

Non-Formal Education and Community Development in Uganda: A Case of Rakai District

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Abstract

Keywords: Non-formal education, Community Development

Introduction

This study analysed the effect of non-formal education on community development in rural Uganda with a particular focus on Rakai district. This topic was premised on the fact that Rakai after the emergency of HIV/AIDS attracted unprecedented numbers of organisations. The purpose of these organisations was to fight HIV/AIDS and its related problems thereby leading to community development. In the 1990s Rakai was at level zero characterized by informal neighbourhood organisations (Stoutland,1999). By 2014, the informal neighbourhood characteristics were still evident.

Study objectives

1. The study was based on three objectives which were:
To investigate the effect of non-formal education on

context;

2. To assess the effect of the context on community development ;
3. To analyse the effect of non-formal education on community development in Rakai district.

Methodology

A sample of 347 respondents availed data for this study through qualitative and quantitative approaches. The questionnaires, interview guide, observation checklist, focus group discussion plan, and documentary review were the tools used.

Findings

The findings were that non-formal education had a positive effect on context. It was established that non-formal education had a direct effect on context [$r(347) = .469, p < 0.01$] Therefore the unit change made in one leads to a proportionate change in the other. The second finding was that the effect of context on community development was relatively low [$r(347) = .303, p < 0.01$]. The third finding was that there was a medium positive significant effect of non-formal education on community development [$r(347) = .608, p < 0.01$].

Recommendation:

Given the above findings, the study recommended the adoption of an integrated education Approach (IEA). This approach overcomes the unnecessary dichotomy of formal and non-formal education and it promotes the acquisition of skills especially where learners are helped to learn how to learn.

References

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