

**COMMUNITY ADULT EDUCATION AND THE PREVENTION OF CHILD ABUSE A  
CASE OF MYANZI SUB-COUNTY, MUBENDE DISTRICT**

**BY**

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**OF EDUCATION MANAGEMENT**

**AND PLANNING**

**OF**

**NKUMBA UNIVERSITY**

**2018**

**DECLARATION**

I, Naalima Benedicto, solemnly declare that the information in this report is out of my efforts and has not been presented in higher learning institution for any academic award.

Signed by

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**Naalima Benedicto**

**Date:** .....

**APPROVAL**

This is to certify that this dissertation has been submitted for examination with my approval as university supervisor.

**Signature.....Date.....**

**Dr. Simon Peter Ongodia**

**Supervisor**

## **DEDICATION**

I dedicate this piece of work to my parents the late Kevina Nantale and the late Xaviour Katende for the parental support they rendered to me since my early childhood. I also dedicate this work to my family including Namakula Angella, Nalweyiso Winnie, Navuga Maria, Katende Francis Xaviour, Nakijoba Kevin and mywife Nasuuna Gertrude, not forgetting Najjingo Teopister with all my friends and all those entangled in the yoke of fighting girl-child abuse and oppression.

## **ACKNOWLEDGEMENTS**

First and foremost, I would like to give glory to the almighty God who has enabled me reach this step in as far as my studies. Thank you, God.

I am greatly indebted to my parents. These have provided parental guidance and financial support towards my career in life.

I accord much gratitude to my supervisor Dr. Ongodia Simon Peter for his professional guidance towards my research project. Despite his busy schedule, he did spare his valuable time to assist me come up with this academic document.

In a similar faith, scholars like Dr Owino among other lecturers who provided me a firm ground in the field of research.

With deep faith, I thank all my brothers and sisters for their credible moral and financial support they also rendered to me in my academic endeavors.

Mr Gerald Katongole who assisted me during the process of data collection, I thank him very much and he made a great contribution towards the success of this report.

I also extend my sincere appreciation to my friends especially Mr Raymond Buyinza for the price and his unconditional assistance he always offered to me during my studies.

Lastly, I deeply appreciate my relatives, friends and in-laws whom in one way or another contributed to my success in education whether socially, economically or morally. However, I cannot mention you all by name here but I am indebted to you all.

All remains in the hands of the almighty to grant you what fits you as regards your contributions.

Thank you!

## **OPERATIONAL DEFINITION OF TERMS**

*Adduction / kidnap:* Taking away or detaining the person against his or her will around or away on Myanzi Sub-county.

*Adult education:* Process by which adults seek to improve themselves and their society by increasing their knowledge skills and attitudes around shores of Myanzi Sub-county.

*Child:* a person on Myanzi Sub-county who is below the age of 18 years.

*Child abuse:*Child abuse or child maltreatment is physical, sexual, or psychological maltreatment or neglect of a child or children, especially by a parent or other caregiver.

*Child pornography:* Any visual or audio material that uses children in sexual content around the fishing communities of Myanzi Sub-county. Also, any activity involving children in the production and supply of absence literature on Myanzi Sub-county, Mubende District.

*Child prostitution.* Any act of engaging or offering services of a child to perform sexual acts for money and other considerations with that person or any other persons. (Penal code act section. 134B) Commercial sexual abuse, form of child prostitution, trafficking and sale of children for sexual purposes and child pornography where children are treated as commodities.

*Child Trafficking:* Transfer of a child from one area to another for whatever purpose in exchange for money

*Community Adult Education:* Adult education is a practice in which adults engage in systematic and sustained self-educating activities in order to gain new forms of knowledge, skills, attitudes, or values. Community education, also known as community-based education or community learning and development, is an organization's programs to promote learning and social development work with individuals and groups in their communities using a range of formal and informal methods.

*Defilement:* Any person having sex with a girl below 18 years of age around communities of Myanzi Sub-county.

*Incest:* Intentionally have sexual intercourse with a relative.

*Rape*: forcing someone into a sexual act, sodomy, anal sex intercourse between a man and (especially) another man.

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## ABSTRACT

The study set out to investigate the Community Adult Education efforts in mitigating Child Abuse in Mwanzi Sub-county. The study examined delayed effects of child abuse and neglect in the fishing villages of Mwanzi. Victims of child abuse are likely to commit crimes as juveniles and adults. The Problem of Child abuse has gone on unabated for a long time yet the perpetrators are mainly adults. The study had the following objectives: 1. to find out the relevance of adult education programs to the fishing communities of Myanzi Sub-county; 2. to determine the effectiveness of adult education in the prevention of child abuse in Myanzi Sub-county; 3. to understand whether adult education programs in place empower people to protect children against Child abuse on the fishing grounds; and 4. to examine the relationship between adult education and social harmony. The study was both qualitative and quantitative using questionnaires and interview schedules in the fishing communities in the shores of Myanzi Sub-county in the fishing communities. It covered 100 respondents living in and around Mwanzi comprising parents, children, youths, opinion leaders, business persons, teachers and workers of organizations, 61% female and 39% male. The study found out that about the empowerment of their communities were optimistic and open to the development. Community education programs have empowered parents to talk to their children on matters of sex education. The study concluded that Adult education programs had provided knowledge, skills and attitude relevant to the development of children, parents and the entire community around the shores of Myanzi Sub-county. Income Generating Activities (IGAs) were emphasized to help people remain occupied and shun child abuse in the communities. It recommends that parents and others should have a collective responsibility over children in the community. Child protection units should be established and strengthened at lower levels. Reasonable funds should be allocated to such units as facilitation of their activities in the community. There is need to strengthen the fishing policy to inhibit children under the age of 18 years not to go fishing. This should be done in collaboration with police and the ministries responsible to help children develop independent careers.

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## CHAPTER ONE

### INTRODUCTION

#### **Introduction**

In this chapter, the researcher introduces the Background to the Study, the Problem Statement, the Study Objectives, Justification of the Study. The Historical, Theoretical and Conceptual Perspectives to the Study will be explained.

#### **Background to the Study**

Adult education is a practice in which adults engage in systematic and sustained self-educating activities in order to gain new forms of knowledge, skills, attitudes, or values, [Merriam, Sharan B.](#) (2007). It can mean any form of learning adults engage in beyond traditional schooling, encompassing basic literacy to personal fulfillment as a lifelong learner.

In particular, adult education reflects a specific philosophy about learning and teaching based on the assumption that adults can and want to learn, that they are able and willing to take responsibility for that learning, and that the learning itself should respond to their needs.

#### **Meaning of Child Abuse**

Definitions of what constitutes child abuse vary among professionals, and between social and cultural groups, as well as across time, [Merriam, Sharan B.](#)(2007). The terms *abuse* and *maltreatment* are often used interchangeably in the literature. *Child maltreatment* can also be an umbrella term covering all forms of child abuse and child neglect, Baumgartner (2007). Defining child maltreatment depends on prevailing cultural values as they relate to children, child

development, and parenting, Fenwick, Tara J. et al. (2006). Definitions of child maltreatment can vary across the sectors of society which deal with the issue, Fenwick, Tara J. et al. (2006) such as child protection agencies, legal and medical communities, public health officials, researchers, practitioners, and child advocates. Since members of these various fields tend to use their own definitions, communication across disciplines can be limited, hampering efforts to identify, assess, track, treat, and prevent child maltreatment, Spencer, Bruce (2006).

In general, *abuse* refers to (usually deliberate) acts of commission while *neglect* refers to acts of omission, Baumgartner (2007). *Child maltreatment* includes both acts of commission and acts of omission on the part of parents or caregivers that cause actual or threatened harm to a child. Some health professionals and authors consider neglect as part of the definition of *abuse*, while others do not; this is because the harm may have been unintentional, or because the caregivers did not understand the severity of the problem, which may have been the result of cultural beliefs about how to raise a child, Spencer, Bruce (2006). Delayed effects of child abuse and neglect, especially emotional neglect, and the diversity of acts that qualify as child abuse, are also factors, Spencer, Bruce (2006).

The World Health Organization (WHO) defines *child abuse* and *child maltreatment* as "all forms of physical and/or emotional ill-treatment, sexual abuse, neglect or negligent treatment or commercial or other exploitation, resulting in actual or potential harm to the child's health, survival, development or dignity in the context of a relationship of responsibility, trust or power." Knowles, Malcolm (1984). In the United States, the Centers for Disease Control and Prevention (CDC) uses the term *child maltreatment* to refer to both acts of commission (abuse), which include "words or overt actions that cause harm, potential harm, or threat of harm to a

child", and acts of omission (neglect), meaning "the failure to provide for a child's basic physical, emotional, or educational needs or to protect a child from harm or potential harm". Nesbit, Tom (2011). The United States federal Child Abuse Prevention and Treatment Act defines *child abuse and neglect* as, at minimum, "any recent act or failure to act on the part of a parent or caretaker which results in death, serious physical or emotional harm, sexual abuse or exploitation" or "an act or failure to act which presents an imminent risk of serious harm", Nesbit, Tom (2011).

### **Historical Perspective**

Since the terms "adult education" and "continuing education" do not have strict definitions, they do not have a cohesive history. Most of the developments in adult education happened in the nineteenth century and later. Scattered groups dedicated to, or responsible for, adult education sprang up in Europe during the Industrial Revolution. This was due to the emerging need to educate the working class in certain vocational skills. However, it was not until the Carl D. Perkins Vocational Education Act of 1984 that equal opportunities were provided for adults in vocational education in the United States, [Merriam, Sharan B.](#)(2007).

Some of the first formalized adult education institutions were correspondence schools. Some of the first formalized adult education institutions were correspondence schools. In Great Britain, France, Germany, and the United States correspondence education developed and quickly spread during the mid-nineteenth century. For example, in 1840 the English educator Sir Isaac Pitman taught shorthand by mail, Baumgartner (2007).

Intellectual curiosity and scholarship during these eras, in both Europe and the United States, also led to the develop of societies and groups that fostered continuing education and academic discovery. Lectures and intellectual associations became popular in the early twentieth century,

and from these developed social movements and the recognition that education was incredibly important to the benefit of society as a whole, Baumgartner (2007).

In Britain, the exponential growth and needs of the Industrial Revolution created a new class of reader, "mechanics," who were civil and mechanical engineers in reality. The Birmingham Brotherly Society was founded in 1796 by local mechanics to fill this need, and was the forerunner of Mechanics' Institutes, which grew in England to over seven hundred in number by 1850. Mechanics' Institutes were educational establishments formed to provide adult education, particularly in technical subjects, to working men. As such, they were often funded by local industrialists on the grounds that they would ultimately benefit from having more knowledgeable and skilled employees (such philanthropy was shown by, among others, Robert Stephenson, James Nasmyth, and Joseph Whitworth).

The first institute was incorporated in Glasgow in November 1823, built on the foundations of a group started at the turn of the previous century by George Birkbeck. Under the auspices of the Andersonian University (established in 1796), Birkbeck had first instituted free lectures on arts, science, and technical subjects in 1800. This Mechanics' Class continued to meet after he moved to London in 1804, and in 1823 they decided to formalize their organization by incorporating themselves as the Mechanics Institute. The London Mechanics' Institute (later Birkbeck College) followed in December 1823, and the Mechanics' Institute in Manchester (later to become the University of Manchester Institute of Science and Technology (UMIST) in 1824, Spencer, Bruce (2006). The Mechanics' Institutes were used as "libraries" for the adult working class, and provided them with an alternative pastime to gambling and drinking in pubs.

By the mid-nineteenth century, there were over 700 such institutes in towns and cities across the UK and overseas. In Australia, for example, the first Mechanics' Institute appeared in Hobart in 1827, followed by the Sydney Mechanics' School of Arts in 1833, Newcastle School of Arts in 1835, and the Melbourne Mechanics' Institute established in 1839 (renamed The Melbourne Athenaeum in 1873). From the 1850s, Mechanics' Institutes quickly spread throughout Victoria wherever a hall, library, or school was needed. Over 1200 Mechanics' Institutes were built in Victoria; by the early twenty-first century just over 500 remained, and only six still operated their lending library services, Bohonos, Jeremy, (2007).

In the United States, the Lyceum movement (named for Aristotle's Lyceum in ancient Greece, the school outside Athens where Aristotle taught) flourished in the mid-nineteenth century, particularly in the northeast and mid-west, and some lasted until the early twentieth century. During this period hundreds of informal associations were established for the purpose of improving the social, intellectual, and moral fabric of society. This Lyceum movement—with its lectures, dramatic performances, class instructions, and debates—contributed significantly to the education of the adult American in the nineteenth century. Noted lecturers, entertainers, and readers would travel the "lyceum circuit," going from town to town or state to state to entertain, speak, or debate in a variety of locations.

In the middle of the twentieth century governments and more formal educational institutions became involved. With changes in societal views, such as the view that educational opportunities should be equal, that education was not necessarily the privilege of the young or wealthy, and a lessening of the stigma attached to adults as learners, came not just greater acceptance but also a demand for adult education. With the growth of community colleges, vocational colleges, and returning student oriented programs, adult education became increasingly popular. Governments



of both industrialized and industrializing countries recognized the importance of adult education and funded programs for literacy, vocational skills, and adults seeking to earn more traditional degrees.

Today, there are many organizations around the world dedicated to adult education. Almost every traditional higher education institution offers some form of adult education. Non-traditional institutions have also become popular, such as the British Open University which practices distance learning and does not require previous educational experience for most of its programs, Bohonos, Jeremy (2007). Regional governments and international organizations, such as the United Nations, provide programs and efforts to help educate on such topics as health, vocational skills, and literacy.

### **Theoretical Perspective**

This study hinges on the Jarvis's Learning Process and Adult Learning Theory. One of the most significant qualities unique to adult learning as compared to that of children, teens, and traditional college students is life experience. That experience offers adult learners a meaningful advantage in the learning process. The sum of those experiences provides many reference points for exploration, new application, and new learning.

Merriam & Caffarella (1999) review Jarvis's Learning Process in a wider discussion of adult learning. These authors quote Jarvis (1987a, p. 16) who suggests, "All learning begins with experience." Real learning begins when a response is called for in relation to an experience. If an individual is unchanged by a situation, Jarvis questions whether real learning has taken place. He proposes that new experiences need to be experimented with, evaluated, reflected upon and reasoned about for the most effective change and therefore learning to take place. Jarvis

continues, suggesting that these post experience behaviors culminate in the best and highest form of learning where change and increased experience have happened. Jarvis's model offers an excellent learning model that can assist both facilitators and learners in advancing education and learning situations.

A few questions come to mind in light of Jarvis's theory. Does Jarvis's model reflect a deeply postmodern worldview where experience is either ultimate or paramount? How might this worldview expand or narrow learning theory? Does Jarvis's model seem to accept the maxim that 'experience is the best teacher'? We can of course qualify this statement by asking whether there is any learning which does not consist of experience in some form, whether in the classroom, on the playground or on the battlefield.

Is it possible that some hurtful and negative life experiences could be avoided if a person learned from another person who has already encountered and experienced a significantly negative life situation? Learning from an older or more experienced mentor provides an incredibly valuable learning forum and support network. Listening, and learning from a mentor's successes, failures, or mistakes can help expand one's knowledge base and shorten learning cycles experience alone would require. It seems that living largely out of one's personal experiences also short-circuits meaningful, relational connections that expand one's horizons and better equip one to succeed in this world and avoid so many of its pitfalls. Yet, it may be reasonably argued, that personal experience provides the most integral and visceral form of learning.

## **Conceptual Perspective**

Child abuse can cause a range of emotional effects. Children who are constantly ignored, shamed, terrorized or humiliated suffer at least as much, if not more, than if they are physically assaulted, American Humane Association (2015). According to the Joyful Heart Foundation, brain development of the child is greatly influenced and responds to the experiences with families, caregivers, and the community. American Humane Association (2018). Abused children can grow up experiencing insecurities, low self-esteem, and lack of development. Many abused children experience ongoing difficulties with trust, social withdrawal, trouble in school, and forming relationships, ("[Emotional Abuse](#)". American Humane Association. Archived from [the original](#) on 22 April 2015.)

Babies and young children can be affected differently by abuse than their older counterparts. Babies and pre-school children who are being emotionally abused or neglected may be overly affectionate towards strangers or people they haven't known for very long, American Humane Association (2015). They can lack confidence or become anxious, appear to not have a close relationship with their parent, exhibit aggressive behavior or act nasty towards other children and animals. Older children may use foul language or act in a markedly different way to other children at the same age, struggle to control strong emotions, seem isolated from their parents, lack social skills or have few, if any, friends, American Humane Association (2018).

Children can also experience Reactive Attachment Disorder (RAD). RAD is defined as markedly disturbed and developmentally inappropriate social relatedness, that usually begins before the age of 5 years, American Humane Association (2018). RAD can present as a persistent failure to start or respond in a developmentally appropriate fashion to most social situations. The long-term

impact of emotional abuse has not been studied widely, but recent studies have begun to document its long-term consequences. Emotional abuse has been linked to increased depression, anxiety, and difficulties in interpersonal relationships (Spertus, Wong, Halligan, & Seremetis, 2003). Victims of child abuse and neglect are more likely to commit crimes as juveniles and adults, American Humane Association (2018).

Domestic violence also takes its toll on children; although the child is not the one being abused, the child witnessing the domestic violence is greatly influential as well. Research studies conducted such as the "Longitudinal Study on the Effects of Child Abuse and Children's Exposure to Domestic Violence", show that 36.8% of children engage in felony assault compared to the 47.5% of abused/assaulted children. Research has shown that children exposed to domestic violence increases the chances of experienced behavioral and emotional problems (depression, irritability, anxiety, academic problems, and problems in language development), ["Behind Closed Doors: The Impact of Domestic Violence on Children"](#) UNICEF. 2006.

Overall, emotional effects caused by child abuse and even witnessing abuse can result in long-term and short-term effects that ultimately affect a child's upbringing and development.

Driven by what one needs or wants to learn, the available opportunities, and the manner in which one learns, adult learning is affected by demographics, globalization and technology, McCoy, M. L.; Keen, S. M. (2013). The learning happens in many ways and in many contexts just as all adults' lives differ, Conley, Amy (2010). Adult learning can be in any of the three contexts, namely:

1. Formal – Structured learning that typically takes place in an education or training institution, usually with a set curriculum and carries credentials;
2. Non-formal – Learning that is organized by educational institutions but non-credential. Non-formal learning opportunities may be provided in the workplace and through the activities of civil society organizations and groups;
3. Informal education – Learning that goes on all the time, resulting from daily life activities related to work, family, community or leisure (e.g. community baking class), Conley, Amy (2010).

### **Characteristics of Adult Education**

Educating adults differs from educating children in several ways given that adults have accumulated knowledge and work experience which can add to the learning experience, Mehnaz, Aisha (2013). Most adult education is voluntary, therefore, the participants are generally self-motivated, unless required to participate, by an employer. The science and art of helping adults learn, according to Knowles, Malcolm (1984), is the practice of adult education is referred to as [andragogy](#), to distinguish it from the traditional school-based education for children as [pedagogy](#). Unlike children, adults are seen as more self-directed, rather than relying on others for help.

Adults are mature and, therefore, have knowledge and have gained life experiences which provide them a foundation of learning. An adult's readiness to learn is linked to their need to have the information. Their orientation to learn is problem centered rather than subject centered. Their motivation to learn is internal, Knowles, Malcolm (1984).

Adults frequently apply their knowledge in a practical fashion to learn effectively. They must have a reasonable expectation that the knowledge they gain will help them further their goals. For example, during the 1990s, many adults, including mostly office workers, enrolled in computer training courses. These courses would teach basic use of the [operating system](#) or specific application software. Because the abstractions governing the user's interactions with a [Personal Computer or Laptop](#) were so new, many people who had been working white-collar jobs for ten years or more eventually took such training courses, either at their own whim (to gain computer skills and thus earn higher pay) or at the behest of their managers.

In the United States and many areas in Canada, a more general example is when adults who dropped out of high school return to school to complete general education requirements. Most upwardly mobile positions require at the very least a [high school](#) diploma or equivalent. A working adult is unlikely to have the freedom to simply quit his or her job and go "back to school" full-time. The same experience is true in the Ugandan job sectors.

Public school systems and community colleges usually offer evening or weekend classes for this reason. In Europe this is often referred to as "second-chance", and many schools offer tailor-made courses and learning programs for these returning learners. Furthermore, adults with poor reading skills can obtain help from volunteer literacy programs. These national organizations provide training, tutor certification, and accreditation for local volunteer programs. States often have organizations which provide field services for volunteer literacy programs.

The purpose of adult education in the form of college or university is distinct. In these institutions, the aim is typically related to personal growth and development as well as

occupation and career preparedness. Another goal might be to not only sustain the democratic society, but to even challenge and improve its social structure. Merriam, Sharan B. et. al. (2007).

A common problem in adult education in the US is the lack of professional development opportunities for adult educators. Most adult educators come from other professions and are not well trained to deal with adult learning issues. Most of the positions available in this field are only part-time without any benefits or stability since they are usually funded by government grants that might last for only a couple of years.

However, in Canada, professional development is available in all provinces and territories through postsecondary institutions and most Provinces also provide professional development through their ministry of education or school boards and through nongovernmental organizations. Nesbit, Tom (2011) In addition, there are programs about adult education for existing and aspiring practitioners offered, at various academic levels, by universities, colleges, and professional organizations, Nesbit, Tom (2011).

### **Types of Adult Education**

Continuing education can help adults maintain certifications, fulfill job requirements and stay up to date on new developments in their field. Also, the purpose of adult education can be vocational, social, recreational or for self-development. Selman, Gordon et. al. One of its goals may be to help adult learners satisfy their personal needs and achieve their professional goals, Bohonos, Jeremy (2014). Therefore, its ultimate goal might be to achieve human fulfillment. The goal might also be to achieve an institution's needs. For example, this might include improving its operational effectiveness and productivity. A larger scale goal of adult education may be the

growth of society by enabling its citizens to keep up with societal change and maintain good social order, Nesbit, Tom (2011).

## **Principles of Community Adult Education**

The principles of [andragogy](#) flow directly from an understanding of the characteristics of adults as learners and can be recognized when we understand the characteristics of adults, and see the way those characteristics influence how adults learn best, LBS Practitioner Training (2014). Teachers who follow the principles of andragogy when choosing materials for training and when designing program delivery, find that their learners progress more quickly, and are more successful in reaching their goals, LBS Practitioner Training (2014). The Canadian Literacy and Learning Network outlines the 7 key principles of adult learning. In other words, these 7 principles distinguish adult learners from children and youth.

1. Adults cannot be made to learn. They will only learn when they are internally motivated to do so.
2. Adults will only learn what they feel they need to learn. In other words, they are practical.
3. Adults learn by doing. Active participation is especially important to adult learners in comparison to children.
4. Adult learning is problem-based and these problems must be realistic. Adult learners like finding solutions to problems.
5. Adult learning is affected by the experience each adult brings.
6. Adults learn best informally. Adults learn what they feel they need to know whereas children learn from a [curriculum](#).



7. Children want guidance. Adults want information that will help them improve their situation or that of their children, Canadian Literacy and Learning Network (2013).

### **Challenges and Motivating Factors of Adult Education**

Adults have many responsibilities that they must balance against the demands of learning. Because of these responsibilities, adults have barriers and challenges against participating in learning and continuing their education. The barriers can be classified into three groups including [institutional](#), situational and [dispositional](#), Cross, K.P. (1992).

Some of these barriers include the lack of time balancing career and family demands, finances and transportation. As well, things such as confidence, interest, lack of information about opportunities to learn, scheduling problems, entrance requirements and problems with child care can be barriers in learning. Phipps, S. T. A., et. al. (2013). Distance and/or online learning can address some problems with adult education that cause these barriers, Spencer, Bruce (2006).

Understanding what motivates adult learners and what their barriers are, can assist in enrolling more adult learners. When adult learners clearly know the benefits of their continuing education, such as getting promotions or better job performance, they are more likely to be motivated to attend, Lieb, Stephen (1991). When teachers are aware of the student's characteristics, they can develop lessons that address both the strengths and the needs of each student, Kunga, K., & Machtmes, K. (2009). Adults that are motivated have confidence and positive self-esteem are more likely to develop into lifelong learners, Kunga, K., & Machtmes, K. (2009).

## **Benefits of Community Adult Education**

Adult Community Education can have many benefits ranging from better health and personal well-being to greater social inclusion. It can also support the function of [democratic systems](#) and provide greater opportunities for finding new or better employment. Adult education has been shown to have a positive impact on the economy, McAllister, Chris (2010).

Adult education provides opportunities for personal growth, goal fulfillment and socialization. Chris McAllister's research of semi-structured interviews with older adult learners shows a motivation to communicate with people and to get out of the house to keep mentally active, McAllister, Chris (2010). Researchers have documented the social aspects of older adult education, Sloane-Seale et. al. (2010). Friendship was described as important aspects of adult learning and the classroom was seen as an important part of their social network. The development of social networks and support was found to be a key motivation of adult learners. As editor of a book entitled *Adult Education and Health*, Leona English claims that including health education as part of adult education makes for a healthier community, Fell-Chambers, Rachael (2014). This study contends that it is even greater to include concern about child abuse.

When surveying adult education programs in Japan, Nojima (2010) found that classes focusing on hobbies and very specific recreational activities were by far the most popular. The author noted that more time, money and resources needed to be in place so participants would be able to take advantage of these types of activities. Withnall (2006) explored the influences on later life learning in various parts in the U.K. Results were similar in that later in life education afforded these older adults many opportunities to socialize. Some experts claim that adult education has a

long-term impact on the economy and that there is a correlation between innovation and learning at the workplace.

### **Monitoring of Community Adult Education**

Global Reports on Adult Learning and Education (GRALE) are a series of reports that monitor progress on Adult Learning and Education (ALE), promote action, identify trends in the field of ALE, and explore solutions to challenges. GRALE plays a key role in meeting [UNESCO's](#) commitment to monitor and report on countries' implementation of the Belém Framework for Action. This Framework was adopted by 144 UNESCO member states at the Sixth International Conference on Adult Learning and Education (CONFINTEA VI), which was held in Belém, Brazil, in 2009. In the Belém Framework for Action, countries agreed to improve ALE across five areas of action: policy; governance; financing; participation, inclusion and equity; and quality, UNESCO Institute for Lifelong Learning. (2010b).Uganda is a signatory to the same protocol.

In a recommendation by UNSECO (1976), the term adult education denotes the entire body of organized Educational processes whatever the context, level and method whether formal or otherwise, whether they prolong or replace initial Education in schools, Colleges and Universities as well as apprenticeship where by persons are regarded as adults by society develop, develop their abilities to enrich their knowledge, improve their technical and professional qualifications or turn them in a new direction to bring about changes in their attitudes. This is done to unfold the future perspective of full personal development and participation in balanced and independent social economic and cultural development.

Atwaru & Mulumba (2004) explain that adult education is a process by which men and women alone in groups and institutional setting seek to improve themselves or their society and increasing skills, knowledge and sensitivity.

This provides a very broad view of adult education in the improvement of social wellbeing such a view is further neglected in the many terms used when referring to adult education activities and programs. Terms such as adult education, adult literacy, basic education non – formal education, extension education among others are very important to have in mind when reporting on adult education activities.

### **Nature of Child Sexual Abuse and Exploitation (CSAE)**

Uganda has a population of 29.6 million people (New Vision November 14, 2009 p.2) and over 50% of these were children but currently according to the last census carried out in 2013, the population is 33.4 million people. Uganda is one of the countries which were represented at the world congress against Commercial Sexual Exploitation of Children CSEC held in Stockholm – Sweden – 1996 (UNICEF 2001, MGLSD 2003).

Upon the realization that CSEC was comparatively rare in Uganda, the Uganda national action plan considered it relevant to extend its scope to include defilement, rape, sodomy, indecent assault, kidnapping that includes child prostitution, trafficking, child pornography and sale of persons for sexual purposes (MGLSD 2003).

According to Delano (1998) statistics on Child Sexual Abuse and Exploitation (CSAE) are limited because of a few studies done in the area. CSAE exist in all districts and fishing communities in Uganda. It is not limited to any particular group of children. However, most reports are focusing on children between 0 – 15 years. This is attributed to the existing traditional

beliefs towards 16 – 18 years who are culturally seen as old enough to make independent decisions.

Abusers are adults of all ages (18+ years old); however, the largest proportion of abusers is between (18-30years). There are also cases of children sexually abusing fellow children. Statistics show that girls are more sexually abused than boys. The ILO and UBOS report 2008 indicated that Lord's Resistance Army (LRA) has abducted 25,000 – 30,000 children since 1990. 15,000 children were employed, 12,000 engaged in commercial sex exploitation. The report adds that over 10,000 children lived on the streets and many were engaged in cross border trade, agriculture and fishing. (Daily Monitor 2008 pages 1 and 2).

### **Communities in Myanzi Sub-county**

Being a camp like environment, communities around Myanzi Sub-county are very congested thus susceptible for all sorts of child abuses. There are make-shift houses where most people sleep are over populated and lead to children copy and learn all sorts of adult behavior from their parents and neighbors. Most children on the shores have to go fishing as the only economic activity. Besides, it is generally agreed that people who feed on fish grow faster thus children engage in sexual activities when still very young despite their physical appearance. The get rich syndrome and witch-craft where people sacrifice children for wealth coupled with weak enforcement of laws to protecting children have made the situation worse.

Child abuse has severe consequences on the children as Sexually Transmitted Diseases (STDs) and AIDs, Hepatitis, unwanted pregnancies, child abandonment, child mothers, psychological damage and complications such as cancer of the cervix, pelvis inflator diseases among others worse of all death and therefore affecting dangerously development and leads to backwardness.

Indeed, CSAE on Myanzi Sub-county has gone on rampage to the extent that children as low as 14 years are sexually abused.

### **Problem Statement**

Child abuse has gone on unabated for a long time. The perpetrators who should also be the guardians are mainly adults. The role of adult education on such responsibilities and social development in general is undisputable. Adult education helps communities in addressing and solving contextual issues of concern as protection of children's rights, social justice, equality and education among others.

The idea of adult education rotates around the concept of empowerment, participation and conscientization (Indabawa & Mpafu 2006). These are perceived differently by different communities. There are many adult education programs all over the fishing communities in Uganda but many rather target only old people and put little emphasis to children concerns.

Despite the increasing support of adult education program many are concentrated in Urban centers and a few go to the fishing and rural communities. This leaves a lot to be desired by the congested fishing communities who are vulnerable to all forms of sexual abuses. This needs keen attention pertaining to proper upbringing of children. Thus, it gives one an insight and impetus to combine forces with others to intervene and further understand the situation. This will help to inform policy related guidelines to avert the overwhelming situation.

It is imperative to undertake studies to ascertain the relevance of adult education towards social – economic and political transformation of Ugandan children.

### **Objectives of the Study**

The study wanted to achieve the following objectives:

1. To find out the relevance of adult education programs to the fishing communities of Myanzi Sub-county.
2. To determine the effectiveness of adult education in the prevention of child abuse in Myanzi Sub-county.
3. To understand whether adult education programs in place empower people to protect children against child abuse on the fishing grounds.
4. To examine the relationship between adult education and social harmony.

### **Research Questions**

The research was guided by the following questions:

1. To what extent are adults and community education programs relevant to the fishing communities?
2. How is adult and community education effective in the prevention of child abuse?
3. In what instances do adult education programs empower people to protect children against child abuse?
4. What relationship is there between adult education and social harmony?

### **Justification of the Study**

The practice of child sexual abuse and exploitation is rampant in communities today and little documentation has been done in this field. This, therefore, called for the need to undertake more studies in order to have an informed formal picture on the plague that had befallen our children.

The information generated out of this study would be used by community development workers/practitioners to appropriately adjust their programs to enhance attitude change of the people towards the welfare and fundamental rights of children.

The evidence was hoped to be of great value to policy makers and law enforcement bodies to value and protect the vulnerable of children especially in congested communities. This would help them formulate relevant policies that address the problem of child abuse.



## **CHAPTER TWO**

### **LITERATURE REVIEW**

#### **Introduction**

This chapter includes reviews of literature from other researchers and the documentations made in fields related to guarding children against abuse. This information is intended to give an overview of what other scholars have done or think about child abuse but also interpretations and analysis of their writings.

#### **Child Abuse and the Global Concern**

The child rights and NGO Network (UCRRN) is committed to fighting against child sexual abuse thus is one of the gravest violations of rights of children. In line with its objectives to enhance a collective voice on child rights issues in Uganda, it has mobilized membership to carry out nation wised advocacy on child sexual abuse (CSA) and the protection of children against child sexual abuse and exploitation. Some of their initiatives include: lobbying for the enactment of the Domestic Relations Bill (DRB) and other related laws to advocate for victim friendly system within the police judicatory and medical institutions to handle the issue of child sexual abuse and exploitation (UCRNN 2007). This will help prevent the highly increasing cases of CSAE in Uganda and elsewhere in the world.

As part of the comprehensive orphan and Other Vulnerable Children (OVC) response the ministry of Gender Labour and Social Development in partnership with others stake holders developed a national orphan and other vulnerable children policy and national social strategic development plan (NSSP) in 2004 that provides a frame work for OVC response it emphasizes

the need for a multi-sectoral integrated, gender sensitive, rights-based approach to reaching OVCs in the greatest needs.

USAID supports religious leaders to help in preaching against rising practices of child sexual abuse and exploitation world over (2006). This is intended to change people's attitudes towards the welfare of children and instill in them the moral fiber. Religious leaders of different sects are involved in group to the grass roots and preaching against violence of women and child trafficking among other social evils. Miller (2006) confirms that USAID supports religious leaders of the UN fund for women, an effort that begun in 2004 to preach against violence on women and children.

### **Child Abuse and the Ugandan Response**

Related to the above, religious leaders have come up to condemn seriously the vices of child trafficking, kidnap and defilement among others – for example – Uganda's retired Cardinal Emmanuel Wamala said, “the rate at which children are being sacrificed is alarming. I think people are running crazy”. *The New Vision* November 25<sup>th</sup>, 2008. He further urged parents to facilitate their children education. That it is the primary responsibility of parents to provide fees, lunch among others to prevent children from being lured or imbued into sexual abuse by the criminals. This is a clear manifestation that the church, as an institution, is indeed fighting the malpractice on the rights of children. All these are attempts by adult and community education institutions showing their roles and responses in prevention of child sexual abuse and exploitation in communities.

Community Based Organizations encourage group discussions to identify cultural, religious norms and practices that negatively affect the vulnerable children. They also provide guidance,

care love and attention to children's needs to develop in a healthy way. This helps them become active members of the society and strengthens social mechanisms to protect and promote the welfare of children. Hoima District Local Council (2008) argues that the community acts as an adult education agent and designed programs that enable children live a harmonious life.

Delano (1998) argues that female adolescents are more vulnerable to child sexual abuse. Estimating the prevalence of child sexual abuse and exploitation is difficult in developing countries because of limited amount of research and documenting done on the subject. To him, cultural practices against reporting abuses, makes it even more difficult. A few sub-Saharan Africans health programs address such issues. True research can be done on child abuse to create critical awareness among the communities in order to prevent it from escalating all over the globe.

Media houses as radios, press, magazines, televisions and internet among others have played a leading role in creating awareness among the communities. This is because they have agents everywhere in the countryside who intensively interact with the local communities, thus getting vast and rich information on the scourge. Media houses also help other adult education practitioners pass on information concerning children through talk shows, articles among others. Not only do these media houses play an informative role but also their programs are educational.

Government of Uganda, and Law enforcement officers, with support of save the children Denmark save the children UK, UNICEF have facilitated training of police on children's rights commission, child's statute and how to handle cases of child sexual abuse and domestic violence. Save the Children Denmark trained Uganda People Defense Forces (UPDF) on protection of children's rights particularly in conflict situation. There has also been training of district

administrators on rights of children (UNICEF 2001 – today). All this is adult education in trying to mitigate the prevalence of child abuse and facilitate social transformation.

Adult education has also influenced the education curriculum to fit the needs of learners by including Agriculture, Kiswahili, Local Language (mother tongue), Religious Education, Music Dance and Drama to empower children start up income-generating activities rather than resorting to prostitution and running to the streets to become beggars. This has been accompanied by improving teaching and learning facilities to reduce the school dropout rates.

According (UNICEF 2013) government institutions and NGOs which have the support of donors have been involved in awareness creation through development and distribution of children's rights advocacy materials (in various formats as calendars, poster, branch areas, t-shirts, caps, audio-visual materials, such as Slum Aid Project (SAP), reproductive Health care initiative (RHCI), Family Protection Unit of police (FPU) Federation of Women Lawyers Association (FIDA), Friends of Children, and African Network for Prevention and Protection against Child Abuse and Neglect (ANPPCAN) among others have been involved in raising voices of vulnerable children against abuse.

There has been a translation of children's statute 1996 which is the domestication of children's rights commission into 10 major local languages –Ateso, Luganda, Lumasaba, Lubwisi, Lugbarati, Karamojong, Sabin, Luo, Runyoro-Rutooro and Runyankole-Rukiga. Copies of this have been sent to districts. Major NGOs, Ministry of Gender, Labour and Social Development. The ten languages cover more than 90% of the local population (GOU 2010). These are capable of being understood by communities thus helping curb the hazardous pandemic of child abuse.

There are also strategies to promote girl child strategies to promote girl child education by making girls more assertive to say “No” to sex and stick to “No”, and not even receiving gifts from people they don’t know anyhow and several other empowering advice words. MGLSD (2004) notes that there are strategies to have special care for the children affected by HIV/AIDS in the education system. That basic education if parents cannot unnecessary hugs, kisses, should not be entertained. “Bodies are for the children so do not force them to do what they do not wish,” (ILO 1996).

Uganda has espoused its commitments to the welfare of children through adoption of both international policies and legal instruments that concern children. These policies and legal instruments concern children. These policies and instruments include the constitution of the republic of Uganda 1995 Chapter 4, Articles 3(1) and Article 34, especially Article 17 (3), the Covenant on the Rights of the Child among others. All these are being implemented to protect and promote the rights of the child and all the citizens of Uganda.

The formation of children protection committees, and ensures protection ordinances in communities to prevent abuses through sensitization of children on rights and responsibilities, training paralegals in child protection and the promotion on networking and coordination of legal action in child protection. All these measures are aimed at promoting child welfare.

The UNICEF institute in Sierra-Leon established procedures for immediate protection of children in camps and communities developing a community monitoring and reporting system for sexual exploitation and child abuse for both camp and on camp populations (UNO 2003). It has also procured materials for its parents and staff on prevention of CSAE. Training is underway in many regions of Africa aimed at stamping out the practice. However, many

communities have a variety of adult education programs that are employed to deal with different problems.

The ordinary literacy materials in communities are newspapers, posters, bill boards, among others send which send educational signals to both children and adults who are abusers. Such literature has in a way helped in the safety of children against abuse and exploitation. They contain meaningful statements and pictorials that are encouraging to communities.

## **Relevance of Community Adult Education Programs to the Fishing Communities of Myanzi Sub-County**

In the fishing communities of Myanzi, the adults should be sensitized in eradicating child abuse. Community Adult Education is a practice in which adults engage in systematic and sustained self-educating activities in order to gain new forms of knowledge, skills, attitudes, or values, Merriam, Sharan B.& Brockett, Ralph G. (2007). It can mean any form of learning adults engage in beyond traditional schooling, encompassing basic literacy to personal fulfillment as a lifelong learner. In particular, adult education reflects a specific philosophy about learning and teaching based on the assumption that adults can and want to learn, that they are able and willing to take responsibility for that learning, and that the learning itself should respond to their needs.

Driven by what one needs or wants to learn, the available opportunities, and the manner in which one learns, adult learning is affected by demographics, globalization and technology, Baumgartner *et al* (2007). The learning happens in many ways and in many contexts just as all adults' lives differ, Fenwick, Tara J. *et al* (2006). The adults can therefore be trained in the communities to avert the vices of child abuse especially since most of them are the perpetrators.

### **Effectiveness of Adult Education in the Prevention of Child Abuse in Myanzi Sub-County**

Adult education can have many benefits ranging from better health and personal well-being to greater social inclusion. It can also support the function of democratic systems and provide greater opportunities for finding new or better employment. Adult education has been shown to have a positive impact on the economy, Mundo-J (2017) in *"Adult education has long-term impact on the economy and society at large"*. European Association for the Education of Adults (EAEA). Mundo-J. Retrieved 15 November 2017. So, just as there are many efforts by both the

formal and the informal sectors, both government and non-government bodies to educate the adults on other societal concerns, their willingness can be exploited.

Adult education provides opportunities for personal growth, goal fulfillment and socialization. Chris McAllister's research of semi-structured interviews with older adult learners shows a motivation to communicate with people and to get out of the house to keep mentally active, McAllister, Chris(2010). Researchers have documented the social aspects of older adult education, Sloane-Seale *et al.* (2010). Friendship was described as important aspects of adult learning and the classroom was seen as an important part of their social network. The development of social networks and support was found to be a key motivation of adult learners. As editor of a book entitled *Adult Education and Health*, Leona English claims that including health education as part of adult education makes for a healthier community, Fell-Chambers, Rachael (2014).

When surveying adult education programs in Japan, Nojima (2010) found that classes focusing on hobbies and very specific recreational activities were by far the most popular. The author noted that more time, money and resources needed to be in place so participants would be able to take advantage of these types of activities. Withnall (2006) explored the influences on later life learning in various parts in the U.K. Results were similar in that later in life education afforded these older adults many opportunities to socialize.

### **Community Adult Education Programs in Place Empower People to Protect Children from Child Abuse in the Fishing Grounds**

Adults have many responsibilities that they must balance against the demands of learning. The fishing communities of Myanzi sub-county can be empowered through community adult



education. Because of these responsibilities, adults have barriers and challenges against participating in learning and continuing their education. The barriers can be classified into three groups including institutional, situational and dispositional, Cross, K.P (1992).

Some of these barriers include the lack of time balancing career and family demands, finances and transportation. As well, things such as confidence, interest, lack of information about opportunities to learn, scheduling problems, entrance requirements and problems with child care can be barriers in learning, Phipps, S. T. A., (2013). Distance and/or online learning can address some problems with adult education that cause these barriers, Spencer, Bruce (2006).

Understanding what motivates adult learners and what their barriers are, can assist in enrolling more adult learners. When adult learners clearly know the benefits of their continuing education, such as getting promotions or better job performance, they are more likely to be motivated to attend, Lieb, Stephen (Fall 1991). When teachers are aware of the student's characteristics, they can develop lessons that address both the strengths and the needs of each student. Adults that are motivated have confidence and positive self-esteem are more likely to develop into lifelong learners.

Community Adult Education can have many benefits ranging from better health and personal well-being to greater social inclusion. It can also support the function of democratic systems and provide greater opportunities for finding new or better employment. Adult education has been shown to have a positive impact on the economy.

## **Relationship Between Adult Education and Social Harmony**

With the multitude of demands on the people in Myanzi sub-county, it is important for a balance to be enhanced between Adult Community Education and other social issues. Cultural divides and deficit thinking create mutual distrust between marginalized parents and schools which in turn creates barriers to active parental involvement of marginalized parents in the education of their children, Auerbach, Susan (May 2007). Researches also show that parents of high socio-economic status play active and direct role in the education of their children and are more likely to influence school policies that affects their children's schooling whereas parents of low socio-economic status play indirect roles in the education of their children and are less likely to influence school policies that affects their children's schooling, Auerbach, Susan (May 2007). The gap between parents' educational involvement among parents from higher socio-economic status and parents from lower socio-economic status results in a more personalized education that caters for the needs of children from higher socio-economic backgrounds and more alienating and generic education systems/policies for students from low socio-economic backgrounds, Auerbach, Susan (May 2007).

The following practices are necessary for parent and community participation in the education of their wards to be effective; students come to school healthy and ready to learn, parents assist schools with financial and or material support, there are frequent communications between parents and school authorities, parents have meaningful authorities in the schools and they also assist in the teaching of their children, Ward et. al. (1996). Parents' home-based educational involvement such as creating an enabling learning environment at home, helping their children with their assignments, helping their children develop cognitive skills and other school skills and

motivating their children to do well in school supports student success, Seginer, Rachel (2006). Researches show that multimodal and effective migrant parental involvement in the education of their children increases the test scores of such students and also shows strong student success even after academic abilities and socio-economic status are taken into consideration, Lopez, Scribner et. al. (2001).

School officials' racial stereotypes, class stereotypes, biases and attitudes regarding parental involvement in the education of their children hinders school officials from involving parents as partners in the education of their children, Hornby et. al. (2011). Also, bureaucracies in the public education systems hinders parents from advocating for changes that would benefit their children, Lopez, Scribner et. al. (2001). Formally organized parental associations in schools that seeks to increase parental involvement, ignore the cultural and socio-economic needs of minorities, thereby contributing to the barriers of parental involvement, especially for marginalized parents, Lopez, Scribner et. al. (2001). Research shows that high number of marginalized parents do not actively engage in their children's schooling, Lopez, Scribner et. al. (2001). There is also a wide gap between the rhetoric of best parental involvement practices and actual parental involvement practices, Hornby et. al. (2011). Effective parental Involvement in the education of their children involves; parenting, communication, volunteering, home tutoring, involvement in decision-making, and collaboration with the community, Hornby et. al. (2011). Effective Parental Involvement treats and or makes school officials and parents partners in the education of their children, Hornby et. al. (2011).

## **CHAPTER THREE**

### **METHODOLOGY**

#### **Introduction**

This chapter describes the research methodology employed to gather data. It contains the operational scope of the study. It discusses the instruments that were used for collecting data and other considerations that guided the research.

#### **Research Design**

The study was both qualitative and quantitative in nature. The questionnaires and interview schedules were designed with the aim of gathering information from stakeholders in Myanzi sub-county and especially the fishing communities. The study aimed at understanding the experiences of the communities as lived by them. This was concerning the relationship of adult education and the prevention of children against child sexual abuse and exploitation. The major assumption was that individuals themselves constitute reality if they interact with their world.

#### **Area of Study**

The study was carried on the shores of Myanzi Sub-county. The focus was the fishing communities of Kahendero, Hamukungu and Katwe in Mubende district central Uganda. Supplementary data will be got from the NGOs, CBOs opinion leaders and government organs around Myanzi Sub-county.

## Sample Population

The study covered 100 respondents. These include parents, children, youths, opinion leaders, business persons, teachers and workers of organizations. These people are living in and around the shores of Myanzi Sub-county.

**Table 1: Summary of Study Population**

<b>Respondents</b>	<b>Male</b>	<b>Female</b>	<b>Total</b>
Parents	10	17	27
Opinion leaders	4	4	8
Teachers and workers CSOs	6	8	14
Business persons	3	4	16
FGDs	8	8	16
Children	8	20	28
Total	39	61	100

## Sampling Procedure

The sampling procedures were purposive and stratified sampling. Purposive sampling was used in the selection of the area of area of study, key information (opinion leaders) teachers and workers of organization. These helped to confirm and triangulate data that will be got from other respondents.

Stratified sampling was used to select 78 respondents who will include 27 parents, 28 children, 7 business persons and 16 participants in focus group discussions. This was done to give an opportunity to various categories of people to be represented in the study.

More females were preferred in the study than men because it is them who are mostly affected by the chronic practices of child sexual abuse and exploitation given their vulnerable status as defined by the societies they live in.

### **Instruments of Data Collection**

The data collection instruments were reasonably be selected to suit the people and their literacy levels. Therefore, interviews, self-administered questionnaires, focus groups discussions, and reviewing available data/literature (poems, reports, parables and songs) were used within the study.

### **Semi-structured Interviews**

Semi structured interviews were used to gather information from key informants, youth and business persons. This was because of the possibility that some of the community members are illiterate and some respondents may therefore not be in position to answer written interviews. Interviews intended to inquire, dig deep on the role of adult education, sexual abuse and exploitation.

### **Self-administered Questionnaire**

These were used to collect data from teachers and workers of organizations. This was because these are literate and know how to read and write. This also gave them ample time to properly calmly answer the provided questions to help in the triangulation of data.

### **Focus Group Discussions**

Focus Group Discussions were used to collect data from the parents. This helped in gathering various views from different people on the role of adult education concerning child sexual abuse and exploitation within their community.

## **Observation**

This was used on all study respondents as regards nonverbal communication namely, gestures, and other signs as used by the community. It helped to tap information that will not be aired out by respondents but can be seen from the body language as applied by the respondents.

## **Oral and Other Available Literature**

Proverbs, sayings, parables, poems and songs with in the communities as used by them were a very rich source of information on several issues and concerns in the social norms concerning the values of children. To supplement on the study findings, other information was got from daily press releases and reports from studies done in fields pertaining to children safety and protection.

## **Quality Control**

The instruments of data collection were prepared in time and handed over to the supervisor for review and approval. This was to ascertain the validity and reliability of the instruments designed. Simple notes were taken to allow easy memorization of what will be said by respondents during the interviews.

## **Data Analysis**

Qualitative data was presented in form of narration and discussion to give a deeper analysis of the information collected. Qualitative data was edited, tabulated and further analyzed.

## **Ethical Considerations**

Consent was sought from relevant authorities to allow the researcher continue with the study. Besides the researcher was faithful to different respondents and sought their consent before anything. Utmost confidentiality was the principle guideline of this study and the data collected will not harm any person.

## **Dissemination**

Copies of the research report were delivered to relative organizations and individuals for purposes of creating more awareness of child sexual abuses and exploitation most importantly. Radio stations were given copies of this report so as to reach as wide an audience as possible especially the people of Myanzi Sub-county, Mubende District and the rest of the population.

## **Limitations of the Study**

In the study we faced the challenge of limited funds to run all the activities embedded in the relevant activities and payment of research assistants which may limit the study to reach out to all intended respondents in all targeted study areas.

The other limitation of the study was bureaucracies in obtaining consent from the responsible authorities. The law protects children and this limited free interactions with them thus hampering quantity of information collected from them.

Given the busy environment at the fishing grounds, the respondents allowed me little time and limited interaction. This affected the amount of data from the target respondents.



## **CHAPTER FOUR**

### **PRESENTATION, ANALYSIS AND DISCUSSION OF FINDINGS**

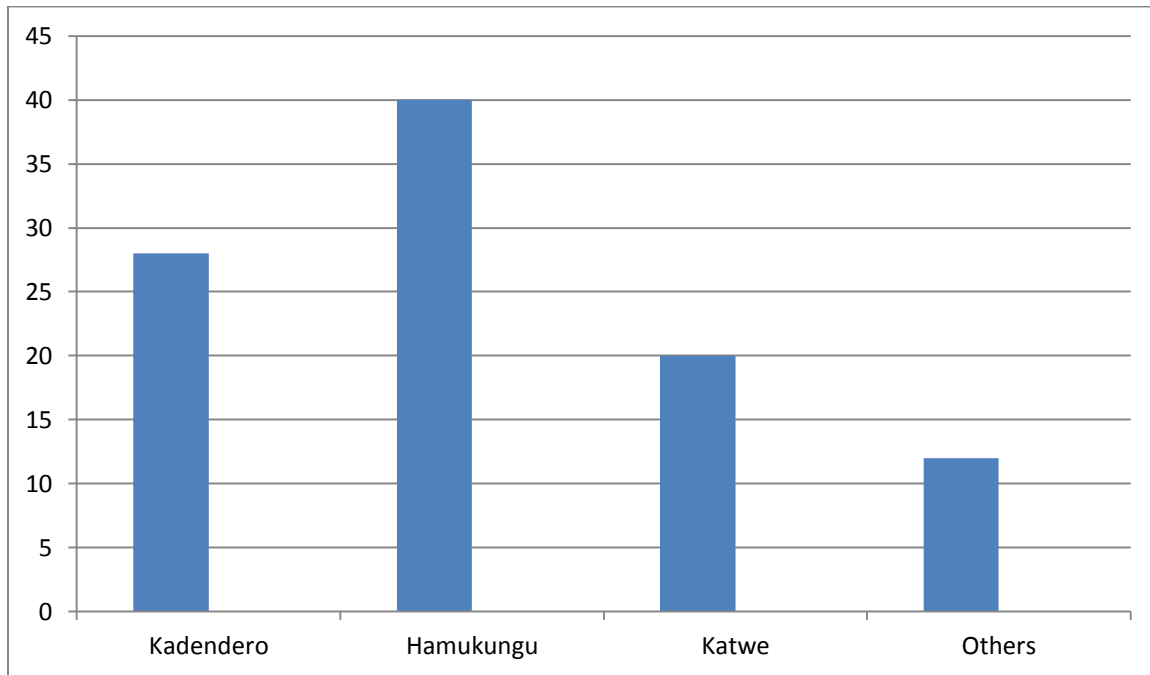
#### **Introduction**

Presented in this chapter are the findings of the study, discussion and interpretations/analyses of the data collected. The findings of this study followed the research questions which sought to examine how relevant and effective adult educations were in the prevention of child abuse and exploitation, popularity of adult education programs among the fishing communities. It also discusses how the programs have made these communities aware and how they have empowered communities to fight against child abuse.

#### **Relevance of Adult Education Programs to the Fishing Communities of Myanzi Sub-County**

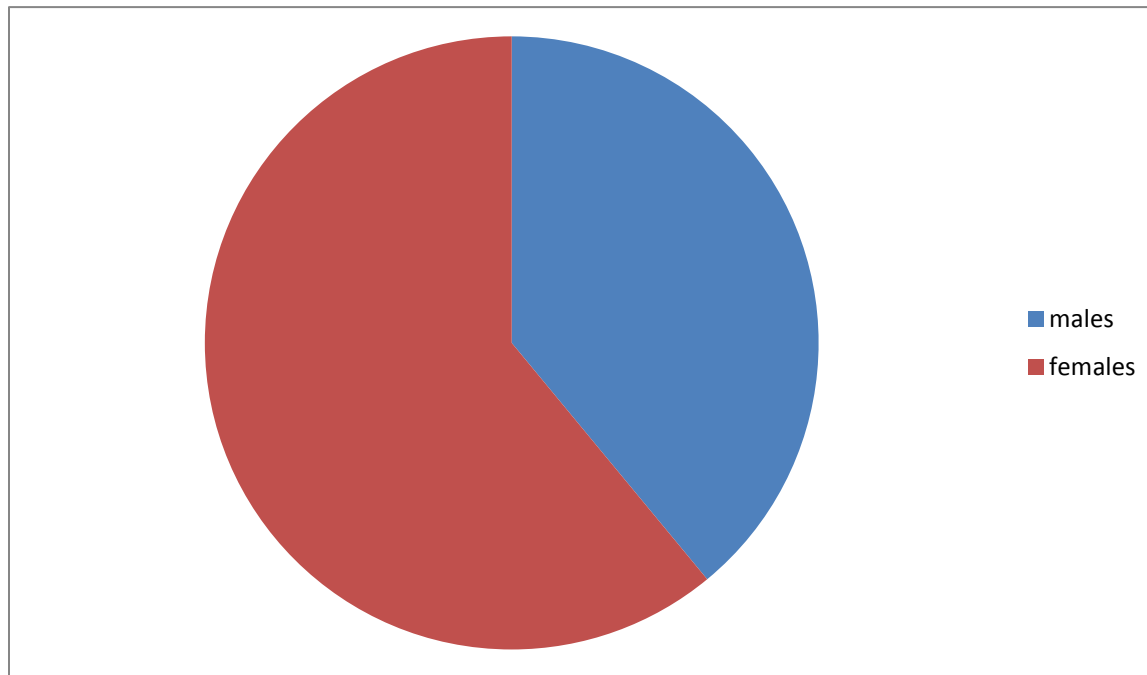
Aware of the fact that there are other forms through which people get informed about child abuse, there was great need to find out the relationship of these programs with adult education. Besides, the challenges of adult education in a bid to prevent child sexual abuse and exploitation are also discussed in this chapter.

**A graph showing the distribution of respondents in different areas on Myanzi Sub-county**



Selections of respondents were made in such a way that those areas of high population s than others received the highest number of respondents. For example, 40 respondents were selected from Hamukungu fishing village because it has the highest population compared to the other areas in the study.

**A pie chart showing the distribution of respondents by Gender**



The chart shows 61% participation of females was seen in the study and 39% male. This was so because female pupils were seen as the most vulnerable group of people highly affected by child sexual exploitation.

In addition, it emerged from the study that more females than males attend most adult education programs. As noted by Basemera (2016), most of the community programs are attended by women. Men claim that they have busy schedules and have no time for such programs. It is from this that female should always be given great attention when dealing with family and social affairs or issues.

However, this has an effect on the effectiveness of the development activities because only one category of the population is actively involved. In a bid to prevent CSAE cases on Myanzi Sub-county, Mubende District, both the victimizers (males) and the victimized (females) need adult education.

### **The Effectiveness of Adult Education in the Prevention of Child Abuse in Myanzi Sub-County**

Communities around the shores of Myanzi Sub-county expressed knowledge of adult education in form of the informal and non-formal interactions that take place in their communities. To this, community meetings, NGOs, LCs, churches, peer group discussions among others were singled out as some of the ways in which adult education is organized in the Myanzi Sub-county, Mubende District.

This is in line with what UNESCO and other scholars like Atwaru and Mulumba (2004) take to the part of the forms in which individuals and communities acquire knowledge and skills to transform their societies. Ideally, the researcher concurs with the community's perception of adult education because such institutions organize and facilitate educational and development programs in many of the communities.

Institutions as the police, Local Councils, family, the church, NGOs, CBOs, media houses, have played a very vital role in the promotion of adult education programs in the world. In this case of child abuse, the family was looked at by many as the most fundamental institution if child abuse cases were to cease on the fishing communities.

The local communities argue that such institutions help them to organize their indigenous knowledge towards solution of their problems. Popular education as emphasized by scholars as Ewert (1989) in Merriam and Brockett (1996) is much more appropriate expert knowledge.

**Table 2: Institutions providing Adult Education on Myanzi Sub-county, Mubende District**

Institution	Frequency	No. of Respondents in %
Radio	25	27.8
Church	10	11
NGOs & CBOs	8	8.9
Police	6	6.7
Family	28	31.1
Local government	5	5.6
Others	8	8.9

The diagrammatic expression reveals that most of the community members, 31.1% believe that the family plays a very important role in the proper upbringing of children on the fishing grounds.

Other institutions also work hand in hand with the family to inculcate morals among children. The researcher agrees with the saying that goes “*charity begins at home*”. To this it is the parents who start the struggle to nature children and then other societal institutions join the system at a later stage. Therefore, it is imperative to note that the backbone of adult education is the family. Much as it is argued that adult education has a greater role in the prevention of child sexual abuse and exploitation, the study revealed that almost ¼ of the upbringing/nurturing

children is done by formal and non-formal adult educational institutions. Through interactions with children themselves, responses were that;

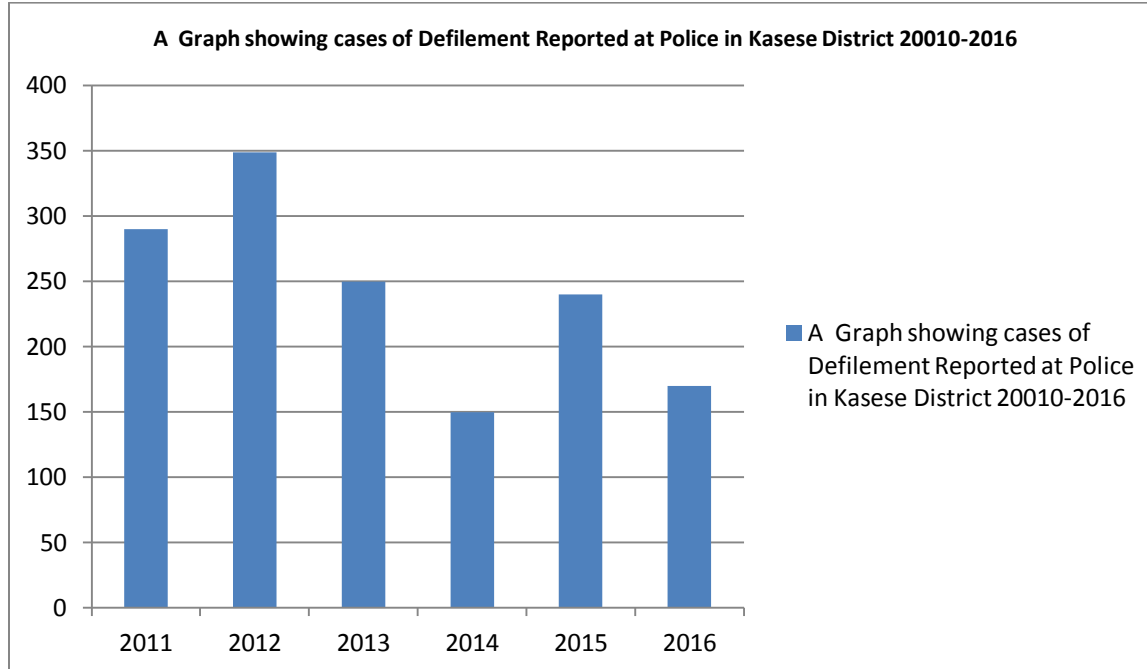
*“Much as we get non-formal education, the subjects and knowledge we get in schools have also helped us to fight against child sexual abuse and exploitation”. (Child respondent)*

Therefore, with increased level of civilization, there has been an amalgamation of adult education programs to create a child sexual abuse and exploitation free environment.

### **Community Adult Education Programs in Place Empower People to Protect Children from Child Abuse in the Fishing Grounds**

The study revealed that the study of child sexual abuse and exploitation such as, defilement, as revealed assault, rape, among others are rampant on the Myanzi Sub-county, Mubende District. The learning exposed that even children of 12 years, especially girls, had already had sexual exposure with the opposite sex. Therefore, adult education programs were seen as a blessing towards addressing such concerns in the community. Identified as most prevalent cases were; defilement, prostitution, pornography early marriages, and child motherhood. These vices affected mostly the girl-child living around the Myanzi Sub-county fishing grounds.

## A Graph Showing cases of Defilement Reported at Police in Kasese District 20010-2016



The graph shows a tremendous reduction in the cases of defilement reported at police. Adult education working hand in hand with other agencies has been behind this reduction. However, it would be dangerous to rely wholesomely on cases reported as the gospel truth. Some of the victims do not report their victimization because of being ashamed or lack of money to pay at police. Nonetheless, adult education in its motive to empower and awaken the consciousness of communities, with time such fears will cease

The existence of money got from the Lake and exposed to children is a great problem that needed intervention of adult and community education programs. Fishing being the main economic activity around the park area of Queen Elizabeth has rendered most of the children involved in the activity. Cases of child abuse were bound to occur. To counter fight such, adult education programs have provided alternatives to the children.

In line with what MGLSD (2003) points out as the cause of child abuse, the above have been addressed by practitioners of community education through programs such this has contributed to the creation of an enabling environment for the children living around the lake shores.

As noted by Mujuni (2008), appropriateness, relevancy and urgency of content take precedence to halt normal programming that contributes to flexibility. True, the urgency and appropriateness of relevant projects by Adult Education institutions and practitioners have done much to figure out cases of child sexual abuse and exploitation. A case in point has been the mass campaign as regards children concerns over many radio stations have much contributed to the reduction in rates of defilement, prostitution and improvement of girl child education worldwide.

Adult Education has instilled the spirit of nationalism to the people around the fishing regions. Practitioners argue, "Let us have a collective responsibility over our children to eliminate the ever-rising cases of child sexual abuse and exploitation". Being individualistic and therefore having no concern for others contribute to a spoilt child.

Concerns of domestic violence, poverty, high birth rates and congestion are all characteristics of communities around the fishing grounds. It emerged that these are some of the triggers to child abuse and related cases. Seminars, workshops, counseling, had been organized with themes touching such areas. Most importantly, all the radio stations around the communities have children programs aired on Sunday afternoon, and other program concern such an environment/community. Though this is not enough, it has created awareness, empowered communities to act and transform communities they are living in to contribute to the safety of children around Myanzi Sub-county fishing communities.



## **The Relationship Between Adult Education and Social Harmony**

Operation against owners of film/video show rooms that open before 4.00pm and go on beyond 10.00pm were mounted by police to eliminate cases of children being spoilt. With the technological advancement, practitioners urge for action against children would be found in show rooms, beyond 8.00pm. Practitioners in the departments of community education and children have strongly come up to stop children from going to such places beyond 8.00pm, as these are dangerous avenues for children. Concerning this, a film show attendant was arrested by police when over 50 children below the age of 15 years were found watching a blue movie (obscene) beyond 11.00pm at nearby villages. Such operations have drastically rolled down the prevalence of child abuse and related cases on Myanzi Sub-county, Mubende District.

## **Findings on Empowerment of Myanzi Sub-county through Adult Community Education Programs**

When respondents were tasked about the empowerment of their communities through Adult Community Education, it was found out that they were optimistic and open to the development. Community education programs have empowered parents to talk to their children on matters of sex education. This has helped build confidence in children to say no to abusers, refuse gifts from strangers, report cases of abuse others. These contribute to a morally upright child ready to light the candle to fight against stop. Adult education programs have provided knowledge, skills and attitude relevant to the development of children, parents and the entire community around the shores of Myanzi Sub-county. Income Generating Activities (IGAs), for example, have been emphasized to help people remain occupied and shun away the stop cases in the communities.

Children have peer groups that emphasize music, dance and drama; parents do the knitting of nets, weaving, making baskets, chairs among others to earn a living.

However, given the situation today with technologies promoting pornographic literature, many children have remained victims of such circumstances. Most notably, it has proved hard for children to reveal all that happens to them because they at times enjoy some of the things. As reported by FIDA (2000) the boys in most cases are proud of early sexual encounter and such cases are not reported.

### **Findings on Perception of Adult Education by People Around Myanzi Sub-County**

The study found out that the idea of going back to school, was not new to the adult population. Community organizations and religious institutions often provide adult education classes on issues confronting [families](#). There had been a global need for one in office to upgrade himself or herself in order to continue holding that office. Therefore, the research concluded, the people's perception of Adult Education was a grab-it opportunity. Given the situation of today with technologies promoting pornographic literature, many children have remained victims of such circumstances. Most notably, it has proved hard for children to reveal all that happens to them because they at times enjoy some of the things. As reported by FIDA (2000) the boys in most cases are proud of early sexual encounter and such cases are not reported.

However, a trend in adult education that emerged at the end of the twentieth century is the offering of classes, workshops, and seminars aimed at teaching skills and knowledge intended to better individuals emotionally, physically, or culturally. Myanzi communities yearn for such education. Adults can attend such classes at [community colleges](#) or universities, or community and religious centers. Adult education geared towards emotional betterment can include seminars

and workshops on everything from [self-esteem](#) and self-image issues to psychological support group meetings. This type of education often is less classroom/lecture oriented, and is more focused upon creating a group space that is conducive to healing and therapy.

Adult physical education includes everything from health improvement to personal achievement. [Yoga](#), aerobics, personal fitness lessons, sports activities, and martial arts are just a few of the examples. These are often taught at local [gymnasiums](#) or health clubs, or at small centers devoted to a particular practice. They can be both community sponsored and free to adults, or they can be businesses that charge for classes. Physical education for adults also includes outdoor activities, such as camping, boating, [fishing](#), hunting, and extreme sports.

Adult education for cultural betterment runs the programmes from classes and workshops involving cooking, dancing, fine and performing arts, [meditating](#), and learning a foreign language. Classes may provide information about other cultures and traditions that may or may not be used in everyday life (such as different cooking styles); sometimes the mere experience fulfills the participants' goals.

### **Findings on Relevance and Appropriateness of Adult and Community Education Programs**

The research found out that Community Adult Education geared towards eradication of the child abuse of all its forms were appropriate. The adult education values people's own culture and draws on the art, forms of that culture, music dance and drama, storytelling as used by local communities on Myanzi Sub-county to stimulate reflection and analysis. For example, it emerged from the children that storytelling helped them identify experiences the girl child under

goes at the different sites at Myanzi Sub-county. This too has acted as a panacea to reduce on the cases of child sexual abuse and exploitation.

While illiteracy is perhaps the most significant issue, there are other essential skills that are often taught to adults in order to help them remain productive citizens. How to manage personal finances, making a resume and applying for a job, and personal organization are a few of the basic skills that are often taught to adults in remedial education. One of the most important differences that Knowles (1984) recognized was that adults have accumulated knowledge and experience which can either add value to a learning experience or hinder it.

Whereas children, especially when they are younger, often are most adaptable to situations and are naturally more inclined to absorb information, adults tend to have ingrained behaviors and [personalities](#) that are firmly established. While this means that their self-awareness is greater and ability to focus, rationalize, and apply new information may be greater than that of a child, it can also mean sometimes that adults can be more resistant to new modes of thinking and behaving. Knowles (1984) saw adult education and adult learning theory as comprised of six leading principles: voluntary participation in learning, mutual respect among participants, collaborative facilitation, a praxis approach to teaching/learning, the necessity of critical reflection upon the breadth of life, and a proactive and self-directed empowerment of participants. The findings of this study concurred with the theories.

### **Findings on Effectiveness of Adult Education Programs in the Prevention of Child Abuse**

According to the study findings, Community Adult Education programmes have been effective in Myanzi Sub-county. Transmission of information informally and non-formally reaches a great number of populations living around Myanzi Sub-county. Programs all over radios, seminars,

workshops, peer education, family education remain very fundamental in dissemination of child morals. Much as these are used, the inclusion of children units and programs in formal schools, government organs/departments have made delivery of children's programs very effective. The result of the above has been tremendous decrease in cases of child abuse in and around the shores of Lake Victoria. For example, defilement has been on a decrease since 2005.

However, much as Adult community education has helped in the protection of children against child sexual abuse and exploitation, the formal education system also remains a significant tool in shaping children. Restrictions and rules in schools have imbued many of the children to have the mandate and courage to say 'no' to abusers especially in regard to sexual advances. For example, tight security in boarding schools has good protective measures over the morals of children.

Respondents revealed that some songs with in the communities are used to portray information to guard against child exploitation. An example of the songs presented as important in the communities was '*kaleke kasome*' meaning, 'Let the child study in school' hence, a literal warning to adults to stop disturbing children because they are still young and need education first. This has helped children in guarding against child sexual abuse and exploitation. Practitioners in the music industry are part of adult educators so they convey meaningful information in their songs.

It emerged that the elders particularly parents and local leaders use intense proverbs to emphasize discipline among their children. An example of such proverbs is;

*“Agaya eby’abakulu anywa amazzi agalumira”*

This literally defines that whoever defies words of elders in the community go into a mess. Such proverbs indicate that adult education can help children grow up morally well and responsible. Communities expressed great attachment to such information embedded in stories, proverbs and songs.

### **Findings on Relationship of Adult Education and Prevention of Child Sexual Abuse and Exploitation**

Adult education and other forms of acquiring information on stop around Myanzi Sub-county indeed have many things they share in common although to some extent they appear different. The study findings showed that both adult education and the other as formal education emphasizes the morals of children. Parents at home begin the process of instilling morals in their children and therefore act as facilitators of the process and equally so the teachers do the same in the schools. This signifies a strong relationship that binds together adult programs and other education in the communities.

Awareness, self-confidence, determination and empowerment are the key pillars in adult education programs and all other education. Primary and secondary schools, through interviews and other forms of inquiry, testified that their major concerns were to instill in the children values of tranquility, tolerance and self-concept among others. These are in line with goals of conscientisation in adult education. As postulated by Friere (1972), conscientisation denotes that one is critically aware of his/her world and has the mandate to transform it but most importantly questions the forces that are responsible for his marginalization.

Aware of the fact that no single intervention in isolation culminates into a transformed society, formal education, adult education and other forms of learning proved to complement each other

in the process of preventing child sexual abuse and exploitation on Myanzi Sub-county. Parents and homes/communities begin the task, schools supplement but all government organs play other parts. At times it is difficult to determine a clear-cut boundary/distinction of adult education in the upbringing of children. In this matter therefore, there exists relationships in the provision of education to communities.

Most importantly, all forms of education are relevant and thus very crucial in the prevention of stop, it thus becomes indispensable to say these educational facts have quite similar roles they play in the prevention of stop. It is true that all other forms of education fight towards the prevention of child sexual abuse and exploitation on Myanzi Sub-county but adult education (informal family education) has a special importance in the struggle to up bring children.

### **Challenges Faced by Adult Education Programs in Preventing Child Sexual Abuse and Exploitation**

The practitioners in the field of adult education in the process of having their objectives put clear revealed a number of challenges. Among these challenges were illiteracy, mixed cultures, limited skilled personnel, congestion, and drug abuse among others. Coupled with the above it was revealed that of late, the introduction of phones and pornographic films among the young children have worsened the situation. Despite attempts to deal with child sexual abuse and exploitation by responsible authorities, systemic corruption has caused a down fall. Practitioners contented that this impinges on the flow of financial assistance from donors.

**Table 3: Table Showing Major Challenges to Adult Education Programs**

<b>Problem</b>	<b>Responses</b>
Illiteracy	20
Congestion	39
Corruption	9
Poverty	21
Others	11

As organizations fight hard to deal with cases of child sexual abuse and exploitation, a number of challenges accrue. The fishing communities around Myanzi Sub-county are illiterate where most of the citizens prefer to go fishing than involve themselves in educational activities. In some cases, parents who should have encouraged the young children to go to school sometimes entice them to go fishing.

Nonetheless, strategies such as construction of schools and government program as universal primary education (UPE) and Universal Secondary Education (USE) are working closely with local NGOs and CBOs to facilitate and enable children education.

The study revealed that congestion ranked highest with 39% compared to other problems contributing to the high rate of child sexual abuse and exploitation on the shores of Myanzi Sub-county. However, poverty 21%, illiteracy 20%, corruption 9%, and other problems 11% contribute to cases of CSEA. This has been done through encouraging literacy classes, arresting culprits by police and other security organs among others.

Neglected children in Myanzi do experience delays in physical and psychosocial development, possibly resulting in [psychopathology](#) and impaired [neuropsychological](#) functions including



[executive function](#), [attention](#), [processing speed](#), language, memory and [social skills](#). Researchers investigating the maltreated children in these fishing communities found that neglected children whether with care-taker parents or adopted, exhibit different emotional and behavioral reactions to regain lost or secure relationships. They are frequently reported to have disorganized attachments and a need to control their environment. Such children are not likely to view caregivers as being a source of safety, and instead typically show an increase in aggressive and hyperactive behaviors which may disrupt healthy or secure attachment with their adopted parents. These children have apparently learned to adapt to an abusive and inconsistent caregiver by becoming cautiously self-reliant, and are often described as glib, manipulative and disingenuous in their interactions with others as they move through childhood. Children who are victims of neglect have a more difficult time forming and maintaining relationships, such as romantic or friendship, later in life due to the lack of attachment they had in their earlier stages of life. This possess the greatest challenge to the initiatives to educate adults to handle the situations.

## **CHAPTER FIVE**

### **CONCLUSIONS AND RECOMMENDATIONS**

#### **Introduction**

Presented in this chapter are the conclusions and recommendations emanating from the study. It discusses measures that can be taken to improve the situation of these children if implemented.

It also presents the conclusions reached basing on the discussion of the study as presented in the preceding chapters.

## **Conclusions**

The role of Community Adult Education in prevention of child abuse is significant on Myanzi Sub-county. Many of the community members tend to learn informally on matters of people upbringing their children. The high rates child abuse on Myanzi Sub-county, Mubende District are inherently attributed to the high drug abuse, flimsy environments, which all combined perpetuate the exercise. Much as internal factors are to blame for influencing high rates of child abuse and exploitation on Myanzi Sub-county, Mubende District, the other factors are beyond control of the common people. For example, reduced government intervention in fishing communities to regulate who does what on the fishing community in undisputable in perpetuating the scourge and has worsened the situation.

Formal education systems, however, have acted as complement and supplement to adult education programs on the fishing communities of Myanzi Sub-county. Such a correlation has enhanced an environment conducive for development on some of the sites on Myanzi Sub-county.

The study concluded that most of the children seem to have been abused and had had sexual encounter in their earlier life. This left a lot to be desired by the communities around Myanzi Sub-county. Due to the congested nature of the place, the risk of HIV and AIDS contraction remained high and a disaster in the fishing communities of Myanzi Sub-county.

Holding other factors constant, people living on shores of Myanzi Sub-county might face catastrophe if there are no attempts to strengthen mass education on the co-existence of the

communities and the fishing economic activity in the area. If people remain ignorant, disaster would befall the communities around Myanzi Sub-county.

### **Recommendations**

Parents and other community members should have a collective responsibility over children in the community. The issue of living child responsibility to only the parents should vanish if we were to have morally upright citizens tomorrow.

Child protection units should be established and strengthened at lower levels. Reasonable funds should be allocated to such units as facilitation of their activities in the community.

There is need to strengthen the fishing policy to inhibit children under the age of 18 years not to involve in fishing or socialization. This should be done in collaboration with police and the ministries responsible to help children develop independent careers.

Revision of Ugandan laws on children is necessary. Tougher penalties should be inflicted on convicted abusers of children. This will serve deterrence to the potential abusers.

Training of professional community educators is required to avail enough skilled workforces. Because of limited skilled workforce to sensitize communities, some people have remained victims of circumstances because of ignorance of the law. Therefore, there is need for more sensitization and personnel training.

Alternatives to fishing should be availed to the communities around Myanzi Sub-county. This could be through encouraging people to relocate to rural areas and practice agriculture rather than keep congested in camp-like conditions.

A strong policy is needed to regulate drug abuse on the fishing grounds. The role of police and other government security organs should be streamlined to check out this as these are the main triggers of child abuse.

Stringent laws on pornography should be enacted to prevent children from getting access to them such as tender ages. For example, government should burn importation of pornographic literature, production of obscene materials in newspapers, internet among others.

## **Conclusion**

The concerns of the research were among others to see the way forward about the rampant child abuse in Myanzi Sub-county as a case study in Uganda. The study concludes ultimately that babies and young children can be affected differently by abuse than their older counterparts. Babies and pre-school children who are being emotionally abused or neglected may be overly affectionate towards strangers or people they haven't known for very long. They can lack confidence or become anxious, appear to not have a close relationship with their parent, exhibit aggressive behavior or act nasty towards other children and animals. Older children may use foul language or act in a markedly different way to other children at the same age, struggle to control strong emotions, seem isolated from their parents, lack social skills or have few, if any, friends.

Children can also experience [Reactive Attachment Disorder](#) (RAD). RAD is defined as markedly disturbed and developmentally inappropriate social relatedness, that usually begins before the age of 5 years. RAD can present as a persistent failure to start or respond in a developmentally appropriate fashion to most social situations. It must be addressed if we are to mold future leaders of our society. The long-term impact of emotional abuse has not been studied widely, but recent studies have begun to document its long-term consequences. Emotional abuse has been

linked to increased depression, anxiety, and difficulties in interpersonal relationships (Spertus, Wong, Halligan, & Seremetis, 2003). According to [\*"Impact of child abuse"\*](#). Adults Surviving Child Abuse (ASCA) (2015), victims of child abuse and neglect are more likely to commit crimes as juveniles and adults.

### **Further Research**

More study needs to be carried out on how to mitigate the effects of child abuse and how to eradicate the vice in communities. More investigation and documentation should be done in the field of child sexual abuse and exploitation. Government, NGOs, CBOs and other practitioners should intensively make research in the field to have clear information on the practices. The information they collect should be used to inform the formulation policy guidelines on child abuse.

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## **APPENDICES**

Appendix 1: A semi-structured Interview Schedule for parents, Business persons, and children on the Myanzi Sub-county, Mubende District

### **Communities**

- a. How old are you?

- b. Are you a resident here or just doing business?
- c. Have you ever suffered from or heard about CSAE?
  - Like what?
  - From where?
- d. What adult/community education programs are there in this community?
- e. What do they teach about children protection? How often?
- f. How are they important to your children?
- g. How have you used the information you got to transform society?
- h. Do you talk to your children about sex education? Like what? When? Why?
- i. What relationship do you see between adult education and prevention of children against child sexual abuse and exploitation?
- j. What difficulties do you find in these adult education programs?
- k. What recommendations would you give as regards the role of adult education programs and the prevention of child sexual abuse and exploitation?

#### Appendix 2: Interview schedule for key informants

- 1) How do you perceive the concept of adult education?
- 2) What adult education programs do you have for the communities on the shores of Myanzi Sub-county?

- 3) What cases of child sexual abuse and exploitation are common around this fishing community?
- 4) Have you ever experienced; heard, felt or seen any form of child sexual abuse and exploitation? Like what? When? Where?
- 5) How relevant are the programs you offer to children's needs?
- 6) Tell me, how people have enjoyed the adult education programs you offer to them?
- 7) How have people changed attitude towards the welfare of children since your intervention?
- 8) What relationship do you see between adult education and the prevention of child sexual abuse and exploitation?
- 9) What difficulties do you face as you implement your adult education programs?
- 10) What recommendations can you give as regards adult education and prevention of child sexual abuse and exploitation?

**Appendix 3: Self-administered Questionnaire for Teachers and Workers of Organizations around Myanzi Sub-county**

c/o Nkumba University

P.O. Box 237

ENTEBBE-UGANDA

Dear Sir/Madam,

**Re: Questionnaire for Teachers and Workers of Organizations around Myanzi Sub-county**

My name is **Naalima Benedicto**. I am a Post-Graduate student at Nkumba University pursuing a MASTER OF Education Management and Planning). I am in the process of data collection on the topic ***“THE ROLE OF ADULT EDUCATION IN THE PREVENTION OF CHILD ABUSE ON MYANZI SUB-COUNTY, MUBENDE DISTRICT.”*** You are specially selected to be part of the study team. Please help by answering the following questions as honestly as you can.

**NB:**

Utmost confidentiality will be accorded to the information you give here under. It will only be used for study purposes.

Age.....

Sex:                      Male..... Female.....

Do you have any training in adult education?

.....

Does the organization you work for or school you teach in have adult and community programs?

.....

What category of people do you cater for?

.....  
What cases of Child Sexual Abuse and Exploitation (CSAE) are there with in your area of operation?  
.....  
.....

How do you deal with CSAE cases?

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

Do you embrace such community programs?

.....  
.....

If yes, how?

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

If no, why?

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

Has the situation changed since your intervention?

.....

Give a detailed account?

.....  
.....  
.....  
.....  
What relationship do you see between adult education and prevention of child sexual abuse and exploitation on Myanzi Sub-county, Mubende District?

.....  
.....  
.....  
What difficulties do you face in attempts to prevent CSAE using adult education programs?

.....  
.....  
.....  
Illustrate how you have handled or how you handle these challenges.

.....  
.....  
.....  
How do you think about adult and community education can prevent CSAE on Myanzi Sub-county fishing community?

.....  
.....



.....  
.....

Give your recommendations as regards adult education in the prevention of CSAE on Myanzi Sub-county, Mubende District.

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

***Thank you!***



## ABSTRACT

The study set out to investigate the Community Adult Education efforts in mitigating Child Abuse in Mwanzi Sub-county. The study examined delayed effects of child abuse and neglect in the fishing villages of Mwanzi. Victims of child abuse are likely to commit crimes as juveniles and adults. The Problem of Child abuse has gone on unabated for a long time yet the perpetrators are mainly adults. The study had the following objectives: 1. to find out the relevance of adult education programs to the fishing communities of Myanzi Sub-county; 2. to determine the effectiveness of adult education in the prevention of child abuse in Myanzi Sub-county; 3. to understand whether adult education programs in place empower people to protect children against Child abuse on the fishing grounds; and 4. to examine the relationship between adult education and social harmony. The study was both qualitative and quantitative using questionnaires and interview schedules in the fishing communities in the shores of Myanzi Sub-county in the fishing communities. It covered 100 respondents living in and around Mwanzi comprising parents, children, youths, opinion leaders, business persons, teachers and workers of organizations, 61% female and 39% male. The study found out that about the empowerment of their communities were optimistic and open to the development. Community education programs have empowered parents to talk to their children on matters of sex education. The study concluded that Adult education programs had provided knowledge, skills and attitude relevant to the development of children, parents and the entire community around the shores of Myanzi Sub-county. Income Generating Activities (IGAs) were emphasized to help people remain occupied and shun child abuse in the communities. It recommends that parents and others should have a collective responsibility over children in the community. Child protection units should be established and strengthened at lower levels. Reasonable funds should be allocated to such units as facilitation of their activities in the community. There is need to strengthen the fishing policy to inhibit children under the age of 18 years not to go fishing. This should be done in collaboration with police and the ministries responsible to help children develop independent careers.

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