a desired manner. The means of communication used in a school organization involves face-to-face discussions, memoranda, reports, telephone calls, letters, notices and queries.

Hinds and Pfeffer (2003) indicate that information sharing can take place at the individual or collective level. Individualized versus institutionalized information-sharing mechanisms differentiate between mechanisms that are used to support information sharing at the individual level versus the collective level. Individualized mechanisms support information sharing at the individual level. They have limited reach, or there is a limited number of people who are able to access the information (Evans & Wurster, 1997) Individualized mechanisms tend to be based on the random decisions of individuals and are unique to individuals or small groups. These mechanisms also tend to be adhoc individual level initiatives that are informal (occurring naturally without external intervention) and unstructured (usually ad hoc and unplanned). Institutionalized information-sharing mechanisms support information sharing at the collective level, as they enable the transference of learning and information from an individual to a large number of individuals, by embedding knowledge sharing capabilities into the structure and routines of an organization (Fong, 2006). Institutionalized information-sharing mechanisms characterize the use of mechanisms that are formal (established and endorsed by the organization, who have put in place the necessary supporting infrastructure to

encourage the use of the mechanism) and structured (pre-defined and embedded in various organizational routines, artifacts, or organizational structure). These mechanisms have a wider reach, or are usually accessible to a large group of individuals in the organization (Fong, 2006).

Organizations can facilitate the sharing of knowledge and information between individuals by using codification or personalization mechanisms (Davies & Brady, 2000). If information is shared through a codification mechanism, information is carefully codified and stored in databases and documents, where it can be accessed and used easily by employees in the company. If information is shared through a personalization mechanism, it will be closely tied to the person who developed it and shared mainly through direct person-to-person contacts (Hansen *et al.*, 1999). The rise of networked computers has made it possible to codify, store and share certain kinds of information more easily and cheaply than ever before. Personalization, on the other hand, provides a rich medium for communication, as it is concerned with the use of people as a mechanism for sharing knowledge (Argote, 1999). Individuals are effective carriers of knowledge and information because they are able to restructure information so that it applies to a new context.

Fong (2006) in a study about mechanisms for sharing knowledge in project-based organizations revealed that the key mechanisms used for knowledge sharing in Research Inc. were individualized mechanisms predominantly oriented towards personalization. In Fong's study, many interviewees reported that they used word-of-mouth to determine the right individual to approach for knowledge sharing. Many individuals depended on their personal

network to find the answers to their questions, or to identify the right people to speak to. Research Inc. did not make use of many collaboration tools to enable individuals to gain access to others. The main mode of communication, especially for employees located in geographically separated offices, was through electronic mail and telephone calls. In addition, the organization was investing in setting up video-conferencing capabilities to support greater cross-office collaboration.

In this regard, Ssekamwa and Lugumba (2001) while discussing devices used in school administration also noted that, “for effective administration, emphasis is placed on channels of communication”. In meetings, employees, especially dissenting teachers express their feelings about practices and policies, especially if the policies were formulated without reference to them. Others can even express their fears about what needs to be done and the methods by which desirable outcomes can be achieved; and all these can be a source of some useful information to school officers while addressing certain issues. Although Ssekamwa and Lugumba (2001) placed much emphasis on channels of communication, they did not look at how the mechanism of sharing information in community and freedom to share information contributes to long term achievement of literacy under the FAL programme. This necessitated a study to do the same.

2.5 Conclusion

From the foregoing literature, there are several studies that try to link community participation with sustainability. The studies concretely show that community participation is important in the promotion of adult literacy and also eventually leads to its sustainability. However, there is no study that has been conducted to assess the relationship between community

participation and the sustainability of FAL programme in Busia District. Therefore, a research gap was evident in examining the effect of resource mobilization, community involvement in decision making and information sharing on sustainability of the FAL programme in Busia district. This study investigated these issues and provided information to close the research gaps.

CHAPTER THREE

METHODOLOGY

3.0 Introduction

This chapter presents the methodology that was used in the study. This includes area of study description, research design, study population, sample size and selection, data collection methods, data quality control and data analysis.

3.1 Description of Study Area

The study was carried out in 5 rural Sub counties (Buhehe, Dabani, Busitema, Lumino, Masaba) and Busia Town council. Busia District borders Tororo District to the north, Kenya to the east, the Republic of Tanzania to the south, Namayingo District to the southwest and Bugiri District to the west. The district lies approximately 35 kilometres by road, south of Tororo, the nearest large town. This location lies adjacent to the International border between Uganda and Kenya, immediately west of the Kenyan town of Busia, Kenya. Busia district was selected for this study because it was one of the pioneer districts where people embraced FAL program, yet the linkage of community participation to the Sustainability of community projects was inadequate.

3.2 Research Design

The study adopted a cross sectional descriptive research design where data was collected from various FAL stakeholders in Busia District. This research design was appropriate because, the study focused on more than one FAL stakeholder (Amin, 2005) and aimed at describing the relationship between community participation and the sustainability of FAL programme.

The study used both quantitative and qualitative research methods. Qualitative research aims at uncovering attitudes and behaviours of target audiences and what motivates them. It further explores attitudes, behaviour and experiences through such methods as interviews or focus groups (Creswell, 2003) that were used in this study. Quantitative research usually follows qualitative research, or may be used as a reactive method to observed situations. Therefore, quantitative research generates statistics through the use of large-scale survey research, using methods such as questionnaires or structured interviews (Creswell, 2003). This made both approaches relevant to the study.

3.3 Study Population

The study population included five categories of respondents implementing the FAL programme in Busia district. These were randomly and purposively sampled out of 120 FAL instructors, 6 sub-county community development officers, 1 District Community Development Officer, 5 MGLSD official and over 1500 adult learners reported by Busia Local Government Report (2009).

3.4 Sample size

One hundred and twenty five (125) respondents were selected in the study. These included; 60 FAL learners who were determined using the Krejcie and Morgan (1970)'s Table of Sample Size Determination. The other category included 57 literacy instructors, 6 Sub/county Community Development Officers, 1 District Community Development Officer and one MGLSD staff member. The total population and sample size of the study are indicated in table 3.1.

Table 3.1: Categories of respondents who participated in the study

Data collection method	Nature of respondents	Estimated population size (District report, 2009)	Selected sample	Method of selection of respondents
Questionnaire administration	FAL instructors	120	57	Purposive random sampling
Questionnaire administration	Adult learners	1500	60	Simple random sampling
In-depth interviews	Sub county Community Development Officers	10	6	Purposive sampling
	District Community Development Officer	1	1	Purposive sampling
	MGLSD official	5	1	Purposive sampling
TOTAL		1636	125	

3.5 Sample selection

The study was conducted in 5 sub counties and one Town Council in Busia District which were selected purposively. Busia town council, Buhehe and Dabani sub counties were purposively selected to represent areas where the FAL programme was still being established. While Lumino, Busitema and Masaba represented areas with well established FAL classes. At least five FAL centers were selected by random sampling from each of the 5 sub counties and one Town Council. Five out of ten learning centers were selected from each sub county because of financial, time and human resource constraints. The process of simple random sampling involved writing all names of learning centers in each sub county on pieces of paper that were folded, put in a container and mixed up together. One paper was picked at random

without replacement. The name of learning centre on the picked paper was the one included in the study. Therefore, 30 learning centers were selected and studied.

Table 3.2 shows the FAL learning centers studied per sub county/Town council.

From each learning centre, one instructor was selected to participate in questionnaire interviews because only three learning centers were manned by one instructor who was also purposively selected. In addition, the key informants (District/Sub county Community Development Officers and staff of MGLSD were selected by purposive sampling. Lastly, each sub county/town council constituted one focus group discussion comprising of 12 FAL learners who were randomly selected and 12 instructors purposively selected.

Table 3.2: FAL learning centers studied per sub county/Town council

Sub county/Town council	Name of FAL learning centre
Dabani	Babiri Bandu (Mayombe P/S)
	Sikada
	Buwanga
	Nabuwambo
	Buyengo community
Masaba	Agali Awamu
	Sabuni
	Mbehenyi
	Budikidi church
	Bulako
Buhehe	Bunyinde
	Mukwanya
	Bulwenge primary school
	Bunyadeti
	Buhasaba
Busia town council*	Fena Tuyige
	Busi Fish mongers
	Amicaali
	Okenda Kaala Full Gospel Church
	Opposite Randari Estate
Busitema	Makina
	Miracle church
	Etyang Peter's Home
	Tiira catholic church
	Mount Zion church
Lumino	Buyamba
	Lando P/S
	Dadira P/S
	Bulangi
	Mr. Oguttu's home

3.6 Data Collection methods and instruments

Both primary and secondary data types were collected and the major methods together with instruments used include:

3.6.1 Questionnaire administration

The study administered 60 questionnaires to the adult learner and 57 instructors. The questionnaires are important in the collection of in-depth data (Amin, 2005). A questionnaire comprised of both closed and open-ended questions. The questionnaires collected data about the effect of community resource mobilization, decision making and information sharing at community level on sustainability of the FAL programme in Busia district.

3.6.2 Key informant Interview

In-depth interviews were used because they facilitated the face to face verbal responses which helped to obtain reliable and valid information behind participants' experiences (Amin, 2005). The key informants included District/Sub county Community Development Officers and MGLSD officials because they were managers of FAL both at the district and national level. In-depth interviews gathered information about the effect of community resource mobilization, legal and institutional framework of FAL, decision making and information sharing at community level on sustainability of the FAL programme in Busia district. In-depth interview schedules were designed and administered to different key informants to capture qualitative information.

3.6.3 Observation

This method helped to examine what was happening in real-life situation, classified and recorded pertinent happenings related to the study (Creswell, 2003). Besides, some aspects of

the study required the researcher's observation in order to explain the occurrence of phenomena. These aspects included operation of FAL classes, materials and other forms of support supplied by community members and attendance of FAL meetings. These were captured using camera photography and presented in the findings to confirm on-ground assessment of the relationship between community participation and sustainability of FAL programme in Busia District. An observation checklist was formulated to guide field observation.

3.6.4 Focus group discussion

Focus group discussions comprising of FAL learners and instructors were conducted on both those still undergoing learning and graduates of FAL. The FAL graduates were important in providing their personal experiences of the FAL programme and how they felt it could be sustained. In a related way, ongoing learners helped the researcher in evaluation of long term literacy as a sustainability indicator. Focus group discussions were conducted because they allowed members to discuss freely on issues concerning the stated subject thus providing first hand information (Amin, 2005). A checklist of questions was prepared by the researcher and used to guide a discussion with FAL learners. This helped to gather qualitative information regarding the effect of community resource mobilization, decision making and information sharing on the sustainability of the FAL programme in Busia district. The discussion was moderated by the researcher who also recorded the responses.

Secondary data review

The main sources of secondary data included FAL class records, records from the community development office, internet surfing, magazines, newspapers and publications, public records and statistics.

3.7 Data quality control

Validity and reliability of the research instrument was measured as follows:

3.7.1 Validity of Instruments

To ensure the validity of instruments, the instruments were developed under close guidance of the supervisor. After the questions were designed, they were pre-tested to a tenth of the sample size. This helped to identify ambiguous questions in the instruments which were re-aligned according to the stated objectives. The researcher applied a content validity measure to determine the validity of the questionnaire. The formula for finding the Content Validity Index (CVI) was applied and the validity was found to be equal to 0.83 for the questionnaire making it valid to measure variables in the research problem. Besides, most authorities (Amin, 2005; Creswell, 2003) accept the minimum index of 0.5.

3.7.2 Reliability

Merriam (1998) suggested that reliability in the traditional sense is better expressed as “dependability” or “consistency” in quantitative research. The reliability of instruments was done in order to measure the proportion of the variability in the responses to the survey that was a result of differences in the respondents. Using SPSS software, Cronbach reliability coefficient for the questionnaire was equivalent to $\text{Alpha} = 0.861$, meaning that the variables

that were taken to measure community participation and sustainability of FAL in Busia district were highly correlated and therefore suitable for the purpose.

3.8 Data analysis

Data analysis involved analysis of both quantitative and qualitative data. Quantitative data was analyzed descriptively in form of frequency tables and graphs such as pie-charts and bar graphs. Pearson Product Moment Correlation was used to establish the effect of the independent variable on the dependent variable. Qualitative data was analyzed according to themes identified from research questions and quoted in verbatim. Data from in-depth interviews was recorded, organized, interpreted and presented.

3.9 Measurement of Variables

The researcher applied both nominal and ordinal levels of measurement of variables. The nominal level of measurement was used by application of a coding system to cover the demographic characteristics. It was therefore used for identification purpose. The ordinal level of measurement was used in the application of likert scale with representations like Strongly Agree, Agree, Undecided, Disagree and Strongly Disagree which were coded 5=SA, 4=A, 3=U, 2=D, 1=SD.

CHAPTER FOUR

PRESENTATION, ANALYSIS AND INTERPRETATION OF RESULTS

4.0 Introduction

This chapter presents the research findings, analysis and interpretation of results. The purpose of the study was to establish the relationship between community participation and the sustainability of FAL programme in Busia District. Data presentation was guided by the themes of the study, namely:

- (i) The Effect of resources mobilization by the community on sustainability of FAL programme in Busia district,
- (ii) The Relationship between community involvement in decision making and sustainability of FAL programme in Busia district and;
- (iii) The Relationship between information sharing at community level and sustainability of FAL programme in Busia district.

4.1 Response rate

About 99% of those selected in the study positively responded to the administration of questionnaires, interviews and focus group discussions. This was appropriate for the achievement of either a strong or weak relationship between the community participation and sustainability of the FAL programme in Busia district.

4.2 Background characteristics of respondents

The background characteristics of adult learners and FAL instructors included gender, age, education level, and sources of livelihood.

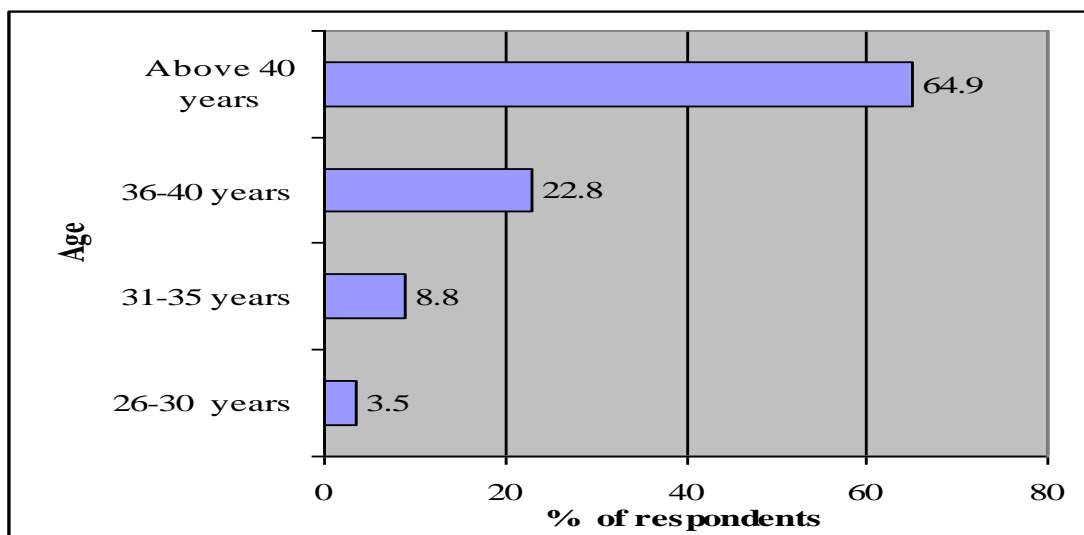
The gender distribution of learners and instructors

The majority of FAL instructors who participated in the study were males (67%) compared to the females (33%), while the majority of the adult learners were females (80%). Since all gender was involved in the FAL programme, it implies that all community members were free to participate in resource mobilization, decision making and information sharing.

Age distribution of adult learners

Regarding the age distribution of adult learners, four age categories of the respondents that participated in the study were established as shown in Figure 4.1.

Figure 4.1: Age distribution of adult learners



Source: Primary data

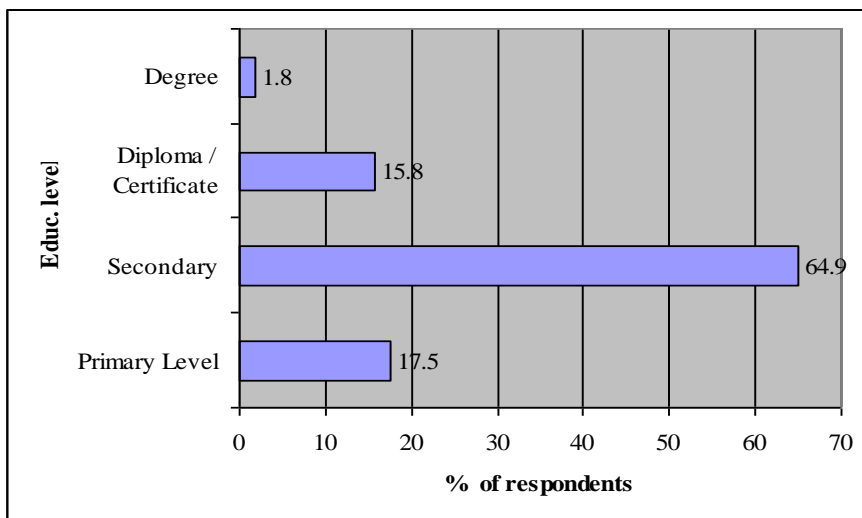
Figure 4.1 shows that 64.9% of the respondents were above 40 years of age, 22.8% were between 36-40 years, 8.8% were between 31-35 years and 3.5% were between 26-30 years.

Adults (above 40 years category) were the dominant participants in the FAL programs as reflected in Figure 4.1 because they hoped to benefit from the skills that were being imparted and in turn utilize them in the management of their homes. The practical skills imparted in the

FAL classes included family planning skills, agriculture, HIV/AIDS prevention and treatment, Civic Education, Health Care etc, these themes were indeed suitable for the adults. Whereas, 80% of the FAL instructors were between 31-39 years, while 20% were between 40-49 years. The results from the analysis of the education level showed that 90% of the learners had never attained primary school education, while 10% had dropped out from school before reaching primary four. Figure 4.2 gives details of education levels of instructors

Regarding the education level of FAL instructors, 64.9% had attained secondary school education, while 17.5% of these had attained primary school education, and 15.8% indicated that they had attained Diploma Certificates in various disciplines. Only about 1.8% of the respondent FAL instructors possessed degree qualifications (Figure 4.2).

Figure 4.2: Education level of FAL instructors



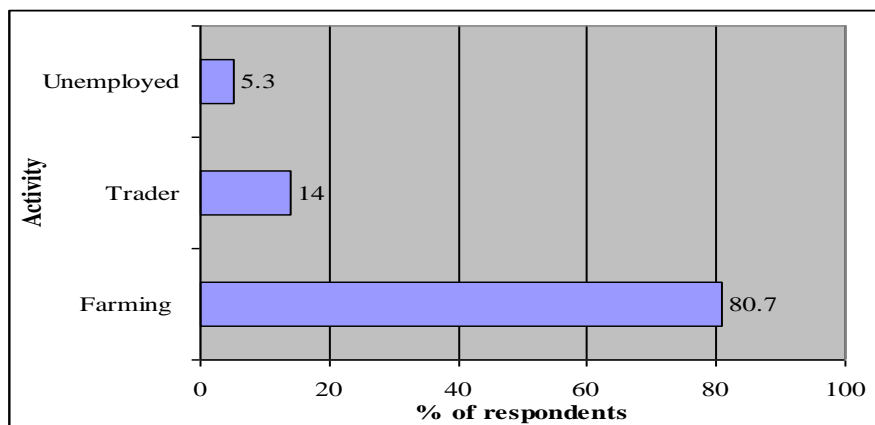
Few graduates (as reflected by Figure 4.2) participated in the FAL program as instructors due to the low importance graduates seemed to attach to FAL program.

Those who worked as instructors did this temporarily as they awaited better opportunities for employment. FAL instructors with such levels of education were attracted to the program

probably due to the motivational materials that were being given out such as bicycles, T-shirts, badges, bags, monthly cash of five thousand shillings etc.

The study analyzed the sources of income of the FAL learners so as to understand and tailor the participants' livelihoods to planning and implementation of FAL programs.

Figure 4.3: Sources of livelihood by the FAL learners



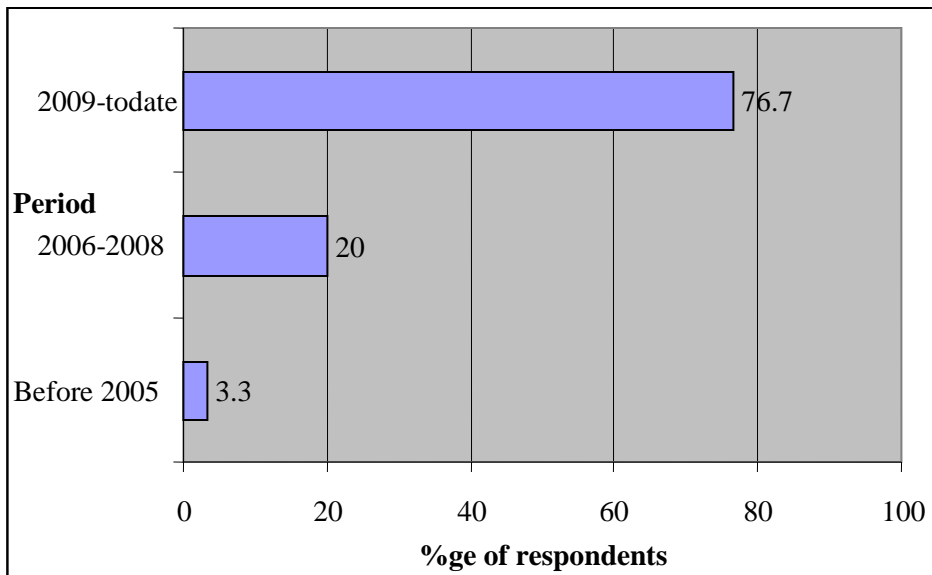
Source: Primary data

Figure 4.3 shows that 80.7% of the FAL learners were engaged in farming, while 14% were involved in trade (small scale businesses), and 5.3% did not engage in any activity for a livelihood. Because the majority of the participants in the FAL classes are engaged in farming, it is imperative that adult education programming be tailored to match the agricultural activity seasons (ground breaking, sowing, weeding/spraying, and harvesting) for better performance of FAL. Therefore, the timetable for FAL learners should be designed in observation of agricultural seasons so that the learners are able to attend classes for the sustainability of the programme.

The study also analyzed the length of time that instructors had been engaged in the programme. Considering the fact that FAL was introduced in Busia in 2000, recruitment of

FAL instructors started in 2009 for those who attended refresher courses in preparation of FAL instruction. Since then, new FAL instructors had joined the programme as presented in Figure 4.4.

Figure 4.4: Year of commencement by FAL instructors in Busia district



Source: Primary data

Figure 4.4 shows that 76.7% of the FAL instructors started working from 2009-to-March 2011 when data for this study was being collected, while 20% of the instructors joined from 2006-2009. Only 3.3% of the instructors joined the FAL program before 2005. Although there seemed to be a significant amount of perseverance among some instructors who had worked for more than five years, the majority of them had taught for two years or less. The relatively long period in FAL service implied that they ensured the sustainability of FAL programme.

4.3 The resources mobilization by the community and sustainability of the FAL programme in Busia district

In this section, the study assessed the kind of resources offered to the FAL programme by the communities and the mechanisms of resource mobilization. This is because FAL programme requires physical structures like shelter and furniture where learners can meet and learn as well as other learning materials like chalk, dusters, chalkboard, primers and financial resources in addition to human resources (instructors) for long term achievement of adult literacy among community members.

4.3.1 Resources mobilization by adult learners

The study sought to know the kind of contribution made by the adult learners in the running and operations of FAL programmes. Table 4.1 presents the nature of support offered to FAL for its sustainability.

Table 4.1: Resources mobilized by adult learners of FAL programme

Adult learners contributions	Frequency	Percent
Construction of learning shelters	2	3.3
Sale of commodities from income generating activities	3	5.0
Provision of land for demonstrations	33	55.0
Provision of learning and construction materials	10	16.7
Community mobilization	8	13.3
<i>No response</i>	4	3
Total	60	100.0

Source: Field data

Table 4.1 shows that the majority of FAL learners offered land for demonstration purposes (55%). This was followed by the provision of learning and construction materials (16%), community mobilization (13%), sale of commodities from IGAs (5%) and construction of learning shelters (3%). Provision of land for demonstration purposes and construction of learning shelters is important in ensuring the practicability and transfer of the skills attained in the classes. In some cases learners sold some of the farm produce from demonstration sites and the proceeds were re-invested in the program which was important in ensuring sustainability.

4.3.2 Strategies of resource mobilization by adult learners

The study also investigated the strategies of resource mobilization by adult learners for Functional Adult Literacy in Busia district. The findings are presented in Table 4.2.

Table 4.2: Strategies of resource mobilization by adult learners for FAL programme

Strategies of resource mobilization	Frequency	Percent
Developing grant proposals or writing support request letters.	21	36.8
Operating small scale businesses	19	23.3
Organizing fundraising events	9	15.8
Sale of products from demonstration sites	3	5.3
Music concerts	5	8.8
Membership dues paid by members	9	15.8
Holding meetings with friends and resource providers	10	17.6
Self-contributions	18	31.6

#Multiple response

Source: Primary data

According to Table 4.2, resource mobilization for the FAL programme was carried out through developing and submitting of grant proposals or writing support request letters to donors (37%), self-contributions (32%), operating small scale businesses (23%), holding meetings with friends and resource providers (18%), organizing fundraising events (16%) and membership fees (16%) among others. The different resource mobilization techniques for the FAL programme mentioned above supplement the Ministry of Gender and Social Development efforts at the national level. To enhance sustainability of FAL programme, the ministry mobilizes resources both locally and internationally in form of financial and technical assistance. According to the Process Review of the Functional Adult literacy program in Uganda (2002 – 2006), it was reported that 1.64 billion was the total annual release to 80 districts. This implies that the average annual release to each district was 20,000,000= and about 5,000,000= per quarter or about 1,670,000= per month. From this budget, districts were expected to provide for the learning venue, equipment and instructional materials.

Operating small scale businesses was one strategy utilized in resource mobilization. Some FAL classes make hand crafts like mats for sale (plate 4.1) as observed among Babiri Bandu FAL class in Dabani sub county. This is an innovation and a potential source of income to sustain the FAL class. Making of shoe polish for sale from old bicycle tyres, paraffin and soap was another innovation observed among Bunyadeti FAL class. A tin of locally made shoe polish was sold to retailers at 1500= thus constituting a major source of income to sustain the activities of the whole FAL class. By the time of data collection, the instructor for Bunyadeti FAL class revealed that a total of 123,000= (one hundred and twenty three thousand shillings)

had been realized from the sale of the locally made shoe polish. This money would be re-invested in the FAL class activities which would ensure sustainability of the programme.

Plate 4.1: Mats weaved by Babiri Bandu FAL class



Source: Field findings (photograph taken in March 2011)

In plate 4.1, materials for weaving mats were displayed by learners on the tables. The FAL instructor stood in front of the learners and was observed advising the learners on how to proceed with their handcrafts.

4.3.3 Resources mobilization by FAL instructors

The study also sought to know the various types of contribution that were made by the FAL instructors to the FAL programmes. Table 4.3 presents the nature of support offered to FAL for its sustainability.

Table 4.3: Resources mobilization by the FAL instructors on the sustainability of FAL programme

FAL instructors contribution	Frequency	Percent
Voluntary services (teaching Learners)	26	45.6
Record Keeping (Reports)	8	14.0
Provision of land	5	8.8
Formed adult learners groups	4	7.0
Community mobilization	14	24.6
Total	57	100.0

Source: Field data

The table 4.3 shows that 25% of the FAL instructors reported to have mobilized the communities for FAL classes, 14% engaged in records keeping, 8% provided land for demonstration purposes, and 7% engaged in forming adult learners' groups as resources mobilization strategies for enhancing the sustainability of the FAL program. Instruction of adult learners in the FAL classes equipped them with functional skills applicable in their daily life activities such as farming, personal hygiene, family planning and management etc. The learners in turn used these skills practically to improve on their standards of living. The learners for example were able to interpret sign posts, drugs given to them in health centers, count money for trade etc.

Equipping learners with such functional skills resulted in increased interest and contribution to the FAL program by the community leading to sustainability. Instructors also linked FAL to other Government programs such as National Agricultural Advisory Services (NAADS),

District Livelihood support program (DLSP), Community Driven Development(CDD). This relationship benefited the FAL program, for instance DLSP provided FAL program with bicycles, learning materials such as primers, chalk boards, chalk, dusters, and printed certificates for graduating learners. This assistance increased adaptability of the FAL programme to the local conditions which is expected to contribute to long term literacy attainment.

4.3.4 Resource mobilization by Community Members rather than FAL members and Instructors

The study also sought to investigate the level of resource mobilization by the community and how it led to sustainability of the FAL programme. Table 4.4 gives details of the perception of the contribution given by the entire community.

Table 4.4: Resource mobilization for FAL by the community in Busia district

Statements of resources mobilization by the community	Response		
	Agree	Un decided	Disagree
1.Community members contribute funds towards implementation of FAL in our area	10 (17.5%)	5 (8.8%)	42 (73.7%)
2. The village fundraising drives are conducted to support FAL	0	4 (7.0%)	53 (93.0%)
3. Resource mobilization for FAL programme is done by Local council III	17 (29.8%)	5 (8.8%)	35 (61.4%)
4. Local leaders engage in advocacy to mobilize resources to support FAL	26 (45.6%)	4 (7.0%)	27 (47.4%)
5. Learners and instructor write project proposals for resources to support FAL	19 (32.4%)	8 (14.0%)	30 (52.6%)
6.Some community members have offered donations to support FAL	32 (56.2%)	2 (3.5%)	23 (40.3%)
7. There are budget provisions for FAL programme at the sub county level	19 (33.3%)	2 (3.5%)	36 (63.2%)
8. Learners contribute material resources to support FAL	42 (73.7%)	2 (3.5%)	13 (22.8%)

9. Community members offer voluntary services to FAL	23 (40.3%)	2 (3.5%)	32 (56.2%)
--	---------------	----------	---------------

The majority of the respondents (74%) agreed that the adult learners contributed resources to support FAL. These resources were material, human and financial. A further 56% of the community members offered donations to support FAL. This indicates that the learners as direct beneficiaries of the FAL programme donated resources for its implementation. With such a continuous supply of materials especially local resources, FAL was expected to be fully adapted by the community in Busia district.

On the other hand, respondents disagreed with some statements. For instance majority of respondents (93.0%) indicated that the community did not organize village fundraising drives to support FAL in their areas, this was followed by those who said that no budget provisions for FAL programme at the sub county level (63%) and that local leaders did not lobby for resources from local councils or other donors to implement FAL in our area (61%). However, the FAL programme gets some resources (off budget support) from international NGOs like Icelandic International Development Agency (ICEIDA) and Germany Adult Education Association (DVV).

4.3.5 Resource utilization

From Table 4.4 above, responses were categorized into giving and using. Using a likert scale (Agree-Disagree) to establish how the resources received for the FAL program were being utilized, the respondents' were asked to indicate whether they agreed, were undecided on or disagreed with the statements presented to them. The responses are indicated in the table below.

Table 4.5: Resource utilization for FAL by the community in Busia district

Statements of resources utilization by the community	Agree	Un decided	Disagree
1. Resources collected are used to pay instructors	8 (14.0%)	0	49 (86.0%)
2. Some resources are used to bring about new changes in the programme	38 (66.7%)	0	19 (33.3%)
3. Resources are used to ensure learners fully understand the lessons	39 (68.4%)	0	18 (31.6%)
4. Resources are used to conduct remedial classes for slow learners	14 (24.6%)	5 (8.8%)	38 (66.7%)
5. Resources are used to create more practical classes	38 (66.7%)	1 (1.8%)	18 (31.5%)
6. Resources are used by the trainers to visit learners homes and conduct demonstration	32 (56.1%)	2 (3.5%)	23 (40.4%)

Source: Primary data

Table 4.5 further shows that resources are used more for instruction with 68% followed by those who said that the resources are used to bring about new changes and innovations in the FAL programme and holding practical classes each with 67% and conducting demonstrations (56%). This suggests that resource mobilization by the community contributed to the sustainability of the FAL programme by conducting demonstrations. On the other hand, the respondents disagreed that resources collected were used to pay instructors (86%) and to conduct remedial classes for slow learners (67%). With no resources to pay instructors as well as absence of remedial classes for slow learners, attainment of long term literacy under FAL was not assured and therefore sustainability of the programme was still an uphill task.

Government programs complement each other. The plate below shows FAL learning taking place in a primary school. Because of the lack of permanent structures for FAL, this is an

opportunity for FAL to utilize other existing structures such as churches, primary schools, LC courts, Mosques etc; this contributes to sustainability of the program.

Plate 4.2: Agali awamu FAL class conducted at Mbehenyi primary school



Source: Photograph taken at Mbehenyi primary school in March 2011

Plate 4.3: Fena Tuyige FAL class conducted in open space provided by a community

Member



Source: Photograph taken in Mawero East B in Busia Town Council in March 2011

The picture shows a FAL class in session. A number of women learners are participating and male instructors are busy teaching. This confirms the gender data revealed in section 4.2 above but it also shows that the majority of learners were women.

4.4 The relationship between community involvement in decision making and Sustainability of the FAL programme in Busia district

The study assessed community involvement in decision making by looking at involvement in priority setting and policy making in FAL programme issues. The statistical relationship between the community involvement in decision making and the sustainability of the FAL programme in Busia district was established through the computation of Pearson correlation coefficient and the results are presented in Table 4.6.

Table 4.6: Pearson Statistics showing the relationship between community involvement in decision making and sustainability of FAL programme

		Community decision making	Sustainability of FAL
Community decision making	Pearson Correlation	1	.343*
	Sig. (2-tailed)		.010
	N	57	55
Sustainability of FAL	Pearson Correlation	.343*	1
	Sig. (2-tailed)	.010	
	N	55	55

*. Correlation is significant at the 0.05 level (2-tailed).

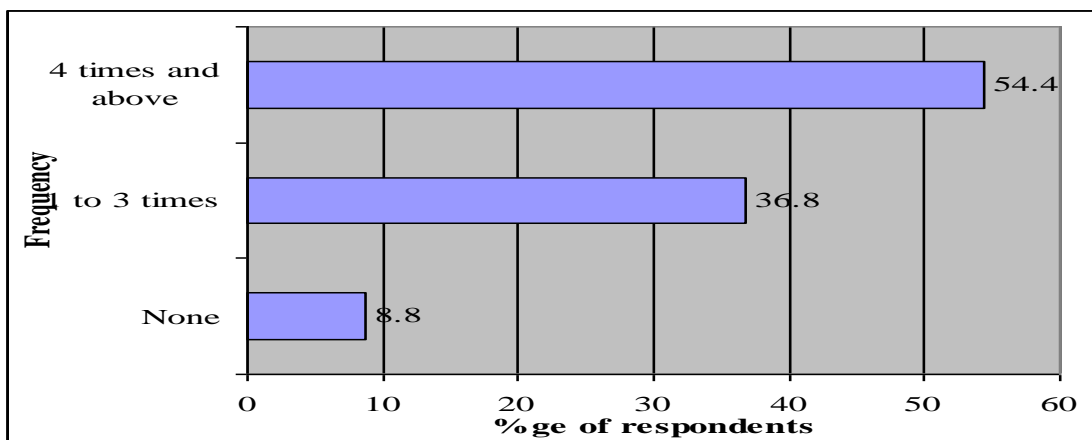
Table 4.6 indicates that there is a significant positive relationship between community involvement in decision making and sustainability of FAL programme ($r = 0.343$, $p > 0.001$) at 0.05 level of significance. This implies that the involvement of the community in decision making is important for the sustainability of FAL because the decisions were reached at after community consultations.

Furthermore, the relationship between community involvement in decision making and sustainability of FAL programme was analysed by looking at attendance of FAL decision meetings by learners, decisions made by FAL learners and, evidence of participatory decision making as explained below:

4.4.1 Attendance of FAL decision meetings by Learners

About 83% of the respondents revealed that they had participated in decision making in meetings on matters concerning long-term survival of Functional Adult literacy in their areas. Since most decisions were deliberated during meetings, it was important to ascertain the number of times respondents attended meetings to discuss issues pertaining to FAL in the previous 12 months. The findings are presented in Figure 4.5.

Figure 4.5: Frequency of attending FAL Programme Meetings by learners



Source: Primary data

Figure 4.5 indicates that 54% of adult learners had attended meetings to discuss FAL programme for not less than 4 times in the previous 12 months. A further 37% reported 1 to 3 times of meeting attendance. However, 9% of the FAL learners revealed that they hadn't

attended any meeting to discuss FAL programme issues in Busia district in the previous 12 months.

The inability of some FAL learners to attend meetings was attributed to engagement in household chores, sickness and sometimes long distances to areas where meetings were held. These concerns were captured in one of the focus group discussions of FAL learners held at Dabani sub county that:

“...some meetings especially those comprising of all sub county FAL learners were organized in the mornings when some of us are still busy with household chores. Besides, the distance from our homes to Dabani Sub County is far for some of the learners, causing failure to attend decision meetings”

However, majority (80%) of the respondents were invited to attend the meetings. Similarly, community members were usually invited to attend national celebration days like the National Literacy Day where learners demonstrated what they had learnt. Successful learners got their certificates of attendance. Community members participated and witnessed FAL programme activities. Such a participatory approach made the community members to assume greater ownership of FAL activities which directly contributes to long term achievement of literacy in the communities.

4.4.2 Decisions made by FAL learners

The study also investigated the decisions made by learners towards sustainability of the FAL programme. The MGLSD (2004) guidelines for implementation of FAL indicate that learners should be involved in determining what they want to learn and how to learn. Involvement of learners in decision making increases their morale to support the FAL programme and hence

ensuring long term adaptability of its benefits. The major decisions taken with involvement of learners are shown in Table 4.7

Table 4.7: Major FAL programme decisions in which adult learners participated

Decisions	Frequency	Percent
Formulation of an instructors' association	19	33.3
Training more instructors	13	22.8
Instructors to carryout exchange visits to different classes	5	8.8
Paying instructors monthly.	5	8.8
Learners to engage in developmental activities.	4	7.0
Recruiting more instructors.	3	5.2
Attending classes in the afternoon.	2	3.5
Giving learners certificates after their training	1	1.8
Setting up demonstration gardens in our community	1	1.8
Providing allowances to instructors.	1	1.8
<i>No response</i>	3	5.3
Total	57	100.0

Source: Primary data

From Table 4.7, the major FAL programme decisions in which the adult learners participated included: formulation of instructors' associations (33% of the respondents). The study found out that the association name is Busia FAL Instructors Association (BFIA). Training more instructors (23% of the respondents), paying instructors monthly (9%), instructors exchange visits to different classes in Busia district and outside (9%), learners engaging in developmental activities (7.0%) and attending classes in the afternoon (4%) among others.

However the adult learners decided where the class should be located and which language of instruction to be used. The learners even decided on demonstrations with their instructors.

This implies that FAL learners and other community members participated in decisions that affected day to day running of their class but not beyond their classroom. In addition, the results of the study revealed that some FAL learners did not participate in decision making as most of the decisions are taken by Community Development Officials. However the adult learners decided where the classes would be located and which language of instruction to be used. The learners also decided on demonstrations sites with their instructors. This implies that FAL learners and other community members participated in decisions that affected day to day running of their classes.

Furthermore, the results of the study revealed that some FAL learners did not participate in decision making as most of the decisions were taken by Community Development Officers. This means that although decision making was decentralized, community members did not actually participate in policy or bylaws making as it were left to technocrats in the MGLSD at the national level. The limited involvement of community members in decision making was likely to have a negative effect on adaptability of FAL and achievement of long term literacy by community members

4.4.3 Evidence of participatory decision making

The relationship between community involvement in decision making and sustainability of the FAL programme in Busia district was further investigated by presenting statements that

measured both decision making and sustainability, and asking respondents to agree, disagree or indicate if they were undecided. The findings are presented in Table 4.8.

Table 4.8: Community involvement in Decision Making and Sustainability FAL Programme

Community decision making	Response		
	Agree	Undecided	Disagree
1.The community contributes views towards efficient implementation of FAL	25 (43.9%)	0	23 (56.1%)
2. Presence of bottom-up decision making with regard to FAL	38 (66.6%)	7 (12.4%)	12 (21.0%)
3. There is respect for opinions and views of community members about FAL	53 (92.9%)	0	4 (6.1%)
4. Community members participate in priority setting for implementation of the FAL	31 (54.4%)	4 (7.0%)	22 (38.6%)
5. Community members are consulted on issues of FAL	4 (7.0%)	1 (1.8%)	52 (91.2%)
6. Decisions by community members often regard better payment of teachers	17 (29.8%)	1 (1.8%)	39 (68.4%)
7. Decisions by communities often bring in new things in the programme	29 (50.8%)	5 (8.8%)	23 (40.4%)
8. Decisions by communities are learner oriented and on better performance of FAL	35 (61.4%)	4 (7.0%)	18 (31.6%)
9. Decisions by communities are in regard to better accountability of FAL resources	28 (49.2%)	8 (14.0%)	21 (36.8%)

Source: Primary data

In Table 4.8, evidence of participatory decision making is shown by: respect for opinions and views of community members about FAL (agreed by 93%), bottom-up decision making (agreed by 67%), learner-oriented decisions (agreed by 61%), participation in priority setting (agreed by 54%) and innovative community decisions (agreed by 51%). These statements indicate that there was community involvement in decision making that guaranteed adaptability and long term attainment of literacy by the community members. However, majority of respondents (91%) disagreed with statements like community members are

consulted on issues of FAL decisions. Community members often regard better payment of instructors (disagreed by 68%) and, their views towards efficient implementation of FAL (disagreed by 52%). The majority of the learners made decisions on the long term survival of Functional Adult Literacy particularly with regard to community mobilization. The learners participated in decision making on the sustainability of FAL through attending meetings.

4.5 The relationship between information sharing and sustainability of the FAL programme

Using Pearson product moment correlation statistics, the relationship between information sharing and sustainability of the FAL programme was established as shown in table 4.9.

Table 4.9: Pearson correlation statistics for the relationship between information sharing and sustainability of the FAL programme

		Information sharing	Sustainability of FAL
Information sharing	Pearson Correlation	1	.361**
	Sig. (2-tailed)		.007
	N	55	55
Sustainability of FAL	Pearson Correlation	.361**	1
	Sig. (2-tailed)	.007	
	N	55	55

** . Correlation is significant at the 0.01 level (2-tailed).

Table 4.9 indicates that there is a significant positive relationship between information sharing and sustainability of FAL programme ($r = 0.361$, $p > 0.007$) at 0.05 level of significance. This implies that information sharing ensures sustainability of FAL programme. Thus, information sharing has a significant positive effect on sustainability of FAL programme in Busia district. Information sharing led to timely sharing of information on the attendance of FAL classes.

Furthermore, the relationship between information sharing and sustainability of the FAL programme was analyzed by looking at information sharing at community level, national level and language of instruction during FAL classes as explained below:

4.5.1 Information Sharing at Community level and Sustainability of FAL Programme

The study revealed that various communication channels were used to relay information between the community and FAL instructors and between learners and FAL instructors. These ranged from the use phones to attending meetings.

Table 4.10: Communication Channels used between FAL Stakeholders

Communication channels	Community and FAL instructors	FAL learners and FAL instructors
Telephone	15 (26.3%)	23 (40.4%)
Letters	2 (3.5%)	3 (5.3%)
Face to face discussions	36 (63.2%)	23 (40.4%)
Meetings	2 (3.5%)	2 (3.5%)
<i>No response</i>	2 (3.5%)	0
Total	57 (100.0)	100.0

Source: Primary data

Face to face discussions was the major communication channel used between the community and FAL instructors as revealed by 63.2% of the respondents. 26.3% of the respondents mentioned the use of the telephones while meetings and letters were mentioned by 3.5% of the respondents respectively. On the side of FAL learners and instructors, the major communication channel used was also face to face discussions (40.4%) and telephone (3.5%). Letters and meetings were mentioned by 5.3% and 4% of the respondents respectively. This implies that there was smooth information sharing between the community and FAL

instructors as well as between learners and FAL instructors. The successful sharing of knowledge and information across community members enriched the ideas and experiences of FAL implementers hence improving on their skills and expertise which are necessary for adaptability of FAL programme.

4.5.2 Information Sharing at National level

Information flow from the Ministry of Gender and Social Development (the line Ministry for adult literacy) to the community appeared to be efficient because the Ministry used mainly letters, radio and newspapers to communicate to District officials. Although letters were a slow method of communication owing to the distance between Kampala and Busia, the fact is that there was significant information sharing between FAL stakeholders at the national, district and community levels.

4.5.3 Languages of instruction during FAL classes

It is generally agreed that learners perform better and learn faster if instruction is conducted in familiar languages. The study revealed that various languages of instruction were used in FAL classes in Busia District. The results are presented in Table 4.11.

Table 4.11: Language of instruction during Functional Adult Literacy classes

Language	Frequency	Percent
Lusamia-Lugwe	37	64.9
English	4	7.0
Luganda	4	7.0
A combination of English and Lusamia-Lugwe	10	17.5
<i>No response</i>	2	3.5
Total	57	100.0

Source: Primary data

According to Table 4.11, Lusamia-Lugwe was the most common language of instruction as supported by 64.9% of the respondents. Although all instructors were able to read and write in English, the use of the local language was preferred because it was clearly understood by majority of the learners. The use of local language simplified instruction and learning to both the instructors and learners. Eighteen percent (17.5%) of the respondents indicated that a mixture of English and Lusamia-Lugwe were used during class instruction. Luganda was also used as a medium of instruction in some classes for example Fena Tuyige FAL class in Busia Town Council. Flexibility in the medium of instruction was necessary to motivate learners to actively participate in class tasks. The use of local languages will encourage ownership of the FAL programme and hence sustainability.

Further relationship between information sharing and sustainability of FAL programme in Busia district was investigated by presenting statements that measured both information sharing and sustainability; and tasking respondents to agree or disagree with the statements. The findings are presented in Table 4.12.

Table 4.12: Information sharing and sustainability of the FAL programme in Busia District

Information sharing in the community	Response		
	Agree	Undecided	Disagree
1. There is free communication between learners	54 (94.7%)	0	3 (5.3%)
2. There is free communication between learners and instructors	53 (93.0%)	0	4 (7.0%)
3. FAL instructors seek opinions and views of learners	52 (91.2%)	0	5 (8.8%)
4. There are different channels of information sharing between FAL stakeholders	52 (91.2%)	1 (1.8%)	4 (7.0%)
5. The learners are free to talk about the payment of trainers	13 (22.8%)	10 (17.5%)	34 (59.7%)
6. The learners also share any information to enable others full understand a topic	50 (87.7%)	0	7 (12.3%)
7. Learners are free to bring in any innovation outside the syllabi to enable other learners understand	50 (87.7%)	4 (7.0%)	3 (5.3%)

Source: Primary data

Table 4.12 indicates that there was free communication between learners (agreed by 94.7% of the respondents), free communication between learners and instructors (93.0%), availability of different channels of information sharing between FAL stakeholders (91.2%) and that FAL instructors sought opinions and views of learners (91.2%). In addition, 87.7% of the respondents agreed that learners shared information to enable other classmates to understand the topics studied and, that learners were free to bring in any innovation outside the syllabi to enable other learners understand (87.7%). The items agreed by respondents indicate that there was free information sharing among community members with FAL learners and instructors.

CHAPTER FIVE

SUMMARY, DISCUSSION, CONCLUSION AND RECOMMENDATIONS

5.0 Introduction

This chapter presents the summary, discussion, conclusions and recommendations, which are based on the findings of the study. Summary and conclusions involve the most significant issues found out in the study while recommendations are proposed purposely for increasing community participation for sustainability of FAL programme in Busia district in particular and Uganda in general.

The purpose of the study was to establish the relationship between community participation and sustainability of FAL program in Busia district. Specifically, the study intended to:

1. Establish the effect of resources mobilization by the community on sustainability of the FAL program
2. To examine the relationship between community involvement in decision-making and sustainability of the FAL program
3. To examine the relationship between information-sharing at the community level and sustainability of the FAL program

5.1 Summary of Findings

The study's findings show that 55% of the adult learners contributed to FAL program through provision of land for demonstration purposes. Resources mobilization for the FAL program was mainly carried out through the development of grant proposals or through writing support

request letters to donors. A positive and significant relationship ($p > 0.001$) was established between community involvement in decision-making and sustainability of the FAL program. This implied that community involvement in FAL program decision-making would lead to the sustainability of the FAL program. Most of the adult learners (54%) had attended meetings to discuss FAL programme for not less than 4 times in the previous 12 months much as there was insufficient learner participation in the final decision making process in FAL programme matters.

The results from the analysis also showed a significant positive relationship ($p > 0.001$) between information sharing and sustainability of the FAL program. This implied that information sharing enhanced the sustainability of the FAL program. However, information sharing was hampered by the inability of lower local governments to co-fund FAL activities, low motivation of instructors, reduced funding from the central government, and reluctance of community members to attend FAL programme, failure of the community to value FAL programme and, lack of commitment of male community members to FAL programme among others.

5.2 Discussion

5.2.1 Characteristics of Respondents

FAL programme in Busia District is dominated by male participants. This sharply contrasts with the Process Review Report of FAL programme in Uganda where the MGLSD (2007) reported that the majority of adult literacy learners in Uganda were female. The majority of adult learners were the ageing community members. This is particularly so with learners and instructors whose percentage of participation in FAL increased with age (MGLSD, 2007). This may have a negative impact on achievement of long term literacy and adaptability of FAL since most players are the ageing population.

The majority of the FAL instructors had only attained both secondary and primary education levels and this therefore contradicts the FAL instructor's requirements whose minimum qualification is ordinary level and above (MGLSD, 2004). This may pose a challenge for enhancing the programme and introducing further education for those adults who want to continue. This may have compromised skills and expertise for FAL instruction and adaptability of FAL in Busia district. Ninety percent (90%) of adult learners never attained primary school education, while 10% dropped out from school before reaching primary four. Figure 4.3 gives details of education levels of instructors.

The majority (81%) of the FAL learners were engaged in farming, while 14% were involved in trade (small scale businesses), and 5% did not engage in any activity for a livelihood. This finding complements the survey findings by UBOS (2002) and Busia District Local Government (2008) which revealed that 80% of the households in Busia are engaged in

subsistence farming for their survival. Besides, Kimani and Kombo (2011) observed that extra or side-income is a determinant of individuals' livelihoods and a motivator for participation in community development projects by community members.

5.2.2 Resource mobilization by the community and sustainability of the FAL programme in Busia district

Resource mobilization for the FAL programme was mainly carried out through development of grant proposals, writing support request letters to donors, running small businesses, holding meetings with friends and resource providers, organizing fundraising events and membership fees among others. Therefore, resource mobilization is significant in ensuring the sustainability of FAL programme in Busia District. This is similar to the findings of Narayan (1996), Norton (1996) and Sekajingo (2007) who argued that community resource mobilization increases the sustainability of community initiatives. Similarly, the Ministry of Gender, Labour and Social Development (2004) also observed that the successful implementation of FAL programme in Uganda depends on mobilization of adequate resources. This is also in line with Sakala (2004) who found out that projects which had no significant impact on the promotion of community members' overall living standards failed because they were not self-reliant and therefore not sustainable by the community members.

The wide scope of resource mobilization especially by creation of income generating activities such as sale of art and crafts materials sustained the FAL programme in the District. This is supported by the Sustainability theory of Freire (1970) who acknowledged that "unless an innovation is highly compatible with clients' needs and resources, and unless clients feel so

involved with the innovation that they regard it as ‘theirs, it will not be continued over the long term’.

On resource mobilization for sustainability of the FAL program, 55% of the adult learners provided land for demonstration sites and 14% mobilized people in the community to join the FAL classes. It is apparent that provision of land for demonstration purposes and learners’ involvement in the recruitment of other learners for the FAL classes is crucial for sustained FAL programs.

Okech et al., (1999) observed that sufficient remuneration for the instructors is the major factor in enhancing sustainability of FAL programs, Senge (1990) also noted that innovation is critical in ensuring FAL programs sustainability, and that innovation is best achieved in a culture that embraces learning. These observations were also supplemented by Robinson and Mutakyahwa (2004) who argued that resource mobilization mainly concentrated on the availability of personnel with the required skills and expertise as the only measure of sustainability of FAL.

In addition, 25% of the FAL instructors were reported to have mobilized the communities for FAL classes, engaged in records keeping, provided land for demonstration purposes, and formed adult learners’ groups as resources mobilization strategies for enhancing the sustainability of the FAL program. The adult learners were also equipped with functional skills applicable in their daily lives such as farming, personal hygiene, family planning and management etc. The learners in turn used these skills practically to improve on their

standards of living. The learners for example were able to interpret sign posts, drugs given to them in health centers, count money for trade etc. This was also supplemented by Robinson and Mutakyahwa (2004) who argued that resource mobilization mainly concentrated on the availability of personnel with the required skills and expertise as the only measure of sustainability of FAL. This led to increased interest on contribution to the FAL program by the community leading to sustainability. Instructors also linked FAL to other Government programs such as National Agricultural Advisory Services (NAADS), District Livelihood support program (DLSP). This relationship benefited the FAL program, for instance DLSP provided FAL program with bicycles, learning materials such as primers, chalk boards, chalk, dusters, and printed certificates for graduating learners etc. This led to the sustainability of the FAL program in Busia District.

5.2.3 Relationship between community involvement in decision making and sustainability of the FAL programme in Busia district

There is a significant positive relationship ($p > 0.001$) between community involvement in decision making and sustainability of FAL programme which implied that community involvement in FAL programme decision making would lead to the sustainability of FAL programme. This is similar to the findings of Ward & Pascarelli (1987) and Andre et al., 2006 who emphasized that community participatory decision making is crucial to the overall effective operation of community programmes. This notion is supported by Bartle (2007) who argued that community members would want to participate in decisions that affect them and they would readily implement a programme that they have helped in its design.

The majority of learners participated in decision making on matters concerning long term survival of Functional Adult literacy in their areas especially community mobilization. This was also noted by MGLSD (2004) that the recruitment into the FAL programme shall be voluntary and that no person shall be put under pressure to join. In addition, the MGLSD (2004,) noted that “literacy education shall be carried out wherever considered suitable by the learners and the community” By encouraging participatory and voluntary approaches in recruitment of learners, it can help to ensure that FAL programme interventions have a lasting impact on the communities they serve.

Eighty three percent (83%) of the respondents revealed that they had participated in decision making in meetings on matters concerning long-term survival of Functional Adult literacy in their areas. Since most decisions were deliberated during meetings, it was important to ascertain the number of times respondents attended meetings to discuss issues pertaining to FAL in the previous 12 months. However, there was insufficient learner participation in decision making in the implementation of FAL programme because the decisions were reserved for the technical personnel at the district and the sub counties as per the program design. This is in line with the findings of Okumbe (1998) who noted that it is not convenient, feasible and in some cases not possible to involve everyone in the community in the process of decision-making.

This is contrary to the results of Udoh et al., (1990) and Maicibi (2005) who observed that subordinates in institutions and community leadership need to be involved in decision-making process. In this regard, Leeuwis (2003) also emphasized that shared decision making is

widely considered to widen the knowledge base, stimulate creativity and social support for policies. Worldwide, Abadzi (2003) noted that adult literacy is highly relevant to poverty alleviation efforts, because much of the information needed to make decisions and improve one's economic, personal, family, or political conditions.

5.2.4 The relationship between information sharing and sustainability of the FAL programme

There is also a significant positive relationship ($p > 0.001$) between information sharing and sustainability of FAL programme which implies that information sharing ensured the Sustainability of FAL programme. Therefore, there was smooth information sharing between the adult learners and FAL instructors which are significant for Sustainability of FAL in Busia district.

Face to face discussions was the major communication channel used between the community and FAL instructors as revealed by the respondents and Similarly on the side of FAL learners and instructors, the major communication channel used was also face to face discussions and telephone. Therefore there was smooth information sharing between FAL learners and instructors revealed that various languages of instruction were used in FAL classes in Busia district. The successful sharing of knowledge and information across community members enriches the ideas and experiences of FAL implementers and consequently improving their skills and expertise which are necessary for adaptability of FAL programme. This is also similar to the findings of by Freire (1970) and Goodman & Darr (1998) who noted that

communication should provide a sense of ownership to participants through sharing and reconstructing experiences.

Lusamia-Lugwe was the most common language of instruction as supported by 65% of the respondents. Although all instructors were able to read and write in speak English, the use of the local language was preferred because it was clearly understood by majority of the learners. The use of local language simplified instruction and learning to both the instructors and learners. This agrees with Ward et al., (2006) who noted that it is preferable to use an area/regional local language which has well trained teachers, known orthography, reading books, textbooks and a supportive background literature.

Similarly, information between the Ministry of Gender and Social Development (the line Ministry for adult literacy) and the community appeared to be efficient because the Ministry uses mainly letters, radio and newspapers to communicate to the district officials. Although letters were a slow method of communication owing to the distance between Kampala and Busia, it is true that there was significant information sharing between FAL stakeholders at the national, district and community levels.

Information sharing was however hampered by the inability of lower local governments to co-fund FAL activities in their area, low motivation of instructors, reduced funding from the central government, and reluctance of community members to attend FAL programme, failure of the community to value FAL programme and, lack of commitment of male community members to FAL programme among others.

This situation agrees with Evans & Wurster (1997) and Davis & Brady (2000) who found out that individualized mechanisms tend to be based on the random decisions of individuals and are unique to individuals or small groups in limiting information sharing. Personalization, on the other hand, provides a rich medium for communication, as it is concerned with the use of people as a mechanism for sharing knowledge (Argote, 1999). To minimize information sharing bottlenecks Okunna (1995) argued that marginal and illiterate groups preferred to communicate face-to-face rather than through mass media or other one-way sources of communication. This was also supported by Ssekamwa and Lugumba (2001) who placed much emphasis on the use of more channels of communication and freedom to share information in the long term achievement of literacy under the FAL programme.

5.3 Conclusion

Basing on the research findings, the following conclusions corresponding to the specific objectives were made:

Resource mobilization for the FAL program was mainly carried out through developing grant proposals or writing support request letters, self-contributions, and through the operating small scale businesses. Although these resources played a significant role in implementation of the FAL programme, failure to use part of these resources to motivate instructors impacted on the sustainability of the FAL program.

The involvement by both learners and instructors in decision-making is crucial for the sustainability of programs as was evidenced by the significant relationship established between community involvement in decision making and the success of the FAL program in

the study area. The majority of the learners made decisions on the long term survival of Functional Adult Literacy particularly with regard to community mobilization. The learners participated in decision making on the Sustainability of FAL through attending meetings.

Information sharing ensured sustainability of the FAL program as was seen in the significant relationship between these two variables. Face to face discussions and use of the telephones were the major communication channels used between the community, FAL instructors and learners. Information sharing was however hampered by the inability of lower local governments to co- fund FAL activities in their area, low motivation of instructors, reduced funding from the central Government, and reluctance of community members to attend FAL programme among others.

5.4 Recommendations

In order to increase community participation and ensure sustainability of the FAL programme, the study recommended the following:

1. There is need for increased funding and technical support from the Government to ensure sustainability of FAL programme especially provision of instructors salaries/wages and learning materials. FAL Learners should form groups and start income generation projects (IGAs) to improve on their daily standards of living and also be able to buy materials required at FAL classes such as pencils, exercise books, rubbers, bags etc
2. There is also need to involve Adult learners in the decision making process in the FAL programme in Uganda. Adult learners should also be represented at the ministry level in the planning and policy formulation processes.

3. Information sharing should also be enhanced by the development and distribution of information, Education and communication materials (IEC) as well as discussion of FAL achievements on local radio stations. FAL learning materials should be translated into local languages for easy understanding by the learners and other community members.
4. Strategies should be put in place to provide FAL graduates with some forms of employment. They could be considered for jobs such as polling agents, census assistants/enumerators, catechists/lay readers, interpreters, foremen and others that do not need high skills and knowledge. This will lead to high appreciation of FAL among stakeholders. In addition, FAL graduate certificates should gain accreditation to enable those interested in joining secondary Education to continue with the education ladder.
5. There should be greater promotion of local community participation in management of FAL programmes so as to strengthen partnership, ownership, efficiency and sensitivity to the programme. Government should periodically carry out baseline surveys to gauge trends in society needs and tailor FAL to address them.
6. Special attention should be placed on remuneration and professional development of Functional adult literacy instructors for quality programmes. This can be done through promoting the involvement of Functional adult literacy instructors' associations and adult learners to play key roles in advocating, planning, implementing and evaluation of the FAL programme.
7. In order to increase learner attendance and participation in classes, functional Adult Literacy programming should follow and respect the agricultural seasons for better performance of FAL. Therefore, the timetable for FAL learners should be designed in

observation of seasonal variations so that the learners are able to attend classes for the sustainability of the programme.

8. To enhance sustainability of the FAL program, there is need to continuously promote refresher courses for FAL instructors to update them with the changing trends of the development process.

5.5 Suggestions for further research

Further research can be explored to understand the dynamics leading to poor implementation of FAL programme in the District and how the gap between the adult learners, instructors and policy makers can be bridged by involving all the stakeholders in decision making.

REFERENCES

- Abadzi, H. (2003). Adult literacy: a review of implementation experience. *The World Bank operations evaluation department*. The World Bank, Washington, DC.
- Action Aid Africa, (2002). Gender Mainstreaming Experiences in East Africa.
- Afolayan, T. A. F. (1982). Organization of schools for Effects: *Administration and Management of Principals*. A.B.U, Zaria Institute of Education Press, Nigeria.
- Amin, M. E. (2005). Social Science Research: Conception, *Methodology and Analysis*. Kampala, Uganda.
- Andre, P., Enserink, B., Connor, D., Craol, P. (2006). Public Participation International Best Practice Principles, Special Publications Series, No. 4, *International Association for Impact Assessment*, Fargo, ND.
- Aref, F., & Ma'rof, R. (2008). Barriers to Community Participation toward Tourism Development in Shiraz, Iran. *Pakistan Journal of Social Sciences*, 5(9), 936-940
- Argote, L. (1999). Organizational learning: *Creating retaining, and transferring knowledge*. Norwell, MA: Kluwer.
- Bandhauer, K., Curti, J. & Miller, C. A. (2005). Challenges to Regulatory Harmonization and Standard-Setting: The Case of Environmental Accounting in the US and Canada, *Journal of Comparative Policy Analysis*. Vol. 7(2): 177-194
- Banerjee, S. B. (2003). Who sustains whose development? Sustainable development and the reinvention of nature. *Organization Studies*, 24(1): 143-180.
- Bartle, P. (2007). Participatory Management: *Methods to Increase Staff Input in Organizational Decision Making*. Retrieved from <http://www.scn.org/cmp/modules/pm-pm.htm>. Accessed 28th May 2011
- Bertrand, Y. (1995). Contemporary theories and practice in education. Magna Publications: Madison Wisconsin.
- Busia District Local Government (2009). Report by the District Community Development Officer to MoGLSD about the progress of FAL programme in the district, Busia.
- Busia District Local Government (2008). Busia District Three-Year Development Plan, (2008-2011). District Planning Unit.

- Castro, C. J. (2004). Sustainable development: Mainstream and critical perspectives. *Organization & Environment*, 17(2): 195-224.
- Chawla, M & Berman, P. (1996). Resource Mobilization: Methodological Guidelines. Data for Decision Making Project, Harvard University, School of Public Health.
- Creswell, J. W. (2003). Research design, qualitative, quantitative and mixed methods approach 2nd Ed), New Delhi, Sage Publication, pg 156.
- Davies, A., & Brady, T. (2000). Organizational capabilities and learning in complex product systems: towards repeatable solutions. *Research Policy*, 29(7), 931–9
- Dawson, J. (1984). The Principal's Role in Facilitating Teacher Participation: Mediating the Influence of the School Context.
- Ekodeu, R. (2009). Challenges of participatory monitoring and evaluation of Development Projects: A case study of HIV/AIDS Projects in Lira District, Uganda. Unpublished Masters Dissertation, Kimmage Development studies Centre, Dublin.
- Enserink, B., & Koppenjan, J. (2007). Public participation in China: sustainable urbanization and governance. Management of Environmental Quality: *An International Journal*, Volume 18 Number 4 2007 pp. 459-474.
- Evans, P., & Wurster, T. (1997). Strategy and the new economics of information. *Harvard Business Review*, 75(5), 71–82
- Fong, B. W. (2006). Mechanisms for sharing knowledge in project-based organizations. *Information and Organization* 17 (2007) 27–58. Nanyang Business School, Singapore
- Freire, P. (1970). Pedagogy of the oppressed. New York: Herder & Herder.
- Gallopín, G.C. (1994). Impoverishment and Sustainable Development. A Systems Approach. International Institute for Sustainable Development; Winnipeg, Canada.
- Goodman, P. S., & Darr, E. D. (1998). Computer-aided systems and communities: mechanisms for organizational learning in distributed environments. *MIS Quarterly*, 22(4), 417–440
- Hall, B. (2006). Leadership Support For Staff Development: A School Building Level Model, College of Education, Wayne State University, Detroit, MI, .
- Hansen, M. T., Nohria, N., & Tierney, T. (1999). What's your strategy for managing knowledge? *Harvard Business Review*, 77(3), 196–206
- Hinds, P., & Pfeffer, J. (2003). Why organizations don't know what they know: Cognitive and

- motivational factors affecting the transfer of expertise. In M. Ackerman V. Pipek & V. Wulf (Eds.), *Sharing expertise: Beyond knowledge management* (pp. 1–22). Cambridge, MA: MIT Press.
- Hoy, W. K & Miskel, E.G. (1987). Educational Administration, *Theory and Practice* Mac grow Hill Inc. New York.
- Kauchack, D. P & Eggen, P. D (2007). Learning and Teaching. *Research – based Methods*. 5th edition education.
- Kimani, E.N & Kombo, D.K., (2011). An Investigation ogf Communioty Participation in the Development of Schools and Income-Generating Projects in Rural Areas in Kenya. *British Journal of Educational Research* 1(1): 58-68, 2011. ScienceDomain International
- Krejcie, R. V. & Morgan, D. W (1970). Determining Sample Size for Research Activities. *Educational and Psychology Measurement*, 30, 607-610.
- Leeuwis, C. (2004). Communication for Rural Innovation, Rethinking Agricultural Extension, 3rd ed., with contributions from Anne van der Ban, Blackwell Publishing, Ames, IA, .
- Maicibi, A. N. (2005). Pertinent issues in management, Human Resource and Educational management, Net Media Publishers, Plot 45, Nkrumah road, Kampala, Uganda.
- Merriam, S. B. (1998). Qualitative Research and Case Study Applications in Education, Jossey-Bass Publishers, San Francisco, CA.
- Miller, C. A. (2005). New Civic Epistemologies of Quantification: Making Sense of Local and Global Indicators of Sustainability, *Science, Technology & Human Values* 30(3): 403-432.
- MoGLSD, (2003). Community Mobilization and Empowerment Strategy, Kampala, Uganda.
- MGLSD (2002). National Adult Literacy Strategic Investment Plan 2002/03–2006/07. Ministry of Gender, Labour and Social Development.
- MGLSD (2004a). Guidelines for Continuous Assessment of Functional Adult Learners.
- MGLSD (2004b). Guidelines for the implementation of the Functional Adult Literacy (FAL) programme, *Department of Disability and Elderly*. Kampala, Uganda.
- MGLSD (2007). Process review of the functional adult literacy program in Uganda 2002 – 2006. Prepared for Ministry of Gender, Labour and Social Development with the support of Icelandic International Development Agency, Kampala.

- Mulwa, F. W. (1987). *Participation of the Poor in Rural Transformation: A Kenyan Case*, Eldoret: Gaba Publications, AMECEA.
- Narayan, D. (1996). *Toward participatory research*. World Bank Technical Paper number 307. World Bank. Washington D.C.
- Nkata, J. L. (1996). *Parent participation in school management in primary schools in Mpigi district*, Unpublished PhD Thesis, Makerere University, Kampala
- Nice, J. (2008). *A critical assessment of participatory monitoring and evaluation of development projects by NGOs in Busia district: A case of friends of Christ and Sihubira farmers' organization*. Unpublished Masters' Thesis, Uganda Martyrs University, Nkozi.
- Norton, M. (1996). *The World Wide Fundraiser's Handbook*. 1st Edition, Published by Directory of Social Change, London
- Okech, A.; Carr-Hill, R & Katahoire, A. (1999). *Report of Evaluation of the Functional Adult Literacy Programme in Uganda*. Kampala. Ministry of Gender, Labour and Social Development.
- Okumbe J. A. (1998). *Educational Management. Theory and Practice*, Nairobi University Press, Nairobi, Kenya.
- Okunna, C. S. (1995). *Small participatory media technology as an agent of social change in Nigeria: A non-existent option? Media, Culture & Society*, 17 (4), 615-627.
- Phillips, P. (2007). *Shared Decision Making in an Age of Reform, Updating School Board Policies*, Vol. 20 pp.1-4.
- Robinson, D & Mutakyahwa, R. (2004). *An introduction to the non-profit sector in Tanzania*, Published by Allavida , 5 5 Bondway London SW8 ISJ
- Rogers, A. (1991). *Partners in Literacy*. Reading, U.K.: Education for Development.
- Sakala, S. S (2004). *Towards Establishing Sustainability Of Community Based Development Projects With Special Reference To Chisankane Community Project*. A Research report submitted to St. Clements University, British West Indies.
- Sekajingo, L. (2007). *A Handbook on Local Resource Mobilization for NGOs and CBOs*. Training Manual. Available at:
http://academicarchive.snhu.edu/xmlui/bitstream/handle/10474/392/sced2007sekajingo_apdx.pdf
- Ssekemwa, J.C & Lugumba, S.M.E (2001). *A History of Education in East Africa* Fountain

Publishers, Kampala, Uganda.

Senge, P. (1990). *The fifth discipline: The art and practice of the learning organization*. New York: Doubleday.

Shiva, V. (1992). Recovering the real meaning of sustainability. In D. Cooper & J Palmer (Eds.), *The Environment in Question: Ethics and Global Issues* London: Routledge: 187-193.

TANGO International (2009) IFAD - Sustainability of rural development projects: Best practices and lessons learned by IFAD in Asia. Knowledge for development effectiveness. Occasional papers.

Toomey, A. N. (2008). A transition to sustainable development: empowerment and disempowerment in a Nicaraguan community. Unpublished Masters' thesis, American University, Washington, D.C.

Uddin, A. M. (2005). Perceptions, learning and uses of literacies in relation to livelihoods: a case study of two Bangladeshi villages, Unpublished PhD thesis, University of Nottingham.

Udoh, S. U., Akpa, G. O., & Gang, K. P. (1990). *Theory and Practice of Educational Administration in Nigeria*. JOS Ehindero, Nigeria limited, Nigeria.

Uganda National Household Survey 2002/03 – Uganda Bureau of Statistics (2003).

UPHOLD (2003). *Best Practices in Community Participation and Gender Mainstreaming: Literature Review and Documentation*. Kampala.

Ward, B. & Pascarelli, J. (1987). Networking for Educational Improvement, in Goodlad, J.I. (Eds), *The Ecology of School Renewal*, Chicago University Press, Chicago, IL, pp.192-209.

Ward, M., Penny, A. and Read, T. (2006). *Education Reform in Uganda – 1997 to 2004. Reflections on policy, Partnership, Strategy and Implementation*. DFID, Research Issues, 60, 2006.

World Bank (2000). *Voices of the Poor: Crying Out for Change*, Oxford: Oxford University Press.

World Bank Group (2007). *Gender Partnership & Participation*, available at: www.worldbank.org/participation/keyconcepts.htm. Accessed 10th June, 2010.

World Commission on Environment and Development (WCED). (1987). *Our common future* (the 'Brundtland' report). Oxford: Oxford University Press.

APPENDIX I

QUESTIONNAIRE FOR FAL LEARNERS

Dear Respondent,

This questionnaire is for the purpose of helping OUMA TITUS, a graduate student of Master of Management Studies (Project Planning and Management) of Uganda Management Institute to obtain information that will assist him to write a dissertation that is a partial requirement for this course. The information is NOT meant for any other purpose; and therefore the responses will be kept with utmost confidentiality. You are therefore kindly requested to cooperate in answering the questions honestly to provide the required information. The topic of study is “**Community Participation and Sustainability of Functional Adult Literacy (FAL) Programme: a Case of Busia District**”

Thank you.

SECTION A: BACKGROUND INFORMATION OF RESPONDENTS

(Tick the correct alternative or write your response in the space provided)

A1. Name the FAL learning centre on which you attend _____

A2. What is the name of your sub county of residence? _____

A3. Sex of the respondent

1. Male

2. Female

A4. What is your age category? *(Please tick in the box below your answer)*

Below 20 years	20-25 years	26-30 years	31-35 years	36-40 years	Above 40 years

A5. Highest education level attained *(Please tick under only one of them).*

No formal education	Primary Level	Secondary	Diploma	Degree	Post graduate

A6. What activity do you do to earn a living? *(Please tick in the box below your answer).*

Civil servant	Self employment	LC official	Trader	Student	Unemployed

A7. Marital status:

Single

Married

Widow/widower

Divorced/separated

A8. Which year did you start to conduct FAL classes in Busia district? _____

SECTION B: RESOURCES MOBILIZATION BY THE COMMUNITY AND SUSTAINABILITY OF THE FAL PROGRAMME

B1. As a community member, have you offered any assistance to support Functional Adult Literacy in this area?

a) Yes

b) No

B2. If YES, what human, material and financial assistance have you offered to support Functional Adult Literacy in this area?

B3. What are the mechanisms of resource mobilization for Functional Adult Literacy in this area?

a) Submitting grant proposals or wring letters

b) Running a small business

c) Organizing fundraising events

d) Demonstrations

e) Music concerts.

f) Membership dues paid by members

g) Holding meetings with friends and resource providers

h) Self contributions

Any other? _____

B4. Who are the resource providers for Functional Adult Literacy in this area?

Non-Governmental Organizations

Local Churches

Private organizations

Private Individuals

Local authorities like sub county council

Community based organizations

B5. How have the community members supported Functional Adult Literacy in this area?

B6. This section contains a number of statements about resources mobilization by the community and sustainability of the FAL programme in Busia district. Kindly express your opinion by ticking one of the given responses (*Strongly Agree, Agree, undecided, Disagree and Strongly disagree*).

Statement	Strongly agree	Agree	Undecided	Disagree	Strongly disagree
1. Community members contribute funds towards implementation of Functional Adult Literacy in our area					
2. The community organized a fundraising drive to support Functional Adult Literacy in our area					
3. Local leaders lobby for resources from local councils or other donors to implement Functional Adult Literacy in our area					
4. Local leaders engage in advocacy for resources to support Functional Adult Literacy					
5. Community members engage in project proposal writing for resources to support Functional Adult Literacy					
6. Some community members have offered donations to support Functional Adult Literacy					
7. There are budget provisions for Functional Adult Literacy programme at the sub county level					
8. Learners contribute resources to support Functional Adult Literacy					
9. Community members offer free labour to implement Functional Adult Literacy in the area					
10. Resources collected are used to pay trainers					
11. Some resources are used to bring about new changes in the programme					
12. Resources are used to ensure learners fully understand the lessons					
13. Resources are used to conduct remedial classes for slow learners					
14. Resources are used to create more practical					

classes					
15. Resources are used by the trainers to visit learners homes and conduct demonstration					

B7. What problems have you faced in an attempt to mobilize resources to support Functional Adult Literacy in your area?

SECTION C: COMMUNITY INVOLVEMENT IN DECISION MAKING AND SUSTAINABILITY OF THE FAL PROGRAMME

C1. Do you participate in decision making on matters concerning long run survival of Functional Adult Literacy in this area?

a) Yes b) No

C2. How many times have you attended meetings to discuss issues pertaining to Functional Adult Literacy in this area in the previous 12 months?

None

1 to 3 times

4 times and above

C3. What major decisions pertaining to Functional Adult Literacy can you recall as having participated in making?

C4. This section contains a number of statements about community decision making and sustainability of the FAL programme in Busia district. Kindly express your opinion by ticking

one of the given responses (*Strongly Agree, Agree, undecided, Disagree and Strongly disagree*).

Statement	Strongly agree	Agree	Undecided	Disagree	Strongly disagree
1. Community members contribute views towards efficient implementation of Functional Adult Literacy					
2. There is bottom-up decision making with regard to matters of Functional Adult Literacy in our area					
3. The opinions and views of community members about Functional Adult Literacy are respected					
4. Community members participate in priority setting for implementation of the Functional Adult Literacy programme					
5. Community members are consulted on issues of Functional Adult Literacy in the area					
6. Decisions by community members often regard better payment of teachers					
7. Decisions by communities often bring in new things in the programme					
8. Decisions by communities are learner oriented and on better performance of FAL					
9. Decisions by communities are in regard to better accountability of FAL resources					

C5. What problems do you face in involvement in decision making for the long run survival of Functional Adult Literacy in your area?

SECTION D: INFORMATION SHARING AT COMMUNITY LEVEL AND SUSTAINABILITY OF THE FAL PROGRAMME

D1. What are the available communication channels between the community and FAL instructors?

Telephone

Letters

Face to face discussions

Meetings

E-mails

Radio

Public notices

D2. What are the communication channels between FAL learners and FAL instructors?

Telephone

Letters

Face to face discussions

Meetings

E-mails

Radio

Public notices

D3. What is the language of instruction during Functional Adult Literacy classes?

Lusamia-Lugwe

English

Ateso

Luganda

Kiswahili

A combination of English and local language

D4. This section contains a number of statements about information sharing and sustainability of the FAL programme in Busia district. Kindly express your opinion by ticking one of the given responses (*Strongly Agree, Agree, undecided, Disagree and Strongly disagree*).

Statement	Strongly agree	Agree	Undecided	Disagree	Strongly disagree
1. There is free communication between learners					
2. There is free communication between learners and instructors					
3. FAL instructors seek opinions and views of learners					
4. There are different channels of information sharing between Functional Adult Literacy stakeholders					
5. The learners are free to talk about the payment of trainers					

6. The learners also share any information to enable others full understand a topic					
7. Learners are free to bring in any innovation outside the syllabi to enable other learners understand					

D5. What problems do you face in information sharing at the community level for the long run survival of Functional Adult Literacy in your area?

SECTION E: SUSTAINABILITY OF THE FAL PROGRAMME

E1. Do you think the community can maintain Functional Adult Literacy without assistance from outside your area?

a) Yes b) No

E2. This section contains a number of statements about the level of sustainability of the FAL programme in Busia District. Kindly express your opinion by ticking one of the given responses (*Strongly Agree, Agree, undecided, Disagree and Strongly disagree*).

Statement	Strongly agree	Agree	Undecided	Disagree	Strongly disagree
1. The local community provided sufficient trained personnel for FAL instruction					
2. Functional Adult Literacy programme is appropriate to the many illiterate community members					
3. The good will of the community will ensure long run survival of Functional Adult Literacy					
4. Functional Adult Literacy is well adapted to the local conditions in Busia district					
5. With its major achievement as long term literacy, Functional Adult Literacy will survive without external assistance					
6. Functional Adult Literacy collaborates with existing social institutions and organizations					
7. Through collaboration and networking Functional Adult Literacy can share					

experience, learners educate each other, support one another, exchange programmes and if possible share resources.					
--	--	--	--	--	--

E3. What challenges do you anticipate to hinder sustainability of the Functional Adult Literacy programme in Busia district?

E4. How can sustainability of the Functional Adult Literacy programme in Busia district be ensured?

END

Thanks for your cooperation

APPENDIX II

QUESTIONNAIRE FOR FAL INSTRUCTORS

Dear Respondent,

This questionnaire is for the purpose of helping OUMA TITUS, a graduate student of Master of Management Studies (Project Planning and Management) of Uganda Management Institute to obtain information that will assist him to write a dissertation that is a partial requirement for this course. The information is NOT meant for any other purpose; and therefore the responses will be kept with utmost confidentiality. You are therefore kindly requested to cooperate in answering the questions honestly to provide the required information. The topic of study is “**Community Participation and Sustainability of Functional Adult Literacy (FAL) Programme: a Case of Busia District**”

Thank you.

SECTION A: BACKGROUND INFORMATION OF RESPONDENTS

(Tick the correct alternative or write your response in the space provided)

A1. Name your FAL training centre/class _____

A2. What is the name of your sub county of residence? _____

A3. Sex of the respondent

1. Male

2. Female

A4. What is your age category? *(Please tick in the box below your answer)*

Below 20 years	20-25 years	26-30 years	31-35 years	36-40 years	Above 40 years
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

A5. Highest education level attained *(Please tick under only one of them)*.

No formal education	Primary Level	Secondary	Diploma	Degree	Post graduate
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

A6. What activity do you do to earn a living? *(Please tick in the box below your answer)*.

Civil servant	Self employment	LC official	Trader	Student	Unemployed
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

A7. Marital status:

Single

Married

Widow/widower

Divorced/separated

A8. Which year did you start to conduct FAL classes in Busia district? _____

SUSTAINABILITY OF THE FAL PROGRAMME

E1. Do you think the community can maintain Functional Adult Literacy without assistance from outside your area?

a) Yes b) No

E2. This section contains a number of statements about the level of sustainability of the FAL programme in Busia District. Kindly express your opinion by ticking one of the given responses (*Strongly Agree, Agree, undecided, Disagree and Strongly disagree*).

Statement	Strongly agree	Agree	Undecided	Disagree	Strongly disagree
1. The local community provided sufficient trained personnel for FAL instruction					
2. Functional Adult Literacy programme is appropriate to the many illiterate community members					
3. The good will of the community will ensure long run survival of Functional Adult Literacy					
4. Functional Adult Literacy is well adapted to the local conditions in Busia district					
5. With its major achievement as long term literacy, Functional Adult Literacy will survive without external assistance					
6. Functional Adult Literacy collaborates with existing social institutions and organizations					
7. Through collaboration and networking Functional Adult Literacy can share experience, learners educate each other, support one another, exchange programmes and if possible share resources.					

E3. What challenges do you anticipate to hinder sustainability of the Functional Adult Literacy programme in Busia district?

E4. How can sustainability of the Functional Adult Literacy programme in Busia district be ensured?

END

Thanks for your cooperation

APPENDIX III

INTERVIEW GUIDE FOR KEY INFORMANTS

TOPIC: “Community Participation and Sustainability of Functional Adult Literacy (FAL) Programme: a Case of Busia District”

Occupation of the key informant _____

1. How is Functional Adult Literacy conducted in your area?
2. As a community member, what assistance have you offered to support Functional Adult Literacy in this area?
3. How have you participated in mobilizing other community members to support Functional Adult Literacy in this area?
4. What resources are still lacking to facilitate Functional Adult Literacy in Busia district?
5. What problems have you faced in an attempt to mobilize resources to support Functional Adult Literacy in your area?
6. What major decisions pertaining to Functional Adult Literacy can you recall as having participated in making?
7. How are the community members involved in decision making on issues concerning Functional Adult Literacy?
8. What problems do you face by getting involved in decision making for the long run survival of Functional Adult Literacy in your area?
9. What are the communication channels between FAL learners and FAL instructors?
10. What problems do you face in information sharing at the community level for the long run survival of Functional Adult Literacy in your area?
11. What arrangements have been put in place to ensure sustainability of the Functional Adult Literacy programme in Busia district?
12. What challenges do you anticipate to hinder sustainability of the Functional Adult Literacy programme in Busia district?
13. How can sustainability of the Functional Adult Literacy programme in Busia district be ensured?

END

APPENDIX IV

FOCUS GROUP DISCUSSION CHECKLIST

TOPIC: “Community Participation and Sustainability of Functional Adult Literacy (FAL) Programme: a Case of Busia District”

1. How is Functional Adult Literacy conducted in your area?
2. How have you participated in mobilizing other community members to support Functional Adult Literacy in this area?
3. What resources are still lacking to facilitate Functional Adult Literacy in Busia district?
4. What problems do community members face in an attempt to mobilize resources to support Functional Adult Literacy in your area?
5. How are the community members involved in decision making on issues concerning Functional Adult Literacy?
6. What problems do you face by getting involved in decision making for the long run survival of Functional Adult Literacy in your area?
7. What are the communication channels between FAL learners and FAL instructors?
8. What problems do you face in information sharing at the community level for the long run survival of Functional Adult Literacy in your area?
9. What arrangements have been put in place to ensure sustainability of the Functional Adult Literacy programme in Busia district?
10. What challenges do you anticipate to hinder sustainability of the Functional Adult Literacy programme in Busia district?
11. How can sustainability of the Functional Adult Literacy programme in Busia district be ensured?

END

APPENDIX V

OBSERVATION CHECKLIST

Name of sub county observed _____

1. To observe and record the operation of FAL classes, materials and other forms of support supplied by community members and attendance of FAL meetings *(to record observations on the right hand side of the observation sheet below)*

Variables	Observations
<p>Operation of FAL classes (time of starting, organization of classes, attendance, code of dressing, discipline....)</p>	<p>Record what was observed and the village where it is found</p> <p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p>
<p>Community support for FAL classes (furniture, shelter, scholastic materials, instructional materials...)</p>	<p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p>

	<p>.....</p>
<p>Evidence of sustainability of FAL (availability of personnel with the required skills and expertise, adaptability of FAL, innovations and deviations and achievement of long term literacy).</p>	<p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p>