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Examining the Challenges to Effective Participation of Women in Functional Adult Literacy Programme: A Case Study of Nyakitunda Sub-County, Isingiro District.

The study examined the challenges to effective participation of women in Functional Adult Literacy (FAL) programme in Nyakitunda sub-county in Isingiro district with the objectives of finding out the nature of FAL in Nyakitunda sub-county, challenges affecting women's participation in FAL and the strategies that have been adopted in order to overcome the challenges affecting women's participation in FAL. The study, therefore, used a diversity of literature such as the UNSCO reports, UNDP, World Bank reports and books such as Sand Ford et al to support the issues under investigation. Literature was also useful in identifying areas of agreement and disagreement with the study findings so as to be able to come up with valid conclusions and recommendations. The study employed both qualitative and quantitative research methods. A total of 80 respondents constituted the sample size and this comprised of key informants such as FAL instructors and learners. These were selected by use of simple random and purposive sampling techniques. Both primary and secondary data were collected whereby; primary data were collected by use of interviews, questionnaires, focus group discussions and observations. On the other hand, secondary data were collected by use of documentary review. This was then analysed both qualitatively and quantitatively. The study found out that FAL in Nyakitunda sub-county has been greatly promoted by the local government. However, most instructors of FAL are volunteers and classes are mostly conducted under the trees with limited instructional materials. As such, women's participation in FAL in the area is affected by various challenges especially culture, family size and domestic violence. This has, therefore, led to various strategies aimed at promoting women's participation such as; introduction of vocational skills in lessons promotion to various levels, giving allowances to instructors, bicycles and exchange visits. However, women who have participated in FAL have benefited by being able to read and write, acquiring life skills and awarded certificates after completion. Therefore, the study strongly recommended that the government should seriously consider outreach programmes to attract more learners as well as using various approaches in conducting FAL classes and ensuring that FAL venues are provided with instructional materials and instructors.

Key Words: Adult, Functional, Education, Literacy, Women, Programme