

**INFORMATION LITERACY PRACTICES AMONG ADULT LEARNERS IN RURAL
COMMUNITIES: A STUDY OF NAKASONGOLA DISTRICT**

BY

RONALD SSENTUUWA
2006/HD05/5410U

A DISSERTATION SUBMITTED TO THE COLLEGE OF INFORMATION SCIENCE AND
COMPUTING IN PARTIAL FULFILMENT OF THE REQUIREMENTS FOR THE AWARD OF
MASTER OF SCIENCE IN INFORMATION SCIENCE OF MAKERERE UNIVERSITY

September 2016

TABLE OF CONTENTS	
TABLE OF CONTENTS	ii
LIST OF TABLES	vi
LIST OF FIGURES	vi
ABSTRACT	vii
DECLARATION	ix
APPROVAL	x
DEDICATION	xi
ACKNOWLEDGEMENTS	xii
ACRONYMS	xiii
CHAPTER ONE: INTRODUCTION	1
1.1 Introduction	1
1.2.1 Information Literacy Practices for Rural Communities	3
1.2.2 Information Literacy Practice Development in Nakasongola District	6
1.3 Problem Statement	8
1.5 Objectives of the Study	10
1.6 Research Questions	10
1.7 Conceptual and Theoretical Frameworks	11
1.7.1 Conceptual Framework	11
1.7.2 Theoretical Framework	12
1.8 Significance of the Study	13
1.9 Scope of the Study	14
1.10 Definition of Terms.....	16

CHAPTER TWO: LITERATURE REVIEW	18
2.1 Introduction	18
2.1.2 The Concept of Information Literacy	18
2.1.3 Information Literacy Practices	23
2.2 Adult Literacy Trends and Characteristics in Uganda	25
2.3.1 The Information Literate	35
2.3.2 Information Needs	35
2.3.3 Benefits of Information Literacy Practices	36
2.4 Factors Hindering Information Literacy Practices in Communities	40
2.5 Strategies for Enhancing Information Literacy Practice	42
Summary of the Chapter	48
CHAPTER THREE: RESEARCH METHODOLOGY	49
3.1 Introduction	49
3.2 Research Design.....	49
3.3 Area of Study	51
3.4 Population of the Study	51
3.5 Sample, Sample Size and Sampling Strategy	52
3.6 Data Collection Methods	53
3.6.3 Document Analysis	55
3.6.4 Content Analysis	55
3.7 Data Collection Instruments	56
3.8. Data Quality Control	57
3.9 Data Analysis and Interpretation	60
3.10 Ethical Issues	60
3.11 Limitations of the Study.....	61

3.12 Chapter Summary	62
CHAPTER FOUR: PRESENTATION OF FINDINGS AND DISCUSSIONS	63
4.1 Introduction	63
4.2 Categories of the Respondents	63
4.2.2 Respondents' Economic Activities and Social Status	65
4.3 Information Literacy Practices of Adult Learners in Nakasongola District.	67
4.3.1 Information Needs of Adult learners in Nakasongola District	67
4.3.2 Community Information Sources	69
4.3.3 Information Literacy Practices of Adult Learners in Nakasongola District	75
4.5 Factors Hindering Information Literacy Practices among Adult Learners in Nakasongola District	95
4.6 Strategies for Enhancing Information Literacy Practices among Adult Learners in Nakasongola District.	98
4.6 Summary of the Chapter	103
CHAPTER FIVE: SUMMARY, CONCLUSIONS AND RECOMMENDATIONS	
5.1 Introduction	104
5.2 Summary	104
5.3 Conclusion	105
5.4 Recommendations	106
5.4.1 Support to information Literacy efforts	106
5.4.2 Information Users' Needs	106
5.4.3 Information Access	106
5.4.4 Relevant Information and ICTs	107
5.4.5 User Training	107
5.4.6 Support of Information Professionals	107

5.4.7 Information Dissemination Practices	107
5.4.8 National Language	108
5.4.9 Information Utilization Practices	108
5.4.10 LIS Curricular	108
5.4.11 Information Storage Practices.	108
5.4.12 Areas of Further Research	109
APPENDICES	116
APPENDIX ONE: MAP OF UGANDA SHOWING THE STUDY AREA	116
APPENDIX TWO: FOCUS GROUP DISCUSSION SCHEDULE	117
APPENDIX THREE: UNSTRUCTURED INTERVIEW SCHEDULE FOR KEY INFORMANTS	119

LIST OF FIGURES

Figure 1: Conceptual Framework for Information Literacy Practices among adult learners in rural communities.....11
Figure 2: Map of Nakasongola district.....16

LIST OF TABLES

Table1: Showing Summary of the Sample Size.....53
Table 2: Respondents' Response Rate.....64
Table 3: Shows the gender Response Rate.....64
Table 4: Respondents' economic activities.....65
Table 5: Tribes and languages in Nakasongola.....66
Table 6: Information Needs of Adult Learners.....64
Table 7: Preferred Information Sources in the Communities by gender.....66
Table 8: Activities that benefited Adult Learners in Nakasongola.....75

ABSTRACT

Despite several interventions that include early childhood development, adult education and community non formal education, information literacy practice levels remain low in Nakasongola district at only 35.6% (UDHS: 2006). The situation is not any better amongst adult literacy learners in Nakasongola district. This study was carried out to establish the magnitude information literacy practices of adult learners' in Nakasongola district.

Literature related to the study was reviewed to establish the existing gaps in information literacy practices among adult literacy learners that revealed minimum inadequacy of information literacy practices a concern of this study. This study seeks to identify strategies to improve information literacy practices in rural communities. A case study design of Nakasongola district was used with the specific study population of adult learners. Data collection methods included; focus group discussion, document review and key informative interviews. Data was collected from adult learners using FDGs, document review and content analysis were employed as data collections methods as well as key informants that included program implementers, district officials or local leaders and adult learners' facilitators

Findings revealed that the common information literacy practices acquired revolved around information generation, search and access, utilization and dissemination, e.g AL depended on key informants to acquire information literacy practices. However information storage practices were insufficient. The study revealed that librarians/ information professionals were not involved in supporting adult literacy learners to enhance information literacy practices; activities of adult learners that impact information literacy practices were facilitated by personnel from development agencies who lack relevant expertises to support the learners.

The study recommended that information institutions and information professionals should be involved in community information services to revitalize the desired information literacy practices among adult literacy learners. Furthermore several strategies should be adopted to allow smooth development in promoting information literacy practices in Nakasongola District.

DECLARATION

I Ronald Ssentuuwa, hereby declare that this thesis is original and that it has never been presented to any other university, college or institution for any award of a diploma or a degree.

Signature. 

Date. 18-04-17

Ronald Ssentuuwa
2006/HD05/5410U

APPROVAL

I certify that this thesis has been presented with my approval as a supervisor

Signature. 

Date. 20/04/2017

Prof. Robert Ikoja - Odongo

East African School of Library and Information Science

DEDICATION

I dedicate this dissertation to my Father Charles Ssenyonga (R.I.P) and all descendants of Ekirya'tabala Ssendulaka for the foundation laid in my life.

ACKNOWLEDGEMENTS

I wish to express my sincere gratitude to the many individuals who provided assistance in one way or another to make this research possible. I wish to thank my supervisors Professor Elisam Magara and Professor Robert Ikoja-Odongo for the seriousness, openness, and sincerity with which they reviewed my work. This inspired me to endeavor to do my best. Special thanks my professors for doing your splendid job with a parenthood heart and extra support during the process of producing this dissertation.

I am particularly indebted to the family of Dr. and Mrs. Tilden J. LeMelle for the financial support that enabled me to do this course. Special thanks to Joyce M. LeMelle for introducing me to the entire family, Stephanie LeMelle, Therese M. LeMelle, Dean of Design and Digital Media; Katherine Gibbs School New York; Peter Readhead and Albert G. Thomas for the love and care rendered to me when life was at a lip. My appreciation goes to all my relatives, friends, not forgetting 2006 – 2008 MSc Class for the support and encouragement during the difficult times we went through. To all lecturers at the East African School of Library and Information Science Makerere University, special thanks to Assoc. Professor Okello Obura, May the Almighty reward abundantly!

Finally to the Lord Almighty for His provision! With God everything is possible! May God Bless you all!!

ACRONYMS

ACRLC	American Research Library College
CHANCE	Child Centered Community Based Education
AL	Adult Literacy
ALA	American Library Association
ALE	Adult Learning and Education
BMU	Beach Management Unit
CBOs	Community Based Organizations
EPRCP	Education Policy Review Commission Report
ESIP	Education Sector Investment Plan
FAL	Functional Adult Literacy
FBOs	Faith Based Organizations
FGD	Focus Group Discussion
IDA	International Development Agency
ICTs	Information and Communication Technologies
IL	Information Literacy
ILP	Information Literacy Practices
KI	Key informant
NGOs	Non Government Organizations
LCs	Local Councils
SCONUL	Standing Conference of National and University Libraries
UCC	Uganda Communication Commission
UDHS	Uganda Demographic Health Survey
UNESCO	United Nations of Education Scientific and Cultural Organization
UPE	Universal Primary Education
USA	United States of America
USE	Universal Secondary Education
USAID	United States Agency for International development

CHAPTER ONE: INTRODUCTION

1.1 Introduction

Different communities have adopted various programs and strategies to address information literacy practices to meet the socio-economic needs of society, some with relative success while others dismal results as is the case with Nakasongola district. This chapter presents the background to the study, objectives, conceptual framework, significance and scope of the study, limitations and definitions of key terms.

1.2 Background to the Study Discussion information literacy practices

Information literacy practices play a role in empowering and facilitating adult learners with lifelong learning skills (Lloyd, 2005, p82). This involves acquisition of proficiency in the area of information seeking; information interrogating and evaluating information sources and ethical use of information. This makes information literacy a survival practice in the information age to adult learners in communities. Such practices include: how to find it, generate, evaluate, and use information effectively to solve a particular problem or make a decision regardless of media or source: computer, a book, a government agency, a film, or any number form. What remains a challenge is with the existing digital divide, absence of access to available information requires information literacy practices that are appropriate to the local communities.

Information institutions all over the world are encouraging information seekers to enhance their information literacy practices to ensure effective and efficient use of information. Information literacy has been compared with other types of literacy, Stern (2002) proposes a literacy spectrum: alphabetic literacy (being able to write), functional literacy (being able to read and write), social literacy (being able to communicate in a cultural context), Information literacy (being able to locate, critically evaluate and use information) and digital literacy (being able to apply literacy as part of the electronic literacy spectrum). Postman's (1990) claim that information literacy genesis relates to the information age began with the invention of the printing press. It is observed that, the information age has led to shift in the global economy's focus from physical resources to the way of information manipulation (Castells, 2000; Druker, 1969; Machlup, 1962). Information manipulation is affected by information literacy practices in society today and past decades. Witnessing the transitions into a "post industrial society" where

service sector dominates the economy (Bell, 1973) and to an information society (Castells, 2000) where information generation, processing, and transmission became fundamental source of productivity and power (Castells, 200, p.21), therefore information literacy has become a fundamental skill for ensuring the social economic transition of the society. In the information society for instance; Information and Communication Technology (ICTs) has become the major driving force behind this shift. Khushbu and Myers, :2009 notes that there is a huge challenge in keeping up with the information economy that particularly affects the developing countries. As a result some scholars have observed enormous digital divide between the developed and developing world because of the lack of the information skills amongst the information seekers in the developing countries (Dewan, Ganley and Kraemer, 2005).

Costello, Whitehead & Quinlan, observe that efforts by many developing countries including Uganda are in place to bridge the digital divide within the country by developing advanced ICT infrastructure to ensure equitable information literacy levels in the country. However, absence of such ICTS in Uganda has resulted into a huge digital divide which impacts negatively on information seekers or users. As asserted by Hersberger, 2003; NTIA, 1995, 1998, 1999, 2000; Tien & Fu, 2008), the issue of the digital divide has drawn remarkable attention with regards to unequal access to information and communication technology (ICT) , thus increase in a gap between those who are “information-haves” and those who are “information have-nots” and this has raised great social problems of inequality. In addition countries like Uganda lack information provision services like libraries, resource centres, community radios, among others to support information literacy programmes.

Although many developing countries are still struggling with the provision of basic services like clean water and electricity, basic education, basic health services, many are increasingly looking to ICT for development projects to improve their social and economic development (Shin, Kraemer, & Dedrick, 2008; Walsham, Robey, & Sahay, 2007). However one greatest barrier to the attainment of the desired change in the economy and social wellbeing of the communities is the relatively low level of information literacy practices. According to Khushbu & Myers (2009) the low levels of information literacy practices are manifested through the

inability to manipulate and use information effectively. Therefore investing in development projects may not be successful. Without information literacy practices developing nations and communities may continue to underutilize the information services that are provided (Pejova, 2002), resulting in a waste of resources with potentially serious repercussions for development.

However the main targets of the MDGs as agreed upon in 2000 by 189 nations, which established the eight MDGs emerged (UNDP, 2012) and beyond to the Sustainable Development Goals (SDGs) is arched on information unitization. Therefore, Uganda embraces information literacy interventions ranging from generation, accessing, storing, utilizing and disseminating of information for social economic development. Information literacy practice requires skills to generate, access, evaluate, organize, and use information from the various information sources (ACRL:2000). But (Tien & Fu, 2008) observes increasing information disparities as a result of limited access to information and communication technology, as evidenced by peoples' lack of adequate computer knowledge. (). The discrepancy in information access due to digital divide does not only cause an educational divide but also the economic, social, culture differences as a result of the world knowledge gap. This thus is attributed to results into inadequacy of information literacy practices an issue of concern for this study (Costello, 2000; Whitehead & Quinlan, 2003).

1.2.1 Information Literacy Practices for Rural Communities

Most African countries have embraced a number of interventions in information literacy practices as a strategy in promoting the world global development targets that relate to: poverty alleviation, universal access to education, women empowerment, and reduction of maternal and infant mortality reduction of infectious diseases, environmental sustainability and global partnership for sustainable community development (Abdul, 2005). The overall purpose of any community development programme is to improve the livelihoods of citizens in recipient countries, especially the impoverished to meet the growing economic, social, physical and technological needs of a society (Bamber, Owens, Schonfeld and Ghate, 2009). Community development programmes aim at empowering and sustaining community participation focusing on the most disadvantaged sections of the population, who may be defined by age, gender, ethnicity, disability, economic status or other such categories.

A concept of a community varies from the group of people who stay together in the geographic location to a population that has come together through common interests and affiliations. But in all, community development programmes are determined by the level of community participation, community ownership of the programme, changing and community's information needs (Thomas & Thomas, 2007). Such programmes seek to empower individuals and groups of people with the skills they need to effect change within their communities including civic leaders, youth, children, women, activists and adults among others. Community empowerment allows local people to make a difference to improve their localities, and that encourages them to believe that it is both possible and worth it (Improvement for Development Agency, *na*). Empowering individuals and groups of people with skills needed to effect change in their own communities require a clear assessment of a particular environment, e.g. rural communities

Rural communities are characterized by the size of the community, density of population, agriculture as the main occupation, close contact with nature, homogeneity of population, social interaction, social solidarity and joint family (Mondal, 2002). For example, the Carnegie UK Trust Rural Programme (2008) in its Manifesto for Rural Communities entitled: *Inspiring Community Innovation* identifies three enabling factors that form the prerequisites for vibrant rural communities and the growing capacity of local people, agencies and professionals who support rural communities. These programmes include: building strong social networks founded on high levels of volunteering and skilled support; and enhancing community assets of all kinds and ensure effective community-led planning and stronger local governance. The concept “rural” differs by country, though it is usually used in contrast to “urban” and is based on social, economic, and natural conditions and environments in each country.

In the World Bank (2014) report on Agriculture and Rural Development of the 70 percent of the world's poor who live in rural areas, agriculture is the main source of income and employment. The report defines rural population as people living in rural areas as defined by the respective national statistical offices. It is calculated as the difference between total population and urban population. According to a joint publication of the World Bank and the International Monetary Fund (2013) -- *Global Monitoring Report 2013 on the Rural-Urban Dynamics and the*

Millennium Development Goals, indicate that of the 1.3 billion poor in developing countries in 2008, 76 percent resided in rural areas. The same report indicates that the poor literacy (reading and writing) scores in rural Sub-Saharan Africa highlight the risk of overestimating the schooling benefits associated with urban living. The same report indicates that children attending primary school in rural areas are often disadvantaged because it is difficult to attract teachers to rural areas and that parents in rural schools complain that the schools do not have enough teachers. The report also indicates that parents complain about high rates of teacher absenteeism; so what then is the relation to literacy acquisition in rural communities.

Literacy involves the acquisition of skills and attributes by the individuals who underpin effective learning in educational settings (Okech: 2005). Literacy is a predominant factor for information literacy. So the low literacy levels to Yamanda & Maskarince (2004) have a discursive application on the information literacy practices. A practice is the actual application or use of an idea, belief, or method, as opposed to theories relating to it. To Yamanda & Maskarince, the existences of discursive practices emphasize the emergent, participant-constructed qualities of social phenomena commonly used in problem based learning (PBL). Therefore if PBL is applied in communities, the information user will realize their information needs to bridge the information gap thus enhancing information literacy practices. The environment surrounding literacy is influenced by a wide range of factors thus defining the context of literacies including basic literacy, family literacy, adult literacy, and task based literacy, skill based literacy and information literacies.

Uganda is one of 164 countries that signed a pledge at the World Education Forum in 2000, to achieve the Education For All target by 2015. Like any other nation in developing countries, Uganda has over for the last 10 years faced a number of challenges to provide appropriate access to literacy education to adult learners in the country. Such gaps exist despite the existing increases witnessed in the number of information and telecommunication infrastructures. For instance, a number of radio and television stations such as radio stations, such as Central Broadcasting Station (CBS) Radio West, Uganda Broadcasting Cooperation, Bukedde TV, Wava Munno Television Services etc, provide avenues for adult literacy education. The government further in 2005 created the Ministry of Information and Communication Technology to improve

access to Communication and Information Technology In the same vein, the Uganda government privatized the communication systems and set up a Regulatory body like the Uganda Communication Commission (UCC) to regulate and ensure effective and efficient communication systems in the country. This Government effort resulted in the increase of Internet Providers such as MTN, AIRTEL, WARID, etc. from 2 in 1992 to 24 by 2002 (Giita, 2002:13). Whereas such efforts by the Uganda government have aimed at providing information and communication infrastructure, little efforts are done to integrate information literacy in rural communities. Such rural community literacy structures that support adult learner-centred programmes in a wide variety of locations, including literacy offices, community centres, social service agencies, families and libraries..

Each of the above structures influences information literacy practices of communities and its environment. Such practices relates to the process through which information is generated, accessed, used and disseminated. Information literacy practices are by information illiteracy levels in communities. For instance, level of information illiterate among the population affects the information literacy practices (UDHS: 2011). The major concern among the adults in rural communities of Uganda what is their information literate level. This is a reason why it is important to establish the state of information literacy practices for adult literacy learners in the District of Nakasongola as further elaborated below

1.2.2 Information Literacy Practice Development in Nakasongola District

The District of Nakasongola was created out of Luwero district in 1997. It is made up of one county - Buruli County (Uganda Travel Guide, 2008). Information literacy practices in Nakasongola district can be traced far back during colonial times like any other part of the country. The major languages of communication in the District are Lururi and Luganda. The District has a population of 125,297 people, 62,312 of whom are females and 62,985 males. The District has a total of 141 primary schools (118 governments, 7 private and 16 community schools.) 15 secondary schools exists in the district of which 3 government, 5 private and 7 community based (UBOS 2002). The district is connected by a tarmac road to Masindi and Luwero districts, but the feeder-road network remains inadequate and not well developed. This

not only makes traveling within the district difficult but greatly affects social and economic activities.

There are several projects in the districts, most of which are supported by International Development Agencies (IDAs) in Uganda. These range from health, environment, education, livelihood, agriculture and gender based activities among others. Early in 1999, the Uganda government requested Save the Children to support and strengthen its educational programs (especially Universal Primary Education, UPE). The non-government agency, Save the Children began work to support Universal Primary Education in Nakasongola district which is a multi-ethnic environment community.

Save the Children under its Project called CHANCE (Child Centered Community Based Education) targets severely disadvantaged groups in the district (Save the Children 2006:1). The objective of this Project was to establish and provide support to non-formal education centers. The project was intended to provide basic literacy and numeracy skills to the adults and youth who might have missed out on basic education during the early days of childhood care and development. With the primary objective of support the communities acquire basic numeracy and reading skills, currently there are a total of 2,500 adult learners enrolled and organized in 83 learning groups. The groups are served by 12 mobile box libraries in the community. Majority of participants are women compared to the men. In addition, Save the Children has trained a total of 120 community volunteers serving as adult literacy facilitators (Save the Children Report, 2006:2). The beneficiaries included communities in hard-to-reach areas such as migratory or war-affected communities as well as communities with limited resources. With the introduction of the CHANCE project, parents requested for the adult literacy program for themselves. With support from United States Agency for International Development (USAID), adult literacy training was introduced Save the Children USA in the district in 2001. In this project, forty (40) teachers were trained in the REFLECT methodology and 943 community members enrolled to participate in the program, which has strong links to the CHANCE project (Save the Children, 2006). Most important to note is that, most of the adult literacy trainers were parents of children who were attending the CHANCE program. This was expected to strengthen the program because adult learners' classes bear similarity with CHANCE children. Despite these initiatives the

practice is more formal obscuring the development of the literacy skills. Few of the programs like Save the Children have adopted the participatory approach that has attracted adult learners who had missed out on literacy skills in their early days thus reducing poverty by gaining information literacy skills through non formal means in their communities (Save the Children Report, 2006:2).

Therefore Adult education impacts information literacy practices of learners. The adult literacy program in Nakasongola District which started in 1997 to cater for participants interested in basic literacy and numeracy skills resulting could have contributed to the promotion of information literacy practices among learners. For instance in *"In 2004 Save the Children started use of group meetings for more than just learning to read and write,"* explains Luyiga (2004), the Group's Chairperson, *"now we address community issues when we come together."* According to Save the Children (2006), adult learners have learned about agriculture and nutrition, have developed a health outreach program, learned important facts about sanitation and hygiene and they have established a mothers' group and have devoted sessions to discussing the community schools and children's affairs. This exemplifies drastic change and development of the communities. It is therefore important to establish the magnitude information literacy practices among the adult learners in rural communities in Uganda.

1.3 Problem Statement

Information literacy practice aims at improving adult's way of life especially within rural communities and enhancing social-economic development. USA and Australia were the front runners in the development of information literacy with definition having been coined in 1989 by American Library Association on Presidential Committee, followed by the British in 1999 (Thornson 2008). In Uganda the Non-governmental Organizations started functional adult literacy (Odunkene and Okello 1985) and despite the vigorous literacy campaigns of the 1960s to expand formal and non-formal education system, information literacy practices remained low in the 1970s and 1980s (Nabukenya 2004:4).

Education Policy Review Commission Report (EPRCP 1989) and 1992 Uganda Government White Paper for the integration and development of the education system in Uganda led to the introduction of the FAL, UPE and USE to address the challenges of information literacy but information literacy practices are still low (Nabukenya 2004:4). This concurs with the World Bank observation that sub Saharan Africa has had the lowest archiving region in terms of education. This is because to be information literate a person must be able to realize when information is needed and have the ability to locate, evaluate and use effectively the needed information (American Library Association (ALA) 2004).

According to Melching (2008), information literacy benefits communities depending on how the communities perceive certain issues. Although information literacy practices are clear and desirable, there are challenges as identify by Kaso Konya and Scheffers (2008:11) such as balancing agricultural activities and information literacy practices. Other factors include low literacy levels, cultural norms, and failure of existing exotic information among others (Ikoja and Mostert 2006:152)

Over years, several interventions such as adult literacy classes, non-formal education, mobile community libraries and early childhood development classes have been implemented in the District of Nakasongola to promote the desired information literate practices in the community. For instance, in Nakasongola since 1999, development partners initiated adult literacy classes to enhance information literacy among adult learners (Save the Children Report, 2006:1). However, despite of these programmes, information literacy levels remain low among adult learners in the district with only 35.6% of women able to read a sentence (UDHS, 2006:39). The Uganda Health Demographic Survey (2006), also pointed out the District of Nakasongola was experiencing limited access to basic information, low levels of information absorption, high levels of information illiteracy, limited utilization of information/ communication technologies, backwardness, inappropriate decision making and retardation of socio-economic development. It is against this background that this study seeks to find out the information literacy practices on adult learners in Nakasongola district.

1.4 Aim of the Study

To establish the magnitude of information literacy practices among adult literacy learners in the District of Nakasongola.

1.5 Objectives of the Study

The study addressed the following specific objectives:

1. To find out the information literacy practices of adult learners in Nakasongola District.
2. To assess the benefits of information literacy practices amongst adult learners in the last five years in Nakasongola District.
3. To identify factors hindering information literacy practices among adult learners within communities in Nakasongola District.
4. To identify strategies for enhancing Information literacy practice among adult learners in Nakasongola District.

1.6 Research Questions

The study was directed by the following research questions:

1. What are information literacy practices in Nakasongola?
2. What benefits do information literacy practices have on adult learners in the last five years in the rural District of Nakasongola?
3. What factors are hindering the promotion of information literacy competencies among the rural people in the District of Nakasongola?
4. What strategy should be adopted to improve information literacy practices in the District of Nakasongola?

1.7 Conceptual and Theoretical Frameworks

1.7.1 Conceptual Framework

Figure 1: Conceptual Framework for Information Literacy Practices among adult learners in rural communities

3. Information Literacy (Dependent Variable)

- Generation
- Access
- Use/Utilization
- Dissemination
- Storage
- Information infrastructure
- Information sources
- Information provision services

5. INFORMATION ↔ LITERATE

- Ability to: generate, access, use dissemination and store information
- Ability to identify information need

1. Rural Communities (Intervening Variables)

- Density population
- Agriculture as the main occupation
- Close contact with nature,
- Homogeneity of population,
- Joint family
- Social interaction
- Social solidarity

2. Adult Learners

- Basic learning ↔ of numeracy
- Basic learning of reading
- Basic learning of writing skills
- adults above 18 years
- Attend non formal classes
- Conducted their communities

4. Information Literacy Practices (Independent Variables)

- ??????formal and informal learning
- Access to ICTs
- Socio-econ devt

Figure 1 shows that rural communities (box 1) characterized by, dense population, agriculture as the main occupation; they have close contact with nature, homogeneous population, social interaction and joint families. Given the characteristics of rural communities outlined above, adult learners are as part of the dense populations in such communities. Adult learners in (box 2) are those people mostly above 18 years of age who learn through informal classes' basic numeracy and writing skills. Information literacy relates to the social dynamics of information generation, access, utilization, dissemination and storage. These social dynamics enable adult literacy learners recognise 'the information gap/need in business, politics, economic activities and other social aspects. For example, one cannot vie for any political or public office without a certain level of education. Information literacy is based on the information provision services, information infrastructure in communities and information sources as manifested in (box 3). Adult learners in relation to their communities have information literacy practices that influence information literacy amongst themselves. These include are potential information literates, they usually undergo user education, selective dissemination of information; provide current awareness services amongst themselves to ease the access and utilization of information in relation to their information seeking behaviours. Altogether these are information literacy practices of adult learners as demonstrated in (box 4). This culminates into information literates who are able to: generate, access, disseminate, use and store information and being able to identify their information needs and take corrective action to avert the need as illustrated in (box 5).

The independent variable in this study is the information literacy practice amongst adult literacy learners in the rural communities. Most times the environment in which people live in influence the information literacy that results into this information literates/information literate society.

1.7.2 Theoretical Framework

This study is based on structuration theory of Zheng (2007) referring to Giddens (1979), Ranson et al. (1981); Willmott (1987) and Whittington (1992). The structuration theory as states that is information literacy is as a "structuring properties". The properties of such structure may include rules, resources, procedure that can repeat itself indefinitely in the reproduction of social systems. This implied that social properties influence information literacy practices. According

to Zheng, a structure serves to encapsulate the notion of information literacy which enable and constrains the generation, access, utilization, dissemination and storage of information. Therefore, information literacy “exists out of time and space”, and produced and reproduced by social practices.

Giddens (1984: 29) as quoted by Zheng (2007) denotes that, structuration theory describes structure in the three dimensions of signification, domination and legitimation, interacting with human action of communication, power and sanctions. The three dimensions leads to interpretive schemes, facility, and norms of the communities. Giddens argues that just as an individual’s autonomy is influenced by structure, structures are maintained and adapted through the exercise of agency. The interface at which an actor meets a structure is termed “structuration.”(Gibbs, 2013). Jones (1999) adds that, the structuration theory emphasize the *duality* of structure, which refers to the “essential recursiveness of social life. Recursion is the process of repeating items in a self-similar way, e.g. refers to a method of defining functions in which the function being defined is applied within its own definition. The term is also used more generally to describe a process of repeating objects in a self-similar way, as constituted in social practices. : Structure is both medium and outcome of the reproduction of practices, Jones asserts.

1.8 Significance of the Study

The National Literacy Program and Functional Adult Learning (FAL) in Uganda have a number of objectives. These include: attainment of permanent functional literacy including numeracy that relates to acquisition of functional skills relevant to one’s life in the community. This is intended for the development of national awareness of individuals and promotion of lifelong learning in the community (Okech and Carr – Hill, 2001: Xiii). Relating to the above therefore and considering the aim of the study, this study will help to identify gaps relating to information literacy practices among adults. This in turn will provide recommendations to the Government and Development Partners with what needs to be done in supporting the improvement of information literacy practices of adult learners in Uganda.

Over the years, the government of Uganda has taken steps to improve the level of children and adult Information Literacy Practices (ILP) in the country. ILP means more than efforts directed at acquiring and practising reading, writing and counting skills. The Uganda government introduced Universal Primary Education (UPE) in 1997; in 2007, Universal Secondary Education (USE) was also initiated to further the push of education for all. However the push for education might not yield with minimum information literacy practices. The study will explore the information literacy practices of adult learners in Nakasongola district that can be replicated on scale to benefit the majority. It is noted that adult education cannot be effective if the adults who are the parents of the students do not have basic information literacy levels to encourage and support their children at school thus the need to document their information literacy practices.

To support government efforts to increase information literacy practices in Uganda, NGOs play a catalytic role in supplementing government efforts towards improving the knowledge among the people in this country. Although NGOs provide essential needs and the basic training, the information literacy practices remain low among adult literacy learners in Nakasongola. This situation calls for the evaluation of the efforts of all the stakeholders towards improving information literacy practices in Uganda. The study will identify key information literacy practices and recommend strategies to implement them among adult literacy learners in Nakasongola district. The assumption of this study is that if the recommendations/strategies made by this study were implemented, there would be social and economic change in the lives of the people in Nakasongola.

Though several researches have been carried out in the area of information literacy, little or nothing has been done on information literacy practices in Uganda. This research intends to bridge the existing gap. The study will add and also bridge knowledge that relates to information literacy practices in the field of information. This also provides a platform for further research for information professionals.

1.9 Scope of the Study

The scope of this study is viewed from the contextual and geographical scope. The study was carried out in Nakasongola District in Uganda amongst adult literacy learners. The study was

carried out in Nakasongola District (Figure 2, P16). Nakasongola was chosen because of its poor infrastructure, low levels of literacy, low levels of urbanizations, peasant economy among others, which characterize a rural setting with adult learning program and were assumed to be affecting information literacy practices

1.9.1 Contextual Scope

The study was limited to information literacy practices among adult learners in Nakasongola district. The study focused on establishing how adult learners apply information literacy practices in overcoming challenges in their communities. This therefore, related to the definition of information literacy as defined by the (ALA: 2000), and it provide an opportunity to comprehend the information literacy levels of adult learners in the study area. The study sought to suggest strategies to enhance information literacy practices among adult learners in the district.

1.9.3 Geographical Scope

The study was carried out in Nakasongola district, among the adult learners from the sub counties of Kalungi, Kalongo, Lwampanga, Kalongo and Nabwisera where the adult literacy program was implemented for the past five years. The target group of this study were the program implementers, adult learners, local leaders and adult facilitators in the district.

Figure 2: Map of Nakasongola district

Source: Save the Children – US Report

1.10 Definition of Terms

Information Literacy: Woody (2007) defines information literacy as the ability to know when there is a need for information, to be able to identify, locate, evaluate, and effectively use that information for the issue or problem at hand. Information literacy is the capacity of people to recognize their information needs; locate and evaluate the quality of information, store and retrieve information; make effective and ethical use of information and apply information to

create and communicate knowledge (Catts and Lau, 2008). This definition is comprehensive because it highlights the power granted to the individual by being information literate and it entails the information literacy practices required of information literate. This study will use this definition as derived by Catts and Lau when to investigate the information literacy practices of adult learners in Nakasongola district. .

Information Literacy Practices: Refer to activities and the ways employed by information seekers (adult Literacy learners) to access, utilize and disseminate information in the process of effective decision making. This is definition has been designed by the researcher for purpose this research.

Adult Literacy Learners: Like Woody (20007) who refers to people aged 18 and above that attend basic lessons outside the formal systems in order to attain basic reading, writing and numeracy skills as adult learners. This study agrees with Woody's definition of adult learners. But, Arijabo (2005:8) defines adult literacy learners as persons who are above the age of eighteen and are engaged in a learning process which leads to a relatively permanent change in his/her potential for performance.

Rural Communities: Rural communities are characteristics by the size of the community, density of population, Agriculture as the main occupation, close contact with nature, homogeneity of population, social interaction, social solidarity and joint family (Mondal, 2002).

CHAPTER TWO: LITERATURE REVIEW

2.1 Introduction

Literature review is an academic practice to show the trends in the current discourse on topic of study. It is intended to establish a foundation for research topic and show that the current research is in a particular context of what is known about the subject. According to Creswell (2003) a good literature review shares with the reader the results of other studies that are closely related to the study being reported. This makes the research more credible by supporting it with other scholarly works which have discussed the same topic. A literature review goes beyond the search for information and includes the identification and articulation of relationship between literature and the field of research. While the form of literature review may vary with different types of studies, the basic purposes remain constant, provide a context for research, justify research, ensure the research has not been done before, show where the research fits into the existing body of knowledge, enable the researcher to learn from previous theory on the subject, illustrate how the subject has been studied previously; highlight flaws in previous research; outline gaps in previous research; show that the work is adding to the understanding and knowledge of the field, help refine, refocus or even change the topic. This chapter discusses reviews related literature on information literacy practices by covering major themes in the study which include; information literacy practice of adult learners; impact of information literacy practice; factors hindering information literacy practice and strategies to enhance literacy practices among adult learners.

2.1.2 The Concept of Information Literacy

Information literacy emerged from educational reforms in USA Zurkowski (1974). The first definition was advanced by the America Library Association as the ability to recognize when information is needed as well as the ability to locate, evaluate and effectively use it (Carpenter, 1989 as cited in Plotnick, 1999 & Myers 2009). However, literacy as defined by UNESCO implies a purposeful skill that contributes to the public good.

According to Gilster, 1997, literacy initially defined as the ability to read and write possesses a dual meaning: the ability to read with meaning and to understand being the fundamental acts of

cognition. Doyle (1992) emphasized diversity in the origin of information and defines information literacy as the ability to access, evaluate and use information from variety of sources. Bawden (2001) asserts that the definition of literacy has taken over a more prosaic meaning being able to make effective use of information gained from written materials thus the term functional literacy, he argues that the development.

Kuhlthau (1993), states that information literacy is a way of learning rather than a discrete set of skills. Bruce (2000) notes that, information literacy is in its infancy, arguing that a number of information literacy research/studies be carried to disentangle the term information literacy. She notes that such studies have employed a well-articulated theoretical framework to explore ways of investigating important aspects of information literacy such as phenomenography, cognitive analysis, action research and relational approach (Bruce 1997a 1997b). Whereas Virkus (2000) denotes that information literacy concern of librarians and information professionals. However, Bruce (2000); McMahon & Bruce (2002) refer to educational research to appreciate and comprehend the term information literacy. They observed that information literacy has been well researched in field of educational research where the concept is more dominant with strength of influencing information science and communication fields particularly through the application of sense-making methods. This therefore manifests that information literacy concept is a cross cutting issue not only in the field information science, but also in communication and education research. It is evident that information literacy impacts all fields as articulated by Virkus, Bruce and McMahon (2002).

American College Research Libraries (ACRL:2008) in the concept entitled Information Literacy Competency Standards defines information literacy as the ability by the person to determine the nature and extent of information needed and to access this information effectively and efficiently. ACRL further explains that information literacy practices involve the ability of someone to evaluate information and its sources critically and to incorporate selected information in his or her knowledge base/ values system and be able to access and use information efficiently to accomplish specific purposes as an individual or as a member of a group and to understand the economic, legal and social issues surrounding information use and access. According to Bruce (2003) information literacy practice standards include information

literacy, independent learning and social responsibility with the standards reflecting the importance of information literacy to independent learning and social responsibility. Therefore, an information literate person ideally should be able to have the above qualities and abilities for independent learning for social responsibility.

Woody (2005) clarifies that information literacy is closely related to learning to learn and to critically think which may establish formal educational goals, but which often are not integrated into curricula, syllabi and lesson plan outlines as discrete, teachable and learnable outcomes. He suggested that sometimes the alternative terms "Information Competence" or "Information Fluency" or even other terms are used in different countries, cultures or languages in preference to the term information literacy. He points out that information literacy is a process that involves the ability to articulate the need for that information in searchable terms. He explains that information literate persons should be able to efficiently search for information, retrieve, interpret and understand information, in addition to organizing and evaluating the credibility and authenticity of information as well as to assess the relevance of information. In view of Woody's philosophy, information literacy implies the ability to communicate information to others if necessary, and then utilize it to accomplish some bottom line purpose.

McKenzie (1998) studied networked schools as communities. He observed that schools invested in technology that focuses on the formation of an information literate school community. He observed that this was not possible because information literacy does not only involve the use of information technology. McKenzie reports that to support the advancement of information literacy there were three major components all of which contribute to learners being able to "make up their own minds." These include: a) Prospecting - the first component of information literacy relates to the discovery of relevant information. This prospecting requires navigation skills as well as the ability to sort shift and select pertinent and reliable data; b) Interpreting - it is not enough to locate numbers, texts and visual data. The learner must be able to translate data and information into knowledge, insight and understanding. The learner must be skilled at interpretation. Huge number sets have little value if we do not know how to "crunch" the data and convert it into charts or other forms which show relationships and help us to resolve issues and questions; and c) Creating New Ideas - true information literacy includes the development of

new insights. We cannot be satisfied with rehearsing the ideas of others. We expect to see fresh knowledge. We expect more than thinly disguised plagiarism. Therefore based on McKenzie's report, if we were to enhance information literacy practices amongst adult learners, information professionals should try to emphasize the above explained components. We should ensure that the learners are in a position to prospect, interpret and create new ideas as they access, utilization, disseminate and store information.

To ensure that learners are in the position to prospect, interpret and create new ideas. Thornton (2008) states librarians play a significant role. He explains that librarians were once regarded largely as the 'custodians' of the finite resources available within the walls of their institution. However, the explosion of information, largely in the form of electronic information, has radically changed this role. Thornton argues that librarians should now be regarded as 'gatekeepers' of information. As a result, library skills training for students have evolved into a conceptually sophisticated task involving the teaching of the critical evaluation of this information. Rebecca Albrecht and Sara Baron referring to by Thornton, (2008) remarked that, 'librarians are no longer keepers of information, but teachers of information'. In this respect therefore, information literacy has become the term most associated with this change of role. The term 'information literacy' has become increasingly fashionable, more contested (Armstrong et al., 2005; Owusu-Ansah, 2003). The attempt of defining the concept has displayed commendable resilience.

In this respect, Gilovich et al (2000) observes that people underestimate the value of what they do not know, and overestimate the value of what they do know. People have difficulty imagining what the new information would be that they do not know; while what they do know is vivid and real to them. Consequently they under invest in information seeking. This in effect brings in the marriage between the need for information, seeking practices, accessing the information and accordingly using it or disseminating it. The need to handle and use information is present in all stages of life and the acquisition of the competencies of information literacy must be intertwined with the acquisition of the other literacies (Darch et al. 1997). Whereas Breivik and Jones (1993) have found that the traditional literacies of reading, writing, and reasoning are insufficient for lifelong learning. They increase the quantity of information from all sources and the pressure to

remain in a constant state of conscious learning means that we must be dexterous in the use of information. Endorsing the above discussions information literacy is indeed beyond the traditional literacies of reading, writing and general basic literacy.

Since information literacy is beyond the traditional literacies as discussed above, Thornton (2008) highlights that, the USA along with Australia were front-runners in the development of information literacy. He observes a robust definition of the term “information literacy” as developed, in 1989, by the American Library Association Presidential Committee on Information Literacy. Actually he notes that the body suggested that, ‘to be information literate, a person must recognize when information is needed and have the ability to locate, evaluate, and use effectively the needed information’ (American Library Association, 1989). Thornton (2008) further highlights the British perspective of information literacy as drawn up by the Standing Conference of National and University Libraries (SCONUL) in 1999. During the SCONUL conference the British Task Force on Information Skills identified a number of characteristics of a sufficiently information literate individual. The task force suggested a progression from basic to more sophisticated competencies. A number of pillars were suggested by the task force namely: information literate person should be in a position to distinguish ways in which the information ‘gap’ may be addressed, should construct strategies for locating information, should locate and access information, should compare and evaluate information gained from different sources, should communicate information to others in ways appropriate to the situation and should synthesize and build upon existing information contributing to the creation of new knowledge.

Thornton (2008) explains that this model applied to the field of Higher Education, and it was anticipated that undergraduates would use the first four skills in their first year to gain information literacy. They would continue to practice these skills as they progressed and would develop further ones, until they eventually reached the seventh ‘pillar’ deemed most applicable for postgraduate students. If this model could be applied to adult learners in communities, it would support the enhancement and development of information literacy practices in the communities. Notwithstanding the above cited scholars Desmond and Elfert (2008), argue that information literacy can be used to refer to literacy practices within communities/families as well

as to describe an inter-generational educational programme which focuses on literacy enhancement in the communities. In agreement with Desmond and Elfert, Choo (1998) explains information seeking practices as those activities which comprise the initial search for information i.e. identifying sources of interest that could serve as starting points of the search. He elaborates that information literacy practices are a chain which include the following up of links to obtain references and citations of one information source leading to the identification of others that are checked up and also used. This is in addition to browsing as an activity of semi directed searching in an area of potential interest. It is implied in a situation where information has been grouped according to subject affinity and when a user scans periodicals or books along the shelves of a library or bookshop resulting in an awareness of unexpected or new information resources. Royce (1999) in agreement with Choo (1998) explains that “information literacy” all comes back to reading and the twin thrusts of getting readers hooked early in life and providing plenty of practice.... “*Reading skills which will enable users not just to survive but to thrive*” (Royce (1999) as referred to by Karin de Jager, 2007). Therefore, it is important to observe that information literacy entails reading ability that enables information users to survive on utilized information.

2.1.3 Information Literacy Practices

Different dimensions have been used to conceptualize the term information literacy practices. Bruce (2000), ACRL (2000) appreciate information literacy practices from the phenomenology, cognitive analysis, action research, skills to access evaluate and use information. The University of Arizona Library, (1999) approaches information literacy from the competency context. It defines information literacy as:

Individuals with information literacy practices should be able to recognise the need for information, possess the knowledge and skills that enable them to discover where and how to find information they are seeking, are comfortable using the necessary tools to find, modify and assimilate that information into another work; and can critically evaluate and synthesize the information they find to understand the social, economic, and political implication of the information”.

Bruce (1997) agrees with Kuhlthau and explains information literacy practices as thinking and reasoning process that students engage in as they deal with subject matter. Bruce (2003) defines information literacy as the ability to access, evaluate, recognize and use information in order to learn, problem-solve, make decision in formal and informal learning contexts, at work, at home and educational settings. Nalumaga (2005) suggested that information literacy practices may hold different meanings to different users; it is inevitably one of the skills that are vital for the information age, which unfortunately cannot be done away with. Nalumaga further elaborates that researchers on the concept of information literacy have already expanded it to include functions of good citizenship and democracy. This implies that several illiteracies are embedded in making person information literate, which inevitably leads to the concept of information literacy.

Several attributes justifies information literacy practices. Doyle (1994) points out attributes of information literacy practices with an example of a person who justifies the concept information literacy in the communities. Doyle's insights of an information literacy practices include the ability to: Recognize the need for information; Recognize the fact that accurate and complete information is the basis for intelligent decision making; Formulate questions based on the information need; Identify potential sources of information; Develop successful search strategies for information; Access sources of information including computer based ones and those based on other technologies; Evaluate information; Organize information for practical application; Integrate new information into the existing body of knowledge; and Use information in critical thinking and problem solving.

Considering these concepts of information literacy and information users, it is important to note that information literacy practices are non-existent or are poor in situations where information users cannot utilize information for survival in communities.

So to Darch et al" (1997), information literacy practices requires an awareness of the way in which information systems work, of the dynamic link between a particular information need and the sources and channels required to satisfy that need. Each of these literacies requires some level of critical thinking. But compared with computer literacy, information literacy goes beyond merely having access to knowledge of how to use the technology--because technology alone does not guarantee quality learning experiences. Certainly discussing information literacy from

the library literacy demission, it is more than searching through an online catalog or other reference materials because information literacy is not a technique, but a goal for learners (Gilton, 1994). Therefore for to enhance information literacy adult learners in a rural community it is critical to analyses and understand the information needs and the environment in which they search for information.

Information literacy practices has a lot to do with cognitive skills, irrespective of computers or other information technologies that aid information search (Clyde, 1997). Indeed Clyde insists that although it is difficult to argue against the many benefits that an information seeker derives from computer or information technology skills, it must be borne in mind that these skills are not necessarily prerequisites for information literacy. In respect of Bruce (2003) and Clyde (1997), Woody (2007), examine information literacy as a set of skills, attitudes and knowledge necessary in knowing when information is needed to help solve a problem or make a decision.

2.2 Adult Literacy Trends and Characteristics in Uganda

The Uganda National Population and Housing Census, 2014 defines Literacy as the ability to read with understanding and write a meaningfully sentence in any language. (Uganda Bureau of Statistics, 2014), which is a primary role of adult education. The 2012 /13 Uganda National Household Survey showed an overall literacy rate of 71percent among persons aged 10 years and above. Findings reveal that men are more literate than their female counter parts with literacy rates of 77 and 65 percent respectively. At the same time, the Literacy rate of 15-24 year old indicates a 76.1 in 2010/11 compared to 76.3% in 2005/6. A trend analysis indicates a slight increase in the literacy rate over the years for persons 10 years and above from 69 percent in 2005/06 to 71 percent in 2012/13 (Uganda Bureau of Statistics, 2014). In many countries, information on literacy is the most is probably easily available and valid measure for international comparisons measure of educational results. In particular, the low levels of literacy and education in general, can impede the economic development of a country in the current rapidly changing, technology-driven world (Central Intelligence Agency, 2015).

Sub Saharan Africa had been one of the lowest archiving Regions in terms of education. Education is the most effective way of reducing poverty and inequality. In contexts of emergencies and protracted crises, education can provide safe spaces and is crucial to the success

of other interventions such as water and health (ODI, 2015). But after Education for All (EFA) by 2015 movement initiated by UNESCO in 2000, Sub Saharan Africa region has made a significant progress. Indeed, different countries in the region have implemented a number of programmes to meet the growing interconnection in economic, social and technological changes taking place today in the development of communities. For example, in Uganda, the Government of Uganda has implemented Universal Primary Education (UPE), Universal Secondary Education (USE) and functional adult literacy education programs in a bid to attain MDG 2 as efforts directed to acquiring and practising reading, writing and counting skills. For instance interventions like Universal Primary Education (UPE) introduced in 1997.

Universal Primary Education (UPE) is one of the Government of Uganda's main policy tools for achieving poverty reduction and human development. Broadly speaking, its main objectives are to: provide the facilities and resources to enable every child to enter and remain in school until the primary cycle of education is complete; make education equitable in order to eliminate disparities and inequalities; ensure that education is affordable by the majority of Ugandans; and reduce poverty by equipping every individual with basic skills. Primary school enrollment rates have increased in most of the countries in Africa. Some media reports have indicated that despite the \$302m spent annually on primary education, almost 70% of children are likely to drop out, with hidden costs proving too high for poorer parents (Gurdian, 2015). The significant increase in primary school enrolment is also an indication that the payment of school fees was a big impediment to accessing education, especially for poor families (Inter-Regional Inequality Facility, 2006). As the MDGS expire in 2015, the sustainable development goals require a strategy to be adopted for information literacy practices in rural communities. The UPE program in Uganda demonstrates that a poor country with a committed government and donor support can fight poverty through ensuring universal access to information for its citizens. Nevertheless, more efforts are still needed through taking advantage of opportunities offered by the liberalization of the economy to increase access to information through the use of Information and communication technologies and other infrastructure across the country especially to rural communities.

In 2007, Uganda became the first country in sub-Saharan Africa to introduce universal secondary education. By 2011, five years after the scheme's inception, access to education in Uganda has improved— but it's not all good news. According to Fagil Mandy, a consultant and former commissioner for inspectorate in the education ministry, the most pressing concern is not just academic, secondary education is too focused on passing exams at the expense of crucial life and social skills (The Guardian, 2011) including information literacy skills, a strategy that requires attention that are adequate for adult education.

Adult education refers to all learning processes, activities or programs, intended to meet the needs of various individuals considered by society as adults, including out of school youths forced by circumstances to play the roles normally played by adults. In its National Report on the Development and State of the Art of Adult Learning and Education (ALE) in Uganda, Ministry of Gender, Labour and Social Development (2008) explains that adult education aims at providing: basic of fundamental education so as to make good the deficiencies many people experience because of curtailed education or non-existent period of formal schooling. The Government White Paper on Education Policy Review Commission (1992) recognized a number of organizations that would be involved in the implementation of adult education programs including government institutions, NGOs/CBOs, FBOs, business enterprises etc. It further proposed an institutional structure to coordinate the activities of the various actors. The proposed structure was as follows: National Council for Non-Formal and Adult Education, a semi-autonomous body for the coordination, curriculum formulation, evaluation, resource mobilization, program formulation, and training and provision of special programs for women; directorate of non-formal and adult education; and the district committees for non-formal and adult education.

Since 1992, the Government of Uganda has integrated the Non-formal Basic Education initiatives to address the principles of functional literacy adopted in 1966 by UNESCO, which was developed into the government's official Functional Adult Literacy (FAL) programme as a pilot project, in 1997 implemented across the country. Currently, FAL is designed as a literacy programme focusing on linking literacy to people's livelihoods and needs. The programme incorporates a great deal of skill-specific training, in addition to literacy and numeracy, and

attempts to link the two to show learners how literacy is important and can be used for personal development in their everyday lives (UNESCO, 2008). The UNESCO report 2008 indicates the target group as anyone over the age of fifteen, who had missed the opportunity of formal education during childhood. A large range of people are targeted, including men and women, older people and youths, and specific groups of marginalised people such as prison inmates, those who are disabled and ethnic minorities. As reported by Taddeo Bwambale in the New Vision, the commissioner for community development and literacy in the Ministry of Gender, Everest Tumwesigye, "Preliminary findings have shown that Uganda is unlikely to meet the target the adult education target under the goal to achieve Education For All by 2015. Statistics show that at least 73% of Ugandans can read and write. "Most of the learners learn under trees or churches, with no place to keep learning materials," Lukia Kakembo, one of the adult learners who started training in 1997, lamented. The report also highlights the absence of alignment between the adult literacy training to formal qualifications recognized by education institutions. Such gaps limit the achievement of meeting the objectives of FAL programme including: reduce adult illiteracy rate from 35% to 18% by 2012; equip learners with essential life skills for personal and community development; and to provide equitable and adequate access to literacy education to youth and adult women and men; among others.

Wynne (2006) identifies several characteristics of adult learners. She explains that, adult learners have a set of perspectives and opinions different from the 'traditional' school or college learners. According to her, adults search for literacy with a variety and range of experiences, both in terms of their working life and educational backgrounds. These experiences impact on how and why adults participate in learning activities. While each learner has individual learning needs, there are some characteristics that are common to them all. To comprehend the nature and the behavior traits of adult learners, she highlights the following characteristics that mark adult learners:

- Adults have accumulated life experiences. They come to courses with experiences and knowledge in diverse areas. They need practical learning activities that enable them to draw on these accumulated skills and knowledge.
- Adults have established opinions, values and beliefs which have been built up over time and arrived at following experiences of families, relationships, work, community, politics, etc.

- Adults are intrinsically motivated. Learners increase their effort when motivated by a need, an interest, or a desire to learn. They are also motivated by the relevance of the material to be addressed and learn better when material is related to their own needs and interests.
- Adults learn best in a democratic, participatory and collaborative environment. They need to be actively involved in determining how and what they will learn, and they need active, not passive, learning experiences. Adult students are mature people and prefer to be treated as such. Being 'lectured at' causes resentment and frustration.
- Adults are goal / relevancy oriented. Adults need to know why they are learning something. Adults have needs that are concrete and immediate. They can be impatient with long discussions on theory and like to see theory applied to practical problems.
- Adults are autonomous and self-directed. They are self-reliant learners and prefer to work at their own pace. Individuals learn best when they are ready to learn and when they have identified their own learning needs.
- Adults are practical problem-solvers. They are more impatient in the pursuit of learning objectives. They are less tolerant of work that does not have immediate and direct application to their objectives. They welcome problem based learning exercises as they build on prior experiences and provide opportunities for practical application of materials/theories covered.
- Adults are sometimes tired when they attend classes. Many students are juggling classes with work, family, etc. They, therefore, appreciate varied teaching methods that add interest and a sense of liveliness to the class.

Wnyne (2006) summarizes that; adult learners may have logistical considerations, including: time, money, career, transportation and social commitments. Therefore, basing on the above description of adult learners the target study population is well thought.

To support adult learners learn given their characteristics pointed out by Wnyne, Payne (2007) raised a number of issues that merit consideration in developing strategic responses to adult learning in rural areas. He suggested that taking forward certain agendas depends not only on public policy, but also on the actions of individuals and employers, the activities of a wide variety of voluntary community organizations in rural areas. So Payne advanced four agenda's for Adult Learning in Rural Areas as learning for sustainability. These include:

□ **Learning for the Economy:** Learning needs relating to work may respond to the characteristic small size of rural employment units (including self-employment), the needs of urban workers who choose to live in rural areas, the ongoing learning needs of land-based industries and basic skills needs and literacy.

□ **Learning for Community:** Despite tendencies towards the privatization (individualization) of life in recent years, most people recognize obligations to a wider community and experience moments when that wider community may impinge on their lives. These are at best shared experiences of learning and empowerment, at worst quite the opposite.

□ **Learning for Personal Motives:** Putting individuals at the centre of the learning system does not solve problems about equity and the competing demands of learning for sustainability, for paid and voluntary work, for the community and for personal satisfaction. Equally, putting learners at the centre obliges policy-makers to think seriously about all the roles adults perform in society, (Lowerson and Thomson, 1994; Payne, 2000; Gray, 2002; Clarke et al, 2002). They provide the learning environment context for adult learners in communities and why they learn.

Non – Governmental Organizations (NGOs), mainly churches were very instrumental in starting functional adult literacy in Uganda (Odurkene and Okello, 1985). Odurkene and Okello further observed that the information, broadcasting and the community development section which was divided into rural and urban units greatly influenced the spread of adult education in Uganda. In his study on decentralization and functional literacy in Yumbe district Orijabo noted that, the creation of a Public Relation and Social Welfare Department in 1946 in Uganda is regarded as the beginning of the development of adult learning programmes in a systematic way by government (Orijabo, 2005:1).

Despite the vigorous literacy campaigns of the 1960s to expand formal and non-formal education systems, information literacy practices remained low in the 1970s and 1980s (Nabukenya, 2004:4). In her study, Nabukenya observed that Uganda undertook a major reform in the education program under the Education Sector Investment Plan (ESIP) which was a silent landmark and recommendations resulting into the Education Policy Review Commission Report

(EPRCP; 1989) and the 1992 Uganda Government White Paper for the Integration and Development of the Education System in Uganda. Building on these the government of Uganda further introduced several interventions including: Functional Adult Literacy (FAL), Adult Education, Universal Primary Education (UPE) (1997) and Universal Secondary Education (USE) in 2007 to address the challenge of information literacy.

2.2.2 Related Concepts in Information Literacy Practices in General

Information literacy is a broad concept that encompasses a number of literacies including basic literacy, family literacy, adult literacy, and task based literacy and skill based literacy (Kigongo-Bukenya (2008). The word “skills” refers to the abilities you have and the knowledge you possess that allow you to be a competent literacy practitioner (Kennedy, 2003). While skills like knowledge and ability are concrete and should never be static, communities need to upgrade current skills or gaining new skills. Other authorities explain the community development skills include generic communication skills, interpersonal skills, micro skills, skills for identifying and overcoming barriers to connection, skills for understanding and managing conflict, research and information gathering skills, information sharing and liaison skills, communications skills, group work skills, development of strategies and tactics , meeting skills, resource gathering, training and education, self-motivating, advocacy, and management of people (Harris; Christian Heritage College) and literacy skills.

With the current trends in the education reforms and reflections on information literacy, it is critical to analyse this terminology. Scholars urge that information literacy practice is a process of construction that begins with “uncertainty and anxiety” (Kuhlthau; 1993.) Knowing that information literacy relates to uncertainty and anxiety Kuhlthau unpacked information literacy with different stages. To her information literacy practices is characterised by three stages which include: effective dealing with feelings, cognitive dealing with thoughts and physical dealing with actions. Interesting to note is that, Kuhlthau observes that information retrieval practice has concentrated on what matches the system representation of texts rather than responding to users’ problems and process of information gathering. This seems to lower the levels of information literacy practices of learners. In order to bridge the gap Kuhlthau (1993) explored opportunities that support users’ problems and process of information gathering. She explains that existing information retrieval systems require information seekers to search for meaning rather than a

right answer and view information as a way of learning and finding meaning or as a process of construction. Kuhlthau (1993), therefore, recommends that it is important to develop information literacy practices among information seekers because this is important for making informed decisions for survival.

2.2.3 Information Literacy and Information Seeking

Relating information literacy practices to information seeking, Ikoja and Ocholla (2004) argue that information seeking is a process in which an individual goes about looking for information which is a complimentary process in bridging the need for information by information seekers. They further explain that information literacy practices is a process that requires an information seeker to apply personal knowledge and skills, or what might be called “personal information infrastructures” such as a person’s cognitive abilities, his/her knowledge and/or skills in relation to the problem/task domain, or knowledge/skills in general, knowledge and skills specific to a system and knowledge and skills regarding information seeking. The present study will treat information literacy practices in the same way as argued by the two scholars. In order to assess information literacy practices during the study, the researcher will basically focus on information seeking, information searching, information use, information dissemination and storage.

Certainly it may take several years for a community to approach the goal of universal information literacy. The journey requires a substantial and sustained commitment to professional and program development (McKenzie, 1998). McKenzie discusses information literacy practices by identifying the characteristics of an information literate person. Furthermore McKenzie in his study he asked the question: “how does a school know when it deserves to be called an information literate school community?” His findings revealed the following characteristics that evidently manifest attributes of an information literate community as noted below: **invention:** He notes that much of the school program is dedicated to problem-solving, decision-making, exploration and the creation of new ideas where both teachers and students are increasingly engaged in the discovery and building of meaning. In this respect therefore, in any given community, information seekers should have inventive ideals to further information literacy practices in solving their daily problems; **Fluency:** The key aspect of information literacy practices is fluency, instance in the school environment teachers are becoming more

comfortable with the need to move back and forth between an array of instructional roles and strategies. Sometimes they take advantage of efficiencies associated with direct instruction (the sage on the stage). Other times they facilitate more active student participation and inquiry (guide on the side). They are building a toolkit of strategies; **support:** Appreciating McKenzie attributes an information literate community, it should provide with a supportive environment that aid information literacy practices. In his study of the school community, he notes that, a school provides on-going support for all learners to develop thinking and information skills. These opportunities are rich and frequent; **navigation:** Interesting to note is that without the navigation skills it is almost impossible to develop the information literacy practices in any given community. Considering a school community, he denotes that, teachers and students are developing efficient navigation skills. They can find their way through the new information landscape (as well as the old) with little lost time; **searching:** What aid the searching skills are the navigation techniques. Equally in the community school environment for instance teachers and students are sharpening search skills. They apply Boolean Logic. They search with appropriate syntax. They employ powerful search engine features to carve through mountains of information on their way to the most relevant sources. This has greatly impacted their information literacy practices within their school environment; **selection:** Having the ability to search and navigate the different information sources is paramount. But not all information sources will be relevant to the information seekers to bridge their information needs. For instance teachers and students are improving their selection skills. They know how to separate the reliable from the unreliable source. They recognize propaganda, bias and distortion. This indeed describes information literacy practices of any given community; **questioning:** Having selected the appropriate information source provides the platform to describe an information literate community and information literacy practices; however, challenges may crop up often in the process of searching and navigating the information sources. This therefore brings about the element of questioning, for instance teachers and students are extending questioning skills. They know how and when to employ dozens of different types of questions. Some are best to solve a problem. Others help in making a decision or building an answer. Some work best early in the search. Others come into play towards the end; **planning:** Teachers and students are acquiring additional planning and organizational skills. They sort, sift and store findings to enhance later questioning. They make wise choices from a toolkit of research strategies and resources. They

learn when a particular stage in the research process might prove most timely and when a particular strategy might produce the best results; **interpretation:** Teachers and students are improving in their ability to interpret information. They convert primary sources and raw data into information, and then they proceed further (beyond information) to insight. They translate, infer and apply what they have gathered to the issue at hand. They are skilled at making new meanings. They pass beyond mere consumption of information. They create new knowledge; **deep thinking:** Teachers and students combine deep thinking and reading with a wide ranging search for relevant information. This quest for information is but the prelude to the more important work with is solving a problem, creating a new idea, inventing a product or composing a symphony. Information literacy includes awareness of the limitations of information and the types of thinking required to move beyond those limitations; **commitment:** All curriculum documents include clear statements regarding the information literacy expectations that are developmentally appropriate for each grade level. Therefore, it is important that information professionals build on existing processes as suggested by McKenzie to enhance information literacy practices in communities

2.3 Impact of Information Literacy Practices to adult learners

Information literacy practices have had significant impact on the social economic development of the participants or adult learner and their communities. According Orijabo 2005:8 define an adult literacy learner as a person who is above the age of eighteen and is engaged in a learning process which leads to a relatively permanent change in his/her potential for performance. He further mentions that, adult learning comprises a number of opportunities that include a wide spectrum of activities such as vocational programmes, career and professional development, community and environment health education, income generating programmes, agriculture extension, women programmes, literacy classes, specific training and general interest courses. Such programmes impact on the information needs of learners thus engineering their information literacy practices.

2.3.1 The Information Literate

To be information literate, a person must be able to realise when information is needed and have the ability to locate, evaluate and use effectively the needed information (American Library Association [ALA]: 2004). Since information may be presented in a number of formats, the term information applies to more than just the printed word. It includes formats like visual, mass-media, the computer, the internet, and basic literacies which are implicit information literacy practices (Bawden, 2001). Bawden identified various terms related to information literacy practices and these included: information literacy, computer literacy, information technology literacy, library literacy, media literacy, network literacy and digital literacy. Therefore restructuring of the learning process will not only enhance the critical thinking skills among adult learners but will also empower them in lifelong learning and in the effective performance in their professional and civic responsibilities. This in turn will help to improve their levels of information literacy practices.

2.3.2 Information Needs

Information need refers to the capacity of an individual to be aware that information is required to solve or address a certain task. Catts and Lau (2008) state that information is required to solve or address a certain task. They observed this requires awareness since information need is not in static capacity but one needs to know what information to be applied to every arising situation. The practices of information literacy are linked to information seeking behaviours and needs of users in any community. For instance; Ikoja and Mostert (2006: 147) emphasize that literacy in information practices does not always imply a purposeful activity, but can also take place unintentionally. They think that information messages are communicated to society in every possible way, ranging from logos on every conceivable item, billboards, fliers, electronic messages, print, word-of-mouth, to satellite transmissions of events occurring worldwide. To them, information may therefore be internalised, unintentionally, and retrieved when needed to bridge the information need and various models are used to portray information. In light of the above, key stakeholders in the information fraternity should advocate for active intentional participation, whilst searching for information which this process include interrogating the mind for passively received data.

Studies related to this have been carried out and they propose several information sources, which influence information literacy practices. Indeed, Ikoja and Ocholla (2004) in their study on information seeking traits among entrepreneurs in the informal sector found out that most entrepreneurs had experienced information needs, which could be similar to all adult learners. They investigated how these people sought the information from 2,000 respondents. Their findings showed that entrepreneurs used two major ways of seeking for information: listening /talking to people and contacting those who knew, according to 354 respondents (59%). This is followed by a reliance on personal experience (332 respondents or 55%), asking a friend/relative/working neighbor (297 respondents or 49%) and visiting and asking customers (197 respondents or 33%) in that order. Listening to radio/TV (146 respondents or 24%), using social networks (126 respondents or 21%), asking a supervisor (115 respondents or 19%), reading newspapers, manuals, or books (96 respondents or 16%), inquiring from educated people in the area (62 respondents or 16%). Among the least used methods were asking extension agents (52 respondents or 9%), asking role models in the area (49 respondents or 8%), seeking assistance from area councilors (29 respondents or 5%), asking and listening to politicians (17 respondents or 3%), and visiting the nearest library (10 respondents or 2%). These findings show that the most popular methods of seeking information by the entrepreneurs relate to people who are close at hand. These are informal in nature and embody an oral form of communication. Reading of newspapers, manuals or books were insignificant (96 respondents or 16%) response rate was obtained compared to 49% who obtained information from neighbors and friends. Therefore, it was evident that use of formal channels and modern methods of information transfer play an insignificant role, possibly because of illiteracy and the inappropriateness of information packaging. In this study, therefore, the researcher will base on such findings to explore information literacy practices among adult learners in communities to satisfy their information needs.

2.3.3 Benefits of Information Literacy Practices

Discussing information needs and information literacy practices provides an overview the information literate community. But the two concepts underscore the benefits of the information literacy practices. However, several scholars have articulated enormous benefits of information literacy practices. Melching (2008) justifies that information literacy benefits communities in

several ways, these benefits depend on how communities perceive certain issues. Information literacy practices benefits range from issues that may relate to human rights, protection, child marriage prevention, and efforts to stop forced marriage and genital mutilation among others. Melching for instance observed testimonies by the learners on human rights under the Tostan programme in South Africa lamenting that, men no longer beat their wives. She quotes one of the beneficiaries saying that “*after education from Tostan, these beatings are now stopping in our homes, in our society.*” Another beneficiary is reported to have said:
All the time, after class, we talk about Tostan. On our way to fetch water, or with children, we talk about what we learn and the importance of this education. It helps us. It improves our minds. We know our human rights and we always talk about them. We talk about how to improve our family and our work.

Beneficiaries reported that, “*we all come together like brothers and sisters. This is why we really appreciate this and are happy and hope that tomorrow will bring more of this education*”. It is therefore evident that women are able to search for the right information for personal information benefits and solving the problem at hand. Therefore the above testimonies enumerate the benefits of information literacy practices.

In agreement with Melching, Desmond and Elfert (2008: Vii) notes that information literacy does not only enhance literacy skills but also has wider effects on an individual and communities. They explain that information literacy brings about changes in the schools’ culture and also in relationships within families. Information literacy also brings self confidence among community members. For these reasons, therefore, there is a need to develop information literacy practices in communities. Parents who have attained information literacy practices in communities turn to information literacy brokers and are able to recruit more members within their clubs.

Information literacy practices have been applied in the field of educational research where the concept is more dominant with the strength of influencing information science and communication fields particularly through the application of sense-making methods

(Bruce,2000) and (McMahon & Bruce, 2002). This means that information as a key resource for development should be made available to communities through different information sources and services. Libraries, community resources, special interest organizations, media and the Internet are recognized as key sources of information in communities (ALA, 1989). Availability of sources of information promote access and use of information. For such to happen, it requires practices like to ensure that right information is accessed at the right time by the right person for the right user that define information literacy.

In the contemporary environment of rapid technological change and the need for proliferating information resources demand abundant information choices (ALA, 1989). Such situation requires a set of abilities that demand individuals to “recognize when information is needed and have the ability to locate, evaluate, and use effectively the needed information (ALA, 1989).

According to Resnick (2002), IL is a pre-requisite for participating meaningfully in society and learning throughout one’s lifetime. Considering the need for evaluating information and use of it from different sources, it requires appropriate practices that influence information literacy level of individuals. Some of these practices include: information seeking, user education, selective dissemination of information, literacy teaching methodologies, etc. Such strategies aim at inculcating competencies among the individuals to enable them recognises the need for information; evaluate the knowledge and skills to bridge the information gap. ALA definition of information literacy includes individual skills. These are essential social skills of social life that constitute the social practices that influence information literacy and impact adult learners. These individual skills (ALA (2007) could be transposed to the learner by those people who support them like the librarian so that they can be retained for the educational purposes to enhance information literacy. The Individual skills could be contextualized and embedded in different aspects and levels of social life. On the other hand, Lloyd (2005) justifies information literacy from the perspective of a workplace environment that should be viewed holistically as a constituent part of learning to work collectively and developing a socially constructed understating of the workplace

Imperative to discuss is that, Bruce (2003:3) highlights that information literacy practice standards include literacy, independent learning and social responsibility. According to Bruce these standards reflect the importance of information literacy in independent learning and social responsibility. Whereas Doyle (1992:2) emphasized that an information literate person is that person who recognises the need for information, formulates questions based on the information needs, identifies potential sources of information, organizes information, integrates new information, evaluates knowledge and uses information in critical thinking and problem solving. Basing on this explanation, information literacy practices enable information seekers to effectively use information for problem solving.

Xie, as quoted by Ikoja and Ocholla (2004) diagnosed information literacy practices as a situation where information users normally employ their general cognitive skills and knowledge to (1) represent their problem task, (2) establish a set of sub goals to fulfill the overall goals and (3) develop techniques and strategies to seek the required information. At the same time, they notes that users' personal information infrastructures are also developed during the information seeking process when users gain knowledge and skills to adapt to different situations and problems. Some of these strategies are searching, tracking, selecting, comparing, acquiring, consulting and engaging in trial and error.

The available literature shows that information literacy (IL) acts as a catalyst for learning in formal, workplace and community settings (Lloyd, 2006). However, the dominant conceptions of IL that have emerged from library and information science research may be too narrow to accommodate the claims which have been made for IL as generic sets of skills and attributes which are pre-requisites in preparing people for lifelong learning (Bundy, 2004). Lloyd and Kirsty (2008) in their study entitled "Towards an Understanding of Information Literacy in Context: Implications for Research" noted that research emerging from the workplace and community sectors challenges the current approaches. There is a need to introduce new concepts and perspectives about IL. The key challenges that have emerged include: (1) the idea that IL is more than just a text-based literacy but is also a social and physical experience with information; (2) a need to explore how IL is experienced in a range of workplaces vis-a-vis new employees in an environment, where collaborative work is the norm; and (3) a need to study community IL

processes and social practices including the extent that they enable easy participation by newcomers.

2.4 Factors Hindering Information Literacy Practices in Communities

Benefits of information literacy practices are clear and desirable according to literature Ikoja and Ocholla (2004), (Lloyd, 2006), Bruce (2003:3), Resnick (2002) etc. However several challenges act as barriers to these benefits. Kasokonya and Scheffers (2008:11) in their study of family literacy in Namibia identified several challenges that hinder information literacy practices in communities. They observed that information literacy activities targeting disadvantaged communities where many parents are unemployed and have to attend to agricultural activities for their daily survival, hampers regular attendance and lowers levels of information literacy practices. She further points out the low levels of male involvement in this program that promote literacy and greatly influence decision making. In her study, 83 men were involved in the program but only 25 completed the course while 791 women were engaged in the course and 443 completed it. This significantly correlates to the number of people who drop out of this program which affects information practices.

In any information literacy practices episode, there are variables that positively or negatively influence information literacy practice. Ikoja and Mostert (2006:152) pointed out several intervening factors that affect information seeking behaviours among information seekers in the informal sector. They discovered a number of intervening variables which hindered information literacy practices in communities namely: low literacy levels, cultural norms that value the oral tradition of information transfer, failure of the existing exotic information systems to meet the information requirements of entrepreneurs due to the unsuitability of information materials, inadequate communication services in the country, high cost of accessing foreign information, poverty, lack of prior experience, the state of one's interest, information availability, requirements of the problem at hand, high costs of information materials, insufficient information infrastructure, lack of reading culture, lack of time to search for information, information illiteracy or ignorance about the important role of information, low rates of absorption and adoption of information, negative attitudes and apathy to information triggered by inferiority complexes, age, sex, social status/lifestyle, and the multiplicity of local languages.

Taking the last variable as an illustration, Uganda has 59 such languages, yet most useful information sources are in English. To sum up the factors that affect information literacy practices Ikoja and Mostert (2006) generally concluded that, one can classify these variables into two categories, namely internal (personal) and external or environmental variables.

Lloyd and Kirsty (2008) further explained the implication identified from the current educationally-driven standards for IL. They noted that these standards may be seen in the context of preparing people to participate in an educational context. They may not necessarily prepare people to enter the workplace/ communities, or equip them with information skills or behaviors that they will require to meet challenges of work, specifically the challenges of working as part of a team. They observed that the current focus on IL is on individualized, principally text-based skills rather than on the preparation of individuals to engage in information environments which are collaborative, complex and messy.

They also may not be entirely relevant to all community settings where being information literate may depend on social and communication skills, as much as skills with ICT. This suggests a new agenda for IL research, including areas like: the importance of understanding how IL is conceptualized in a range of contexts; the deepening of understanding the commonalities and differences of IL experience across a range of contexts; the role IL plays as a catalyst for learning and lastly, for the transfer of processes and practices from the educational arena to settings where there is no emphasis on formal learning. Based on this research agenda, an IL framework can be developed – a model that is flexible, adaptable and applicable to all sectors and settings.

In support of all these, government and other development agency have come together to ensure appropriate information literacy practices in communities. It is important to carry out an analysis of information literacy practices of adult learners in a multi-ethnic environment and to suggest an appropriate frame work to enhance information practices of adult learners in communities.

Kivengere (2007) justifies that IL is an essential competence for the 21st century. She explains that libraries in universities and research institutions in Uganda offer a range of opportunities for staff and students. They have all developed programs for information skills sessions based on their individual requirements. While training on information literacy, popular sessions include: library orientation to graduates/undergraduates and new faculty members; tutorials, workshops and seminars; ways of keeping research up-to-date; reference management, and accessing electronic journals/databases. Being IL is still in its infancy in the selected institutions and has not as yet had a tremendous effect in the utilization of e-resources. For the institutions to adopt the IL concept, they must tailor it to meet their specific needs and suit their local environments. She noted that the development of IL is still inhibited by the problems of a traditional educational system, as well as slow progress in information technology and telecommunication systems.

2.5 Strategies for Enhancing Information Literacy Practice

Achieving the benefits of information literacy and overcoming the challenges to attaining information literacy requires several strategies that have been suggested by different scholars. It is observed that developing a strategy for information literacy practices in the communities requires holistic thinking and understanding the community information needs. One useful source of guidance in developing an information literacy framework has been the characteristics of best practice programming developed as part of the ACRL Best Practices Initiative (Kirk, 2001), which documents the requirements for an effective information literacy programme in the following terms: An information literacy programme should demonstrate a number of characteristics for anticipating its contributions and benefits of an information literacy practices strategy. Kirk (2001) notes that, for success of any information literacy program, it is always important to consider the following: a) Goals and objectives that take into account sound pedagogical practice; b) Results from careful planning at programme, curriculum and institutional levels; c) Demonstration of support from both administration and institution; d) Articulation of the curriculum with emphasis on contextual learning; e) Collaboration between academic and library staff; f) Pedagogy that emphasizes multi-disciplinary approach supporting student-centered learning; g) Adequate staff with appropriate expertise; and h) Publicity and outreach.

Association of Research and College Libraries (ARCL, 2006, pp3) recommends a strategy that should provide an assessment that fully integrates libraries provide a significant point of accessing to information by the public at minimum cost. This is as result that, libraries play a key role in satisfying people's demands for information in contemporary society so as to improve on their information literacy practices. According to Tedd and Hartley (1999), libraries remain potentially the strongest and most far-reaching community resources for life-long learning. In particular, Tedd and Hartely emphasise that public libraries do not only provide access to information, but also remain crucial to providing people with the knowledge necessary to make meaningful use of existing resources. As put by Julien & Anderson (2002) and Julien, (2003), public libraries provide a bridging gap for the application of the ICT infrastructures in promoting information literacy among the population, especially for local communities.

Community and public libraries support information literacy skills through a number of interventions including adult education as a strategy for lifelong learning. Community libraries have a capability of providing access to information and offering training courses to improve people's information literacy skills. Governments around the world have recognized the critical role of public libraries in developing the information literacy skills of their citizens (Harding, 2008). However, to enhance information literacy public libraries requires financial, ICTs and internet facilities (Harding, 2008). Indeed as pointed out by Julien & Hoffman (2008), public libraries have been used as appropriate sites to implement Community Access Programs (CAP), an initiative which aims at providing affordable public access to the Internet with the view of providing the skills needed by information users to access Information Literacy training programs. Whereas community libraries are acknowledged as important source of information literacy, their absence in a rural communities require alternative information literacy practices to ensure their existence elsewhere could be utilized in accessing information. Therefore integrating information literacy skills among adult learners should be an integral part of the rural community programme within the social context to facilitate lifelong learning. One way is to utilise the existing infrastructure, including adult education programmes, use of libraries among others. Libraries are appreciated as open gate ways to nurturing information literacy with the application of Information and Communication Technologies (ICTs).

Indeed Kirk (2001) explains that information literacy strategy should actively involve students using systematic steps and activities if it is to achieve the primary goals. He further suggested the ideal steps that can support an information literacy strategy. These include: firstly orientation which implies the identification of research topic or information need which topic should be defined to ensure a manageable focus, exploration of general information sources to enable one to become familiar with the topic, and the selection of main concepts and key terms. He suggested the second step as being Interaction, which meant the specific skills to be taught and mastered. These vary and require choosing from a range of most appropriate and subject specific information sources, e.g. library catalogues, encyclopaedias, indexes, print and online, bibliographies, monographs, journals, electronic databases, and World Wide Web resources. Kirk's thinking may be not applicable in many Africa countries especially Sub Sahara rural communities, considering their limitations in electronic databases, World Wide Web resources as well as lack of appropriate skills to orient the beneficiaries.

In a developing country like Uganda, Mukungu (2004:334) observed that Uganda is a growing country with rich amounts of natural resources. As such people needed information in order to exploit these resources. There is an urgent need for people to become information literate so as to fully exploit these resources guided by good information literacy practices. He notes that the government has tried to create an enabling information environment that allows access and utilization of information. These efforts are observed through the public library services as one way of promoting information literacy practices, institutionalization of the National Library of Uganda, and the commissioning of community telecentres and community libraries. To enhance these practices government of Uganda through the Ministry of Education and Sports has made several resources available through its UPE grants (10%) to procure supplementary reading materials to learners. As a government framework to improve literacy practices in schools secondary school libraries have been set up, each one to serve 10 others around the hosting school.

In the contemporary world with advancement of Information and Communication Technologies (ICTs), Thornton (2008) in his study entitled "The Discipline, Pedagogy, Politics and

Information Literacy” established visual information as the commonly practiced information literacy strategy in communities. He noted that visual literacy is everywhere in communities. Thornton explains that visual literacy is encountered in both professional and leisure activities. The truly information literate person needs to understand and use “visuals” to enhance information literacy practices. These new skills are increasingly important because an appropriate use of visual information supports the ability to think and communicate visually. In these circumstances, new “languages” for visual communication are formally or informally developed stemming from the increasing importance of visual communication in a diversity of situations. A visually literate person is able to interpret and produce visual messages. The acquisition of such skills requires the adoption of new teaching and learning strategies and these are supported by visual literacy as a strategy to enhance information literacy.

Besides visual materials, informal sources being some of the major sources of information in communities, could be realised through oral sources, myth etc, (Kakai, 2003:12). In her study of the information seeking behaviour of undergraduate students of Makerere University, Kakai found out that students depend on peers as a major strategy to access information. This indicates that students use informal sources to achieve their initial information needs before any other source. Adult literacy learners can likewise greatly attain good information literacy practices if they have specific people in communities where they can easily access informal and formal information sources whenever their information needs arise. This calls for the introduction of peer to peer information sharing strategy in communities to support information literacy practices.

In Ikoja and Ocholla (2004:5) study entitled “information Seeking Behavior of the Informal Sector Entrepreneurs: the Uganda Experience” suggests modern/exotic models to information transfer based on textual media and ICT that exhibit less impact on the entrepreneurs’ information needs and use at macro levels because of poverty, illiteracy and poor information infrastructure. However, most ‘elite’ models share a platform with information behavior of entrepreneurs at the micro levels. These two scholars appreciate an appropriate model for information behavior in poor community that is grounded on oral traditions and indigenous knowledge and must be sensitive to poverty, infrastructure and illiteracy. They further recognize

the need for information repackaging and the use of appropriate media for information provision. This can be adopted as a model in rural communities to enhance information literacy practices of adult learners.

To strengthen information literacy practices in communities, Woody (2007: 8) suggests several stages that need to be considered for easy information access and use in any environment. He coined eleven stages of information literacy life cycle to achieve information literacy practices in any community, namely: Realising that a need or problem exists that required information for its satisfactory resolution; Knowing how to accurately identify and define the information needed to meet the need, solve the problem or make a decision; Knowing how to determine whether the needed information exists or not and if it does not, knowing how to create, or cause to be created the unavailable information; Knowing how to find the needed information if one has determined that it does, indeed, exist; Knowing how to create, or cause to be created, unavailable information that one needs, sometimes called creating new knowledge; Knowing how to fully understand found information or knowing where to go for help if needed to understand it; Knowing how to organize, analyse, interpret and evaluate information, including source reliability; Knowing how to communicate and present the information to others in appropriate and usable formats and mediums; Knowing how to utilize the information to solve a problem, make a decision or meet a need; Knowing how to preserve, store, re-use, record, and archive information for future use; and Knowing how to dispose of information no longer needed and safe guard information that should be protected. It is upon these eleven stages that information professionals should build on to enhance information literacy practices of learners in any community.

Bearing in mind the above mentioned stages of building information literacy practices in communities, it is unfortunate that, information literacy practices among adult literacy learners in a community are greatly affected by a number of factors. Magara and Ikoja (2004:375) argue that limited access to information limits information utilization, resulting in low levels of information literacy practices. To address these challenges and improve information utilization to enhance information literacy practices, they suggested a framework for accessing and utilizing information for rural women in Uganda, for development of culture, for cultural co-operation, for

culture and environment, for cultural tourism, and for cultural industries. There is a need to do further investigation on the implication of the suggested framework on information literacy practices of rural communities.

The government and development agencies have come together to ensure appropriate information literacy practices in communities. Enhancing information literacy in communities today takes immense critical thinking of scholars. It is presupposed that a public library is a place which supports adult education and lifelong learning and has the capability of providing access to information and offering training courses to improve people's Information Literacy skills. Harding (2008) observes that, governments around the world have recognized the critical role of public libraries in developing the information literacy skills of their citizens. Harding laments that; as a result, to enhance information literacy funds have been allocated to public libraries promote information literacy activities that even involve the use of computers. Julien & Hoffman (2008) points out a scenario in Canada where a Computer Industry identified public libraries as appropriate sites to implement Community Access Programs (CAP), an initiative which aims to provide Canadians with affordable public access to the Internet with the view of providing the skills needed by information users to access Information Literacy training programs. This resulted into public libraries providing information literacy program to the populace.

Nakasongola District is a small geographical entity in Uganda a result of decentralization policy (1997) aspiring to bring services to the grassroots population in Uganda. It is still struggling with political, social and economic development for its population. As many of the above studies for example: Ikoja and Mostert (2006), Ikoja and Ocholla (2004), Kran and Nansimeni (2004), Bruce (2008), Nalumaga (2005), testify that information literacy is a pre-condition for change in communities and the oxygen of development. Information literacy and related issues in Uganda have not been studied extensively. The studies by Kakai (2003), Magara and Ikoja (2004) and Mukungu (2004), useful as they are, do not in particular deal with the IL unique factors of Nakasongola District. This study therefore seeks to establish information literacy practices of adult learners in rural communities of Uganda. Though a wealthy of literature has been reviewed on different aspects of information literacy practices, generally information literacy practices that

relate to information generation, creation, use, dissemination and storage are inadequately studied especially in the rural set up in Uganda. This study will analyse the aspect of “information literacy practices” and contextualized in the geographical entity “the District of Nakasongola in Uganda”, which I considered to be a good typical example of a rural community at the time of this study.

Summary of the Chapter

This chapter reviewed literature related to the study. It was informed by both the conceptual and empirical literature. The objective of the chapter was to interrogate literature that relates to information literacy practices of adult learners in rural communities of Nakasongola district. Several studies have been carried on information literacy that clearly elaborates information literacy (Kuhlthua 1993, Woody 2007, Bruce, 1997, Nalumanga, 2007, Clyde, 1997, Thornton, 2008, ACRL, 2008), but related literature to the study of information literacy practices that specifically relates to adult learners in the rural communities is lacking.

CHAPTER THREE: RESEARCH METHODOLOGY

3.1 Introduction

This chapter provides the methodology that was used to collect, present, and analyse the data collected from the field. It contains the Research Design, Area of Study, Population of the Study, Sample Size and Sampling Techniques, Data Collection Methods, Data Interpretation and Analysis.

3.2 Research Design

A research design is a plan for the research that is to be undertaken, and research designs are frequently formal in nature (McCall, 1998). In addition, Amin (2005:144) stresses that a research design is a stated structure and process of conducting a research project, detailing the plan and method for systematically and scientifically obtaining the data to be analyzed. The study was carried out using case study research design with a predominantly qualitative approach. Research design can be thought of as the logic or master plan of a research that throws light on how the study is to be conducted. It shows how all of the major parts of the research study like the samples or groups, measures, treatments or programs, etc work together in an attempt to address the research questions. Research design most fundamentally affects the internal validity of research, that is, the ability to draw measure. Generally a good research design minimizes bias and maximizes the reliability of the data collected and analyzed. Similarly, a design which yields maximum information and provides an opportunity for considering different aspects of a problem is considered the most appropriate efficient design. Thus the question of a good design is related to the purpose or objectives of the research problem and also with nature of the problem to be studied (Migwi, 2012).

Mugenda and Mugenda (1999) elaborate that a research design can be thought of as the structure of research. According to them, it is the “glue” that holds all of the elements in a research project together. A design is used to structure the research, to show how all of the major parts of the research project work together to try to address the innermost research questions. In Agreement, Orodho (2003) emphasize research design as a scheme, outline or plan that is used to generate answers to research problems. A research design can be regarded as an arrangement of conditions for collection and analysis of data in a manner that aims to combine relevance with the research purpose. It is the conceptual structure within which research is conducted. It

constitutes the plan for the collection, measurement and analysis of data (Kothari, 2003). Bell (1997:6) describes a case study as an umbrella term for a family of research methods having a common decision to focus on inquiry around an instance. Bell further explains that a case study approach is particularly appropriate for individual researchers because it gives an opportunity for one aspect of a problem to be studied in some depth within a limited time scale.

Strass and Corbin (1990) argue that those who have used qualitative research have obtained satisfactory results and appropriate answers to the central research questions investigated. Silverman (1993) affirms that, the flexibility of qualitative method of data collection, specifically the fact that it allows theory questions to be pursued in a highly effective and economic way and its reliability in trying to report how “people see certain things”, or “why they behave in certain ways”, aids the process of obtaining answers to the question of research.

Bell (1997:6) describes a case study as an umbrella term for a family of research methods having a common decision to focus on inquiry around an instance. In order to describe a unit in detail and holistically, a case study design was used to assess the adult learners in Nakasongola district. A case study approach is particularly appropriate for individual researchers because it gives an opportunity for one aspect of a problem to be studied in some depth within a limited time scale. In a case study, a great deal can be learned from a few examples of the phenomena under study. The case study was appropriate to the study because the researcher was interested in in-depth responses from the adult learners based on their own words, experiences, suggestions and interaction in natural settings. The adult learners were selected because of their central position being direct beneficiaries from the adult literacy program in relation to information literacy practices.

In this regards therefore, the research chose the case study approach to adult learners as being ideal for this qualitative research approach of the study. Qualitative research obtains satisfactory results and appropriate answers to the central research questions investigated (Strass and Corbin, 1990). It is used to uncover issues regarding information literacy practices in a rural setting, and explore information access and general use of it. Qualitative method of data collection, specifically the fact that it allows theory questions to be pursued in a highly effective (Silverman,

1993) and economic way and its reliability in trying to report how “people see certain things”, or “why they behave in certain ways”, an indication that it will be appropriate for this kind of study.

3.3 Area of Study

The study was carried out in Nakasongola District, Central Uganda in selected sub-counties with pure rural settings. The sub-counties were Lwampanga, Kalongo, Kalungi, Nabiswera and Lwabyata. Their selection was based on location within the district, having the attributes of a rural community and for the basis that community members in these Sub Counties participated in an Information Literacy programme organized by Save the Children.

3.4 Population of the Study

The population is a set of persons or subjects that possess at least one common characteristic (Busha and Harter, 1980:56). According to Busha and Harter (1980) and Enon (1998:13), population of the study includes people/objects the researcher has in mind from whom to obtain data for the study. Further, a description of population defines individuals, objects or measurements that have some common observable characteristics in the study (Kakinda, 1990).

According to Save the Children Programme reports, a total of 2,500 beneficiaries participated in AL classes in Nakasongola District. In this study, the population comprised of 200 beneficiaries from adult learning program in Nakasongola. The beneficiaries comprised of adult learners, facilitators, local leaders and program staff from Nakasongola district. The researcher believes this category of population possesses deeper knowledge, experience and proficiency to provide sufficient data to this study. For instance adult learners were expected to demonstrate and explain the information literacy practices in their communities, the local administrators were to help validate the responses from the adult learners about information literacy practices, whereas the teachers and program staff were expected to provide their expressions and transitions of information literacy practices in the communities.

Sampling is a procedure, where a fraction of data is taken from a large set and the inference drawn from the sample is extended to the whole group. There are two types of sampling techniques, namely probability (representative) and non probability sampling (non

representative). Purposive sampling technique was used in this study. This was to ensure that different beneficiaries from the adult literacy program are included in the sample.

Sampling is the process of selecting a number of study units or subject from a defined target population (Richards, 2011:25). A study sample is selected part or subset of the population from which the researcher actually collects information. Purpose sampling was used to sample program beneficiaries. The research comprised of 200 respondents drawn from information literacy learners, instructors, leaders and key informants.

3.5 Sample, Sample Size and Sampling Strategy

Amin (2005: 232) refers to a sample as those elements to be selected for the study, and the sample must have the same characteristics inherent in the population so as to depict the true picture of the population. Bailey (1994:82) states that a sample is a subset of some predetermined size from a population of interest. Patton (1990:41) cautions that the sampling strategy selected must fit the purpose of the research, the resources (human, financial and material) available, the research questions and constraints faced by the researcher.

The study was carried out in five sub counties in Buruli County, Nakasongola District. The researcher used purposive sampling technique to select the five sub counties. These sub counties were beneficiaries of the Adult Literacy programme. In each sub county, a minimum two (2) and maximum of three (3) focus group discussions were conducted. Therefore, ten focus group discussions were conducted from the 5 sub- counties. These FDGs were based on the adult literacy circles that existed in the communities. For instance a total of 83 adult literacy classes existed in the communities of Nakasongola district (Save the Children Report: 2006).

Purposive sampling was adopted during this study, where participants who belong to the adult literacy circles communities were selected to participate in the study. They were mobilized with the help of the research assistants and the circle leader. Through purposive sampling, a careful selection of stakeholders was based on a criterion for matching interviews with respondents. This “investigator responsiveness” to broader and specific contextual issues results in “sampling adequacy”, a strategy for good analysis and working with rigour (Mugenda and Mugenda, 1999). Purposive sampling/judgemental sampling was used prompted by situation where a researcher

decides on the population to be included in the study based on his/her personal judgment (Bailey, 1994:96). This ensured that the participants selected for the study had knowledge of the research topic, their own experiences and understanding of Information Literacy Practices.

Brief meetings were held with Local Council (LC1) Leaders and AL facilitators at the selected sub counties, during which the researcher and the research assistants introduced themselves, explained their mission and requested the leaders to mobilize the Adult Literacy Learners from the Adult Literacy Circles for a focus group discussion. Each focus group had of maximum of 12 participants. The researcher conducted interviews with Key informant to compliment the focus group discussions. The research involved 200 participants comprising of 160 respondents (adult learners) and 40 key informants (AL facilitators, local leaders and program staff) purposively chosen. The researcher opted for this sample size so as to be able to fully understand the phenomena. The summary of the samples are broken below:

Table1: Showing Summary of the Sample Size

3.6 Data Collection Methods

Primary data collection is an important piece of many research projects. Using proper techniques ensures that qualitative data are collected in a scientific and consistent manner. In data collection, researcher typically rely on the following methods for gathering information: survey or questionnaire, interview in depth, observing directly, analyzing documents or document review, focus group discussion (data) extraction, and secondary data sources (Marshall, 2006). Data collection methods are plans and strategies to be followed when collecting data during the study

S/n	Category	Number	Percentage	Category
1	Program Staff	05	2.5%	Key Informants
2	Local Leaders	15	7.5%	
3	Adult Facilitators/Teachers	20	10%	
4	Adult Learners	160	80%	Respondents
	Total	200	100%	
Sn	Category of Respondents	No. of respondents	% Response Rate	
01	Program Staff	05	2.5%	

(Enon, 1998:20). Enon states that methods employed depend on the type of data to be collected and the purpose of research. The main methods of data collection for this study were;

3.6.1 Focus Group Discussions

Focus group discussion is the most common research methods used by marketers, policy analysts, political consultants, and other social scientists to gather information. A focus group involves a group discussion of a topic that is the "focus" of the conversation. The contemporary focus group interview generally involves 8 to 12 individuals who discuss a particular topic under the direction of a professional moderator, who promotes interaction and assures that the discussion remains on the topic of interest (Stewart & Shamdasani 1998).

In this study focus group discussions were conducted with adult learners. Three focus group discussions, comprising 8-12 participants per focus group were held for adult learners and they comprised of men and women participating in the program. The instrument used was a Focus Group Discussion Guide during the FGD discussion. Focus Group Discussions (FGD) were conducted amongst Adult Learners in each of the five selected sub-counties of Nabiswera, Kalungi, Kalongo, Lwampanga and Lwabyata. A minimum of two focus group discussions were held in each of the sub counties. Respondent selected to participate in the FGDs were drawn from the existing adult literacy cycles in these communities. With aid of local leaders and community facilitators a transect walk was carried out in communities to identify and mobilize participant for FGDs. A total of 13 FGDs were conducted in the selected communities reaching out to 160 members of adult learners.

3.6.2 Interviews

Unstructured Interview as a method of data collection was used during the study. The researcher interviewed program implementers, facilitators and local leaders. They were interviewed because they were more experienced and knowledgeable in IL activities in the selected sub-counties. The interview schedule (Appendix 2) contained a collection of unstructured questions arranged systematically according to the research objectives. This allowed the logical flow of the interview between the interviewer and the interviewee. Interviews are the commonly used and

known means of data collection. An interview is a conversation usually between two people where one person is the interviewer that is seeking responses for a particular purpose from the other person, the interviewee (Gillham, 2000:2) Interview is a good method of data collection just because of its adaptability (Bell, 1997). Bell notes that a skilful interviewer can follow up ideas, probe responses and investigate motives and feelings, which the questionnaire can never do. Moser and Kalton as referred to by Bell (1997:70) describe an interview as a conversation between the interviewer and respondent with the purpose of eliciting certain information from the respondent. An in-depth interview was conducted to obtain detailed information for the study. Not only can questions be adapted to the context of each interview, but also the respondent feels motivated, (Opdenakkrt, 2006).

In addition, the response rate or the proportion of the people in the sample from whom completed interviews are obtained is typically high, partly because of the intrinsic attractiveness of being interviewed (Mugenda and Mugenda 1999); having someone's attention, being asked to talk about oneself, the uniqueness of experience, and also the difficulty of saying "no" to someone asking something in person. The interview were conducted by the researcher in Nakasogola district. Interview method was mainly for the key informative and these include the program officers, local leaders at the district and community level and adult literacy facilitators.

3.6.3 Document Analysis

During the study to validate the right respondents who had benefited from information literacy program in the district, the researcher reviewed program database of beneficiaries, program reports to ascertain the location of the respondents and participation in the program. This involved studying excerpts, quotations, or entire passages from organizational, clinical or program records, memoranda and correspondences, in addition to official publications, reports, personal diaries and open ended written responses to questionnaires and surveys as explained by Patton (2002:4). This was useful in collecting relevant and related information on the subject under the study from primary and secondary documents.

3.6.4 Content Analysis

The study applied qualitative approaches to data collection. This was mainly the focus group discussion and document review. To enrich the research findings a content analysis technique of

data collection was applied. This was mainly as a triangulation method that provided an opportunity to paraphrase quotations from the focus group discussion and contextual interpretation of what to fit the objective of the research. Also mechanism was applied during the review of the project and other relevant documents. Content analysis is a research technique for the objective, systematic description of the manifest content of communication (Berelson, 1952: 18). Content Analysis was applied as a supplementary source of data to develop an independent line of validation for data obtained. The researcher recorded phrases, quotations, and statements, etc made by the informants particularly the focus group discussions and sometimes from the unstructured interviews. These were unique statements making emotional or deep-seated frustrations statements loaded with feelings about the different aspects of the research. From these statements were construed hidden meanings. Qualitative data includes intimate statements, embodying sentiments of the respondents and interviewees as they responded to various questions from the researcher/s. Some of these statements were emotional or vague or loaded with hidden meanings, these had to be transcribed and synthesised to interpret what they meant. This is where content analysis was vital. The researcher sought to interpret the phrases and statements, etc. made by informants during the interviews and Focus Group Discussions to get down to the root meaning and passion of the statements. Content analysis was useful in disentangling and interpreting phrases or long sentences uttered as obtained from the field with the help of the research assistant. Such phrases included, “Mulimbe gwakalamu” literally meaning it is a period for reading and writing, “Tompoowa” meaning never give up” etc. This involved studying and interpreting excerpts, quotations, or entire passages from organizational, clinical or program records, memoranda and correspondences, in addition to official publications, reports, personal diaries and open ended written responses to questionnaires and surveys as explained by Patton (2002:4).

3.7 Data Collection Instruments

3.7.1 Focus Group Discussion Schedule

The FGD schedule, Appendix 1, was used to facilitate data collection from the FGD. The FGD guide contained a collection of unstructured questions, arranged systematically according the

research objectives. This allowed the logical flow of the conversation between the researcher and members of the FCD. During the FDGs the researcher was assisted by a moderator (Research Assistant) conversant with the local dialects and wide knowledge of the sub-district literacy activities.

3.7.2 Interview Schedule

An interview guide/schedule was designed and used in gleaning information from program staff and adult literacy facilitators and local leaders. The purpose of the in-depth interviews was to elicit key informants' opinions. The Informants included program implementers and local opinion leaders. In-depth interviews were used for the key informants during data collection. Face-to-face interviews are considered appropriate because of their flexibility. The presence of a face-to-face interviewer that allowed proper identification and credentials that best conveyed the subject of study—information literacy practice. This method was also helpful, particularly with respondents whose writing skills are weak or had none at all. The method also helped to capture the respondents who were less motivated to make the effort to respond fully because of tight schedules or other unknown reasons. Also for validation purposes, one key informant was identified from each FDGs for a face to face follow-up discussion with the researcher. The selectee was the most vigilant participant in that particular FGD as identified by the researcher using the interview schedule.

3.8. Data Quality Control

To ensure that validity and reliability of findings from the research, the study applied various mechanism of data control. This included pretesting of the research instruments before the actual data collection process. Pretesting in an environment similar to that where the study was carried. Tools were pretested in the peri urban slum of Katanga, Kawempe Urban City Authority Kampala District before the actual data collection in may 2008. During the pretesting of tools, the researcher checked consistency and accuracy of the questions being asked. Following the pretesting the researcher was able to re-arrange and edit questions that were not clear and complete during the process. Such question includes; what information literacy practices do you know? Edited to “can you kindly mention the different types of information literacy practices you are familiar with in your community?” What challenge have you faced in applying information literacy practices as adult learners? What have been the challenges faced by adult

literacy learners in applying the knowledge and skills gained from adult literacy classes? Etc. In addition to that, the researcher employed research assistant who knew the local language of the communities where the study was carried. Each research assistant was assigned a specific role to play. Some of the researchers would act as moderators, transcribers and also tasked with in-depth interviews. This was aimed at ensuring validity and accuracy of data being collected. Furthermore several methods of data collection were employed to ensure that quality data was obtained from the respondents. The data collection methods as discussed earlier included focus group discussion that was mainly used to obtain data from the primary beneficiaries who were the adult learners, interview method used specific to collect data from the key informants, document analysis that critical ensured the review of the program reports and related documents and content analysis that was specifically used to phrases terminologies and expression of the respondents. Quality Control in research refers to the systematic methods employed by the researcher to reduce threats to the validity of the study posed by extraneous influences on the behaviors of both the participants and the observer (Graziano 2007:64). Data quality control is concerned with avoiding mistakes during research and to ensure quality of data.

3.8.1 Validity and Reliability

Amin (2005:284-305) refers to validity and reliability as two important concepts in the acceptability of the use of an instrument for research purposes. He briefly refers to validity as the appropriateness of the instrument and to reliability as consistency in measuring whatever it is intended to measure. He adds that these are normally established before the research is conducted. The researcher submitted the research tools (interview schedule and document analysis guide) to the supervisors for final scrutiny and approval before deployment. To ensure validity and reliability of the instruments, piloting of instruments was conducted. The researcher piloted the interview and focus group discussion guides using five independent people from the sampled sub-districts who possessed similar characteristics as the sample population as well as those who had experience in facilitating adult education and knowledge in qualitative research. This helped the researcher to ensure appropriateness of the research instruments in yielding the required data. The researcher availed guides to the supervisors for verification and testing the reliability of the instruments before final data collection. Also the FDG schedules and the interview guide questions were carefully translated into the local language (Luganda) by the researcher. This ensured uniformity in

translation so as to avoid distorted information because there was a possibility of each person translating the same question differently. This enabled the researcher to ensure that the data collected was relevant, reliable and accurate. Epstein (1997:33) explains reliability as the consistency in response to a given set of measurements and the freedom from bias. Bell (1997:50) clarifies and explains that whatever procedure for collecting data is selected, it should always be examined critically to assess to what extent it is likely to be reliable and valid. Therefore, reliability implies the extent to which a test or procedure produces similar results under constant conditions on all occasions. Validity ensures that the data sets collected or items used are pertinent or relevant to the research (Bailey 1994:27). Validity is an altogether more complex concept. It tells us whether an item measures or describes what it's supposed to measure or describe (Bell, 1997:51)

3.8.2 Methodological and Instrumental Triangulation

Triangulation is applied in order to confirm or challenge the findings of one method with those from another (Amina, 2005). In this research, triangulation was applied through the use of data from several sources and using different methods of data collection and analysis. Triangulation of instruments and methods was used in order to ensure that the different instruments could complement each other and thus ensure the best results. The researcher triangulated methods and designs, and carried out the research with rigour to avoid inaccuracies and bias in the data collected so as to ensure validity of findings. The study results and findings were presented in themes and research questions using descriptions and measurements that were necessary to facilitate easy interpretation and understanding of the findings. The researcher cross-checked accuracy of findings through the use of the different methods of data collection techniques, these included: interview, focus group, document analysis and content analysis applied to gather data. The interpretation of the data collected by these different instruments was similar; consequently such resemblance meant that such data was genuine and consequently qualitative. Triangulation of data was derived through different sources - from facilitators, administrators and the literacy students. The results proved similar. This interpreted that quality was high.

3.9 Data Analysis and Interpretation

The study used descriptive data analysis in analyzing its data. This is a process of bring order, structure and meaning to the mass information collected. Data in qualitative research is in form of text transcribed and translated data or field notes, materials and pictures thus it is usually sometimes ambiguous and time consuming in conducting analysis. Steps in analysis included, data organization, derived from reading and field notes. Data was transcribed and translated, edited and cleaned up. Data was the analyzed, reported and interpreted. The researcher created categories of major themes and patterns. It required the researcher to be familiar with the topic of the study. Key major theme that were devised by the researcher for purposes of this study include: information literacy practices, information needs, information sources, information access, information searching strategies, information dissemination and storage, impact of information literacy practices and limitation to information literacy practices. These themes and patterns evolved throughout the data and the researcher was able to capture this. Coding, a code is basically a word or an abbreviation that represents a link between raw data (interview transcripts and filed notes) and the researcher's theoretical concepts. First of all nodes were developed and described based on the emerging patterns and defined themes. Convergence of information from different sources and tools for data collection were employed to enhance validity and reliability. To maintain internal consistency, and completeness, data was checked before processing. Huberman (1994: 58, 65) provides a pragmatic approach which combines the use of interview questions and themes emerging from data to inform analysis.

Data analysis was therefore informed and driven by Morse et al (20:9) strategies for introducing rigour during analysis which include; "investigator responsiveness", "methodological coherence", "theoretical sampling and sampling adequacy", "an active analytic stance" and "saturation".

3.10 Ethical Issues

The principles of research ethics concerning informed consent, guarantee of privacy/confidentiality and accuracy as recommended by Graziano (2007:65) were observed. The concern with regards to credibility, objectivity and truth perspectives were respected during this study. Permission and approval was sought to conduct the study in Nakasongola District.

An introductory letter was obtained from the Dean, East African School of Library and Information Science (EASLIS). The respondents' consent was also sought with the aid of a brief introductory letter attached, interview schedule that guaranteed confidentiality of the information to be obtained from them.

The respondents were assured that this study was meant for only academic purposes and that permission would be sought for future use of the findings. The purpose of data collection was clearly explained to the respondents to ensure that their responses were not biased but genuine. The respondents' privacy of information was ensured by not requiring them to disclose their names and every effort was made not to exploit respondents' responses. Other ethical principles included: intellectual honesty, acknowledgement of all contributions to this research, time-keeping, respect to all participants in the research, and being objective throughout the research process.

3.11 Limitations of the Study

Some of the informants did not want to participate because so much research had been carried out earlier but no feedback had been given. Furthermore, they were never given any facilitation though they "understood" such money was always included in the respective research budgets. The researcher informed the respondents that his study was purely academic and it was not attached to any financial benefits to him and the communities where the study was being conducted. Also the researcher promised to provide some feedback through contact persons.

FGDs participants seemed hesitant to provide detailed answers because of the fear that if they did, it might have repercussions on funding, and they would be blamed. To address this limitation, the researcher assured them that their entities would never be divulged. The researcher further assured them that the study would make recommendations for their benefit.

Despite the above limitations, strategies including triangulation of data sources, instruments and methods coupled with rigorousness, objectivity and the piloting of instruments were applied to gather meaningful data for this study.

3.12 Chapter Summary

The chapter has presented the research methodology that was used. The study used qualitative research methods with some aspect of quantitative techniques. The study population comprised of adult learners, local leaders, program implementers that were directly and indirectly benefiting from the program. Purposive sampling was used as technique for sampling so as to enable representation of population of the study. A pre test of the study tools was conducted and the results were used to revise and improve on the data collection tools. This was done ensure the validity and reliability of the data collected. Focus group discussions, interview, document review and content analysis were employed as methods of data collection, supported by appropriate instruments; data was analyzed, interpreted and reported with minimal limitations.

CHAPTER FOUR: PRESENTATION OF FINDINGS AND DISCUSSIONS

4.1 Introduction

The purpose of the study was to establish the information literacy practices of adult learners in Nakasongola District. The objectives of this study were to: (a) to establish the kind of information literacy practices of adult learners in the District of Nakasongola, (b) to assess the impact of information literacy practices amongst adult learners in Nakasongola District during the last five years, (c) to identify factors hindering information literacy practices among adult learners in communities of District of Nakasongola communities and (d) to suggest strategies for enhancement Information literacy practice among adult learners in Nakasongola District.

This chapter presents the discussions on findings of the study. The findings are derived from the analysis of data collected through FGDs and unstructured interviews to key informants and document reviews. Before the discussion of findings, demographic/respondents' characteristics related to the study are reviewed in section 4.1, sub-sections 4.1.1 to 4.1.6 *Presentation and discussion of findings* are made according to the objectives of the study that includes 4.2 information needs of adult learners, information sources and information literacy practices, 4.3 the impact of information literacy practices, 4.4 factors that hinder information literacy practices and 4.5 strategies to enhance information literacy practices in communities.

4.2 Categories of the Respondents

Respondents included those who had directly and indirectly benefited from the adult literacy project, i.e. adult learners, program implementers, local leaders, and local leaders. The researcher reached out to the targeted respondents with 100% response rate. During the study the researcher reached out to adult learners as primary respondents using focus group discussion as a method of research. In addition to that unstructured interview for in-depth discussion with program staff, local leaders and adult facilitators was held to triangulate the response from the adult learners. The table 1 shows the results.

Table 1:

S/n	Category	Number	Percentage	Category
1	Program Staff	05	2.5%	Key Informants
2	Local Leaders	15	7.5%	
3	Adult Facilitators/Teachers	20	10%	
4	Adult Learners	160	80%	Respondents
	Total	200	100%	

Sn	Category of Respondents	No. of respondents	% Response Rate
01	Program Staff	05	2.5%
02	Local Leaders	15	7.5%

Respondents' Response Rate**Source: Primary data**

According to table 1 all the identified respondents were available for the study this can be attributed to the extensive mobilization of the researcher and the interest of the community in the study.

4.2.1 Respondents by Gender

The study categorized the respondents according to gender as shown in table 2.

Table 2: Shows the gender Response Rate

S/n	Category	Number	Percentage	Source: Primary data
1	Program Staff	05	2.5%	According to table 2, majority 73.8% of the respondents were female compared to only 26.2% who were male. This showed that female were more enthusiastic in
2	Local Leaders	15	7.5%	
3	Adult Facilitators/Teachers	20	10%	
4	Adult Learners	160	80%	

acquiring literacy skills than their counterparts which agrees with Kasokonya and Scheffer (2008) study on family literacy in Namibia which revealed that 90.5% women enrolled for family literacy program compared to a mere 9.5% men. Reports obtained from the centres further confirmed this gender disparity for instance, projects reports from Zengebe adult literacy cycle showed a total of 54 adult learners with only 4 male and 50 female. It was encouraging that a focus group of 16 participants at Zengebe adult literacy cycle had 2 men in attendance. This situation was not different throughout the study in the district where female respondents out-numbered their male

counterparts. This is a manifestation that women’s participation more than men in communities’ activities and greatly support community initiative in absence of men.

4.2.2 Respondents’ Economic Activities and Social Status

The economic activities are factors that determine the communities’ information seeking behavior. The study sought to find out these activities and their impact on the respondents information literacy. Table 3 shows the results.

Table 3. Respondent’s economic activities

Source: Primary data

Economic troubles do not only curtail rural communities to basic needs but also to other essential requirements like information. The researcher observed economic activities influence the information

S/n	Category	Number	Percentage	Category
1	Program Staff	05	2.5%	Key Informants
2	Local Leaders	15	7.5%	
3	Adult Facilitators/Teachers	20	10%	
4	Adult Learners	160	80%	Respondents
	Total	200	100%	
Sn	Category of	No. of	% Response Rate	

seeking behaviors and needs in communities. According to table 3, majority 52% were cattle keepers, 32% were subsistence farmers and 16% were fish mongers. This means that these groups of people have varied information needs and the time for them to participate in the information literacy classes also varied agreeing with Catts and Lau (2008) that information is required to solve or address a certain task. This makes it difficult for the facilitator who has to make time for these categories if they were to concentrate and benefit from the information literacy program. Important to note is that in Table 2 above 73.8% of the respondents were female compared to only 26.2% who were male. This shows the relation of male involvement in community as being minimal since they are not readily available at home given the nature of work their do. For instance 52% of the respondents were engaged in subsistence farming and they were mainly women compared to 16% who where fish monger and mainly men.

4.2.3 Tribes and Languages in Nakasongola

Cosmopolitan communities pose different challenges in governance, information seeking behaviour and information literacy program. This being the case in Nakasongola the study

sought to understand the implication of tribes and languages in information literacy programmes. Table 4 presents the findings.

Table 4. Tribes and languages in Nakasongola

S/n	Category	Number	Percentage	Category
1	Program Staff	05	2.5%	Key Informants
2	Local Leaders	15	7.5%	
3	Adult Facilitators/Teachers	20	10%	
4	Adult Learners	160	80%	Respondents
	Total	200	100%	
Sn	Category of Respondents	No. of respondents	% Response Rate	
01	Program Staff	05	2.5%	
02	Local Leaders	15	7.5%	
03	Adult Facilitators/Teachers	20	10%	
04	Adult learners	160	80%	
05	Total	200	100%	
Gender	No. of Respondents	Response Rate		
Male	31	26.2%		
Female	89	73.8%		
Total	120	100%		
Economic Activity	Number	Percentage		
Subsistence farming	104	52%		
Cattle keeping	64	32%		
Fish mongers	32	16%		
Total	200	100%		

Source: Primary Data

According to table 4, although the majority 46% were Baluli followed by 31% who were Baganda, Nakasongola district boasted of over 11 tribes and more than 12 ethnic languages. However, since the district is located in the central region, it falls within the Buganda Kingdom and therefore the dominant language is Luganda. According to the adult learner’s facilitators, Luganda was easily understood by almost all the members of the community and it was the preferred media of instruction for information learning program.

Luganda is easily understood and all people can speak it since it is used for business transactions (FGD)

The study noted that, although it was easy to speak Luganda, the dynamics of written language are different from spoken. This had its own implications in the actualization of information needs identification, information seeking behaviour especially in extracting information which is written down. It is therefore difficult to tell whether what the learners acquire fits within the

concept identified by Bruce (2003), Cyde (1997) and Woody (2007) that information literacy is a set of skills, attitudes and knowledge necessary in knowing when information is needed to help solve a problem or make a decision. This is because as Woody expounds, an information literate persons should be able to efficiently search, retrieve, interpret an understand information, evaluating it in terms of credibility, authenticity and relevance (Woody 2007).

4.3 Information Literacy Practices of Adult Learners in Nakasongola District.

The study sought to establish information literacy practices of adult learners in Nakasongola district. In order to establish the information literacy of adult learners in Nakasongola, several parameters were assessed. These included; information needs information sources, information literacy and then information literacy practices of adult literacy learners in Nakasongola.

4.3.1 Information Needs of Adult learners in Nakasongola District

The study explored the information needs of the adult’s learners in Nakasongola as presented in table 5.

Table 5: Information Needs of Adult Learners

Source: Primary Data

The study established that information needs of adult learners differed from community to community and were greatly influenced by the social and economic activities in communities. The study disaggregated the respondents’ information needs according to gender. According to table 5, majority (49.5%) of women sought information literacy practice because of their need to know more about HIV/AIDs disease and 51.5% of men indicated the need for the same. One respondent noted *“In the years to come am worried who will be in position to take care for our*

S/n	Category	Number	Percentage	Catego
1	Program Staff	05	2.5%	Key Inf
2	Local Leaders	15	7.5%	
3	Adult Facilitators/Teachers	20	10%	
4	Adult Learners	160	80%	Respon
	Total	200	100%	
Sn	Category of Respondents	No. of respondents	% Response Rate	
01	Program Staff	05	2.5%	
02	Local Leaders	15	7.5%	
03	Adult	20	10%	

children, since most people are dying at the youthful age because of the HIV/AIDs". This fact is informed by the focus group discussion in Kibuye Adult Literacy Cycle. Respondents argued that they lacked adequate information to protect themselves from the disease burden and causes of deaths in communities. From the key informant interview the program staff is quoted to have noted that *"though adult learners know where to go in case of any disease they have challenges in accessing such facilities as a result of abject poverty and poor road network"* Discussing with respondents seemingly they needed more information about how to treat and care for those who are affected and infected with any disease in their community. Also they requested for preventive measure to be put place to address the burden of disease, indeed their information needs were mainly related to preventative treatment and care than curative management of disease burden.

48.2% of women were in need for knowing market and revenue prices which was also similar to men at 52.8%. For instance during the study, agricultural as well as the fishing communities were interested in information that relates to market prices and accessing market places for their produce. This was evident in most of the focus group discussion as it was observed in one group that *"now that we have acquired the skills in reading and writing, we want to find markets for our produces, even then we can apply better farming methods"*.

Majority 72% of men were in need of information in relation to animal husbandry as compared to a mere 28% of women. This concur with the main activity of men in the district which is cattle keeping. Particularly pastoral communities had great interest in information about animal husbandry. They showed eagerness of acquiring skills on how best they can improve on the breeds of their animals for better productivity. This result was closely followed by a rather strange need by men which is that of nutrition at 70.3% compared to 33.7% of women. Disease control and prevention was a need for men at 68.2% compared to 32.8% of women. This again could be the disease control and prevention of their animals whereas for women probably could be for children.

It is not surprising again that 65.7% of men against 35.3% of women indicated farming methods as their need for information literacy practice. This is because the African culture expects men to provide for the family by tending to the land with women more of home makers. These

findings agree with Meching (2008) research findings while analyzing the Tostan Program, she observed that, adult learners had varying information needs ranging from child protection, human rights, child marriage, nutrition and genital mutilation in their community thus communities have varying information needs.

It is therefore paramount to establish the ideal method that can be applied in providing information to such categories of people. This is because during the in-depth interviews with adult literacy facilitator who reported that “*there are no systematic strategic paths for acquiring and disseminating information*”. The study notes that, there are guided procedures in providing information to adult learners, but information provision is through cell phones, radios and some village meetings as they were pointed out by the different adult learners in the various FDGs. We can borrow a leaf from Ikoja and Moster (2004:147) analysis of the different models people used to seek for information in the informal sector. Their study revealed that the informal sector uses TV/Radios, social networks, asking neighbors, reading of newspapers, and use of posters, among others as the major source of information. Ikoja and Moster (2004) recommend the use of local-exotic or hybrid model of information provision to bridge the information needs of communities. This model is an ideal approach to bridge the information needs of the adult learners in Nakasongola.

4.3.2 Community Information Sources

The study sought to find the information sources in Nakasongola district and table 6 presents the findings.

S/n	Category	Number	Percentage	
1	Program Staff	05	2.5%	Table 6: Preferred Information Sources in the Communities by gender Source: Primary data According to table 6, information sources for men and women in Nakasongola district differed. Women's preferred sources of information were; community information 82.3% as opposed to a mere 16.7% by men, supervision 65.7% compared to 34.3% by men, mobile phone 65% as opposed to 35% by men, and religious institutions 54.5% compared to 44.5% by men. Men on the other hand preferred radios 75%
2	Local Leaders	15	7.5%	
3	Adult Facilitators/Teachers	20	10%	
4	Adult Learners	160	80%	
	Total	200	100%	
Sn	Category of Respondents	No. of respondents	% Response	
01	Program Staff	05	2.5%	
02	Local Leaders	15	7.5%	
03	Adult Facilitators/Teachers	20	10%	
04	Adult learners	160	80%	
05	Total	200	100%	
Gender	No. of Respondents	Response Rate		
Male	31	26.2%		
Female	89	73.8%		
Total	120	100%		

as compared to only 25% of women, training at 70.3% as opposed to 29.7% of women, markets 65.4% and meetings 61.7% compared to 33.6% and 38.3% respectively by women. The preference for beach management committees were not too far apart with 55.3% of men and 44.7% of women in favour. Unfortunately none preferred the use of newspapers. This could be attributed to low literacy levels especially ability to read and low income purchase power in the community. It is important that a balance is sought on the information source preferences to ensure that all members benefit equally from the sources, otherwise as it is there is need to use multiple sources which may be expensive in the short or even long run.

4.3.2 (a) Adult Literacy Trainings

During the study, trainings to adult learners were pointed out as the major source of information to adult learners by 70.3% of male respondents. It was reported that, there were several training methods and trainings conducted for adult learners. For instance REFLECT training which was conducted for 5 days. The main objective of the training was to enable facilitators to internalize the Reflect learning process. Key topics covered during reflect learning included; objectives of adult literacy and its relationship to other programs, the REFLECT approach, why the REFLECT approach, principles and cycle of REFLECT, structuring reading, writing and numeracy, literacy materials, REFLECT session planning, facilitation skills and methods, assessment and graduation of participants, appreciative making, testing and reporting, and action plans.

During the key informative interview it was reported that *“40 Adult Literacy Facilitators were trained in psychosocial support for orphans and other vulnerable children affected by HIV/AIDS to equip them with basic knowledge and skills to respond to their needs more effectively and to address issues of stigma surrounding HIV/AIDs related orphan hood”*. The key themes discussed included; HIV/AIDs and Child Development, Communicating with children, how to support bereaving children, community and family roles and responsibilities in meeting the needs of OVC and further discussed current coping mechanisms and practice especially in high prevalence setting.

4.3.2 (b) Mobile Phones

The majority (65%) of female respondents were in favour of mobile phones as sources of information. One respondent said that *“A phone is just a call a way and you get the needed information”*. It was revealed that phones were used to find out prices of commodities for their produce especially, from towns like Kampala. During FGD, it emerged that a member had received information about members who had been discharged from the hospital. However, men thought that women most times misused the mobile phones on non-pertinent issues such as gossip. This allegation was however beyond the scope of this study to verify.

4.3.2 (c) Radios

The preference of radio as a source of information at 75% compared to female at only 25% showed the dominance of ownership of radio sets by men. It is common practices in rural communities to find that majority of men own radios but women have little or no access to them. This further complicates the use of radio as a preferred media of communication because men move with their radio sets everywhere they go. However, the women could access the same facility from their mobile phones but due to reasons not clearly articulated in this study women preferred to call than to listen to radio.

4.3.2 (d) Onsite Support Supervision

In line with the notion of men dominance and women submission, only 34.3% of male preferred online support supervision compared to 65.7% of women. Men want to be in control and not show weaknesses therefore if there is supervision then it is viewed as insubordination which is not a cultural men trait. Onsite support supervision and joint planning with facilitators were conducted at sub county level and follow up of onsite visits were made by Extension Workers as well as the officer in charge of Adult Literacy. This aimed at providing support to all the groups and ensuring that each group is visited at least twice a month at circle level by Education Extension Workers (EEWs), District Officials and SC Officers. A supervision plan to that effect was developed jointly with the EEW, District staff and SC. Facilitators were paired up for mutual peer to peer support, session plans would be exchanged to learn from each other and feedback sessions would be made part of the cluster meetings. As much as possible sitting days were agreed on and would not be altered unless it was inevitable to make it possible for the supervisors to plan for and provide support to these meetings. For purposes of improving and coordinating the circles, circles leaders were identified and their roles were clearly defined. During such visits circles were able to invite different facilitators such as Agriculture and Health to support sessions on land preparation and health issues during the rainy season thus valuable source of information. To ensure men increased use of this source of information there is need for continued sensitization especially to men.

4.3.2 (e) Market Places

Majority 65.4% of male respondents indicated market-day as a preferred source of information as compared to 33.6% of female respondents. The study found out that market day took place once a month and men saved money for the day. The market coverage extended over all parishes and almost the entire district. This was an opportunity for meeting people from all the neighbouring villages to share information. Men go early to the market to sell their produce after which they meet to have a drink (local brew). This kind of social interaction was an enabling factor for information access in communities. Besides the monthly market day, men linger in town centres almost every evening to meet with their peers and exchange information, this is unlike women who view market as a place where they sell or buy products but not source of information. Sometimes women send children to buy produce therefore may not have opportunity to get information from the market place.

4.3.2 (f) Religious Institutions (Churches)

54.5% of female respondents and 44.5% of male respondents identified places of worship or religious institutions as viable sources of information. women attend church religious than men however most churches are owned and managed by men. One woman the FGD reported that; *Church leaders are connected with other religious institutions as well as fellow religious leaders, they provide us with current information on the religious dominations and any change in government.*

4.3.2 (g) Dissemination Meetings

Although meetings are good sources of information only 38.3% of female respondents said they preferred them as compared to 61.7% of male respondents. A key informant revealed that adult learners through their facilitators requested the Community Development Officers in liaison with Save the Child, to hold a meeting with counselors *“counselors would be key information providers at the sub county level through routine sensitization and provision of updates on the progress of adult literacy activities, identification of challenges that affects the program and lobby for allocation of resources to groups for income generating activities”*. Indeed through such meetings adult learners gained knowledge acquisition and learning that they could use in

furthering their efforts for routine community activities. However, during such meetings there is low turn up of women due to home chores.

Also quarterly meetings were organized with the Community Development Office and other district officials at sub-county level with adult Literacy supervisors. Such meetings provided with wide scope of information to adult learners. The local leader pointed out that “*these meetings used to share updates on progress of activities in the field, identify support needs for facilitators and consequently draw a joint action plan*”.

Adult learners in this study revealed that, through these meetings “the information needs and status of each circle were discussed out of which the list of support needs for various facilitators and circles were highlighted”. Besides quarterly meeting at the sub county level, project reports revealed that, monthly sub county cluster meetings were conducted for all sub counties. The emphasis of these meetings was to share experiences and updates on circle management. In addition, in-house trainings to continue building facilitators’ capacity were conducted. Session guides were prepared and discussed during sub county meetings. Key topics of discussion given the learner information needs were identified in such meetings. These included: mixed ability facilitation and session planning, community mobilization, psychosocial support and small project management among others.

Photo1: Adult Literacy facilitators in session during their review meeting by Save the Children

4.3.2 (h) Straight Talk News Paper

Although no respondent indicated newspaper as source of information, the study was informed that as part of the adult literacy program straight talk material in form of newspapers were distributed to adult learners as a source of information. Program staff as one of the key informant noted that, *"these are in different categories that include young talk, tree talk, farm talk, teacher talk and straight talk"* These various categories were provided to specific target audiences e.g. farm talk for the agriculturalist adult literacy circles, young talk to those with basic reading skills etc. The distribution of these papers was done in all the study areas. It was reported that *"copies for 195 centers for the month of September and October 2008 were received and distributed across the adult literacy circles"*. *This study could however, not verify why the respondents were not keen to point this out, probably they did not take time to read the newspapers or did not access the information they required.*

4.3.3 Information Literacy Practices of Adult Learners in Nakasongola District

Objective 1 of the study sought to establish the Information literacy practices of adult learners in Nakasongola district. Information literacy is the capacity of people to recognize their information

needs; locate and evaluate the quality of information, store and retrieve information; make effective and ethical use of information and apply information to create and communicate knowledge (Catts and Lau, 2008). Information literacy practices for the purpose of this research referred to the routine activities in relation to generation, access, use, dissemination and storage of information in communities. Information literacy practices were identified along the information lifecycle that relates to information generation, access, use, dissemination and storage.

The study investigated whether adult learners understood the term information literacy practices. Respondents were asked if they understood a person who was information literate during the FDGs. It was reported that an information literate person is a member of the community who is frequently requested for information in communities. During the FDG in Kibuye Adult literacy cycle a respondent reported that “*an information literate person was one with the ability to share and communicate information to community members effectively.*” FGD in Kaisolo revealed that “being information literate is that person who must recognize when information is needed and have the ability to locate, evaluate, and use effectively the needed information, likewise the American Library Association, (1989) urges that information literate person has the ability to put in practice what he/she had learnt. Also the study findings notes that information literacy practices involved the ability by an individual to give updates to the community as discussed in the focus group discussions. During the SCONUL (1999) conference the British Task Force on Information Skills identified a number of characteristics of a sufficiently information literate individual. The task force suggested a progression from basic to more sophisticated competencies. A number of pillars were suggested by the task force namely: information literate person should be in a position to distinguish ways in which the information ‘gap’ may be addressed, should construct strategies for locating information, should locate and access information, should compare and evaluate information gained from different sources, should communicate information to others in ways appropriate to the situation and should synthesize and build upon existing information contributing to the creation of new knowledge.

Findings from the key informants did not differ much from the focus group discussions. One key informant commented that information literacy practices were understood as

...the different ways individuals utilize the information and this is influenced by the level of education of an individual. Information literacy is the ability to access information and support the available information structures ...

Whereas the ACRL (2008) concept of the information literacy practices as reflected in the literature review meant that information literacy practice has an impact on information usage, this does not differ much from the research findings as discussed above. Respondents in the study associated information literacy with people's behaviours in the community that relates to social interaction with each other.

In general, respondents revealed that information literacy practices are demonstrated by the ability of an individual to apply information he has got for effective decision making. For example, one member was able to participate in the group interview just because he was informed about the discussion. He trekked 15km for the meeting so as not to miss out on such an important gathering.

4.3.3 (a) Access to Information

Considering the above definition of information literacy practices, it is vital to understand the day to day routines of information seekers that relate to information access, use, storage and dissemination. Respondents noted that they could get access to information in different ways. Also information access practices were influenced by the social economic activities of the respondents. The study respondents were involved in subsistence farming and a few respondents were dealing in extensive farming as a result of attending adult classes. Women who were the majority respondents disclosed that they engaged in intensive farming and those who were involved in extensive farming had acquired knowledge from adult literacy classes. In addition, men were involved in fishing activities as the main economic activity. These genre included fishing, boat repair, fish net making and repair, fish smoking and actual selling of fish. It was observed that a few women were involved in fishing related activities as business women, traders and boat owners, but not the actual fishing and other members were nomadic pastoralists.

During the interviews several information literacy practices related to access to information were identified. The commonest practice that related to information access was through inquiring from colleagues in the community about news from elsewhere. One member noted: *...when I need to access information, I ask colleagues to provide with the needed information and if they cannot solve the issue at hand, then they refer me where to go and access information...* Likewise Magara and Ikoja (2004:372) found out that local meetings contributed much to information accessibility for rural women. Their study revealed that access to information was through stories, rumours, etc. before a conclusion was made on what people expected to do next. Similarly during the FGD participants cited village meetings were common avenues that enabled people to access information in communities.

The key informants in the community were established as the major source of information, especially during these meetings. One informant reported that, *I am here today because I was informed of this meeting during a village meeting and I wouldn't want to miss out on the discussion.* The interviews further revealed that adult learners were good listeners and they did things as they were told by the facilitators or the program implementers. Listening was seen as one of the core practices for adult learners to access information.

The key informants interviewed revealed that adult learners were good at observation which was a common practice for information access. The observation mechanisms were demonstrated by adult learners for having gained information through duplicating what the colleagues had done in communities, or through imitating the facilitators. This was a great practice for those specific adult learners who had not learnt how to read and write as a mechanism to access information in communities. Observation mechanism was evident with the acquisition of information on big sign posts and posters. In conclusion, the common information literacy access practices among adult learners included: listening, reading, writing and observation.

4.3.3 (b) Information Searching Strategies

In agreement with Desmond and Elfert, Choo (1998) information seeking practices are those activities which comprise the initial search for information i.e. identifying sources of interest that could serve as starting points of the search. He elaborates that information literacy practices are a

chain which include the following up of links to obtain references and citations of one information source leading to the identification of others that are checked up and also used.

The community information searching behaviours included community networking with neighbours/ the neighbourhood. Other behaviour traits that were identified as substantial contributors to information literacy practices in communities were: community key informants, peer to peer consultations and traditional myths. During such visits a number of circles were able to invite different facilitators such as Agriculture and Health to support sessions on land preparation and health issues during the rainy season thus valuable source of information as reported in the project reports.

4.3.3 (c) Utilization of Information

The respondents claimed that they were able to tell the weather changes and when to plant and harvest their products. Though they could tell this before, sometimes they could miss out on the right timing in plant their crops. With the increased information literacy practices, they are have improved on the yields of their products as a result of timing planting, weeding and harvesting. This is doubled with improved storing of yields in the communities as lamented by the KI interview with the district official. Respondents further reported that, they were able to apply fertilizers appropriately in their farms. One woman reported that *“I do not have to apply fertilizers directly to my crops but rather put them just next to the plants.”* She explained that *when manure is still very fresh (fresh dug) it is not good to use immediately in the gardens but rather it is important to wait until it decomposes (FGD).*

4.3.3 (d) Dissemination of Information

It was apparent that televisions were hardly accessible and were not appropriate means of information dissemination to these communities. This finding was in agreement with Magara and Ikoja study (2004:373) which observed that rural women in Kabale district hardly received information through the use of mass media. This was attributed to the fact that radios were regarded as *“entertainment toys”* for small urban elites than informative media to those in need. On the contrary, adult learners revealed that radios were the most appropriate means of information dissemination in their community. The common practice was listening to the radio programs like National Agriculture Advisory Services (NAADS) program for better farming

methods and thereafter shares information with communities. Other sources included oral dissemination and mobile phones.

4.3.3 (e) Information Literacy Storage Practices

Respondents were asked how they stored information in their community. It became apparent that respondents did not have storage mechanisms for keeping their information. Respondents reported that the information obtained was primarily stored in the form of registers and pre-printed material at the facilitator’s residence but they had no means for the secondary storage of information. When asked whether they had mechanisms related to documenting their practices, most respondent referred to community facilitators/ community leaders as focal persons responsible for documenting key events in their communities.

4.4 Impact of Information Literacy Practices among Adult Learners in Nakasongola District

Objective 3 of this study was to assess the impact of information literacy practices in Nakasongola District. The study explored ability of the adult learners to apply this information which ultimately implied that they were information literates. This was attributed to the fact that adult learners were able to identify their information needs, search for information, disseminate and utilize information. Table 7 presents the results.

Table 7: Activities that benefited Adult Learners in Nakasongola

S/n	Category	Number	Percentage	Category
1	Program Staff	05	2.5%	Key Informants
2	Local Leaders	15	7.5%	
3	Adult Facilitators/Teachers	20	10%	
4	Adult Learners	160	80%	Respondents
	Total	200	100%	
Sn	Category of Respondents	No. of respondents	% Response Rate	
01	Program Staff	05	2.5%	
02	Local Leaders	15	7.5%	
03	Adult Facilitators/Teachers	20	10%	
04	Adult learners	160	80%	
05	Total	200	100%	
Gender	No. of Respondents	Response Rate		
Male	31	26.2%		

S/n	Category	Number	Percentage	Category
1	Program Staff	05	2.5%	Key Informants
2	Local Leaders	15	7.5%	
3	Adult Facilitators/Teachers	20	10%	
4	Adult Learners	160	80%	Respondents
	Total	200	100%	
Sn	Category of Respondents	No. of respondents	% Response Rate	
01	Program Staff	05	2.5%	
02	Local Leaders	15	7.5%	
03	Adult Facilitators/Teachers	20	10%	
04	Adult learners	160	80%	
05	Total	200	100%	
Gender	No. of Respondents	Response Rate		
Male	31	26.2%		

**Source:
Save the**

Children in Uganda Program Report (2008)

Table 7 summarizes the key activities which adult learners have participated in and the benefits to their communities; for instance adult learners were leading in constructing public toilets, facilitating the CHANCE schools, taking part in the schools management, facilitating demonstration farmer gardens among others. Such activities had great influence on the information literacy practices of adult learners. According to the program reports, it was revealed that adult education in Nakasongola District was started in 1999 as a result of increased demand for family literacy in the communities which resulted from the introduction of non- formal education by Save the Children USA; which is in agreement with literature (Save the Children; 2006). Since the introduction of non-formal education, there has been a massive enrolment of adults into adult education classes. Report documents revealed that the district had 2088 adults enrolled in these classes. There is an urgent need for people to become information literate so as to fully exploit these resources guided by good information literacy practices.

4.4.1 Literacy Enhancement in Communities

The available literature shows that information literacy (IL) acts as a catalyst for learning in formal, workplace and community settings (Lloyd, 2006). According to the study majority 95% of the respondents agreed that attending adult education helped them to enhance their information literacy skills and practices, this was a great improvement compared to the previous situation before the introduction of the program. This was mainly in terms of the ability to read

and write. According to an FGD held at Wabinyonyi Adult Literacy circle a respondent said: *“I have never been to school but now I can read and write my name and the year when I was born”*. This was followed by a demonstration by most of the respondents who had attended adult education writing their names and dates of birth. This was re-enforced with the ability to record their names during the focus group discussions. Respondents across the FGDs in the study area explained that as a result of attending adult education they are now aware of the importance of education to their community and appreciate why they should educate their own children. Key informative interview with the local leader revealed that *“Parents are responsible for sending their children to school and even other community members encourage colleagues to do so”*.

It was further revealed that with support from Save the Children, the community have been able to demand and establish Early Childhood Development Centres (ECD) and CHANCE schools for their children. Another respondent from Zengebe Adult Literacy Circle stated that during their AL classes; children in the community used to come with their parents in AL classes. They showed the need and interest to read and write. They could *chew pens and pencils* of the learners, in addition to writing in their books. This resulted in the establishment of the ECD centre for the children in community (see Photo 2). Now children have somewhere to go to learn how to read and write.

Photo 2: Early Childhood beneficiaries in Zengebe (Photo: By Ronald Ssentuuwa)

Respondents further explained that adult literacy has helped a lot in increasing the level of literacy in the community. One respondent reported that they no longer had to look for the bicycle pumps or the bicycle chains to get oil to use as thumb prints for signing documents (see Photo 3). This had become history in their community and the best thing to do was to carry pens for signing, since now they knew how to read and write.

Photo 3: Adult Learner with pens and books instead of bicycle pump (Photo by: Ronald Ssentuuwa)

The study revealed that the major benefit from Adult Education in communities was improved literacy levels. This was verified by improved literacy, which included improved numeracy and reading and writing practices. For instance the communities had established Early Childhood Development (ECD) centre that facilitated information literacy practices in early childhood. Respondents reported that they were able to apply the information literacy skills in their daily lives. These included: ability to write their names, and to read sign posts and advertisement. Another respondent stated: *“I can write the year when I was born, my age and name”*. They could register their names as evidenced in the photo below.

Photo 4: Adult learners Register during the Meeting (Photo by: Ronald Ssentuuwa)

4.4.2 Establishment of the Community and ownership of the schools Management:

During an interview a local leader informed the study that Adult Literacy groups have been a catalyst for community action, by creating and strengthening community networks around improving the lives of their children. He noted that individuals and communities are taking action in many ways, for example: 15 circles have established very basic rural micro-finance services to provide small loans to group members and other women in the community; Kaisolo Adult literacy group has lobbied for 5 sewing machines which have been allocated to them by the Member of Parliament; 20 AL groups are participating in the Food Security Agriculture component; 15 groups have established individual gardens with skills and support from the group; 4 groups of Wanzogi, Kayisolo, Kyankonwa and Kabayongo Adult Literacy Circles embarked on a tree planting exercise with the view to replace trees due to charcoal burning; and joint marketing of handcrafts in the sub counties of Lwabyata to increase bargaining power is in effect on market days. Such initiative and efforts by the adult literacy manifest of information literacy practices in communities. Program officers from Save the Children during the key informant interview reported that, “*circles have also continued working towards becoming Community Based Organizations CBOs*”. Project reports highlighted that 6 circles had formalized their organizations and started the process of drafting their constitutions and

development of proposals to solicit support for their activities outside SC and through Nakasongola local government.

4.4.3 Establishment and Management of Mobile Libraries

Focus groups discussions were conducted to identify reading needs expectations and interests of participants. The discussions also aided the assessments in literacy levels, language of interest, numbers, and coverage/distribution of the beneficiaries. FDGs pointed out the following information materials of their interest: reading books for beginners, health books, nutrition, immunization, caring for pregnant mothers, basic information about HIV/AIDs, good feeding, general cleanness, cultural books, behavioral set up, religious books that is hymn books and Holy Bibles, Mathematics for beginners, charts, reading and writing books, newspapers, picture books, song books, agriculture, marketing, saving and small business management. This was as result of the desire bridge the information needs of the adult learners. In response to the need of the adult learners the Program officer reported that a community mobile library was established. In attempt to manage the mobile library a focal person was identified to manage the library at circle level. A borrower's register to tracking borrowers and also maintain a record of book stock turnover was established. Exchange of books was done during meeting days, to encourage reflection participants agreed that time be instituted to share what one has learnt /read during the circle sittings. Quarterly discussions were held to update the library. Promotion activities included readers groups and reading events. This demonstrates how adult literacy learners were able to enhance their information literacy practices in communities and also their information seeking behaviors from the available information service provision centers.

4.4.4 Introducing English Lessons to Adult Literacy Learners

From the project reports (2008) it was reported that Ministry of Gender, Labor and Social Development through the Community Development Office trained 30 facilitators to start conducting English sessions for the adult literacy groups. This was as result of demand by the adult learners to learn beyond the vernacular languages in community. It is assumed learners being information literate they able to identify this gap that needed to be bridged. From the Key informative interview with the program staff, she reported that a total of 402 participants, (30 female and 101 males) are attending English sessions. She further elaborated that, English

lessons provided a platform for progression especially for participants who had been in the centers for a long time. In her discussion she pointed out that, English manual provided proved difficult to the participants of the grade, given the fact that they are beginners. To avert such challenges program reports states that support was extended to all groups by both officers and EEWs mainly focusing on delivering of sessions to make them more interactive and orient facilitators to deal with learners of mixed abilities. Also Facilitators were clustered to strengthen peer support and foster joint planning.

4.4.5 Business Management

Women from Kabaseke study circle group pointed out that with adult education they have been able to acquire skills for effective business management. One respondent noted that;

“Before I attended adult education I could not read and write and, therefore, it was hard for me to calculate profits and losses made from business”. Another woman emphasised that *“now I can count the fish bought, get to know how much money was paid for each fish and then determine the amount of money to sell my fish so that I do not make losses.*

The study revealed that occupations varied from community to community, and key community occupations were: fishing, farming and animal keeping. Other related activities were milk vending, boat making and fishnet repairing as well as agriculture product marketing. The respondents noted that the key information literacy skill they applied to manage their business was to search for information about the prevailing market price of their products. One respondent reported that before they sold their fish they first consulted friends in Kampala about the status of the markets and market prices. As a consequence of being empowered, people were now able to apply numerical information literacy to calculate the profits and losses in their business.

4.4.6 Nutrition and Proper Feeding

During the study the majority of the respondents reported their gratefulness to Save the Children for initiating adult education in the community. For instance, one respondent stated as follows: *“I’m able to learn how to prepare a balanced diet for my children and the family”*. During the FGD with adult learners, it was revealed that most of them used not to have access to a variety of

food stuffs, but as a result of attending adult education, they are now able to grow a variety of food stuffs to supplement local food for their families.

Information literacy practice about nutrition and proper feeding is now appreciated in the community. According to FDG discussions it was observed that communities are able to grow adequate and a variety of food stuffs for their families. One respondent reported that mothers were now able to prepare balanced diets for the young ones. This has helped a lot to reduce malnutrition among children in the communities. Respondents amongst the program staff through an interview also reported that, the information literacy practices in the areas of nutrition and proper feeding were now common practices among families which have HIV/Aids infected persons. There was increased awareness that these people need proper feeding and adequate food if they were to live longer.

4.4.7 Women Emancipation

The study found out that as a result of the introduction of adult education, women participation in community dialogues had improved. Men who were part of the FGD in Zegebe confirmed that “*These days’ women are political leaders like Nabakyala as result of attending adult education*”. This position was supported when women reported that as result of attending adult education they have gained self-confidence. This has helped them in several ways. For example, it was revealed by a KI that women are now able to engage in discussion and to report issues affecting their communities without fear. During the KI, Nabakyala revealed that:

Currently we are investigating a rape case in our community, we have been able to identify the man who committed the offence and we are working closing closely with the policy to arrest this man.

These statements are from women who had passed through AL classes. (See Photo 5)

Photo 5: Kabaseke women group in a village gathering (Photo by: Ronald Ssentuuwa)

Adult education in the communities has resulted in women emancipation manifested in their ability to participate in dialogue and leadership activities. The women now are well informed; they acquire information at the right time and fully participate in most community activities just like their counterparts, the males. They were now the leading information agents in the community, which is a very significant development with regards to women involvement in community life. One woman noted that, in case there was an outbreak of a disease, they sensitised communities about the disease, its treatment as well as informing them about the preventive measures. The fact that women were information literate has helped them to participate in community politics. They stand for elective positions in LCs, and are voted into these positions on the basis of individual merit

4.4.8 Disease Control and Management

It was revealed during the study that as a result of attending adult education, majority of the respondents had been able to acquire knowledge and skills in disease control and management during circle meetings. For instance, one interview respondent said

We have been taught how to control malaria in our communities, how to manage diarrhoea and the need to share information about HIV/AIDS.

During these meetings, friends who may be facing similar problems are educated and provided with the necessary information. One respondent elaborates:

If we have no information regarding the problem we refer friends to the health facilities or health workers who are more knowledgeable to offer them solutions.

This is often in terms of care seeking for treatment and preventive measures. The fact that these communities are information literate has facilitated literacy practices about disease control and management. In the course of the FGD, it was reported that that communities have been able to curb diarrhoea and typhoid which used to bedevil the community. It was now the practice for everyone to boil drinking water and to observe hygiene and cleanliness as a result of being information literate after attending the adult literacy classes.

4.4.9 Sanitation and Hygiene

The study findings revealed that people from Zengebe community acquired a borehole as a result of attending adult education. One respondent noted that, *“We have been able to identify the need for safe water and, therefore, requested for a bore hole to solve this problem”*. Previously, they used to get infected with diseases like cholera and diarrhoea according to Nabakyala of Kabaseke circle group. The study reveals that adult learners have been able to create awareness for every family to have a latrine. In addition, monthly home visits and campaigns from health workers besides attending the meetings supported and strengthened such campaigns. They further reported that the cleanest home is identified and awarded a prize every month. During the KI with LC leader he reported that; *There is an increased rate of latrine coverage in communities, at least 7 out of 10 homes have latrines unlike the past where 3 out of 10 homes had latrines.*

Adult education has helped a lot in improving the sanitation and hygiene of the community.

4.4.10 Relevant Farming Methods

During the study, approximately 80% of the respondents praised better farming methods acquired through adult education. One respondent noted that, *“I am able to use organic manure and this has contributed in improving my annual yields”*. Respondents reported that they had acquired skills in small scale commercial intensive farming, especially in the growing of vegetables like: *nakati*, egg plants, tomatoes and carrots. Respondents reported how they had not only doubled their yields of the crops but also gained in producing quality crops. Other better farming practices gained as result of attending adult education include crop rotation, mixed farming and extensive farming methods. One respondent noted that he planted more 4 acres of cassava and he has been able to generate more income after selling off this cassava. *“We gained skills in alternative methods of farming using sacks”* reported by FGD group in Zengebe.

The study established that, agriculture in rural community has become the income base for rural women and men. This was attributed to a number of factors, including the good information literacy practices towards improved methods of farming in communities. Communities apply information literacy practices like the application of manures in their gardens. One woman reported that since they have access to information, they are now able to make composite manure and to apply it properly in their gardens. They can also tell climatic changes and adopt progressive methods of farming.

4.4.11 Infrastructure Development

During the study it was reported that women have been involved in the development of infrastructure in their communities. In one FGD in Kikoiro for example women reported how they had been able to construct roads, schools and houses in their communities. One woman boasted that, *We do not have to wait for men to help us or request for their support. With this kind of empowerment from adult education, we can support ourselves as women; we have been able to construct ECD sites for our children without any male support.* Another respondent states that *“We were able to dig a 15km road to our community, so that we could get access to market our produce easily.*

The respondents reported how they had lacked skills and knowledge to have such infrastructural development. Another respondent reported that she did not own a house before attending adult education but now they also own houses as women in communities. During the study the researcher was able to observe a 15km road, which was constructed by the women group attending adult education. The road had well drained systems to avoid water over-flow on the murrum which had improved its durability. As result of improved information literacy practices in communities, people have realised the benefits of having proper infrastructure such as roads and housing. Communities have been able to construct roads to link the market to their produce. Communities have also been able to construct permanent houses for themselves.

4.4.12 Provision of Sexual Reproductive Health Services to Youth

As result of introducing adult literacy education in Nakasongola, several programs were initiated on the request of the learners. During the document review of the program reports, it was observed that, 15 additional Youth clubs for in and out of school were established as a means to address Adolescent Reproductive Health problems affecting young people. Key informative interview with the program staff noted that, “linkages between health and education increasing the number to 35 youth clubs. Trainings were conducted for Senior Teachers, Peer Educators and Club Patrons to facilitate the provision of these services. Head teachers and Community Care Takers (CCTs) (2) from 22 formal schools were trained in the promotion of youth friendly services to complement and reinforce the clubs messages. From the key informative interview it was reported as result of these trainings it supported the development, signing and implementation of safe school policies in 25 schools in a bid to create safe and supportive environments for young people. In an effort to create safe and supportive environments for young people and foster a new level of commitment from both the education providers (district education office, SMC, Local Leaders, teachers) and users (Parents, youth and children) training was conducted for the School Improvement Teams (SITs) and monthly meetings were held with them to review progress. According to the project reports 8 sub county youth days were organized and supported bringing together 4000 young people and local leaders in a bid to create awareness and solicit support for youth in and out of school. Such activities were valuable source of information to communities including the adult a learned. Information on Voluntary Counseling and Test (VCT) services was provided to youth and activities including cross visits

were also conducted for learning purposes. This provided the platform to the youth to access and share information on HIV/AIDs in communities. Also adult learners ensured the safety of the children who were in and out of school and they participated in these activities with their children. This empowered them with information access avenues and greatly influenced the information literacy practices of adult learners.

4.4.13 Formation of School Policy

As a result adult literacy education in communities of Nakasongola, several needs emerged to maintain the various initiatives by adult learners. In the key informative interview with the program staff, he reported that adult learners proposed and initiated a school management policy for the CHANCE and ECD centers in communities. He reported that, this was geared toward increase commitment and response to safety of youth and children in the schools and community this was through intensive community mobilization of parents, teachers, school management committees, local leaders and the children themselves to be part. During the FDG discussion in Kayisolo it was reported that the school policy explored issues of for those children in and out of school. Formulating the school policy was a consultative process and it could be adapted on the nature of the environment which the school operated. . Document reviews revealed that, these meetings were conducted in four phases. Phase one was to establish contact and build support from various stakeholders, phase two was to explore the meaning of safety, safety concerns for young people in both the community and school environment with small groups of different ages and gender and phase three was to bridge the gap by harmonizing the cross cutting safety concerns to be jointly addressed. Phrase four, a Safety Improvement Team with representation from the different stakeholders was selected to facilitate a work plan and monitor progress. Indeed as the result of attending adult literacy classes learners could explore various ways as information literates to demystify the challenges they were facing communities.

In FGD discussion in Kaisolo adult Literacy Cycle, members noted that, the policy formulation process involved parents, teachers, school management committees, local leaders and the children themselves through group discussions facilitated in safe environments to come up with policies that are adopted by the individual schools. They further lamented that Safety Improvement Team take a lead in harmonizing ideas from the different stakeholders and during

the launch of the sign up, the SIT representative reads out the final copy of the policy statements that had been compiled to all the parents, children, teachers and other Stakeholders present for validation. The key informative interview with the adult literacy facilitators highlights that “Once it is endorsed, Representatives from School management Committee (SMC), Parents Teachers Association (PTA), Local council leaders, police, parents and children sign the policies affirming commitment of each category of the group is represented”. Program reports confirmed that, that this is witnessed by a representative from SC who also signs on behalf of SC and the District Secretary for Education signs on behalf of the District Education Office 25 schools were supported to undertake these phases and formulate safe school policies.

4.4.14 Provision of Lunch at School to Children by Adult Learners

During the focus discussion adult learners noted that, they were challenged with retaining their children in school. One respondent in the Kisalizi FDG reported that, children lacked food at school and they cannot be at school for the estimated eight hours a day. . In the document review participating school in the CHANCE program with parents from the adult literacy classes, form a School Improvement Teams (SITs) with the view to mobilize parents to start a school feeding program. . Interview with the program staff, she reported that feeding of children at school was optional for adult learners who could afford for their children. He pointed out that parents paid 1000/= per term for lunch each SIT member was to mobilize 10 parents to ensure participation of s many parents as possible. However other alternatives were encouraged such as packing and going back home for lunch for those children near the schools. In the FGD in Kaisolo, it was reported that adult learners agreed that to children missing out on both options of feeding children at school deliberate efforts would be made to do home visits to further talk to the parents/guardians about other possibilities. Also the school administration and the SITs prepared gardens where could plant crops for pupil’s food during the school term. The Local leader in the key formative reported that “where schools did not have land, the SIT members lobbied and obtained land from a parent” to support school gardening. Project officer emphasized that, Save the Children adult learners were linked to the agriculture department of the district to access planting materials- potatoes vines to multiply and share with other schools and households in the next season and extension support.

4.5 Factors Hindering Information Literacy Practices among Adult Learners in Nakasongola District

During the study the following were identified as contributing factors to the low levels of information literacy practices among adult literacy learners. When respondents were asked to state some of the challenges to development of the information literacy practices in their communities, from the interviews 50% of the respondents indicated high dropout of adult learners in their community. This was attributed to social and economic activities. For instance most people are involved in pastoral and fishing activities, which are greatly influenced by the natural factors. For instance, in Kibye it was reported that, in search for pastures of animals pastoralists stay for a shorter period of time and can hardly acquire appropriate information literacy practices before they move to new location to get pasture for their animals. One male respondent in one of the FGD revealed that most pastoralists move with their animals and do not settle in one community. Such people are constrained in accessing information, which affects their information literacy practices. Such people depend on colleagues as the major source of information in most cases, which makes it difficult for them to develop their information literacy practices as they lack the reliable sources of information Kisalizi FGD

4.5.1 Dropout rates

One facilitator from Kabaseke Women Group further lamented that the drop-out rate greatly affected information literacy practices in communities due to the fact that, they have to train these learners right from the basics; however some of the members give up the learning because they think they are unable to grasp issues at their advanced age. Moreover, such people depended on networking as the major source of information; but it should be noted that high levels of drop-out affected the networking systems in the communities, leading to low levels of information literacy practices.

4.5.2 Late Coming and Absenteeism

Several initiatives like training, support supervision, quarterly meetings, reading clubs and mobile libraries among others were highlighted by the adult learners as great sources of information. For instance access and utilization of information resources was greatly affected by late coming and absenteeism to participate activities that impact information literacy practices.

During the informative interview with adult literacy facilitators, it was observed that School Improvement Team (SIT) members had reduced at schools and in communities during the monthly and quarterly meeting. Also an FDG with Kabaseke women group, reported late coming of the adult learners during the circle meetings, in turn this affects the turn up facilitators thus absenteeism of both the facilitator and learners. However, interview the key informant, it was reported that, facilitators are acquiring a practice of communicating in case of absenteeism through follow up and utilization of the registers to monitor class attendance. This helps to identify adult learners who are frequently absent for follow up purposes.

4.5.3 Poor Means of Transport

Responses from a considerable number of respondents reported that lack of good transport posed a big challenge in their attempt to disseminate information to nearby communities. Respondents from the FDGs also revealed that, sometimes they walk long distances to access or disseminate information. One woman Kamukamu FDG reported that transport challenges included lack of money and the bad roads.

4.5.4 Attitude of Information Users

Information literacy practices are still hampered by the negative attitude of communities and lack of co-operation amongst adult learners. Most people in the communities seemed not interested in adult education. For instance one lady from Kazira FDG reported that the educated people in the community always asked them what has been achieved from these classes. Though great benefits are highlighted like, proper nutrition to their families, disease control and prevention, establishment of youth clubs, school feeding for their children among others. They usually receive negative response like: "*twakoowa*" (literally meaning that they are fed up with literacy activities in communities. Such attitudes makes it difficult to promote information literacy and impacts on the information literacy practices of adult learners.

4.5.5 Gender Inequalities

Responses from key informant's especially program staff revealed that one of the major factors that hinder information literacy practices in communities is gender. It was highlighted as most participants are women. Most times they spend their time at home taking care of the children

and also on other household activities like farming, cooking, collecting fire wood among others. This limits their active involvement and participation in the information literacy activities. From the FDG it was reported that, men head families and are decision makers in families, women are responsible for taking care of the families. It was further lamented that, women have to seek for permission from men to move out of the family. But some men do not like their wives to participate in such activities that take them out of the family, thus a great hindrance to information literacy practices in communities.

From the informative interview with the local leader (IC IV), it was observed that due to the socio-economic and cultural factors women hardly influenced decision making in the community. Most women hardly have transport to facilitate their movements. This is because they are not engaged in income generating activities compared to their counterparts the men, and women hardly ride bicycles the common mean of transport in communities. Therefore their mobility is affected. During the FGD in Zengebe “adult learners were commonly women, and lacked the support of their male counter-parts to resource mobilization resources that supports information literacy in communities.” Similar views were shared by the adult literacy classes from Kabaseke and Kamukamu Women Group., among others.

4.5.6 Language

Though adult learners have acquired basic reading and writing skills, it was noted that language hampers information literacy practices in communities. Key informative interview revealed that, Nakasongola communities are multi-ethnic communities; therefore, providing information in all languages as spoken remains a challenge. Currently the program focuses on the majority of languages that include Luganda and Lururi. Therefore, natives who not use these languages as their mother tongues sometimes miss out on important issues as a result of misinterpretation. Uganda is a multinational country with several languages used in the different parts of the country. English the official language and Swahili the national language are both minority languages. In the community where the study was carried out people used different vernaculars in their daily lives and attempts to search, use and disseminate information in communities was greatly hampered. One key informant noted that sometimes English was the major medium of communication yet few could speak it. It was further revealed that in the community where the

mother tongue was “*Luruli*”, most respondents preferred “*Luganda*”, a non-indigenous vernacular medium of communication.

4.5.7 Low levels of Literacy

From the key informants interviews it was revealed that majority of the adult literacy learners were illiterate. Therefore, the process of developing their information literacy practices was greatly hampered. One key informant a local leader noted that “*Learners who have the ability to search and use information appropriately are those learners who have been able to learn how to read and write and at least their literacy levels are equal to the primary seven pupils*”. This highlights the significant relationship between literacy and information seeking behaviours. As observed in the study women were mostly engaged in adult literacy but characterised with low levels of literacy in communities which that greatly affect information literacy practices.

4.6 Strategies for Enhancing Information Literacy Practices among Adult Learners in Nakasongola District.

Objective 4 of this study was to identify strategies for enhancing information literacy practices among adult learners in Nakasogola District. The researcher sought to establish ways of how to improve information literacy practices in the community. Using focus group discussion, document review and interview at the study identified the following strategies:

4.6.1 Community Mobilization

Findings from focus group discussions revealed that in order to overcome the challenges that hamper information literacy practices in communities extensive community mobilization is critical. This agrees with Kakai 2003 that, the kind of mobilization undertaken in communities does not consider the social set up of communities most times. (Kakai, 2003:12). In her study of the information seeking behaviour of undergraduate students of Makerere University, Kakai found out that students depend on peers as a major strategy to access information. This indicates that students use informal sources to achieve their initial information needs before any other source. Programs are fixed at times when the targeted audience is not readily available to attend to them. One Key Formant Interview a local leader lamented that, for the fishing communities you find that, they are not available in the morning and evening hours since that is when they are

busy undertaking the fishing activities while the pastoralist spend their time grazing animals, and not available during the course of the day. So mobilization technique for such communities should differ and be intensified. One key informant a program officer further reported that “*Information literacy practices should be reinforced with the social context rather than in isolation*”. This implied that all social dimensions of life needed to be considered. While promoting information literacy it is important to appreciate the social values, norms, culture and religious values of communities. It is assumed that such social dimensions of communities impact on the information seeking behaviours henceforth influencing the information literacy practices of communities.

4.6.2 Use of Proper Channels of information dissemination

The improper use of channels of information was discovered as a hindering factor of information literacy practices in the district. It was reported from key informant interviews with local leaders that poor channels were being used to reach out to adult learners along the continuum of the information cycle. For instance during the focus group discussions adult learners pointed out posters, radios, asking neighbors and churches as major sources of information whether documents revealed, quarterly meetings, mobile libraries, training and straight talk newspapers as other sources of information to adult learners. However, from the key informant interviews with the local leaders, it was pointed out that such channels were inadequate in providing information to adult learners. This was attributed to several factors that included inappropriate information packaging through such channels to adult learners in these communities. It was further noted that, because of the multi ethnic set of these communities, where several languages like luruli, luganda, lunyoro, runyakole, acholi, lusoga among others were being spoken communities preference in which the information should be disseminated differed. For instance respondents from the FDGs preferred information in Luganda, which is not their mother language, though information providers were emphasizing information to communities in their mother language. This affected the radio programs as channel for information dissemination to communities, thus limiting information literacy practices in the rural district of Nakasongola. Therefore appropriate information dissemination channels that consider the social dimensions of communities should be considered, they look into proper packaging of information, use of appropriate language these communities.

4.6.3 Establishment of Information Service Centres in Communities

During the study, it was observed that, most sources of information were mainly information sources such as management committees, posters, key informants in communities, market places among others. Information service centres that are viable means to provide information were not readily available. It was found that communities were struggling to establish mobile libraries that would help in satisfying their information needs. Also though formal trainings were conducted amongst adult learners on various topics as reported by key informant who was program officer, they were lack of reference services, continue learning and access to information by the learner. Therefore to foster information literacy practices, establishment of information service centres in communities will be a good strategy. In this respect therefore, the government of the republic of Uganda should operationalize the community library concept at the sub country level, in addition to reviewing the structure and mandate of the public library services in Uganda through the national library of Uganda. In addition to that, the professional association of the library and information association of Uganda should advocate and petition the parliament of the republic of Uganda to ensure the universal access to information by providing access point (establishing the information resources centres across the country). This will serve to fulfil the constitutional mandate to access to information as a human right.

4.6.4 Adoption of Information Learning National policy

Key informant interview with the Chairman LC V reported that, during the Obote I Regime in the mid-1960s, the Uganda government adopted a National Literacy Policy which focused on the development of literacy including information literacy. This was as result of literacy being a national concern. He further explained that, though remarkable success was made in promoting literacy in this country, to a certain extent it aborted due to lack of appropriate reading materials which degenerated into relapsing into illiteracy. It was further noted that, it is not only lack of appropriate reading materials but also the absence of the information service centers like libraries in the rural communities that prohibit information literacy practices as reported by the key informant a program staff. In this regards, a National Literacy Policy should be implemented and sustained to steer information literacy practices in communities. (Mukungu, 2004) He notes that the government has tried to create an enabling information environment that allows access

and utilization of information. These efforts are observed through the public library services as one way of promoting information literacy practices, institutionalization of the National Library of Uganda, and the commissioning of community tele-centres and community libraries

4.6.5 Provide/seek funding for IL

Key informant interview with the local leader emphasized that many times in the adequate funding is keys in promoting, implementing and sustaining information literacy practices and all information literacy programmes would depend on funds available. He reported that it is unfortunate that funding of information literacy activities such as library and information services, literature production, LIS education and training has received lukewarm from national government and depend on donor funding. In a key formative interview with the program staffs, they pointed out that, most of their activities were funded by development partners such as SIDA, DANIDA, NORAD, etc, with no government funding. However, information literacy programs are not well funded as result of priority competing programs like maternal and child health, HIV/AIDS among others. Therefore, to promote and ensure information literacy practices in communities there is need to advocate for budget line from the central government to ensure the sustainability of existing initiatives.

4.6.6 Development of Relevant Infrastructure

Literature revealed that information service centers are key building block in information literacy programs, such information service centers may include ICTs centers, LIS, Publishing and Book trade, resource centres, libraries among others. Key informant interview revealed that, currently there is a great wind of change through developments such as adoption of School Library policy, Communication policy, adoption of library and information legal related frameworks such as Copyright and Neighbouring Right Act, 2006, National Library Act, 2003 etc. which are promoting the required information infrastructure services to enhance information literacy. However, in FDGs it was observed that such relevant information infrastructures are not yet developed in communities. Therefore to accelerate information literacy practices in communities with such existing enabling policies and environment relevant information infrastructure should be developed on scale.

4.6.7 Enhance Male Involvement in Community Literacy Programs

Discussion from the FGDs and review of the program reports revealed that women were the major participants in the community literacy programs. However, women being the majority participants greatly influenced the information literacy practices in communities negatively. This was as a result of lack of adequate funds in case they needed to move, their involvement in household activities, they do not make decisions in a family since they are not household heads. The men who would greatly influence information literacy practices at the household level, hardly participated in the community literacy activities, key informant interviewed revealed that men viewed adult education as a women activity and preferred spending their time undertaking activities for family livelihood. Interview the local leaders, reported that, there is need to design community literacy programs that attract men to participate. This will help to foster information literacy practices in communities. Men clubs should be formed compared to women clubs in communities and also men should be used as role model in spearheading community literacy programs as an engineer in promoting information literacy these communities.

4.6.8 Adoption of Language Policy

This study revealed that, information literacy practices were hampered by language especially in the rural communities of Nakasongola that characterized by with many languages being spoken. From the key informant interview with the local leaders and program staff, it was recommended that, there is need to promote national and official languages that are understood at least by the majority. One respondent in the key informant interview stated that “Promote Intercultural Co-operation, she noted that English and Swahili are both minority languages but official with no national language in Uganda. Unfortunately Uganda has many dialects/local vernaculars that are easily understood by Ugandans, yet these languages have not encouraged production of literature in those languages is limited”. This has resulted into challenges of information packaging, famine of vernacular publications and limiting of information dissemination using the different channels. Moving forward, there is need to institutionalize a national language and this will be a milestone on promoting information literacy practices in communities.

4.6.9 Engagement of Information Professionals

The current programs that are to benefit and support information literacy practices in communities are majorly funded and implemented by development partners. This was revealed during the key informant interview, who further noted that, there are no information professionals engaged in the dissemination, packaging and providing the information hubs to information seekers. The social workers hardly have adequate skill to meet the information needs of users. Therefore the program should recruit and engage trained information professionals to boost the information literacy practices of adult learners in communities.

4.6 Summary of the Chapter

This chapter provides the key finding that relates to information literacy practices among adult learners in Nakasongola district. It stipulates the information needs of the adult learn, most important to note is that the information needs of adult learners are influences by the social economic activities of community. But also various information sources exists and preference between men and women differ. The finding reveals that, adult learners were information literates and had acquired information literacy practices according to the information cycle, i.e generation, access, use dissemination and storage. The most challenging information literacy practices among adult learners were mainly linked to information storage. They demonstrated their information literacy practices in various ways that n includes, proper business management, educating their children, setting up management committee, women emancipation, better farming methods, disease control and management. Though information literacy practices were well appreciated by adult learners, challenges like absenteeism, limited male involvement, timing, transport hindered the extent to which they could influence and practices information literacy. But strategies like, engaging information professions, setting information resource centres, adoption of the national language and review of the LIS circular were identified to foster information literacy practices among adult learners in the rural communities of Nakasongola.

CHAPTER FIVE: SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

5.1 Introduction

This chapter presents the summary, findings, conclusions and recommendations of the study.

5.2 Summary

The aim of the study was to examine information literacy practices among adult learners in Nakasongola District who attend or attended adult literacy classes between the age of 18 and above. The objectives of the study were to: establish information literacy practices of adult learners in Nakasongola district; assess the impact of information literacy practices among adult learners in Nakasongola district in the last five years; identify factors hindering information literacy practices and develop strategies to improve information literacy practices among adult learners in Nakasongola District. A case study design was adopted. The methods of data collection were unstructured interview, and Focus Group Discussion. The instruments of data collection included: Unstructured Interview Guide, Focus Group Discussion Guide, and the Content Analysis Guide. The Heuristic Data Analysis Model was used in the analysis of data.

These summaries accrue from the key objectives and findings of this study, and include;

5.2.1 Sources of Information

The study observed major information sources were mobile phones, radios, Community meetings, posters, neighbours, newspapers, cards, community informants, community mobilizers, LC Meetings, religious institutions through preaching, information professionals such as librarians, records and archive managers, documentaries, etc., and Community Development Assistants. One respondent said that “A phone is just a call a way and you get the needed information”.

5.2.2 Information Literacy Practices

The study established that the following Information Literacy practices were promoted in the community: information seeking practices; access practices; search/retrieval practices; utilisation practices; and storage and conservation practices.

5.2.3 Impact of information Literacy

Information Literacy had made several impacts on the community including: business management, community development, nutrition and proper feeding among the district population, infrastructure development, disease control and management, sanitation and hygiene, relevant training methods, sharing methods, community dialogue and literacy enhancement.

5.2.4 Factors Hindering Information Literacy

The study established the following factors that hinder information literacy: high dropout rate of adult literacy learners; poor means of transport, attitude of information professionals, gender inequality, and multiplicity of vernacular languages, lack of appropriate infrastructure, and lack of information literacy policy, inadequate community development staff, and inadequate funding.

5.2.5 Strategies for Improving Information Literacy

The study emphasised the urgent need of taking action to initiate and expand strategies to improve Information Literacy in the District of Nakasongola. These include: adoption of a National Information Literacy policy; creating adequate budget for maintaining and expanding IL projects; legislating for a National language; mobilising more community workers; production of indigenous literature; development of ICTs and related infrastructures; and promoting intercultural activities

5.3 Conclusion

The research conclusions were that adult learners in Nakasongola district have many information literacy practices are anchored on the information life cycle that is creation, use, dissemination and storage. Some of the practices included, asking, listening, dialoguing in meetings, sharing of information, learning from each other, requesting for information, use of the traditional myths, among others. These practices have put to different uses as they benefit the community, e.g, proper feeding of families, and support to education in communities, business management, proper farming methods, women emancipation, water and sanitation improvement among others. However, it is difficult to identify these practices until those individuals affected by them tell the difference in the situation before and after. A key element to it is of basic knowledge of adult

literacy and upgraded to the level of information literacy. It is then becomes clearer what information practices is from other types of literacy like adult literacy.

5.4 Recommendations

On the basis of the research findings discussed in Chapter Four and the conclusions in in Section 5, the study makes the recommendations below to be undertaken by various stakeholders in information literacy programs.

5.4.1 Support to information Literacy efforts

Academic institutions, researchers and information professionals should devise means to support government efforts address the issue if information literacy. Institutions should revise training curriculum to be tailored towards information literacy; massive research and dissemination of issues related to information literacy should also be undertaken). Related to the above, the concept and practice of information literacy should be popularised among the community

5.4.2 Information Users' Needs

Information literacy search practices should be governed by continuous information needs analysis. This is because information user needs change over time and vary with prevailing conditions time after time. Strategies should be in place to constantly monitor and provide for the literates' information needs so that information services provided solve their day to day challenges

5.4.3 Information Access

In order to enhance information literacy access practices, it is important to establish and reposition information systems and services to meet the demands of these communities. These should be accessible; and community ownership of these information systems and services/ access points is important. Community information systems and services should be integrated in the existing community systems.

5.4.4 Relevant Information and ICTs

Communities should be availed with appropriate and relevant information and communication technologies by line ministries such the Ministry of Information and Communication Technologies, Ministry of Gender, Labour and Social Development; Regulatory authorities such as Uganda Communication Commission; Private sector service providers such as the Uganda Telecom, MTN Uganda, and Zain Uganda, to ease access to information.

5.4.5 User Training

Training of communities on how to apply these technologies is important. In addition to affordability and reliability of these ICTs once they have been established. This is because ICTs are increasingly becoming the major model of information access in communities and throughout the globe. The capabilities of ICT have drastically enhanced information access practices to literate communities.

5.4.6 Support of Information Professionals

The government and relevant authorities should enhance support of the role of librarians/information professionals in providing information to rural communities. Librarians should cover the general information cycle to ensure consistency, accuracy, availability, quality, dissemination and storage of information in communities. It is high time that, “*Information Hawkers*”/“*Information Pastors*” were introduced in communities like in any other field of social work as one way to reposition the role of librarians in communities. This is because information professionals can be effective in empowering communities to enhance their information literacy practices.

5.4.7 Information Dissemination Practices

The government needs to develop and redistribute information infrastructures such as libraries, information resource centres as well as well functional general infrastructure to reach out to these communities with relevant and appropriate information. These should be equitably distributed to ensure information flow throughout the borders.

5.4.8 National Language

The Government of Uganda should address the national language issue so that communities could use common language to share information. In rural communities, it is important to satisfy the users' needs with the kind of information they need.

5.4.9 Information Utilization Practices

Information professionals and institutions should sensitize information users on the available information resources so that they know what they are, where they are, and how to access them for utilisation. There should also be community mobilization and awareness campaigns during needs assessment. Information institutions and information professionals are crucial to ensure information utilization by the right person and at the right time. Considering the traditional roles of an information institution, information professionals should encourage information users to utilize the available information appropriately.

5.4.10 LIS Curricular

Training institutions such as universities and tertiary institutions should revise teaching curricula such that it addresses the information literacy needs of rural communities. In addition, the government should create avenues for more information professionals to utilise communities to meet the needs of rural communities just as is the practice of health assistants at parish levels and agriculture extension workers at sub-county level under the respective ministries. This should enhance information literacy practices in communities, because currently training focuses more on the ICTs application in information management and prepares professionals to serve only elites around the urban centres meaning that the most vulnerable communities are not considered in the processes.

5.4.11 Information Storage Practices.

To adequately address information literacy practices in communities, information service providers should strengthen information documentation storage mechanisms at the community level. This should support the generation of information as well as to support needs analysis of communities and scale up good information literacy practices in communities. Information

storage is paramount in influencing information literacy practices but it is always neglected at all levels.

5.4.12 Areas of Further Research

Further research is recommended in the following areas:

1. Integration of Library and Information Services in Information Literacy Programmes
2. Best Practices of Information Documentation and Storage in the IL field.
3. Impact of Culture on the Promotion and Sustainability of Information Literacy in Rural Communities and relation of information literacy practices to information needs in rural communities in Uganda.

REFERENCES

- ACRL (2006). *Information Literacy Best Practices*.
<http://www.accd.edu.pac/irc/evaluatin/infolibest.htm> (Reviewed 3rd/03/2008)
- Albrecht, R., & Baron, S. (2002). The politics of pedagogy: Expectations and reality for information literacy in librarianship. *Journal of Library Administration*, 36(1-2), 71-96.
- American Library Association (2000) *Presidential Committee on Information Literacy*,
- Amin, M. E. (2005). *Social science research: Conception, methodology and analysis*: Makerere University.
- Armstrong, C., Boden, D., Town, S., Woolley, M., Webber, S., & Abell, A. (2005). Defining information literacy for the UK. *Library & Information Update*, 4(1-2), 22-25.
- Association, A. L. (2000). Presidential committee on information literacy: Final Report.
- Association, A. L., Chicago, I., Association, A. L., & Chicago, I. (1989). *American library association presidential committee on information literacy. Final report*: ERIC Clearinghouse.
- Bailey, K. (1994). *Methods of social research* (4th ed.). New York: Free Press.
- Bank, W. (2013). Global Monitoring Report 2013: Rural-Urban Dynamics and the Millennium Development Goals: The World Bank.
- Bategeka, L., & Okurut, N. (2005). Universal Primary Education *Policy Brief* Overseas Development Institute
- Bategeka, L., & Okurut, N. (2015). Inter-Regional Inequality Facility sharing ideas and policies across Africa, Asia and Latin America *Policy Brief 10*.
- Bawden, D. (2001). Information and digital literacies: a review of concepts. *Journal of documentation*, 57(2), 218-259.
- Bawden, D. (2001). Information and digital literacies: a review of concepts. *Journal of documentation*, 57(2), 218-259.
- Bell, D. (1973) *The coming of Post-Industrial Society: A Venture in Social Forecasting*. New York: Basic Books
- Bell, J. (1997). *How to complete your research project successfully: a guide for first-time researchers*. New Delhi: UBS.

- Bruce, C. S. (2004). Information literacy as a catalyst for educational change. A background paper.
- Bundy, A. (2004). *Australian and New Zealand information literacy framework: Principles, standards and practice* (2nd ed.): Australian and New Zealand Institute for information Literacy.
- Busha, C. H., & Harter, S. P. (1980). *Research methods in librarianship*. New York: Academic press.
- Castells, M. (2000) Ed of Millennium – The Fundamental Age: Economy, Society and Culture (2nd ed. Vol. 3) Malden, MA, USA: Blackwell Publishers.
- Catts, R and Lau,J. (2008) Towards Information Literacy Indicators. Paris:UNESCO
- Choo, C. W., Detlor, B., & Turnbull, D. (1998). A Behavioral Model of Information Seeking on the Web--Preliminary Results of a Study of How Managers and IT Specialists Use the Web.
- Clyde, A. (1997). Information skills in an age of information technology. *Teacher Librarian*, 24(4), 48.
- Clyde, A. (1997). Information skills in an age of information technology. *Teacher Librarian*, 24(4), 48.
- Crano, W. D., & Brewer, M. B. (1986). *Principles and methods of social research*. Massachusetts: Allyn and Bacon.
- Creswell, J.W (2003). *Research Design: Qualitative, Quantitative and mixed methods approaches* 2nd ed.- London: Sage
- De Jager, K., & Nassimbeni, M. (2007). Information literacy in practice: engaging public library workers in rural South Africa. *IFLA journal*, 33(4), 313-322.
- De Jager, K., & Nassimbeni, M. (2007). Information literacy in practice: engaging public library workers in rural South Africa. *IFLA journal*, 33(4), 313-322.
- Desmond, S., & Elfert, M. (2008). *Family Literacy: Experiences from Africa and around the World*: ERIC.
- Enon, J. (1998). Educational research, statistics and measurement. *Kampala: Makerere University*.
- Epstein, I., & Tripodi, T. (1977). *Research techniques for program planning monitoring and evaluation*: Columbia University Press.

Gardiner, T. (2010). *Community engagement and empowerment: A guide for Councillors* London: IDeA

Gibbs, B. J. Structuration theory *Encyclopedia Britannica*.

Gillham, B. (2000). *The research interview* London: Continuum.

Gilster, P., & Glister, P. (1997). *Digital literacy*: Wiley Computer Pub.

Gitta, S. (2003). *The impact of cybercafes on information services in Uganda*. (Masters), Makerere University.

Graziano, A. M. (2007). *Research methods: A process of inquiry* (6th ed.). Boston: Pearson Education.

Harris, val. skills of a community worker. In *community worker - roles, skills & responsibilities*. www.kozossegfejlesztés.hu

Horton, F. W. (2007). Understanding information literacy: A primer.

Ikoja-Odongo, R., & Mostert, J. (2006). Information seeking behaviour: a conceptual framework. *South African Journal of Libraries and Information Science*, 72(3), 145-158.

Ikoja-Odongo, R., & Ocholla, D. N. (2004). Information seeking behavior of the informal sector entrepreneurs: the Uganda experience. *Libri*, 54(1), 54-66.

Kakai, M. (2003). *A Study of the Information Seeking Behaviour of Undergraduate Students of Makerere University*. Makerere University, Kampala Uganda.

Kakinda, M. (2000). *Introduction to social research*: Kampala: Malterere University.

Kasokonya, S. a. S., I. (2008). *Family Literacy in Nambia, Hamburg*: : UNESCO Institute of Long-life Learning

Kavuma, R. M. Free universal secondary education in Uganda has yielded mixed results, *The Guardian*. Retrieved from <http://www.theguardian.com/global-development/poverty-matters/2011/oct/25/free-secondary-education-uganda-mixed-results>

Kennedy, L. (2003). *Training for the future: A training resource for literacy practioners*. Community Literacy of Ontario Retrieved from <http://www.communityliteracyofontario.ca/wp/wp-content/uploads/2013/08/skillsforthefuture.pdf>

Kuhlthau, C. C. (2004). *Seeking meaning: A process approach to library and information services*: Libraries Unltd Incorporated.

- Lloyd, A. (2005). Information literacy Different contexts, different concepts, different truths? *Journal of Librarianship and Information Science*, 37(2), 82-88.
- Lloyd, A. (2006). Information literacy landscapes: an emerging picture. *Journal of documentation*, 62(5), 570-583.
- Lloyd, A., & Williamson, K. (2008). Towards an understanding of information literacy in context Implications for research. *Journal of Librarianship and Information Science*, 40(1), 3-12.
- Magara, E., & Ikoja-Odongo, J. R. (2004). *Cultural information access and utilisation by rural women: a frame work for Uganda*. Paper presented at the SCECSAL XVI, Kampala, Uganda.
- Maya, T., & Thomas, J. (2007). *Enhancing Community Participation in Programmes in Developing Countries*: National Printing Press, Koramangala, 580pp.
- Melching, M. (2008). *Intergenerational Learning in Senegal: the Tostan Experience*: UNESCO, Institute for Lifelong Learning.
- Marshall (2006), Data collection methods. Retrieved November 2014 from <http://www.sagepub.com/sites/default/files/upm-binaries/10985_chapter 4.pdf>
- Migwi (2012) Research design is the cornerstone of Research projects. Discuss Retrieved November 2014 from <http://migwimwangi.blogspot.co.ke/2012/07/research-design-is-cornerstone-of.html>.
- Ministry of Gender, L. a. S. D. Functional Adult Literacy (FAL) Programme. Available at: <http://www.unesco.org/uil/litbase/?menu=4&programme=138>
- Mukungu, F. (2004). *The Challenges of Poviding Information for the Development of the Disadvantaged Groups in the SCESCAL Region: The Case of Uganda, Kampala*. Uganda Library Association.
- Mwesigwa, A. (2015, 23 April 2015). Uganda's success in universal primary education falling apart, *The Guardian*. Retrieved from <http://www.theguardian.com/global-development/2015/apr/23/uganda-success-universal-primary-education-falling-apart-upe>
- Nabukenya, T. (2004). *The Integration of Information Literacy Skills into the School Curriculum in Uganda: A Study of Secondary Schools in the Central Region* Makerere University.
- Nalumaga, R. E. (2005). From library skills to information literacy: considerations for Makerere University Library and Faculty.

Nicolai, S., Hine, S., & Wales, J. (2015). Education in emergencies and protracted crises: toward a strengthened response: Overseas Development Institute.

Okech, A. (2004). *Adult Education in Uganda: Growth, Development, Prospects, and Challenges*: Fountain Pub Limited.

Okech, A. (2006). Uganda case study of literacy in Education For All 2005: A review of policies, strategies and practices. *Paper commissioned for the EFA Global Monitoring Report*.

Okech, A. (2007). Process Review of the Functional Adult Literacy program in Uganda 2002 – 2006: Ministry of Gender, Labor and Social Development.

Okech, A., & Carr-Hill, R. A. (2001). *Adult literacy programs in Uganda*: World Bank Publications.

Orijabo, H. (2005). *An Evaluation of the Functional Adult Literacy Programme Under Decentralised System of Government: A case of Yumbe district*. Makerere University.

Owusu-Ansah, E. K. (2003). Information literacy and the academic library: a critical look at a concept and the controversies surrounding it. *The Journal of Academic Librarianship*, 29(4), 219-230.

Patton, M. Q. (2002). *Qualitative evaluation and research methods*. London: SAGE Publications, inc.

Pinfield, S. (2000). Information seeking in the online age: principles and practice/Andrew Large, Lucy A. Tedd and RJ Hartley (Book review). *Program*, 34(1), 128-129.

Pinfield, S. (2000). Information seeking in the online age: principles and practice/Andrew Large, Lucy A. Tedd and RJ Hartley (Book review). *Program*, 34(1), 128-129.

Postman, N (1990) Informing ourselves to Death <http://www.frostbytes.com/~jimf/informing.html>

Programme, C. U. T. R. (2009). A Manifesto for Rural Communities: Inspiring Community Innovation Three enabling factors: Carnegie UK Trust

Richards, T. (2011), Research methods in information science. *Academy of management review*, 17(4):530-539

Save the Children USA (2006). *Uganda Country Office profile report*. Kampala: Save the Children

Stern, C. (2002) Information Literacy Unplugged: Teaching Information Literacy Without Technology, <http://www.nclis.gov/lininter/>

- Statistics, U. B. o., & MEASURE/DHS+, O. M. (2007). *Uganda Demographic and Health Survey, 2006*: Uganda Bureau of Statistics.
- Stewart, D. W., & Shamdasani, P. N. (1998). Focus group research: Exploration and discovery.
- Taddeo, B. (2013). Uganda falls short on 2015 adult literacy target, *New Vision*. Retrieved from <http://www.newvision.co.ug/news/646585-uganda-falls-short-on-2015-adult-literacy-target.html>
- Task Force on Information Skills (1999), *Information Skills in Higher Education*, London: Standing Conference on National and University Libraries
- Thornton, S. (2008). Pedagogy, politics and information literacy. *Politics*, 28(1), 50-56.
- Wilson, T. D. (1981). On user studies and information needs. *Journal of documentation*, 37(1), 3-15.
- Yamada, S., & Maskarinec, G. G. (2004). Strengthening PBL through a discursive practices approach to case-writing. *EDUCATION FOR HEALTH-ABINGDON-CARFAX PUBLISHING LIMITED-*, 17(1), 85-92.

APPENDICES

APPENDIX ONE: MAP OF UGANDA SHOWING THE STUDY AREA

Source: Save the Children Report

APPENDIX TWO: FOCUS GROUP DISCUSSION SCHEDULE

Dear respondents,

Greetings!

The researcher is a student of Makerere University who is undertaking a study on a topic:

Information Literacy practices among Adult Literacy Learners in a multi ethnic environment: A study of Nakasongola District. This is kindly to request you spare some time and respond to this interview. The purpose of this focus group is to openly discuss with you on the issues of information literacy practices, so that we isolate problems and identify solutions to them. Each person will be given an opportunity to participate. I request that we respect each other's views. Whatever is discussed will be confidential. We shall introduce ourselves to each other first

Issues to be highlighted

- Level of Education
- Ethnic group
- (C) Sex
- Parish
- Sub County
- How long have you been staying in this area?

Please answer the following questions as instructed

1. Have you attended any adult literacy classes? Yes/No
2. If yes when did you join the adult literacy classes?
3. How long have you been attending these classes?
4. Who started adult literacy classes in your community?
5. What did you learn from adult literacy classes that have changed in your life?
6. How have you benefited from participating in adult literacy classes?
7. In what ways are you applying knowledge and skills obtained from attending adult literacy classes?

8. Do you understand by the term information literacy? Yes/No
9. What do you understand by the term Information literacy or what does it mean to you?
10. What do you understand by the concept information literacy practices?
11. Can you kindly mention the different types of information literacy practices you know?
12. In what situations do you apply gained information literacy practices?
13. What have been the challenges of applying the knowledge and skills gained from adult literacy classes?
14. Are these challenges as a result of your own making or as result of the service providers?
15. How have you been able to tackle or overcome these challenges?
16. To enhance or strengthen the information literacy practices in the community what do you think should be done?
17. Who/which organizations do you think can do it?
18. What methods would you recommend to develop information literacy practice in your community?

Do you have something else you think we have left out that we may need to add on this? Please let us know?

Thank you very much for your participation. May God Bless you.

APPENDIX THREE: UNSTRUCTURED INTERVIEW SCHEDULE FOR KEY INFORMANTS

Dear Informant

Greetings!

The researcher is a student of Makerere University who is undertaking a study on a topic: *Information Literacy practices among Adult Literacy Learners in a multi ethnic environment: A study of Nakasongola District*. This is kindly to request you spare some time and respond to this interview. I would like to ask a few questions about yourself, if you do not mind. All your responses will be treated utmost confidentiality for the purposes this research which is purely academic.

(a) Level of Education

.....

(b) Ethnic group

.....

(C) Sex

.....

(d) Parish

.....

(e) Sub County

.....

(d) How long have been staying in this area or worked in this area?

.....

1. Have you attended heard of adult literacy classes? Yes/No

2. If yes when did you start hearing about adult literacy classes?

.....

.....

.....

3. How long have you been facilitating these classes?

.....
.....
.....

4. How have you supported adult literacy classes in your community?

.....
.....

5. What did you learn from adult literacy classes that have changed the lives of people in this community?

.....
.....
.....

6. How have adult literacy participants benefited from adult literacy classes?

.....
.....
.....

7. In what ways are adult literacy learners applying knowledge and skills obtained from attending adult literacy classes?

.....
.....
.....
.....

8. Do you understand by the term information literacy? Yes/No

.....
.....
.....

9. What do you understand by the term Information literacy or what does it mean to you?

.....
.....

10. What do you understand by the concept information literacy practices?

.....
.....
.....
.....

11. Can you kindly mention the different types of information literacy practices you know?

.....
.....
.....
.....

12. In what situations do adult literacy learners apply gained information literacy practices in their communities?

.....
.....
.....
.....

13. What have been the benefits of applying information literacy practices to the community?

.....
.....
.....

14. What have been the challenges faced by adult literacy learners to apply the knowledge and skills gained from adult literacy classes?

.....
.....
.....

15. Are these challenges a result of your own making or as result of the service providers?

.....
.....
.....

16. How have you supported adult learners to tackle or overcome these challenges?

.....
.....
.....

17. To enhance or strengthen the information literacy practices in the community what do you think should be done?

.....
.....
.....

18. Who/which organizations do you think can do it?

.....
.....
.....

19. What methods would you recommend to develop information literacy practice in your community?

.....
.....

20. Do you have something you think we have left out that we may need to add on this? Please let us know?

**Thank you very Much for your participation.
May God Bless you.**

1. The purpose and the first objective are the same. Please find a way of rewording the purpose of your study
2. I get the impression in your findings that you include a lot of data that does not directly relate to any of your objectives or questions
3. The discussion of findings is lacking in terms of analysis. You are supposed to provide an interpretation of what you found out in relation to existing theory or literature.
4. You give too much definitions of the data collection methods and provide little of how you actually applied those methods. for example, you do not explain how you used the content analysis technique
5. The document has many typos, incomplete sentences and punctuation errors that you have to pay attention to to make it coherence and easier to navigate. perhaps you could consider getting the services of an editor?
6. I am not very familiar with theories relation to information literacy but i think "information literacy" is a theory in its own right. A simple google search would yield numerous documents about that theory. I think there is also a large body of literature about adult learning etc. Perhaps you do not even need the conceptual framework if your theoretical framework is well presented.
7. Check your in-text referencing
8. My understanding of a research problem is that you identify a gap in literature/or theory that your study seeks to address. I am not sure this is clearly outlined. If you did, i must have missed it.