

**ADDIS ABABA UNIVERSITY**  
**SCHOOL OF GRADUATE STUDIES**  
**FACTORS AFFECTING RURAL WOMEN'S**  
**PARTICIPATION IN FUNCTIONAL ADULT**  
**LITERACY PROGRAM IN SELECTED**  
**WOREDAS OF OROMIA REGION**

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**June 2010**

**Addis Ababa**

**ADDIS ABABA UNIVERSITY**  
**SCHOOL OF GRADUATE STUDIES**  
**DEPARTMENT OF CURRICULUM AND**  
**TEACHERS PROFESIONAL DEVELOPMENT**  
**STUDIES (ADULT AND LIFE LONG**  
**LEARNING PROGRAM)**

**FACTORS AFFECTING RURAL WOMEN'S PARTICIPATION IN FUNCTIONAL  
ADULT LITERACY PROGRAM IN SELECTED WOREDAS OF OROMIA  
REGION**

**A Thesis Submitted to the School of Graduate Studies  
of Addis Ababa University in Partial Fulfillment of the  
Requirements of the Degree of Master of Education in  
Adult and Lifelong Learning**

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## **Acknowledgments**

First and for most, my heartfelt thanks go to my thesis adviser Ato Ayalew Shibesh (Assoc. Professor) for his genuine and constructive comments, and encouragement to produce this paper.

My appreciation goes to my family, especially for my wife W/o Atsede Tadese, My Children Firawol Tariku and OLyad Tariku, Oda Motuma for their moral support

Further more, I would like to thank my entire staff members who are working at Burayu City Administration Culture and Tourism office specially W/o Elsabeth Keba, Ato Delesa Gudisaa , Dires Dugo, Kebeto Albe and Gent Yilma, for their participating in my work , material and moral supports

Finally I would like to thank school of graduate studies of AAU for financing my research studies.



# Table of Contents

|                                         | Page        |
|-----------------------------------------|-------------|
| <i>Acknowledgments</i> .....            | <i>i</i>    |
| <i>Table of Content</i> .....           | <i>ii</i>   |
| <i>LISTS OF TABLES</i> .....            | <i>vi</i>   |
| <i>Acronyms and Abbreviations</i> ..... | <i>vii</i>  |
| <i>Abstract</i> .....                   | <i>viii</i> |

## CHAPTER ONE

|                                              |          |
|----------------------------------------------|----------|
| <b>1. THE PROBLEM AND ITS APPROACH</b> ..... | <b>1</b> |
| 1.1 Background of the Study.....             | 1        |
| 1.2 Statement of the problem .....           | 3        |
| 1.3 Objectives of the study.....             | 6        |
| 1.4 Significance of the study .....          | 7        |
| 1.5 Delimitation of the study .....          | 7        |
| 1.6 Limitation of the study .....            | 8        |
| 1.7 Definition of operational terms.....     | 8        |
| 1.8 Organization of the study .....          | 10       |

## CHAPTER TWO

|                                                                          |           |
|--------------------------------------------------------------------------|-----------|
| <b>2. Review of the Related Literature</b> .....                         | <b>11</b> |
| 2.1 Background of women's education and training .....                   | 11        |
| 2.1.1 The political background context of education in<br>Ethiopia ..... | 12        |
| 2.2 The importance of functional adult literacy .....                    | 13        |

|                                                                                                                          |    |
|--------------------------------------------------------------------------------------------------------------------------|----|
| 2.2.1. Economic Development .....                                                                                        | 13 |
| 2.2.2 Social Development .....                                                                                           | 14 |
| 2.2.3 Females Participation in economic activities .....                                                                 | 15 |
| 2.2.4 The impact of functional adult literacy on the<br>empowerment of women in the absence of formal<br>education ..... | 15 |
| 2.3 Women's empowerment through functional adult literacy<br>Program .....                                               | 17 |
| 2.3.1 Social Empowerment.....                                                                                            | 17 |
| 2.3.2 Women's role in food security .....                                                                                | 18 |
| 2.4 Socio Economic Factors that affect women participation in FLP ....                                                   | 18 |
| 2.4.1 Economic Factors .....                                                                                             | 18 |
| 2.4.2 Eliminating discrimination against women .....                                                                     | 21 |
| 2.5 Socio-cultural factors that hinders female participation in<br>education traditional and cultural beliefs .....      | 23 |
| 2.5.1 Cultural Values .....                                                                                              | 25 |
| 2.5.2 Societal attitudes .....                                                                                           | 25 |
| 2.5.3 Cultural Factors .....                                                                                             | 26 |
| 2.6 Women's participation .....                                                                                          | 27 |
| 2.6.1 Women's participation in health, education and work ..                                                             | 27 |
| 2.6.2 Women's Role in development .....                                                                                  | 31 |
| 2.7 Women's household responsibility and the role of education .....                                                     | 32 |
| 2.7.1 Formal Education.....                                                                                              | 35 |

|                                                                                  |    |
|----------------------------------------------------------------------------------|----|
| 2. 7.2 Non formal Education/Training .....                                       | 37 |
| 2.7.3 The Women's Empowerment Concept .....                                      | 39 |
| 2.7.4 Women's Economic Right and Status in the Household<br>Responsibility ..... | 42 |
| 2.7.5 Economic Empowerment .....                                                 | 42 |
| 2.8 The Place of Adult Education program .....                                   | 43 |
| 2.9 The role of CSTC and FTC to promote functional Adult literacy .....          | 44 |

### **CHAPTER THREE**

|                                                          |           |
|----------------------------------------------------------|-----------|
| <b>3. RESEARCH DESIGN AND METHODOLOGY. ....</b>          | <b>45</b> |
| 3.1 Methods of the study .....                           | 45        |
| 3. 2 Source of data and data gathering tools .....       | 46        |
| 3.3 Sampling Techniques and sample selection .....       | 46        |
| 3. 3 1 Sampling Techniques .....                         | 46        |
| 3.3. 1.1 Simple random sampling technique .....          | 46        |
| 3.3.1.2 Purposive sampling technique .....               | 48        |
| 3. 3 1.3. Availability Sampling Technique .....          | 49        |
| 3. 4 .Sample population of the study or Respondent ..... | 49        |
| 3.5 Data gathering Instruments and Procedures .....      | 49        |
| 3.5 1.Tools of data collection .....                     | 49        |
| 3.5.1.1 Questionnaires .....                             | 49        |
| 3.5.1.2 Structured Interview .....                       | 50        |
| 3. 5.1.3 Observation .....                               | 50        |
| 3.6 Procedure of Data collection .....                   | 51        |
| 3.7. Method of Data Analysis .....                       | 52        |

## **CHAPTER FOUR**

### **4. PRESENTATION, ANALYSIS AND INTERPRETATION OF DATA....53**

4.1 Characteristics of the respondents.....53

4.2 Analysis and interpretation of data .....59

## **CHAPTER FIVE**

### **5. SUMMARY, CONCLUSIONS AND RECOMMENDATIONS .....81**

5.1 Summaries of the Major Findings .....81

5.2 CONCLUSIONS .....83

5.3 RECOMMENDATIONS .....84

**Reference .....89**

## LISTS OF TABLES

|                                                                                     | PAGE |
|-------------------------------------------------------------------------------------|------|
| <b>Table. 1.</b> Target population in the study_____                                | 51   |
| <b>Table. 2.</b> Sample area and target population in the study_____                | 52   |
| <b>Table 3.</b> Characterestics of the respondent by age and sex_____               | 54   |
| <b>Table 4.</b> Characteristics of the respondent _____                             | 57   |
| <b>Table 5.</b> Response of functional literacy program participant and Trainers _  | 59   |
| <b>Table 6.</b> Factors Related to culture and attitudes _____                      | 61   |
| <b>Table 7.</b> The effects of the household responsibility _____                   | 64   |
| <b>Table 8.</b> The impact of education on their participation_____                 | 67   |
| <b>Table 9.</b> Supervision, guidance and counseling _____                          | 70   |
| <b>Table 10.</b> Transportation and communication facilities _____                  | 72   |
| <b>Table 11.</b> Market facility _____                                              | 74   |
| <b>Table 12.</b> Women's Economic right _____                                       | 76   |
| <b>Table 13.</b> Some of the factors that hinders rural women's participation _____ | 77   |
| <b>Table 14.</b> The standard of women participation in FAL_____                    | 80   |



## **Acronyms and Abbreviations**

|        |                                                                |
|--------|----------------------------------------------------------------|
| ADB:   | African Development Bank                                       |
| CSW:   | Commission on the Status of women                              |
| CSTC:  | Community Skill Training Centre                                |
| GAD:   | Gender and development                                         |
| CEDAW: | Convention on the Elimination of all forms of Discrimination   |
| CBO:   | Community Based Organization against Women                     |
| EFA:   | Education for All                                              |
| FTC:   | Farmer Training Center                                         |
| FALP:  | Functional Adult Literacy Program                              |
| FAO:   | Food and Agricultural organization                             |
| IGA:   | Income Generating Activities                                   |
| ILO:   | International Labor Organization                               |
| PRS:   | Poverty Redaction Strategy                                     |
| MOE:   | Ministry of Education                                          |
| NGOs : | Nongovernmental Organizations                                  |
| REB    | Regional Education Bureau                                      |
| SDPRP  | Sustainable Development and Poverty Reduction program          |
| WID    | Women in Development                                           |
| UNDP   | United Nations Development program                             |
| UNESCO | United Nation Educational Scientific and Cultural Organization |

# Abstract

*The Purpose of this study was to investigate factors that affect participation of rural women in Functional Adult literacy program in some selected woredas of Ormiya Region. It focuses mainly on the issues in three zones of Oromiya that means west Shoa, south west Shoa and East Shoa zone .The source of the data for the study were 600 women participants in FAL program, 20 Functional Literacy trainers, 20 CSTCs Coordinators ,20 woreda women affairs and 3 zone CSTCs Experts and 3 regional women's affairs experts. The simple random sampling technique was employed to select respondent of the study that means FAL Trainees and the percentage was applied to analyze the collected data.*

*The research method that employed was descriptive survey method, and the tools of data collections were questionnaires, structured interview and observation.*

*Purposive sampling technique was also conducted to select 3 zones and 20 woredas from each zone, 20 Woredas of CSTCs Coordinators, woredas women's affaires and 20 woredas of trainers Based on their experience and their relation to the study . Availability sampling technique was also employed to Regional women's affairs, zonal women's affairs and Regional CSTCs experts because they are small in numbers. Rural women participation in FAL was very low due to the attitude and believes of the society. The society discouraged their out home participation of rural women and some of them were illiterate. Shortages of rural infrastructure and majority of the women participants come from low income group. To alleviate these problem immediate solutions would require by Women's affairs, MOE and NGOs and other concerned bodies.*

# **CHAPTER ONE**

## **THE PROBLEM AND ITS APPROACH**

This Chapter deals with the background Of the study, Statement of the problem, Significance of the study, delimitation of the study, limitation of the study, definition of key terms and organization of the study.

### **1.1 Background of the Study**

Women are the back bone of Africa's rural economy. Most of the selling of the family produce and half of the animal husbandry in addition to food peroration, gathering fire wood, fetching water, childcare and the care of the sick and the elderly. Yet it is widely recognized that women are largely excluded from educational provision in Africa. "As Chabaud (1970:75) States "... the emancipation of women is inseparable from economic, political, and social change and the status of women is a reflection of the level of civilization reached by the society: which they live."

FAO believes that assuring women's human right's a precondition for a development of the society. It is also a key strategy in assuring food security. This is because people's overall access to food is very dependent on the work of rural women. FAO makes a rough estimate that women produce more than 50 percent of the food grown worldwide. Some rural women are farmers on their own account, mainly growing food for family consumption. But the majority of rural women work as "invisible" field hands on family plots. They carry out essential work such as hoeing, planting, weeding and harvesting with simple tools and little outside assistance. This often means that women have no recognized independent status as farmers and their work is considered as secondary within both the family and society [Asnake, 1989].

The Universal Declaration of Human Rights affirmed the essential dignity and integrity of all human beings. Yet in far too many cases, women's rights are more limited than those of men. The situation is particularly difficult for rural women who are often denied the most basic economic and social rights to own property, to find decent work and to have an education and good health. Without these basic rights, it is difficult for rural women to develop their own capacities fully and make a decent living as agriculturists, entrepreneurs or wage earners.[MOE,2002]

There is an age-old idea that women's rights should be secondary to men's because men are the main breadwinners and leaders of society. But the world is changing. Globalization and other economic and social forces are affecting the rural landscape in new and profound ways, changing the economic reality of people's situations and, consequently, the social structure. Most rural economies are becoming more heavily cash-oriented than in the past, putting pressure on rural households to have higher cash incomes. . Migration, increasingly high separation and divorce rates, war and AIDS are also increasing the numbers of female-headed rural households worldwide. Women with total responsibility for earning a living and raising, feeding and educating young child. Although female-headed households are increasing in almost all regions, the situation is most dramatic in sub-Saharan African and the Caribbean where women head approximately 30 percent of rural households. In many Southern African Countries, they almost completely dominate the traditional farming sector [MOE, 2002]

Despite Africa's considerable progress over the last decade, the continent continues to face many development challenges, including a high incidence of illiteracy, poverty, poor health conditions, conflicts in some regions and the relentless surge of HIV/AIDS at a time when a number of regions in the developing world are benefiting greatly from globalization

.A few facts will convincingly illustrate this argument. The African development Bank(ADB) has estimated that” between 40 and 45 percent of African Continent’s 793 million people live in poverty, with about 30 percent classified as extremely poor, that is living on less than one dollar per day” ( O. Kabba.J, 2003, p3-4)

There are 450 CSTCs across the country; usually there is only one center per woreda. From 2002-2005.The program sought to enroll 3.5 million learners in adult literacy program and 65,000 youth and adults in vocational training programs. How ever, the center only enrolled 778,000 learners in adult literacy and 6697 in skill training program. . Booth (1999) describes Women’s productivity in economic activity such as non remunerative work or even family responsibilities have not been defined or given a value. In Ethiopia it is widely seen that Women’s who are participating in functional literacy program face different challenges that hinders their participation. The rumors are towards culture for not considering women’s power in an activity, outside the home, men domination and social expectations, economic access to credit and loan, power in handling revenues and expenses and the like. This problem deserves attention from the grass root for solution.

Therefore, the implementation of functional Literacy program to be assessed in relation to expectation and contribution. This study was investigated factors that affect participation of women in functional literacy program in some selected centers of Oromia Region.

## **1.2 Statement of the problem**

The rural dwellers in the developing countries are assumed to constitute about 60 percent of the total population. The majority of them are women with dual responsibilities both in daily work and family care. Access to education and training is limited, water, electricity and transportation

are inadequate; social and health facilities are scarce (UNESCO, 1989:40). In poor countries, famine is repeatedly observed for many years, and the majority of the victims are women and children in the rural areas. Therefore, effective and well planned rural development strategy is a priority for survival. One of the major difficulties of low income countries in Africa, Asia and Latin America is the rapid population growth which strains their development program. This implies that it is disordered equal distribution or sheering of social service like education and health. This reducing fertility rate must be an important part of a development program in these countries. Reducing fertility rates further depends on largely on the level of mother's education and training (Cochrane, 1979)

When rural women are asked what is the single most important form of assistance they need, they most often answer that they want training in agricultural techniques, literacy or business skills. Rural women thus recognize that education and training are the primary stepping stones to being able to improve their lives. Women constitute a large proportion of the agricultural labor force, the provision of appropriate rural basic education and functional adult literacy is mandatory to increase women's participation in agricultural production (UNESCO, 1989:48).

.According to ILO (1987) states, throughout the third world, Women have become major initiators and contributors in the rural informal sectors activities. There is also an increasing awareness on the important role of women in development in both formal and informal sectors. For instance, Oscar (1998:3) contributing on the state and nature of small business in Kenya notes that, for household of families who either do not have formal employment or choose self employment are engaged in micro and small business activities such as shops, food vegetable kiosks. Majority

of such small scale enterprise are started with minimal capital out lays little relevant skills and rarely grow in to larger enterprises.

Women form the largest majority of operators in the informal sectors as producers, marketers, and distributors of a wide range of product. Their resulting poor health and nutrition make them less economically productive and more vulnerable to illness. Poor health not only leads to physical suffering but also diminishes learning abilities limiting women's future economic productivity. According to World Bank (1989) report moreover, historically women have had less access than men to information and productive resource to complement the labor.

Women work particularly in the so-called "unproductive areas such as trade and services, while men are employed in production. The division of labor is a consequence of the gender-specific division distribution of roles and tasks in the family and society. Good education does little to change the limited employment opportunities for women in many African countries. Since women are generally poorly educated and have little access to information, they do work which they have traditionally learnt and is to certain extent an extension of what they do as housewives: they prepare and sell food (beer, fruit, juices, bread, cakes, smoked fish, etc), they sell goods (especially food stuffs), they make hand craft items and so on. The range of their activities also depends on whether these can be combined with looking after children.

Therefore, as per observation and documents from Oromia women's and child affairs, CSTC sand woreda women's' affairs reveal that there are problems that affects participation of rural women's in FALP. In Ethiopia,in2005 per capital income stood at US 158 with 7.2 million people remaining chronically food insecure and an estimated 9.8 million in 2006 requiring food assistance. The number of poor people still stands at 27.5 million people.[MOE, 2004/5] .



## 1.3 Objectives of the Study

This study has both general and specific objectives

The general objectives of the study was to analyze factors affecting the participation of rural women in FAL program in Oromia region

**The specific objectives of the study were to:**

1. identify the kind of obstacles that women encounter during their participation in functional literacy program.
2. identify the roots of obstacles that hinders Rural to participate in functional literacy program
3. investigate the impact of household responsibility to generate their income through functional literacy programmed.
4. examine the impacts of educational back ground on their participation

To achieve the required objectives, the study attempts to provide answer to the following basic questions

1. What are the social factors that hider women are from participating in Functional Literacy program?
2. What are the cultural factors that hider woman from participating in Functional Literacy program?
3. What are the economic factors that hider woman from participating in Functional Literacy program?

## **1.4 Significance of the study**

Women constitute a large proportion of the agricultural labor force, the provision of appropriate rural basic education and functional adult literacy is mandatory to increase women's participated in agricultural production (UNESCO, 1989:48] One of the major difficulties of low-income countries in Africa, Asia and Latin America is their rapid population growth which strains their development programs. Thus, reducing fertility rates must be an important part of and development program in these countries. Reducing fertility further depends largely on the level of mother's education [Cochrane, 1979]

This study is believed to have the following significance:

1. The study would provide information and possible intervention for government and non- government organizations so that they contribute their part to solve the problems.
2. The finding of the study would guide Women affairs, MOE and other groups. Interested in the question of Women's participation in functional Literacy program to generate their daily income with in Oromiya region and besides the whole countries.
3. It may be useful resource materials for teaching planning and the execution women's participation in functional literacy program.
4. This study is the first of its kind in Oromiya region; the result will be used as a stepping stone for other researcher who wants to conduct in depth study on the same issue.

## **1.5 Delimitation of the study**

This study was delimited to three zones of Oromia regional state, namely: East Shoa, West shoa, and South West Shoa, which constitutes 6-7 woredas from each zone, Thus were from west shoa zone Meta Robii, Ada

Berga, Burayu, Egere, Ginchi and Holoea. From East Shoa Lome Adama, Zukala, Matahara, Arsi Negelle and ,from South west shoa Kokir Ammayaya ,Tole, Waliso , Tulu Bollo and Kersa Mallima, woreda . The study was delimited in to women participating in FALP, in these woreda under the umbrella of Oromiya women's affairs (OWA) and CSTCs, FTC, There are totally 600 women participating in FALP in these 20 Woredas. In one Worda 30-35 women participant existed. They were participating in FAL program in different centers such as CSTC and FTC (Frames Training centers

## **1.6 Limitation of the study**

Although the researcher put maximum effort to make the study more reliable and useful, there were nummeries obstacles encounters during the study. To begin with lack of finance it was one serious problem. Secondly shortage of related research work materials on the topic at the national and zonal level even at the Addis Ababa University was another short coming. Thirdly, to get a respondent at a needed time was also another obstacle. Therefore, the above problems might have affected the study. However, the researcher tried to overcome those short coming, finally emerged with its counter

## **1.7 Definition of Key terms**

**Trainee-** is a person who is being through how to do a particular job: a management trainee a trainee teacher.(Oxford University press.1570)

**Trainer-** (also training show) A person who teaches, people or animals to perform particular job or skill will'.(Oxford University press.1570)

**FAL** is acquisition and use of reading and writing to learn practical knowledge and skills useful for other aspects' of life, such as agriculture, health, civic education, cultural education and so on (MOE, 2006)., FAL is a method of training and educating illiterate adults for development process, literacy skills come only as a part of developing their general skills by increasing their communication skills (Bhold,

**Adult Literacy** it is an activity aimed at the intellectual and civic training of the workers and in addition to the industrial environment and technical demand (.Merriam, 1992)

**CSTC-** Train unemployed youth and adults, to upgrade the skills of farmers, to introduce new technologies and expand income generating activities (.Merriam, 1992

**Adult Education-**Is activities intentionally designed for the purpose of bringing about learning whose age, social role or self perceptions defined them as an adult.

**Participation:** is to take part or have a share in an activities or events. The act of taking part or having a share in an activates (Longman Dictionary of contemporary English)

**Rural Area:-** refers to all localities that are inhabited by less than 2000 people and are not accorded an urban status by the ministry of urban development and housing (CSA, 1988:16)

**Woreda-**Is an area marked of and developed for administrative s purpose with define authority and responsibilities representing a population of up to 100,000peoples (proclamation No 7/1992and (TIG.1992).

## **1.8 Organization of the study**

The study is organized into five chapters. Chapter one deals with the problem and its approach. Chapter two treats review of related literature (chapter three and four deal with the methodology, presentation and analysis of data respectively. The final chapter discussed the summary, conclusion, and recommendations of the study. In order to have a brief background on the concept of functional adult literacy education, importance and major obstacles to upgrade participation of women's functional literacy program in the rural areas, the following chapter will provide the major works done by different authorities in area of the problem under study.

## **CHAPTER TWO**

### **Review of the Related Literature**

The review of related literature focuses on concepts of rural women's participation in Functional Adult Literacy Program. It mainly discusses on factors affecting participation of rural women in functional adult literacy program- such as back-ground of women's education and training, the importance of functional adult literacy program, socio-economic and cultural factors that affects women's participation in functional adult literacy program, women's household responsibilities, women's economic right and their status in the household responsibility, the role of C.STS, and FTC to promote functional adult literacy program and the experiences of different countries in relation to FAL program.

#### **2.1 An overview of women's education and training**

At present, the problem of educational access equality, and quality education and training for women has become the major focus on concern in most developing countries. This reveals that women education and training is vital to economic, social and cultural development. Women are overloaded in domestic responsibilities with low level of educational and training rather than involving in intellectual responsibilities. Concerning this idea King and Hill (1993) have indicated that failing to invest adequately in educating and training women can reduce the potential benefits of educating them. This failure exact a high cost in cost opportunities to raise the potential benefits of educating them. This failure exact a high cost in cost opportunities to raise productivity to increase income and to improve the quality of life. Similarly UNESCO (1998) has stated that equal contribution of both women and men is highly required to bring about sustainable a social, economic and

Cultural development. The opening of the first girl's school in Addis Ababa in Ethiopia. The purpose of the school was to give technical education and training for young women and girls. Initially fifty girls were registered. (Sentry, 1957:77; Maayd, 1969:77)

### **2.1.1 The political background and context of education in Ethiopia**

Ethiopia, with a population of 70 million in October 2003, is the second most populous country in Africa. With a real per capital Gross Domestic Product (GDP) of about 90 US\$, it is one of the poorest countries in the world. According to the Ethiopian Sustainable Development and Poverty Reduction Program (SDPRP), 70% of the adult population is illiterate (MOFED 2002). About 25 million adults working in agriculture, by far the main sector of employment, are lacking basic education, skills and technical knowledge (Sisay 2003).

The government of Ethiopia considers education one of the key developments sectors and provides technical and vocational education and training (TVET) through the Ministry of Education (MOE) and the REBs to those who complete grade 10 or no education at all it offers literacy program and basic skills training in CSTCs where these are variable. According to the education Sector Development Program II (ESDP II) for the period 2002-2005, the target is to provide basic skills training to 65,000 young people and adults in 43 new CSTCs (MOE 2002a).

Whereas the primary education and TVET sub-sectors have been accorded top priority in the education sector by the Ethiopian Government, ANFE has been the least important and only marginally supported education sub-sector for the last decade. Only recently-after the Dakar Forum on Education for All (EFA) and the formulation of the



new Poverty Reduction Strategy (PRS)-has non-formal education as an alternative route to basic primary education received stronger political support. In addition, livelihood-oriented adult and non-formal education initiatives and activities of non-governmental organizations (NGOs) and community-based organizations (CBO) have been recognized as important contributions to the development of the education system (and gradually as a means of poverty reduction).

Compared with other African countries, the national adult education system is unevenly developed among the regions, and then only partially, programs at district (woreda) or community level provide if at all either purely literacy education or skills training but no functional literacy or livelihood training, not to talk of other fields of adult education such as civic, cultural or environmental education or the wide field of confining education. A major factor is the general lack of professionally trained experts at virtually all levels: community development workers, program facilitators and coordinators, planners, materials developers, writers, trainers, lecturers and in particular researchers.

## **2.2 The Importance of Functional Adult Literacy for Economic Development**

Functional Adult Literacy Program when smoothly linked to development activities, benefits learner group (particularly the Rural People) in a number of aspects. It helps adult to enjoy a better life through improvement in agriculture, health and family planning by enabling them to inquire and decide on their daily life changes and to fight prevailing negative perceptions, attitude and harmful.

The rural dwellers in the developing countries are assumed to constitute about 60 percent of the total population. The majority of them are women with dual responsibilities both in daily work and family care. Access to

education and trading is limited water, electricity and transportation area inadequate; social and health facilities are Scarce (NNESCO, 1989:40).In poor countries, famine is repeatedly observed for many years, and the majority of the victims are women and children in the rural areas. Therefore, effective and well planned rural development strategy is a priority for survival. Women constitute a large proportion of the agricultural labor force, the provision of appropriate rural basic education and functional adult literacy is mandatory to increase women's participated in agricultural production (UNESCO, 1989:48).

### **2.2.2 The Importance of FAL for Social Development**

One of the major difficulties of low-income countries in Africa, Asia and Latin America is their rapid population growth which strains their development programs. Thus, reducing fertility rates must be an important part of and development program in these countries. Reducing fertility further depends largely on the level of mothers education[ Cochrane ,1979] .The Turkish literacy program Contributed to the social integration, positive self-concepts, and family cohesion of the women who participated in it. In Turkey, the current research aims to explore social capital building effects of women who live in segregated low income, low education areas of Istanbul, Turkey. The study intends to investigate the common impact of such intervention program regardless of their scope, and beyond specific purposes put forth in the design of the program, A particular empowerment program understudy is a functional adult literacy program.

## **2 .2.3 Females Participation in Economic activities**

Female participation varies substantially among societies, as well as within them. The absolute majority of men are expected to be in the labor force throughout adult life, without interruption (whether employed or unemployed). From entry to retirement. The economic participation of women, on the other hand, in some societies reaches levels as high as those of men and in other society is almost nonexistent, where women are integrated to the labor market, their active lives are discontinuous; frequently marked by several entries and departure, conceding with stages of the family cycle. As research findings on times issues in Latin America, where the level of economic participation by women is relatively low, not understanding marked ratio differences.

### **2.2.4 The Impacts of Functional Adult Literacy on the Empowerment of Women in the absence of Formal education**

Functional adult literacy examines whether the effects of functional literacy are exclusively content specific or whether there are gains going beyond the obvious benefits and extending to other shares of every day functioning, such as self-concept, family relations and social participation. The participants of development intervention program implemented in Turkey, the functional Adult Literacy program were studied for changes beyond specific gain in literacy. It took the form of a pretest/post test design that examined women's self concept, family dynamic, social participation, and self efficiency before and after the intervention program. It involved a survey measuring the effects of a literacy program on women's self concept, social participation, and family dynamics and an experimental module assessing the impacts of literacy on comprehension of TV, NEWS. Participants had concluded the program, examined the stability of the gains and possible employment outcomes. In Turkey the functional Adult Literacy program contributed

to women's social integration, positive self concept, and family cohesion. There were also cognitive gains. [UNESCO, 1989,45]

### **Dimensions of rural poverty**

At the heart of every human experience is the desire to survive and prosper. To live without fear, hunger or suffering. To imagine how your life could be better and then have the means yourself to change it. Yet, every day, 1.2 billion people-one fifth of the world's inhabitants- cannot fulfill their most basic needs, let alone attain their dreams or desires. The largest segment of the world's poor is the 800 million poor women, children and men who live in rural environments. These are the subsistence farmers and herders, the fishers and migrant workers, the artisans and indigenous peoples whose daily struggles seldom capture world attention.

Empowering rural people especially women is an essential first step eradicating poverty. It respects the willingness and capability that each of us has to take charge of our own life and to seek out opportunities to make it better.

Statistics of poverty, hunger and malnutrition

- More than one billion people in the world live on less than US\$1 a day
- 2.7 billion struggle to survive on less than US\$2 per day
- More than 800 million people go to bed hungry every day, including 300 million children
- Every 3.6 seconds a person dies of starvation, and most of those who die are children under age 5
- Every year 6 million children die from malnutrition before their fifth birthday (IFAD, 2001).

## **2.3 Women's Empowerment through Functional Adult Literacy program**

### **2.3.1 Social Empowerment**

The Universal Declaration of Human Rights affirmed the essential dignity and integrity of all human beings. Yet in far too many cases, women's rights are more limited than those of men. The situation is particularly difficult for rural women who are often denied the most basic economic and social rights to own property, to find decent work and to have an education and good health. Without these basic rights, it is difficult for rural women to develop their own capacities fully and make a decent living as agriculturists, entrepreneurs or wage earners.[MOE,2002]

There is an age-old idea that women's rights should be secondary to men's because men are the main breadwinners and leaders of society. But the world is changing. Globalization and other economic and social forces are affecting the rural landscape in new and profound ways, changing the economic reality of people's situations and, consequently, the social structure. Most rural economies are becoming more heavily cash-oriented than in the past, putting pressure on rural households to have higher cash incomes. This need for cash is felt by both men and women and has pushed many women into income-generating activities or wage labor so that they buy food and other essentials. Migration, increasingly high separation and divorce rates, war and AIDS are also increasing the numbers of female-headed rural households worldwide. This leaves women with total responsibility for earning living and raising, feeding and educating young children. Although female-headed households are increasing in almost all regions, the situation is most dramatic in sub-Saharan African and the Caribbean where women head approximately 30 percent of rural households. In many Southern Africa Countries, they almost completely dominate the traditional farming sector [MOE, 2002].



### **2.3.2 Women's role in food Security**

In Sub-Saharan Africa, women contribute roughly 60 to 80 percent of labor in food production, both for household consumption and for sale. In Asia, women account for approximately 50 percent of overall regional food production. In South and Southeast Asia, women play a major role in rice production, generally providing the unpaid family or wage labor needed for sowing, transplanting, harvesting and processing. Throughout the Pacific, women play prominent roles in food marketing and in fisheries. In Latin America, although the women still contribute 40 percent of the agricultural supply to the internal market and women's gardens and agricultural plots often constitute the only means of diversifying the family's diet [Sisay W, 2002].

## **2.4 Socio Economic Factors that affect women Participation in FLP**

### **2.4.1 Economic Factors**

In many societies, tradition dictates that the men eat first and receive the best food. When food is scarce, this often means that women and children go without. Thus, women in the developing world are more likely to be undernourished than men. Closely spaced pregnancies also take their toll, leading in many cases to anemia, a major cause of maternal mortality. Women's active involvement in agriculture usually translates into a heavy workload. Poor rural women can work as many as 16 to 18 hours per day, doing field work as well as handling all their domestic responsibilities. This heavy workload can have a negative affect not only on women's own health but on family nutrition as well. For example, participatory rural appraisals carried out under a food security and nutrition project in the Luapula Valley of Zambia found that women's work burden is the biggest constraint to household food security in the

project area. Poor rural women simply do not have enough time during the day to do everything -work in their fields, which are often distant from their homes, collect water and fuel wood, prepare meals and care for the sick and the elderly. Women have no choice but to cut back cooked meals and introduce shortcuts in food preparation which have a negative impact on children's nutrition and the overall food security of the household.[Theh,1999] In most traditional societies, a woman's status within the family household is almost always derived from her relationship to males within the household (as mother, wife or daughter).[Chaplan,1989]

Thus, women seldom have individual rights to land, water and other resources that are necessary for raising the productivity of their agricultural activity. In many countries, laws limit women's ability to own property and participate fully in development. In others, legislation has affirmed women's basic right to own land and other resources but customary practices and laws effectively limit its application. Why are women's rights to land so important? As a group of landless women in India replied in answer to a query from development workers about whether they wanted better houses: "We want (arable) land, all the rest is humbug." Land is not only the most basic agricultural input but ownership of and control over land are also crucial determinants in whether a farmer has access to other resources and participates in local decision-making processes. For example, without landownership as collateral, women farmers and entrepreneurs have little access to institutional sources of credit. They are rarely considered as clientele for agricultural research and development program or users of improved technologies. Technical training and extension program overlook them because they are not considered producers.



Cultural factors are also important. If, for example, adult learners feel that the content of a lesson or the learning process, itself interferes with their belief systems and values, there may withdraw from the learning situation out of respect for their own cultural mores. It is important to understand the obstacles in order to be able to identify them and take appropriate steps to deal with them before they actually hinder effective leaning or training. In accordance with its multi-year program of work for 2002-2006, the Commission on the Status of Women (CSW) will review the thematic issue of "Enhanced participation of women in development: An enabling environment for achieving gender equality and the advancement of women, taking into account, inter alia, in the fields of education, health and work", at its fiftieth session from 27 February to 10 March 2006.

The report of the Secretary-General on the review of the implementation of the Beijing Platform for Action and the outcome documents of the twenty-third special session of the General Assembly, submitted to the 49th session of the commission in 2005, noted that the status and role of women has undergone a significant change over tire past ten years, although not at an equal pace in all regions. Achievements noted included increased awareness, policy reforms, improved legislative frameworks, and institutional development at the national level in many countries. Positive developments include the establishment of national policies and strategies for gender equality; adherence to international and regional instruments for the protection of the human rights of women; increased diversity in the mechanisms promoting and monitoring attention to gender equality; attention to resource allocations through gender-sensitive budgeting; the recognition of the critical role played by NGOs in awareness-raising, advocacy, monitoring and program delivery; and efforts to engage men and boys more actively in the promotion of gender equality (CSW,2006).

Yet, ten years after the adoption of the Beijing Platform for Action by the Fourth World Conference on Women in 1995, a large gap remains between policy and practice. Discriminatory practices and public attitudes towards the advancement of women and gender equality have not changed at the same pace as policy, legal and institutional frameworks. The Commission on the Status of Women, at its forty-ninth session in 2005, adopted a Declaration in which Governments pledged to undertake further action to ensure the full and accelerated implementation of the Platform [Amendzro, A2004]

#### **2.4.2 Eliminating discrimination against women**

The need to recognize a range of complementary rights to improve rural women's access to food, health, education, training and opportunities for employment has been outlined in the 1979 Convention on the Elimination of all Forms of Discrimination against Women (CEDAW). CEDAW is the most important United Nations convention dedicated to women's rights. As of 1997, 153 states had ratified or adhered to the Convention. In a special article on the problems of rural women (Article 14), CEDAW asks States Parties to ensure that rural women have the right to:

- agricultural credit and loans, marketing facilities, appropriate technology and equal treatment in land and agrarian reform and resettlement schemes;
- training, education and extension services in order to increase their technical efficiency;
- participation in development planning at all levels;
- organization of self-help groups and cooperatives;
- Access to adequate health care facilities, including information, counseling and services in family planning.

There is, of course, a strong linkage between the right to food and other fundamental human rights. For poor rural women, the rights to education, knowledge and employment are prerequisites for assuring their own food security and that of their families. Women have far less access to education and information than men. According to global studies, only 58 percent of women in developing countries can read and write, compared with 79 percent of men.

Yet, when rural women are asked what is the single most important form of assistance they need, they most often answer that they want training in agricultural techniques, literacy or business skills. Rural women thus recognize that education and training are the primary stepping stones to being able to improve their lives. Wage-earning opportunities and formal employment are becoming increasingly important to rural women, but steady jobs are scarce and women's employment rights not adequately protected. Where they do find employment, female wage workers are generally concentrated in low-status, low-skill and low-paid jobs with long hours and poor working conditions. With only a few exceptions, women tend to be paid less than men are. For women with formal job, the right to organize is important. But there are few trade unions or other formal organizations that truly represent rural women's interests and respond to their needs.

Karl's (1995) study identifies the measures commonly used by development agencies to include empowerment to increase women's economic status through employment, income generation and access to credit; and empowerment through integrated rural development program in which strengthening women's economic status is only one component along with education, literacy, the provision of basic needs and services, and fertility control. In recent terms focus has been on integrated quality health care provision, inclusion in sustainable natural resource

management, full participation in governance especially at the grass roots level etc.

The position of the women in the Mo communities is complicated and challenging. The females are more disadvantaged than the males. The Mo communities have features of a rural community as well as high population pressures, decreasing agricultural yields, land degradation and deforestation as well as traditional problems with poverty and gender inequalities. As a result of these, many other projects have sued the women's groups for village level activities (Ghana-Canada In-Concert, 2000).

## **2.5 Socio-cultural factors that hinders female participation in education traditional and cultural beliefs**

In most traditional societies of the world, the attitude toward women is characterized by what has come to be known as male chauvinism. In most cultures of Ethiopia the patriarchal system is dominant in division of labor by sex dominating stereotyped roles limiting females to think of a mother and a house keeper and promoting ideal and norm, reinforcing these (Tsehi, 1991:99).

As Genet Cited in Tsehi, females are accorded low status and as a result have never made distinctive contribution to the society of the future. The low status given to women in the society leading to gender bias restricts girls to house work and marriage. It further makes females consider men as leaders. Females do not participate in decision making in the family affairs and public issues. Females status in traditional Ethiopia is driven to a great extent from her husband status. Seyoum (1986:3) states, women exists to please men, and from this idea the attitude that women should be dependent on men for every thing especially their identities, their definition of whom they are. This traditional society had also

believed that educated women resort to wicked ways and kill their husbands, and due to this and other beliefs even the daughter of the upper class learnt nothing but managing the affairs of the house (Pankhurst, 1968: 75-76).

The low status given to women through socialization by patriarchal thinking in the society have made societies developed negative view about females potentials and capacities in education women are often trivialized and depicted as trouble some as in adequate, while men were show women as performing difficulties or prestigious tasks (FAWE, 1997:23).Parent and community at large, wrongly believe that boys are more intelligent, more capable and more responsible than girls. As a result, girls grow up believing that they are totally inferior to boys simply because they are girls. Girl's contribution to such belief is quoted by Abebayeh (1995:42) as, the extent to which women themselves internalize or reject traditional sex role stereotyping also limits their career progress to a greater extent.

There fore, females developed a negative view and think they are different and inferior to men. As a result they achieve poorly in their academic activities and may repeat grades or dropout schooling. This traditional belief shows that education of boys is more crucial and takes boys as more intelligent than girls. This belief contributes to low participation of females in school. This difference makes female education as low one and as nothing contributes to development. Generally, this to mean that, the tradition which dictates girls must work at home and the socialization of such beliefs had a strong bearing on the education of females. It has contributed either to their poor performance or to the negative attitude parents have on the potential and education of female. .

Accordingly, certain general reasons have been provided by Jabre (1988:23) regarding the obstacles of females' education, girls are

unvalued in the household economy where they help their mothers in all tasks such as supply of water and fire-wood, subsistence agriculture, grinding of millet, cleaning the house, etc. Rose and others (1997:10-12) describe that nearly 300 million school-aged children around the world who do not get schooling opportunities, girls constitute more than 60%. About 56% of the enrolled girls either drop out or repeat grades those who continue their education are usually found performing poorly. These are effects of gender bias in the patriarchal world where females are discriminated against social, economic and cultural opportunities. Women's education is part of this development process. The impact of women's education can be seen from an economic and social perspective.

### **2.5.1 Cultural Values**

In the southern African situation, women are regarded as the property of her man mainly because of the bride price. Also in the region women especially rural women are the hardest to convince that women deserve equal rights because for generations women have watched their mothers, sisters, aunts, cousins, friends being abused. They grow up believing that it is a way of life and ought to be expected. Women have been raised to believe that they are inferior to men (Felicia.S, 1998:41-42)

### **2.5.2 Societal attitudes**

Society condones violence. This is demonstrated by society refusing to talk about it, society refusing to intervene when called upon for help, people tend to shrug shoulders and continue with whatever they are doing. For example a woman may be crying for help when her husband is battering her.-but no one will come to her aid. They may only come to her aid when they think that the woman's life is threatened (Felicia1992).



### **2.5.3 Cultural Factors**

Cultural factors are also important. If, for example, adult learners feel that the content of a lesson or the learning process, itself interferes with their belief systems and values, there may withdraw from the learning situation out of respect for their own cultural mores. It is important to understand the obstacles in order to be able to identify them and take appropriate steps to deal with them before they actually hinder effective leaning or training. In accordance with its multi-year program of work for 2002-2006, the Commission on the Status of Women (CSW) will review the thematic issue of "Enhanced participation of women in development: An enabling environment for achieving gender equality and the advancement of women, taking into account, inter alia, in the fields of education, health and work", at its fiftieth session from 27 February to 10 March 2006. The report of the Secretary-General on the review of the implementation of the Beijing Platform for Action and the outcome documents of the twenty-third special session of the General Assembly, submitted to the 49th session of the commission in 2005, noted that the status and role of women has undergone a significant change over the past ten years, although not at an equal pace in all regions. Achievements noted included increased awareness, policy reforms, improved legislative frameworks, and institutional development at the national level in many countries. Positive developments include the establishment of national policies and strategies for gender equality; adherence to international and regional instruments for the protection of the human rights of women; increased diversity in the mechanisms promoting and monitoring attention to gender equality; attention to resource allocations through gender-sensitive budgeting; the recognition of the critical role played by NGOs in awareness-raising, advocacy, monitoring and program delivery; and efforts to engage men and boys more actively in the promotion of gender equality.



Yet, ten years after the adoption of the Beijing Platform for Action by the Fourth World Conference on Women in 1995, a large gap remains between policy and practice. Discriminatory practices and public attitudes towards the advancement of women and gender equality have not changed at the same pace as policy, legal and institutional frameworks and policy environment, the availability of international financing for development, and the development of new technologies. Some global trends and measures also affect women at the micro-level. Globalization, including trade liberalization for example, affects women's migration and employment. Changes in aid modalities and structural reforms, while aiming to create overall enabling environments for development, may have limited or even adverse effects if they do not take into account gender perspectives and the interests and needs of women. .

## **2.6 Women's participation**

### **2.6.1 Women's participation in health, education and work**

The consideration by the Commission on the Status of Women of the theme of an enabling environment for women's participation in development will take into account; inter alia, the fields of education, health and work. These three areas are recognized as critical for women's effective participation in development. As noted in the Report on the World Social Situation 2005, societies that do not provide educational opportunities for all, adequate health care and decent employment are doomed to fail. Better education, access to health services, and opportunities for work, particularly outside the household, comprises a set of critical conditions for positive changes in women's involvement in development. Research has shown that a certain level of education and health strengthens women's human capital and is a necessary prerequisite: for women's participation in the formal or informal labor market. Evidence shows that the higher the education, the more likely

women are to have access to formal and higher-paying employment, and thus the potential to make autonomous economic choices. However' persistent gender stereotypes, which hinder women from fully utilizing their education and training, need to be explicitly address. Conversely, work is an entry point for women/ access to other services, such as health and further education and training. Education and health are also fields of employment for women, mostly in the public sector. However, economic adjustment policies, including fiscal austerity and the privatization of welfare services, have been threatening opportunities for work in the public sector.[ Karl ,191995]

Health, education and work are also included in the seven interdependent strategic priorities identified by the Millennium Task Force on Gender Equality -strengthening opportunities for post-primary education of girls; guaranteeing sexual and reproductive health and rights; investing in infrastructure to reduce women's and girls' time burden; guaranteeing women's property and inheritance right; reducing gender inequality in employment! Increasing women's representation in political bodies; combating violence against women; gathering data and developing indicators for monitoring progress; and financing costs of interventions to achieve gender equality. Heads of States endorsed the majority of these priorities in the 2005 World Summit outcome'

The Beijing Platform for Action also provided strategic objectives and specific actions in the areas of health, education, and work. In the field of education and training of women, the Beijing Platform for Actions strategic objectives focus on ensuring equal access to education; eradicating illiteracy among women; improving women's access to vocational training, science and technology, and training; allocating sufficient resources for and monitoring the implementation of

educational reforms; and promoting lifelong education and training for girls and women.

In the area of health, the Platform's strategic objectives aim to increase women's access throughout the life cycle to appropriate, affordable and quality health care, information and related services; strengthen preventive program that promote women's health; undertake gender-sensitive initiatives that address sexually transmitted disease, HIV/AIDS, and sexual and reproductive health issues; promote research and disseminate information; and increase resources and monitor follow-up for women's health'

In the field of economy, the Platform's strategic objectives focus on promoting women's economic rights and independence, including access to employment, appropriate working conditions and over economic resources facilitating women's equal access to resource, employment markets and trade, providing business services, training and access to markets, information and technology, particularly to low-income women; strengthening women's economic capacity and commercial networks; eliminating occupational segregation and all forms of employment discrimination; ant p[Moser,1993[

The provision of Articles 10, 11 and 12 of CEDAW stipulate the legal commitments of states parties to take all appropriate measures to eliminate discrimination against women and ensure to women equal access and equal rights in the fields of education, employment and health. The Committee for the Elimination of Discrimination against Women has recommended a comprehensive approach to ensuring the implementation of CEDAW provisions in these three areas, including through women's active participation. For example, the Committee stated that Governments should involve women in the planning, implementation and monitoring of health policies and program and in

the provision of health services to women. The commitments and roadmaps for gender equality and women's empowerment are clearly laid out at international level and increasingly at regional and national level. The main challenge is to identify concrete institutional change strategies that can transform the environment to enable the realization of women's participation in development. .

In every area of the world, women are responsible for feeding their family and hence are the major producers of food crops. Women had their own problems' often related to health, nutrition and clothing. Rural development is also closely linked to health and feeding of children, e.g. breast-feeding as well as to home economics. Caplan, (1989, as cited in Omari, 1995; 46) states the impacts of increasing scarcity of village resources has been disproportionately shouldered by women'[Karl, 1995]

Women work particularly in the so called "unproductive areas such as trade and service, while men are employed in production. The division of labor is a consequence of the gender-specific division distribution of roles and tasks in the family and society. Good education does little to change the limited employment opportunities for women in many African Countries. Since women are generally poorly educated and have little access to information, they do work which they have traditionally learnt and is to certain extent an extension of what they do as housewives: they prepare and sell food (beer, fruit, juices, bread, cakes, smoked fish, etc), they sell goods (especially food stuff), they make handcraft items and so on. The range of their activities also depends on where looking after children.

For instance, Oscare (1997:3) contributing on the state and nature of small business in Kenya notes that, for household of families who either do not have formal employment or choose self employment are engaged in micro and small business activities such as shops, food vegetable

kiosks. Majority of such small scale enterprises are started with minimal capital out lays little relevant skills and rarely grow into larger enterprise.

### **2.6.2 Women's Role in development**

Women play a major role in the rural area, though it is often scarcely appreciate compared to that of men. Despite having an important place in rural labor, they are hardly ever acknowledged as producers or held responsible for the management of natural the heads of family of a fifth of rural home and, in some regions, of a third of such homes, they only own around 1% of the land. Therefore, despite the legal progress made in the last few years, the access to control over land is still reduced and limited for most rural women. This has intensified the difficulties and limitations to access credit, technical assistance participation, all of them essential for development.

Even less value is given to dally reproductive tasks (fuel, water and food supply for home consumption and for sale), which are almost exclusively performed by them and carried out together with productive activities. since they are mainly and they are their main guarantee of survival but this contribution, which systematically implies "double working hours" usually remains unnoticed, and the IDB (1995) shows that the amount of female population who is economically active in the rural sector is up to five times more than the figures registered in official surveys and censuses. It is true that in low income countries with food defects this disparity is even noticeable and it shows a clear correspondence between women and poverty, which acquires dramatic proportions in rural areas.

Statistics show that almost 70% of the economically active women work in the rural sector in emerging regions and those female farmers are nowadays the majority of the 1500 million people who live in absolute poverty. When female farmers' access to means of production is reduced,

the number of people suffering from poverty and its direct consequences (hunger, malnutrition and disease) rise inescapably. Furthermore the overload of work women suffer is reflected in a sharp rise in child labor, when the resulting increase in school dropout, together with the lack of access to technology as well as to public bodies of social security and support to old age.

The fact that these issues are not taken into account in policies has a strong consequence in the expected results: it can lead to an increase in women's work load it can badly affect their health and, of course, it implies a complete waste their contributions and abilities. For that reason, it is utterly necessary that a systematic gender perspective be adopted to assess development processes. Indeed, it should be present at the diagnosis stage of the original situation and throughout the phases and modes of intervention in order to ensure effectively quality and sustainable in the actions undertaken. [UNICEF, 1992]

## **2.7 Women's household responsibility, And The Role of Education**

Women have much responsibility for health care in rural society, and discuss such problems very much, as for example the long distances to health care services for their families. Their work-load is heavy and often their health status is weak and their nutritional status low. Maternal deaths caused by multiple pregnancies are a threat to the families. Caplan, (1989, as cited in Omari, 1995:a6) states the impact of increasing scarcity of village resources has been disproportionately shouldered by women, even to the extent of reduced food intake on the part of girls relative to boy. Women appear to occupy a separate world in which male support, be it that of husbands, fathers or sons, plays little



part. As a result, women preferred having daughters to sons as voiced by one women interviewee:

*It is better to have girls than boys. A girl will pound for you, she'll fetch water for you, she'll go for fire wood for you and when you die, she'll wash your corpse. But a boy doesn't pound, he doesn't fetch water, he doesn't do anything, may be he'll dig your grave. (Caplan, 1989:205).*

Supporting the above idea Birgit (19BB:8) states that, gender roles still play a great role in rural societies and much basic work is carried out by women. As Birgit explained, because of this work load, of the time will be spending in handling these household chores. Dexter's, (1972:225) pointed to "the ideal of dignified leisure for women" in the nineteenth century, which created negative judgments of women working outside the home. So for women who are engaged in income generating activity managing her business will be held in time after her work at home. This will make her uncompetitive and unproductive, generating activities alongside their production activities, better control of production methods, and improved natural resource management. As a result they will be able to ensure food security for the future of which they are the guarantors.). As Bouman, (1989:136) indicated scarcity of capital is the real bottleneck for women's productivity in income generating activities. There are factors which inhibit women's for access to finance. Mwanyikas explains, one of the limiting factors is the failure to raise capital from own sources because of social cultural impediments, which favor male dominance of economic resources (Mwanyikas 1985 as cited in Kamuzora 2002:121).

According to UNICEF, (1992) report women from majority of the population living under desperate poverty and are more frequently than men responsible for providing basic needs for their families. Women's are



mainly in control of food crops. If little income is generated it is from surplus food crops. Even then, such income is awaited for by a string of household needs, which barely allow for any surplus left accumulating for any meaningful investment (Ngindo & Nijema, 1989 as cited in kamuzora 2002:12). It means either their initial capital or their additional investment is only their income generated from selling their surplus or saved crops. However, the nature of rural development demands that one be engaged in a gainful employment or an income generating activity in order to sustain a living.

Considering this Pala (1974) states that, in many cases rural women desperately need an extra income to supplement their family income and to meet the over all welfare needs of their families. To support this McCormick (1996:66-67) states in her research in Kenya, she found out that women enterprises start with very small initial working capital. Many women obtained this working capital from their own saving and loans obtained from informal source.

As Hayat cited Instraw explained the factor and cause concerning capital: One of them is limited access of capital. Because of their socioeconomic condition and that access is traditionally denied by financial policies of the lending institutions, by national legislations and by social mores and yet in many cases it is women, particularly the poorest of the poor who are the direst need of finances to survive their family (Instraw, 1990 as cited in Hayat 1997:18).

Generally, the barriers that face in obtaining and using financial service are closely related to their gender roles. Socially and culturally defined roles and responsibilities influence the kinds of business activities that are most likely to engage women and restrict their ability to take advantage of conventional banking and credit facilities.

## **2.7. 1. Formal Education**

Education, which is one of the major human activities, plays a vital role to promote national development and thus bring about positive changes in the lives of the people. Regarding this UNESCO (1999:75) indicated that education is single most powerful means to improve the quality of life, the most powerful weapon to overcome poverty. Education in its essence opens doors to both personal and social development.

Supporting the above idea Asheber (1998:38) states that, it is strongly believed the real improvements in work attitudes, labor management relations and above all productivity can only come about after widespread awareness of the concept of productivity. To this effect education has significant role to play.

According to Good (1973:202) education is the aggregate of all the process by means of which a person develops abilities, attitudes and other forms of behavior of positive value in the society in which he lives. Education, as a means to bring the desired human resource development has to be closely linked with the productive life of society. As a result schools and training centers play a significant role.

One important barrier to women's ability to gain power over their lives in the household and in the economy is the lack of education. While both male and female illiteracy under education are problems in many parts of Africa, females are far more likely to be illiterate than males, and the higher up one goes in the education system, the larger the gender gap (Population Bureau, 2001 as cited in Wagna et al, 2002:31). Women also engage in the informal sector enterprises because of lack of appropriate employment opportunities for them in the modern formal sectors (Aspaas, 1991). In most societies, educational opportunities are given to

men instead of women. This in turn tends to put women in disadvantaged positions and not to compete favorably with men in formal sector employment. This created real disadvantage for women when it come to managing a business. Further, this lack of education will create a very big gap not only for women's who engage in income generating activity, but also for women who manage their home.

According to Mulindwa (1992 as cited in, Mbaa-lu-Mukasa 1997:15) many small-scale women entrepreneurs lack the benefit of a good educational background yet it is vital for the success and expansion of their businesses. Consequently, they generally lack both the technical skills and the businesses management skills. Significance of education is also stressed, by Strass man (1987) who observes that education of the operation of a home based enterprise, other things being equal, should be associated with higher home based enterprise income.

Therefore, educational level is an indicator not only' of those economically active in agriculture and business but those knowledgeable in it. It is assumed that those with a longer period of education are more adjustable to new technologies and are able to experiment with new methods of farming and income generating activity/ compared to those with limited education or none at all. This is not to mention that higher educational standards could mean a good wage employment which can provide money for investment in the farm and business.

Family planning is the main problem for women's productivity. For instance a rural woman from Mafia Island interviewed by Caplan during the mid 1980 commented:

*Children are our wealth and we want them, we don't have other wealth. If someone has only two or three children, we will pity them. If you have five or six, that's better. They will look after you' I have heard that you can get sterilized in*

*Dar... after bearing a few children but we don't have that here. It's nice to have a lot of children you say, today I will go and see this one, tomorrow I'll go and see that one, or they come to see you and you are very pleased (Caplan, 1995:46).*

Nowadays' population increment is not only a problem to the Country but also a problem to the family in particular. For instance, as family becomes large, parents become unable to support their children adequately. To conclude, family planning has an effect in income generating activity. We discussed major reasons to be family planning, work load etc. This affected women's in the participation of functional adult literacy

### **2.7.2. Non formal Education/Training**

As historian William Chafe pointed out, U.S. participation in World War I helped women gain access to more training and more responsibilities in business (Chafe, 1972:89). According to Birgit (1988:8) non-formal education has reached many in rural areas, and it was observed that advice given in such teaching had resulted in changes in customs and progress in development.

However, as women's work at home is never ended, SO also the role of women in the rural economies remains unfulfilled. For most women on the rural farms the great opportunity is still a dream. Women have often desired some technical training, but they are often neglected by the extension officers. Njoku (1980:7a) elaborated the idea as follows- the input and output of the rural African women is an indication that they need more and better training in agricultural production and market operations. For them to achieve good and profitable marketing better policies and programs should be pursued for the benefit of the rural farmers.

The type and extent of training available to women setting up their own business is limited. Mixed male/female training courses, whose content and method tend to be based on the needs and approach of male entrepreneurs, do not always meet the requirement of women starting an enterprise (Robertson, 1995 as cited in Wanga et. al. 2002:33). Because of this to empower women's knowledge in business the trainings should be directed towards women. As we saw, the mixing of both genders became unable to make the women fruitful as expected.

In relation to this Smith, states that, the ramifications of the gender biases in education and training is that men are learning skills that are likely to lead to better jobs or to develop enterprises with much greater potential for growth and remuneration than those of women (Smith, 1995:235). Similarly women's lack of education or training also prevents them taking advantage of technological progress that could improve their lives by limiting their access to the various support services needed for the growth of a business.

The role of education and training in women's productivity in income generating activity is too many. Such as to assist the media (both the press, radio and TV) in promoting a coherent set of concepts and attitudes that will help bring about better work attitudes, job involvement, labor-management relations and higher productivity etc. to support this idea Otero (1937) indicates that some training offered

It is further explained in the Encarta Reference Library that unlike other types of education, adult education is defined by the student population rather than by the content or complexity of a learning program. Adult education could therefore mean any teaching- learning activity organized for adults irrespective of mode of delivery, content or level; It includes both formal and non-formal educational programs like university credit programs, literacy training, community development, on-the-job training,

and continuing professional education. Programs vary in organization from casual, incidental learning to formal college credit courses. Institutions offering education to adults include colleges, libraries, museums, social services, government agencies, businesses, non-governmental organizations, churches etc. (Pomary, 1992:21).

A person's desire to participate in an educational program often is the result of a changing personal, social, or vocational situation. This individual orientation has resulted in the creation of a continually changing, dynamic field able to respond to the varied needs of society. Recognizing the need to update information and skills, the desire for knowledge and information is also increasing among women. Rapidly changing technical fields also require constant updating of information in order for workers to remain effective and productive (Pomary, 1992:21).

### **2.7.3 The Women's Empowerment Concept**

Private researchers, donor literature, policy documents and several literatures have shared views on women's empowerment. Karl (1995) remarks that long before the world became popular women were speaking about gaining control over their lives, and participating in decisions that affected them in the home and the community, in government and international development policies and adds that the word empowerment captures this sense of gaining control, and of participating in decision-making. The word has entered the vocabulary of development agencies, and other international organizations. In defining the term empowerment,, Karl (1995:14) explains what power means to her as:

Women who participate in literacy in literacy program have better knowledge of health and family planning, and are more likely to adopt preventive health measures.



.(Karl (1995) pointed that it could also be observed that culture, tradition, formed opinions and perceptions all combine to define a marginalized status for women in society. Efforts will therefore have to be made to transform the patriarchal society through conscientization and awareness creation. In these process traditions, structures, institutions and ideologies that have contributed to the discrimination and subordination of women will have to be challenged. Some of these traditions and structures include the extended family, the caste system, ethnicity, religion, the media, the law, policies, and top down development approaches as against bottom-up or participatory approaches among others.

In providing a women's empowerment framework Karl (1995) gives five levels which include welfare, access, conscientization, participation and control, These levels also reflect the various approach that have been used to promote the empowerment of women over the years. The first level, welfare, addresses the basic needs of women. This approach does not recognize or attempt to solve the underlying structural causes which necessitate provision of welfare services. At this point women are merely passive beneficiaries of welfare benefits. It is obvious that such an approach promotes dependence on the provider.

Access, the second level, involves equality of access to resources, such as education, opportunities, land and credit. This is essential for women to make meaningful progress. The path to empowerment is initiated when women recognize their lack of access to resources as a barrier to their growth and overall well-being and take action to address it.

Conscientization is a crucial point in the empowerment framework. For women to take appropriate action to close gender gaps or gender inequalities there must be recognition that their problems stem from inherent structural and institutional discrimination. They must also



recognize the role they can often play in reinforcing the system that restricts their growth..

In the framework, control is presented as the ultimate level of equity and empowerment. At this stage women are able to make decisions over their lives and the lives of their children, and play an organization (UNESCO) has long supported the concept that education must be considered an ongoing process. UNESCO has encouraged literacy program. Agricultural extension, and community instruction. It is in the light of this that adult education becomes crucial for facilitating empowerment among women, (UNESCO, 2006)

### **Adult Education for Women's Empowerment**

. To some extent the women's low level of education had also affected their chances of sharing their views in public and having their views being taken into account. This implies that the women need some skill training to improve upon their income-generating activities, functional literacy program to upgrade their reading and writing skills, awareness creation program in general and access to public information to make them more enlightened. With this sort of capacity building and human development activities coupled with some incentives for higher productivity, the women's capacity could be enhanced. Specific adult educational activities for the different areas of study to facilitate the women's

among women, it will be crucial for change and development agents to organize training for them in farming and other small scale businesses to be able to acquire more skills to enhance their careers.

Traditional authorities could also manage to remove the traditional inhibitions which prevent women from getting equal access to land for agricultural purposes. Incentives like credit facilities, modern technology

for higher productivity, extension services and other assistance will have to be made available to women so that they could improve upon their production and be able to acquire enough capital and a regular source of income as well.

In addition women will have to be encouraged and educated to engage in banking transactions other than the 'susu'(saving money with unauthorized individuals) means of saving money so that they could benefit from incentives like loans from banks, If women are not comfortable with the bank's formalities, the bank will have to be brought to the level of the women.

#### **2.7.4 Women's Economic Right and Status in the Household Responsibility**

Adult education aims at improving the situation of people by increasing their skills, knowledge and awareness. The survey on the women of Mo communities of Ghana helped to assess their educational, economic and decision-making levels, Though the study revealed a high level of participation in decision-making in the home and community and economic independence, about

#### **2.7.5 Economic Empowerment**

The results revealed that almost 99% of the women engaged in income-generating activities; 97% reported being able to manage their own income-generating activities; 83% were allowed by husbands to decide on how to use their own money; 88% of the women had access to land for agricultural purposes; 83% were allowed by their husbands to cultivate for commercial purposes; 63% were capable of controlling or managing their own income; and 94% of the women were upon their career. Based on these results, it could be emphasized that the women had a high level of economic indolence. It was further observed that 64% of the women depended on their husbands because they did not have a regular source

of income. This implies that the women need to be strengthened or assisted in order to reduce their level of dependence

## **2.8 The Place of Adult Education.**

In Ethiopia, more than 400 CSTCs are badly underused not only due to low budgets but also due to lack of trained coordinators who can design need-based and life skill-oriented training program. Staff are largely unmotivated, not sufficiently trained or not in place at all. Skills training areas are all the same in most centers. However, they differ both in the complexity of the content and in the duration of courses, depending on the availability of funds. The training concentrates only on technical know-how and it does not prepare learners for economic activities or enable trainees to open a business. Training materials such as tools, working instruments and raw materials are available in insufficient quantities only, and learning materials are virtually absent. The program is not demand-oriented, and neither linked to credit schemes nor fully owned by the community (Albinson/Olofsson/Salomonson 1985, IER/AAU 1994, SNNPR Education Bureau 1996, Abebe 1996, ANFE Panel OREB 1997, Asnake 1998, Burckhardt 2000, Guluma 2002, Zelleke 2003).

Against this background, IIZ/DVV has been assisting, among other program the basic skills training program of the MOE and some REBs right from the beginning in Ethiopia in 1995 (Hildebrand 1998). Theoretical explanations and justifications of the approach can be found in the documentation on many practical experiences, in theories' and concepts of empowerment, income generation, livelihood, community development and vocational training. Particularly over the last four to five years, the EXPRO program has subsequently evolved out of a number of practical interventions, which can be characterized as follows:

## **2.9 The Role of CSTC and FTC to Promote Functional Adult Literacy Program**

The non formal education program includes a range of basic education and training for out school children and adults. The program is basically focused on literacy, numeracy and environment to enhance learner to develop problem solving basic skills training to youth and Adults in the community skill training centre. Using farmers training center (FTC) and community skill training center (CSTC) as an option because they are dealing with different kinds of small scale industry or training. It is possible to conduct training program like civic right, health and education in the centers.

- i) Help adult learners to be sensitized and aware of the true nature and reasons for their situation, their problems and how their conditions can be improved
- ii) to enable adult learners to acquire practical knowledge and skills and proper attitudes and use them to improve their livelihoods. .

The approach is also integrated because it makes use of different sectoral workers in the field to address the learning or different issues at hand. It is not possible for the literacy instructor alone to adequately to cover the different subject matter needed to address the learners' needs. Therefore literacy workers work closely with extension workers from agriculture, health, education, trade and industry among others. It is important to note that the approach keeps learning and life together by tying the learning to those things that the learners are already doing and first helping them to do those better before enabling them to start on new activities. To ensure this link to life, the approach aims at immediate application of what is learnt in real life situations (Hildebrand, 1998)

## **CHAPTER THREE**

### **3. RESEARCH DESIGN AND METHODOLOGY.**

This chapter includes detailed description of the manner in which decision was made about the type of data gathered for the study, the tools and approaches used for their collection and the method by which they were collected, definition of the population, the size of the sample and the rationale for the size, number of subject included and declined, statistical tools used and the rationale for using them dealt in this chapter.

#### **3.1 Methods of the study**

The research method that employed was descriptive survey method. The method enables the researcher to assess the present situation and helps to identify some of the major factors that hindered women participation in functional literacy program. Furthermore, the descriptive survey method had also enabled the researcher to find out the solutions for the existing problem that affects women participation in functional Adult literacy program and helped to answer the basic questions. As stated by Seyoum and Ayalew (1989; 16), the descriptive method is concerned with depicting the exact solution. More over it deals with relation between variables, the testing of hypothesis, and the development of generalizing principles or theories that have universal validity. In light of this consideration and taking the significance of this study into account, the simple random, availability and purposive sampling techniques were employed appropriately. The population of the study was divided in to four groups based on the role played.

### **3. 2 Source of Data.**

The data of the study obtained from both primary and secondary sources. The combination of both primary and secondary information obtained from different respondents and documents gave a clear picture's of factors affecting Rural Women's participation in functional literacy training. In order to achieve the objectives of the study, Women those who were participating in FAL program, CSTC, FTC, Regional, Zonal & and woreda women's affairs and regional CSTC expects used as a source of data. In addition to this, the document/recorded data were collected from the source of data mentioned above. Finally the study supported by observation of some major related aspects of the study.

### **3.3 Sampling Techniques and sample selection**

#### **3. 3 .1 Sampling Techniques**

In light of this consideration and taking the significance of this study into account, the simple random, availability and purposive sampling techniques were employed appropriately. The population of the study was divided in to four groups based on the role played.

#### **3.3.11. Simple Random Sampling Technique**

It is based on the concept of random selection. The advantage of this simple random technique is each member of the population under the study has equal chance of being selected. The method involves selecting at random from all list of the population the required number of subject for the study. Another advantage is because of probability and chance, the sample contain subject with similar characteristics to the population as a whole.

Limitation of simple random technique-The complete list of the population is needed and this is not always readily available. Keeping in mind the above advantage limitations of simple random sampling, I used

for FAL trainees. According to the data from 20 woredas of CSTCs coordinators, during the study there were 600 women participating in FAL Program. This means 30 women trainees from each woredas of CSTCs. From these 600 trainees, 180 participants selected based on simple random sampling. Based on this, 9 women participants selected from each woredas of CSTCs by using simple random sampling.

It is one form of probability techniques. It is based on the concept of random selection; each member of the population under the study has equal chance of being selected. This method involves selecting at random from all list of the populations the required number of subjects for the sample. Because of probability and chance, the sample should contained subject with characteristics similar to the population as a whole.

Limitation of this method was that a complete list of the population was needed and this was not always readily available



### **3. 3.1.2 Purposive Sampling**

It is one type of probability sampling the researcher handpick the case to be included in the sample on the basis of the judgments. The advantage of purposive sampling in this study was it helped the researcher in selecting respondent who have direct relation with factors affecting participation of rural women's in FAL and who can provide their insight and shear their experience. Concerning this, I took central parts of Oromiya West Shoa, South West Shoa and East Shoa purposively because directly or indirectly they had a good relation with participation of women in FAL Program.

Based on the above sampling techniques and also I select 14 woreda s from west shoa and east shoa and 6 woredas from south west shoa the place where CSTCs were on functioning

Woreda CSTCs Experts, Woreda women's affairs, CSTCs Trainers were selected based on the purposive sampling based on their experience and their direct relation to the program.

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East shoa, West shoa, and Suth West shoa, which constitutes 6-7 woredas from each zone, Thous were from west shoa zone Meta Robii, Ada Berga, Burayu, Egere,Ginchi and Holoea. From East shoa Lome Adama,Zukala,Matahara Arsi Negelle and ,from South west shoa Kokir Ammaya ,Tole, Waliso Amaya, Tulu Bollo and kersa mallima, woreda . The study was delimited in to women participating in FALP, in these woreda under the umbrella of Oromiya women's affairs (OWA) and CSTCs, FTC, There are totally 600 women participating in FALP in these 20 Woredas. In one Worda 30-35 women participant existed. They were participating in FAL program in different centers such as CSTC and FTC (Frames Training centers)

### **3.3.1.3 Availability sampling Technique**

Regional women's' affairs, Zonal women's affairs, Regional CSTCs Experts, were selected for the study based on the availability sampling technique because they were small in number

### **3. 4 Sample population of the study or Respondent**

The study will cover three zones in Oromia region. The subjects of this study were:

1. Women's participating in FAL program
2. Zonal head women's affairs
3. woreda Women's affairs.
4. CSTC facilitators & FTC
5. Regional CSTC experts

### **3.5 Data gathering Instruments and Procedures**

#### **3.5 1. Tools of Data collection**

The relevant data and information collected with the help of three data collection tools. These are questionnaire, interview and observation.

##### **3.5.1.1 Questionnaires**

It is the most popular type of data gathering instrument. Two types of questionnaires designed for the trainees and trainers that mean both open- ended and closed type questionnaires. The purpose of these questionnaires was to collect further relevant information regarding to the major problems that hinders rural women participation in functional adult literacy program.

✓ The questionnaires for trainees consist of 42 items. Again the items classified in to 4 categories this means socio cultural factors, socio economic factors, women's house hold responsibilities and the distance

of training center Primary data was collected from subject that means FAL Trainees and trainers through questionnaires. Because it useful to collect factual information, opinion and attitudes from each large population. Open and close ended items were administered. It was prepared in English language. In order to avoid confusion and to make clear the questionnaire for women's who were participating in functional Adult literacy program were translated in to Afan Oromo and Amharic.

### **3.5.1.2. Structured Interview**

It is one aspects of qualitative data gathering instrument in which the procedures to be followed is standardized and determined in advance of interviewees, it uses to know the attitudes, believes and perception of the respondents of the target population. This involves the use of predetermine questions. In this method I presented the same types of question on the same order to each respondent. It consists of 5 questions formulated to 20 woredas of CSTCs Coordinators, Woreda women's affairs, 3 Zones of women's affairs, and 1 regional women's affairs and regional CSTCs experts. The interview items focused on factors affecting rural women's participation in FAL, the supports from different concerned body and the action to be taken to solve the problem.

### **3. 5.1.3. Observation**

Besides other tools observation checklist was used to gather information from FAL trainees, the methods of training, the availabilities of road, raw materials, the impacts of societal attitudes towards the women's outside participations, and about facilities, training methods and training conditions and in order to meet the objectives of the study and to consolidate the research with different techniques and to know what is in real life situation of the training center.

### 3.6 Procedure of Data collection

This study incorporates different stages. At the initial stage a review of literature was made to develop the critical back ground and instrument of data collection. Documents, statistical abstracts and reports assessed to collect relevant information. Then based on the review of literature and the information obtained, through discussion, data collecting instruments was developed and piloted to check the appropriateness of data collecting tool .After obtaining the feedback the research questionnaires was modified and administered, interviews and , observation and documents was assessed and registered. Finally, the rapports, and interviews collected and analyzed by using tables and appropriate statistical tools

**Table 1 Characteristics of the sample area and Target population in the study**

| S,N | Name of Zone    | Number of WOREDAS OF FAL | Sample woredas Of FAL | Numbers of trainees | Numbers of woredas in each zone |
|-----|-----------------|--------------------------|-----------------------|---------------------|---------------------------------|
| 1   | West Shoa       | 12                       | 7                     | 66                  | 17                              |
| 2   | East Shoa       | 11                       | 7                     | 60                  | 18                              |
| 3   | South West Shoa | 8                        | 6                     | 54                  | 11                              |
|     | Total           | 31                       | 20                    | 180                 | 46                              |

Table 2 Characteristics of the sample area and Target population in the study

| N | Zone            | Name Of woredas of CSTCs | Number of trainees | Sample of Trainees each woreda | Number of trainers | Sample of |
|---|-----------------|--------------------------|--------------------|--------------------------------|--------------------|-----------|
|   |                 | Gedo                     | 33                 | -                              | -                  | -         |
|   |                 | Gudar                    | 30                 | -                              | -                  | -         |
|   | West shoa       | Ada Berga                | 30                 | 9                              | 4                  | 1         |
|   |                 | Ginchi                   | 30                 | 9                              | 4                  | 1         |
|   |                 | Burayu                   | 30                 | 9                              | 4                  | 1         |
|   |                 | MetaRobi                 | 30                 | 9                              | 3                  | 1         |
|   |                 | Nono                     | 30                 | -                              | -                  | -         |
|   |                 | Jeldu                    | 30                 | 9                              | 4                  | 1         |
|   |                 | Gindeberet               | 32                 | -                              | -                  | -         |
|   |                 | Holota                   | 30                 | 9                              | 3                  | 1         |
|   |                 | Danno                    | 30                 | -                              | -                  | -         |
|   |                 | Egere                    | 30                 | 9                              | 3                  | 1         |
|   | South West Shoa | QarsaMalima              | 30                 | 9                              | 5                  | 1         |
|   |                 | Tole                     | 30                 | 9                              | 4                  | 1         |
|   |                 | Tulu Bollo               | 30                 | 9                              | 3                  | 1         |
|   |                 | Kokir                    | 30                 | 9                              | 4                  | 1         |
|   |                 | Amaya                    | 30                 | 9                              | 3                  | 1         |
|   |                 | Waliso                   | 30                 | 9                              | 4                  | 1         |
|   | East Shoa       | Lome                     | 30                 | 9                              | 5                  | 1         |
|   |                 | Adama                    | 30                 | 9                              | 5                  | 1         |
|   |                 | Matahara                 | 30                 | 9                              | 4                  | 1         |
|   |                 | Zukala                   | 30                 | 9                              | 4                  | 1         |
|   |                 | ArsiNagalle              | 30                 | 9                              | 5                  | 1         |
|   |                 | Shasimene                | 30                 | 9                              | 4                  | 1         |
|   |                 | Akaki                    | 30                 | 9                              | 3                  | 1         |

### 3.7. Method of Data Analysis

The collected data by different tools analyzed and interpreted quantitatively and qualitatively. The data obtained from the FAL trainees and trainers of each sample population obtained through the set of questionnaires were tabulated and analyzed using percentage and a series of tables. Whereas the data collected through interview from different respondents, observation and document analysis were analyzed Qualitatively by the help of descriptive statements and through in depth explanation based on the response of the respondents

## **CHAPTER FOUR**

### **4. PRESENTATION, ANALYSIS AND INTERPRETATION OF DATA**

This part of the thesis deals with presentation, analysis and interpretation of the data gathered from the sample head office women's affairs experts, zone women's affairs experts, women's participated in functional literacy program coordinators. CSTCs trainer. The data obtained thorough questionnaires, observation, check lists; document and interview questions were analyzed and interpreted. As the result, the basic questions rose in chapter one was given appropriate treatment.

A total of 200 copies of the questionnaires were distributed to 180 women's participating in functional literacy program and 20 woreda of FAL trainees, CSTs coordinators, trainers, women's affairs, experts, CSTCs, zonal head women's affairs, regional women's affairs experts. Out of questionnaires distributed to respondent 160(88.88%) were field and returned from women participating in functional literacy program and 17(85%) were field and returned from functional literacy trainers respectively. The rest 20(11%) distributed to women participating in FAL and 3(15%) to functional literacy trainers were not filled and returned on time. The types of functional literacy training program that woman's participated in three zones and 17 woreda of each were presented below.

Knitting work            - Embroidery Poultry farming, Cloth sewing            -  
Soap making Animal husbandry Pottery making -Fuel saving stove and  
animal breeding

#### **4.1 Characteristics of the respondents**

Some questions on personal back grounds were posed to respondents of women participated in functional adult literacy program and FAL program trainers. In this regarded the characteristics of the respondents have been summarized in table one.



**Table 3 .Characteristics of the respondents by (Age and Sex)**

| No | Item                  | Respondent women's participated in FAL |        | FAL trainers |        |
|----|-----------------------|----------------------------------------|--------|--------------|--------|
|    |                       | No                                     | %      | No           | %      |
|    | <b>Sex</b>            |                                        |        |              |        |
|    | a. male               |                                        |        | 7            | 41.18  |
|    | b. female             | 160                                    | 100    | 10           | 58.82  |
|    | Total                 | 160                                    | 100    | 17           | 100    |
|    | <b>Age range</b>      |                                        |        |              |        |
|    | a.15-20               | 10                                     | 6.25   | 1            | 5.88   |
|    | b.. 21-25             | 20                                     | 12.50  | 2            | 11.76  |
|    | c.26-30               | 60                                     | 37.5   | 11           | 64.71  |
|    | d.31-35               | 10                                     | 6.25   | -            | -      |
|    | e.36-40               | 60                                     | 37.5   | 3            | 17.65  |
|    | Total                 | 160                                    | 100%   | 17           | 100%   |
| No | Item                  | No                                     | %      | No           | %      |
|    | <b>Qualification</b>  |                                        |        | -            | -      |
|    | a. not literate       | 120                                    | 75%    | -            | -      |
|    | b. primary level      | 30                                     | 18.75% | -            | -      |
|    | c. secondary level    | 10                                     | 6.28%  | -            | -      |
|    | d. certificate        | -                                      | -      | 3            | 17.65% |
|    | e. college diploma    | -                                      | -      | 4            | 23.52% |
|    | f. BA/BSCS            | -                                      | -      | 10           | 58.82% |
|    | g. HA/MSc             | -                                      | -      | -            | -      |
|    | Total                 | 160                                    | 100%   | 17           | 100%   |
|    | <b>Marital status</b> | No                                     | %      | No           | %      |
|    | a. married            | 120                                    | 75%    | 13           | 100%   |
|    | b. single             | 10                                     | 6.25%  | 4            | 76.47% |
|    | c. divorce /separate  | 21                                     | 13.12% |              | 23.53% |
|    | d. widowed            | 9                                      | 5.62%  |              |        |
|    | Total                 | 160                                    | 100%   | 17           | 100%   |



As shown Table 3 above, out of respondents participated in FAL program 160 (100%) are female. This implies that this study was focused only on rural women. In relation to their age 10 (6.25%) 20 (12.50%) 60 (37.50%) 10 (6.25%) and 60 (37.5%) were between 15-20, 21-25, 26-30, 31-35 36-40 and 41 years and above respectively. There is no big difference between among age. Here it can be said that women's age above 15 were participated in FAL program. As far as women's qualification is concerned the vast minority 120 (75%) were not literate while 30 (18.75%) were have primary level education and the rest 10 (6.25) were secondary level education.

But at the time of this data was collected all primary and secondary level respondents dropped out of school for various responses. From the above data it could be realized that 93.75% of the women respondents have less than primary level education, because of that their participation in FAL literacy was very low. Concerning this, UNESCO, 2002 states that, women's low level of education had also affected their chance of sharing their views in public. In addition to this Jobre 1988:23, stated that regarding the obstacle of women's education, girls are unvalued in the house holed economy where the help their mothers in all tasks such as supply of water and fire wood. This implies that the women need Functional Adult literacy training to upgrade their reading and writing. In addition to this UNESCO, 2006 stated that women's low level of education views in public.

Regarding marital status 120(75%) of women's are married were as 10(6.25%) are single, 21(13.12 %) are divorced/separated, and 9 [5.62%) are widowed. It can be concluded that most women participated in FAL program are married.

Item 4 indicated that 10 (6.25%) are students, 20 (12.50%) are house wives, 80 (50%) are formers, and the rest 50(31.25%) are dependent. This impels that out of the sampled respondent 50(31.25%) are dependent without supporting their family.

Regarding the background of sex of FAL trainers involved in the study 7 (41-18%) of the respondents are male and 10 (58.82%) are female. Concerning this, Rose and others (1977:2-12) describes that, nearly 300 million school aged children in the world who do not get school opportunity girls constitute 60%. From this data it is possible to understand that there is good composition of male and female trainers at the FAL training centre.

Concerning their age, 1 (5.88%) of them between 15-20 years, 2 (11.76%) of them between 21-25 years, 11(64.71%) of them between 26-30 and 3 (17-65%) of them between 36-40 years. This implies that most of the trainers are young

With regard to trainer's qualification, the data revel that majority 14(22-35%) of trainers has certificate, 3(17.65%) have college diploma, 10(58.82%) have BA/BSCs. None of the trainers are qualified in FAL. In relation to the marital status 13 (76.7%) are married, and 4 (23-53%) are single.

**Table 4: Characteristics of the Respondents**

| No | Work experience for FLP trainers ,Duration of the Program, Their occupation | No  | %     | No | %     |
|----|-----------------------------------------------------------------------------|-----|-------|----|-------|
|    | <b>Work experience</b>                                                      |     |       |    |       |
|    | a. 1-2 years                                                                |     |       | 3  | 17.65 |
|    | b. 3-4 years                                                                |     |       | 4  | 23.53 |
|    | c. 5-6 years                                                                |     |       | 5  | 29.41 |
|    | d. 7-8 years                                                                |     |       | 1  | 5.88  |
|    | e. 9 years and above                                                        |     |       | 4  | 23.53 |
|    | Total                                                                       |     |       | 17 | 100   |
| 2  | For how long have you been training in FLP?                                 |     |       |    |       |
|    | a. less than 3 month                                                        | 122 | 76.25 | -  | -     |
|    | b. 6 month                                                                  | 38  | 23.75 | -  | -     |
|    | c. 7 to 8 month                                                             | -   | -     | -  | -     |
|    | d. 8- 9m to 10omth                                                          | -   | -     | -  | -     |
|    | E. 11and above                                                              | -   | -     | -  | -     |
|    | Total                                                                       | 160 | 100   | -  | -     |
| 3  | What was your last occupation, if any?                                      |     |       |    |       |
|    | a. student                                                                  | 10  | 6.25  | -  | -     |
|    | b. house wife                                                               | 20  | 12.50 | -  | -     |
|    | c. farmer                                                                   | 90  | 50    | -  | -     |
|    |                                                                             |     |       |    |       |
|    | d. business women                                                           | -   | -     | -  | -     |
|    | e. dependent                                                                | 50  | 31.25 | -  | -     |
|    | Total                                                                       | 160 | 100   | -  | -     |

In the table 4 ,the trainees was asked, how long they have been participating in FAL?122(76.25),38(23.73) Said leas than 3monthand 6month respectively. In item 3 in the same table the question forwarded to trainees what was their occupation?10(6.25), 20(12.50),90(50) and 50

(31,25) said Concerning work experience of trainers 3(17.65%), 4(23.53%), 3(29.41%) 1 (5-88%) and 4 (23.53%) are between 1-2, 3-4, 5-6, 7-8 and 9 year and above respectively. From the above data; it could be realized that even if they were not qualified in related field most of them had work experience

## 4.2 Analysis and Interpretation of Data

**Table 5 response of Functional Literacy Program participant**

| No | Item                                                                  | Respondents or women's participated in the FLP |       | FLP trainers |       |
|----|-----------------------------------------------------------------------|------------------------------------------------|-------|--------------|-------|
|    |                                                                       | No                                             | %     | No           | %     |
| 1  | Do you have any information about FLP?                                |                                                |       |              |       |
|    | a. yes                                                                | 60                                             | 37.50 | -            | -     |
|    | b. no                                                                 | 100                                            | 62.50 | -            | -     |
|    | Total                                                                 | 160                                            | 100   | -            | -     |
| 2  | What reason(s) led you to participate in FLP training?                |                                                |       | -            | -     |
|    | a. to support your self and your family                               | 80                                             | 50    | -            | -     |
|    | b. influence from other women                                         | 30                                             | 18.75 | -            | -     |
|    | C. to gain skills about agriculture                                   | 50                                             | 31.25 | -            | -     |
|    | Total                                                                 | 160                                            | 100   | -            | -     |
| 3  | What are the criteria's for selecting the women's to participate FLP? |                                                |       |              |       |
|    | a. age                                                                | -                                              | -     | -            | -     |
|    | b. economic background                                                | -                                              | -     | 14           | 82.35 |
|    | c. interest                                                           | -                                              | -     | 3            | 17.64 |
|    | Total                                                                 | -                                              | -     | 17           | 100   |
| 4  | How do you trainees come to registered in FLP?                        |                                                |       |              |       |
|    | a. application                                                        | -                                              | -     | 6            | 35.29 |
|    | b. invitation                                                         | -                                              | -     | 11           | 64.71 |
|    | c. imposition                                                         | -                                              | -     | -            | -     |
|    | d. others                                                             | -                                              | -     | -            | -     |
|    | Total                                                                 | -                                              | -     | 17           | 100   |

As indicated in table 5 item 1 the women are asked whether or not they had any information about FLT training program before they trained.

Concerning this, 100 (62.50%) of the women indicated that they do not have any information about FAL program before they participated. Contrary to this 60 (37.50%) of the women asserted that they have an information about the program before they participated. This implies that most women participated in FL program without adequate information or idea. Concerning this (Diucker, 1967:10-13) states that "The fact or condition of having information or of being learned..... The sum of what is known, the bossy of truth, information and principles acquired by mankind".

In item 2 of the same table, women participant were asked the reasons (s) that led them to participate in FAL program. Accordingly, 80(50%) of them replied that it is to support them selves and their families 30 (18.75%) replied that influence from other women initiated them to participate in the program, and 50 (31-25%) to gain skills about agriculture. These responses point out that most of the participant participated in FL program to support their family. Concerning this (Chaplan, 1989) states that, if rural women are to reach their potential as a providers of food and income for their families they most have right to the means of production

It is also the finding obtained from the same table of item 3 required trainers on the issue of the criteria's for selecting the women's to participate in FAL program. To this end, from the data it could be observed that 14(82.35) and 3(17.64) of the trainers said that the selection criteria's were based on their economic background, and their interest respectively. This indicated that the government encourages women's participation in FAL program and to motivate economically poor women. On the other hand the forth item of the same table indicated that how trainees come to register in FAL program. Concerning this 11(64.71%) of the respondents replied that invitation and 6 (35-29%) said application this implies that most of the women predicated in FAL

program were invited. Majority of the women are still not aware about the value of FAL training.

**Table 6 Factors related to culture and attitude**

| No | Item                                                                     | Respondent |       |          |       |
|----|--------------------------------------------------------------------------|------------|-------|----------|-------|
|    |                                                                          | trainees   |       | trainers |       |
|    |                                                                          | No         | %     | No       | %     |
| 1  | Are the out home activities of the women accepted by the society?        |            |       |          |       |
|    | a. yes                                                                   | 40         | 25    | 7        | 41.12 |
|    | b. no                                                                    | 120        | 75    | 10       | 58.82 |
|    | Total                                                                    | 160        | 100   | 17       | 100   |
| 2  | If your answer for the above questions is "no" is it because of culture? |            |       |          |       |
|    | a. yes                                                                   | 100        | 62.50 | 14       | 82.35 |
|    | b. no                                                                    | 60         | 37.50 | 3        | 17.64 |
|    | Total                                                                    | 160        | 100   | 17       | 100   |
| 3  | Women's self help activities supported by the majority?                  |            |       |          |       |
|    | a. yes                                                                   | -          | -     | 6        | 35.29 |
|    | b. no                                                                    | -          | -     | 11       | 64.71 |
|    | Total                                                                    | -          | -     | 17       | 100   |
| 4  | Does your has hand encourage you to continue out of home activity?       |            |       |          |       |
|    | a. yes                                                                   | 40         | 25    | -        | -     |
|    | b. no                                                                    | 120        | 75    | -        | -     |
|    | Total                                                                    | 160        | 100   | --       |       |

Based on the above general idea the first item in table 6 was raised to women's participated in FAL program and FAL trainers whether out home activities of the women accepted by the society or not. The vast majority of participant and trainers 120(75%) and 10 (58.82%) respectively confirmed that out home activities of the women were not



accepted by the society. Some of the respondents 40 (25%) of the FAL participants and 7 (41-18%) of the trainers said that out home activities of the women is accepted by the society. Concerning this as Genet cited in Tsehi, (1991:99), females are accorded low status and as a result have never made distractive contribution to the society of the future. The low status given in the society leading to gender bias restricts girls to house work and marriage. Based on this idea, it is possible to say that out home activities of the women were not accepted by the majority of the society. This also revaluated that the FAL training it self is questioned.

In relation to the above question item 2 of the same table asked "is it because of culture"? Accordingly 100 (62.50%) 14(82.35%) of the women participate in FAL and FAL trainers respectively said "yes": because of culture and 60 (37.50%) and 3 (17.65%) of the women participated in FAL and of the trainers of FAL respectively replied that "no" it is not because of culture. Concerning this (Pankurst 1968:76), stated that the traditional society believed that educated women resorts to wicked ways and kill their husbands, and due to this and other beliefs even the daughter of the upper class learnt nothing but managing the affairs to the house. To confirm the above response item 3 of the same table asked the trainers whether women self help activities is supported by the majority of the society or not 11 (64.71%) of the trainers said that it is not supported, while 6 (35.29) of the trainers replied that it is supported. This indicated that most of the women participated in FAL program is not supported by the majority of the society. This confirmed that, the society which is influenced by culture couldn't accept out home participation of women's.

The 4<sup>th</sup> item in table 6 rises question do their husband encourage them participate in FAL program. 120(75%) of the women participant said “no” while 40(25%) replied “yes”. This indicated that the husband of those women were not interested in their out home participation of their wives.

The researcher interviewed some women who said “no” they said that. Husbands do not trust their wives when they go far from their home. Concerning culture and attitude Epstein (1973:11) states that “virtually the entire world has been swept by the ideology of equality for all. However, for women the translation of that idea into practice has been imperfect and overenthusiastic. It is obvious that the cultural attitude towards women out home activity is staked some where it hindered their participation.

**Table 7: the effect of household responsibility**

| No | Item                                                                                     | Respondents                   |        |          |        |
|----|------------------------------------------------------------------------------------------|-------------------------------|--------|----------|--------|
|    |                                                                                          | Women's engaged in activities |        | Trainers |        |
|    |                                                                                          | No                            | %      | No       | %      |
| 1  | How do you rate the degree of household responsibility for women's who join FAL program? |                               |        |          |        |
|    | a. high                                                                                  | -                             | -      | 8        | 47.06% |
|    | b. medium                                                                                | -                             | -      | 5        | 29.41% |
|    | c. low                                                                                   | -                             | -      | 4        | 23.53% |
|    | Total                                                                                    | -                             | -      | 17       | 100%   |
| 2  | Who fetches water for household?                                                         |                               |        |          |        |
|    | a. yourself                                                                              | 100                           | 62.50% | -        | -      |
|    | b. children                                                                              | 45                            | 28.12% | -        | -      |
|    | c. daughter only                                                                         | 15                            | 9.37%  | -        | -      |
|    | d. husband                                                                               | -                             | -      | -        | -      |
|    | Total                                                                                    | 160                           | 100%   | -        | -      |
| 3  | Who bring fire wood for household?                                                       |                               |        |          |        |
|    | a. yourself                                                                              | 102                           | 63.75% | -        | -      |
|    | b. children                                                                              | 20                            | 12.50% | -        | -      |
|    | c. daughter only                                                                         | 33                            | 20.02% | -        | -      |
|    | d. husband                                                                               | 5                             | 3.13%  | -        | -      |
|    | Total                                                                                    | 160                           | 100%   | --       | -      |
| 4  | Who looks after your children less than school age when you are at training area?        |                               |        |          |        |
|    | a. neighbor                                                                              | 40                            | 25.0%  | -        | -      |
|    | b. stay with you at training place                                                       | 10                            | 6.35%  | -        | -      |
|    | c. stay at home with family                                                              | 100                           | 6.50%  | -        | -      |
|    | d. you do not have children?                                                             | 10                            | 6.35%  | -        | -      |
|    | Total                                                                                    | 160                           | 100%   | -        | -      |
| 5  | Would you think that family responsibility is a major constraint to the training of FLP? |                               |        | -        | -      |
|    | a. yes                                                                                   | 102                           | 63.3%  |          |        |
|    | b. no                                                                                    | 58                            | 36.2%  |          |        |
|    | <b>Total</b>                                                                             | 160                           | 100%   |          |        |

The effect of household responsibility in relation to women's participation in FAL was assessed in the above table. Trainees and trainers were asked question on the above issue. Accordingly, in item 1 of table 7 respondents were asked about the degree of household responsibility for women who participated in FAL. Majority, 8 (47.06%) of the experts said high, 5 (29.49%) of the experts said medium and the rest 4 (23.53%) of the respondent said low. This confirms that household responsibility is highly affected women's participation in functional literacy program.

The second item in the same table raised question to confirm whether fetching of water was done by women themselves or by their family members. According to this 100 (62.50%) of the respondents said that, by women themselves, 45 (28.12%) replied, that by children in the family and the rest 15 (9.37%) said that, by daughters of the family. In addition to this the researcher asked another open ended item question, the distance they travel from their home to fetch water, majority of the respondents said that the distance of travel is more than 3 km one way. This indicated that fetching water to household consumption is women's responsibility and it decreases the time of participation in FLP.

In relation to this item 3 of the same table asked question who brings fire wood for household? As shown in the table 102 (63.75%), 20 (12.50%) 33 (20.62%) and 5 (3.12%) of the women replied that women themselves, children, daughter only and husband respectively. This asserts that the responsibility of the women in the household is not limited. As Brigit (1988:8) states, gender roles still play a great role in rural societies and much basic work is carried out by women.

Table 7 raises another question to confirm the influence of household responsibility in income generating activities. Item 5 asked whether the family responsibility is the major constraint to their participation in FLP or not?. As responded by women's the majority 102 (63.3) said yes contrary 18 (36.25) said "no". Concerning number of hour spend in home work; majority of the women said that, more than fifteen hours per day spend for household activities. The researcher also confirmed the above responses asking by open ended question. How many children and dependant do you have in household? The majority of respondents replied that more than 7 household members. This implies that women are responsible for 7 and above household members. Another open ended question asked by student researcher about domestic roles that hinder their Participation in FLP, the women's and trainers confirm that household responsibility is the main problem for their participation in FLP. This asserts that family responsibility is a major constraint to the participation women in FLP.

**Table 8 Impact of education on their participation**

| N<br>o | Item                                                                                      | Respondents                       |       |          |       |
|--------|-------------------------------------------------------------------------------------------|-----------------------------------|-------|----------|-------|
|        |                                                                                           | Women's<br>participated in<br>FAL |       | Trainers |       |
|        |                                                                                           | No                                | %     | No       | %     |
| 1      | <b>Have you got school around your home?</b>                                              |                                   |       |          |       |
|        | a. yes                                                                                    | 120                               | 75    | -        | -     |
|        | b. no                                                                                     | 40                                | 25    | -        | -     |
|        | Total                                                                                     | 160                               | 100   | -        | -     |
| 2      | <b>What is the majority of the women education standard who engaged in the activities</b> |                                   |       |          |       |
|        | a. literate                                                                               | -                                 | -     | 6        | 35.29 |
|        | b. illiterate                                                                             | -                                 | -     | 11       | 64.71 |
|        | Total                                                                                     | -                                 | -     | 17       | 100   |
| 3      | <b>Have you taken pre service training before you are assigned to train FLP?</b>          |                                   |       |          |       |
|        | a. yes                                                                                    | -                                 | -     | 13       | 76.47 |
|        | b. no                                                                                     | -                                 | -     | 4        | 23.53 |
|        | Total                                                                                     | -                                 | -     | 17       | 100   |
| 4      | <b>If you answer for question above is "yes" for how long?</b>                            |                                   |       |          |       |
|        | a. less than 2 days                                                                       | -                                 | -     | 13       | 76.47 |
|        | b. from 3-15 days                                                                         | -                                 | -     | 3        | 17.65 |
|        | c. from 15-30days                                                                         | -                                 | -     | 1        | 5.88  |
|        | d. from 2 moths and above                                                                 | -                                 | -     |          |       |
|        | Total                                                                                     | -                                 | -     | 17       | 100   |
| 5      | <b>The standard of your education that you have enabled you to participate in FLP?</b>    |                                   |       |          |       |
|        | a. simple addition and subtraction                                                        | 10                                | 6.25  | -        | -     |
|        | b. reading writing                                                                        | 30                                | 18.75 | -        | -     |
|        | c. Illiterate                                                                             | 120                               | 75    | -        | -     |
|        | total                                                                                     | 160                               | 100   | -        | -     |

Education is the single most powerful means to improve the quality of life, the most powerful weapon to overcome poverty (UNESCO, 1999). Based on the above general idea table 8 assess that the impact of education on the training of women's in FLP. Item 1 of the above table raised the first important question whether school existed around the sample area or not. Accordingly, 120 (75%) of the women replied 'yes' and 40 (25%) of the women said 'no' the student researcher confirms their responses by observation check list. This implies that majority of the women living around sample area have the opportunity of teaching their children and learn by themselves. However, as indicated in the pervious data the number of educated women was not literate 75%, secondary level 2 (6.25%) and primary level 3 (18.75%) from 160 sampled. To understand the reason behind the above two points, the student researcher requested open-ended question how the government encourage /motivate those women's by training. The respondents confirm that the government encourages women's but because of their work load they couldn't learn. Furthermore, most of them drop out before they complete first level.

The second item in the same table was raised question to trainers on women's education standard who was participated. As shown in the table 11 (64.71%) of the trainers said that they are illiterate and while 6 (35.29%) of the trainers replied literate. This indicated that majority of the women participated FLP were illiterate. The impact of their illiteracy reflected on their poor understanding.

The role of pre- service training is crucial for trainers. Based on this item 3 in the same table asked trainer and FLP participant weather they have taken pre servers training or not before they assigned to train and majority of the trainers 13 (76.47%) said 'no'. And 4 (23.53%) of the



trainers responded 'yes. This implies that most of the trainers did not take pre service training before they were assigned in to FLP.

However, duration of training period determines the effectiveness of the training, So that the following question item 4 request the trainer's duration of the training period. As the table shows 13 (76.47%) said that less than 3 week 3(17.65%) replied that from 2 month , month (1) (5.88%) 1(replied that 3 month. The researcher had interviewed the respondent to confirm that, most of the time the training period even less than 2 weeks simply in the form of orientation. From this data it is possible to deduce that trainers did not take adequate training before being assigned in to the program.

Item 5 of the same table raised question how their standard of their education helped them. Majority 120 (75%) of the women replied that they have no education, 10 (6.25%) of the women said that simple addition and subtraction and the rest 30 (18.75) of the women said that for reading and writing. This indicated that most of the women have lack literacy.

Concerning this (Zelege, 2003) stated that in addition to low budget allocation, lack of trained man power in the field who can design need base the life skill oriented training program is also another problem

**Table 9: supervision, guidance and counseling**

| No | Item                                                                     | Respondents                   |       |                |       |
|----|--------------------------------------------------------------------------|-------------------------------|-------|----------------|-------|
|    |                                                                          | Women's engaged in activities |       | Woreda experts |       |
|    |                                                                          | No                            | %     | No             | %     |
| 1  | Is there supervision for the training and the performance of each woman? |                               |       |                |       |
|    | a. yes, always                                                           | 60                            | 21.43 | 2              | 37.5  |
|    | b. yes, sometimes                                                        | 100                           | 78.57 | 13             | 62.5  |
|    | c. no                                                                    |                               |       |                |       |
|    | Total                                                                    | 160                           | 100   | 17             | 100   |
| 2  | If you answer is "yes" who supervises the performance of the women?      |                               |       |                |       |
|    | a. zone women affair                                                     | -                             | -     | 1              | 5.88  |
|    | b. woreda women affair desk                                              | -                             | -     | 15             | 88.24 |
|    | c. regional women affair                                                 | -                             | -     | 1              | 5.88  |
|    | Total                                                                    | -                             | -     | 17             | 100   |
| 3  | Is there guidance and counseling service?                                |                               |       |                |       |
|    | a. yes                                                                   | 40                            | 25    | 8              | 47.06 |
|    | b. not                                                                   | 120                           | 75    | 9              | 52.94 |
|    | Total                                                                    | 160                           | 100   | 17             | 100   |

Table 9 discusses on the important issue for increasing trainer's performance, which are supervision, guidance and counseling. As we know the principle of supervision states that whenever poor training is given trainees should be given constructive and corrective criticism from which he/she learns about his or her mistakes so as to how to minimize the likely mistakes not to occur in the future. Item 1 in the above table

asked the FAL participant trainers about the existence of supervision for the training and the performance of each woman. 100 (62.5) of the women and 13 (76.7%) of the trainers replied yes, some times while 60(37.5) of the women and 2 (23.53%) of the trainers said yes, always. This implies that there was less supervision for the training and performance of each woman. This also indicated that inadequate supervision influences the training or the performance of the women.

In relation to this the same table item 2 asked question who supervises the performance of the women? According, 15 (88.24%) of the trainer replied that woreda women's affairs desk, 1 (5.88%) of the experts said that zone women's affairs and 1 (5.88%) regional women's affairs. This implies that woreda women's affairs desk and is CSTC coordinators the most responsible body for the program and the performance of each women than zonal and regional women's affairs.

As seen in the same table item 3 above, 40(25%) of the women and 8 (47.06) of the trainers replied yes; to the contrary 120 (75%) of the women and 9(52.94) of the trainers responded no. this indicated that there is less guidance and counseling service for the training of women.

**Table 10: Trainees response concerning Transportation and communication Facilities**

| No | Item                                                                           | Respondents     |        |
|----|--------------------------------------------------------------------------------|-----------------|--------|
|    |                                                                                | Trainees in FAL |        |
|    |                                                                                | No              | %      |
| 1  | How long the distance from your home to place of training?                     |                 |        |
|    | a. less than 1 km                                                              | 8               | 5%     |
|    | b. less than 2km                                                               | 12              | 7.5%   |
|    | c. 25km                                                                        | 50              | 31.25% |
|    | d. 6 and beyond km                                                             | 90              | 56.5%  |
|    | Total                                                                          | 160             | 100    |
| 2  | Have you got transportation facility to your training center?                  |                 |        |
|    | a. yes                                                                         | 40              | 25%    |
|    | b. some times                                                                  | 20              | 12.5%  |
|    | c. No                                                                          | 100             | 62.5%  |
|    | Total                                                                          | 160             | 100    |
| 3  | What transport means do you use mostly to go to your place of training center? |                 |        |
|    | a. by bus                                                                      | -               | -      |
|    | b. by animal                                                                   | 40              | 25%    |
|    | c. on foot                                                                     | 120             | 75%    |
|    | Total                                                                          | 160             | 100    |
| 4  | If you answer the above question on foot what is the main reason?              |                 |        |
|    | a. Lack of road                                                                | 120             | 75%    |
|    | b. Lack of transportation                                                      | 40              | 25%    |
|    | Total                                                                          | 160             | 100    |

The role of transpiration and communication is one of the most important economic contributions in income generating activity. Regarding this Owen (1968:48) states that, it is transport that permits new ideas to penetrate the villages. Unless the distances that separate the rural form the urban industrial economy are bridged the effort to

increase farm output and to raise rural living standards can not succeed. Table 8 assesses the facility of infrastructure regarding respondents. As seen in item 1, women asked about the distance between their home and training area. The majority 90(56.25%) of the women replied that 6 and beyond km

As seen in item 1, women asked about the distance between their home and training area. The majority 90 (56.25%) of the women replied that 6 and beyond k/m; 50 (31.25%) of the women said that 2-5km, 12(7.5%) of the women said less than 2km and the rest 8 (5%) of the women said less than 1 km. This confirms that most of the trainees absent from training because of distance.

Regarding transpiration facilities, item 2 of the same table asked whether they get transpiration facility to go to training area or not 100 (62.5%) of the women said no, 40 (25%) of the trainees said 'yes' and the 20 (12.5%) of the replied some times.

This indicated that the majority of the trainees of FAL have transpiration problem to participate in FAL program. In relation to this item 3 asked question about 120 Means of transportation they used (75%) 40 (25%) of the respondent said on foot, by animal respectively. To confirm the response for those said on foot item 4 asked additional question. 120 (75%) and 40 (25%) availability of road and availability of transport respectively. From this it is possible to conclude that majority of the trainees have transportation problem.

**Table 11: Market facility**

| No | Item                                                                               | Respondents                 |        |                 |         |
|----|------------------------------------------------------------------------------------|-----------------------------|--------|-----------------|---------|
|    |                                                                                    | Women's participants in FAL |        | Trainers of FAL |         |
|    |                                                                                    | No                          | %      | No              | %       |
| 1  | Have you got market facility around their home?                                    |                             |        |                 |         |
|    | Yes                                                                                | -                           | -      | 5               | 29.41 % |
|    | No                                                                                 | -                           | -      | 12              | 70.5    |
|    | total                                                                              | -                           | -      | 17              | 100     |
| 2  | If you answer to the question above is "No," how long?                             |                             |        |                 |         |
|    | a. less than 1km                                                                   | -                           | -      | 8               | 47.06 % |
|    |                                                                                    |                             |        |                 |         |
|    | b. from 2-5 km                                                                     | -                           | -      | 9               | 52.94 % |
|    | c. from 6 and above km                                                             | -                           | -      | -               | -       |
|    | Total                                                                              | -                           | -      | 17              | 100%    |
| 3  | Where do you use market constantly?                                                |                             |        |                 |         |
|    | a. from woreda market                                                              | 130                         | 81.25% | -               | -       |
|    | b. around their home                                                               | 30                          | 18.75% | -               | -       |
|    | c. from Addis Ababa market                                                         |                             |        | -               | -       |
|    | d. produce your self                                                               |                             |        | -               | -       |
|    | Total4                                                                             | 160                         | 100%   | -               | -       |
| 4  | Does the distance between your home and training have any impact on your training? |                             |        |                 |         |
|    | a. yes it has negative impact                                                      | 140                         | 87.50% | -               | -       |
|    | b. no                                                                              | 20                          | 12.5%  | -               | -       |
|    | Total                                                                              | 160                         | 100    | -               | -       |

To this effect, market facility questions were raised to the women trainees and the trainers. In item 1 of the above Table 11 asked trainers whether there is market around the women's home or not. Majority 12 (70.59%) of the trainers said no while 5 (29.41%) of the trainers said 'yes'. The student researcher also confirms their responses by observation checklist. This indicated that because of absence of market around their home, majority of the women trainees face different problem like transpiration, time, etc. these problems also affected their training program.

The third item of table 11 asked question where you buy the home materials to women participated in FAL training. Accordingly, 130 (81.25%) 30 (18.75) replied that, from woreda market, from around their home, this indicates that there is no market facilities around their home.

In relation to this item 2 and 4 of the same table asked question about the distance between their home and market place to trainers and the impact of this distance on their activities and training to women, concerning the distance 9 (52.94) of the trainers said that from 6 km and beyond and 8 (47.06%) of the experts said from 2-5 km, concerning its impact the majority 140. (87.5%) of the women's of FAL trainees replied yes, it has negative impact. While 20 (12.50%) of the women said no impact. This implies that the activities of the majority are affected by the distance of the market place.



**Table 12: Women’s authority and right in their income**

| No | Item                                                 | Respondents                |        |
|----|------------------------------------------------------|----------------------------|--------|
|    |                                                      | Women’s Participant in FAL |        |
|    |                                                      | No                         | %      |
| 1  | Do you have an authority and right in your income?   |                            |        |
|    | a. yes always                                        | 45                         | 28.12  |
|    | b. yes some times                                    | 115                        | 71.87  |
|    | c. no at all                                         | -                          | -      |
|    | Total                                                | 160                        | 100    |
| 2  | Do you have full right and authority on your economy |                            |        |
|    | a. yes                                               | 25                         | 15.65% |
|    | b. no                                                | 135                        | 84.37% |
|    | Total                                                | 160                        | 100    |

According to Blumberg (2005.3) enhanced female economic power is proposed as the prime factor in reducing gender inequality. To these end table 12 raises the issue on women’s economic right. Item 1 asked question about women’s economic right and status in the household. The majority 117 (71.87%) of the respondents said yes some times while 45 (28.12%) of the respondent said yes always. This implies that majority of women economic right and status in the household has not yet improved.

The second item of the same table raised question do you have right and authority on your income? Majority 135 (84.375%) of the women said no, while 25 (15.625%) of the women said yes. From this data it can say that majority of the women do not have full right and authority in their economy. The researcher raised other open ended question to women engaged in activities, woreda women’s affairs experts and interview question to regional women’s affairs experts. Any domestic role that hinder fully participation in income generating activities, some factors

that affect their productivity all of the respondents indicated that absence of women economic right and status in the household decision.

In addition, the respondents confirm that, it is also one of the main factors that affect women's productivity. Because, which they have no right and authority on their income, they have no interest in their activities participation.

**Table 13. The Views of concerning Factors hindering rural women's Participation in FAL Program**

| No | Item                                                  | Respondents              |        |
|----|-------------------------------------------------------|--------------------------|--------|
|    |                                                       | Women's Trainees in FALP |        |
|    |                                                       | No                       | %      |
| 1  | What factors determine your participation in the FLP? |                          |        |
|    | a. availability of time                               | 100                      | 62.5%  |
|    | b. availability of raw materials                      | 35                       | 21.87% |
|    | c. consumer demand for products                       |                          |        |
|    | d. availability of machinery tools                    | 25                       | 15.62% |
|    | e. price of inputs                                    |                          |        |
|    | Total                                                 | 160                      | 100    |
| 2  | What is the main source of water you are using?       |                          |        |
|    | a. ponds                                              | -                        | -      |
|    | b. well                                               | 10                       | 6.25   |
|    | c. spring                                             | 110                      | 68.75  |
|    | d. river                                              | 40                       | 25     |
|    | Total                                                 | 160                      | 100    |
| 3  | What is the main source of light you are using        |                          |        |
|    | a. electric light                                     | -                        | -      |
|    | b. kerosene light                                     | 30                       | 18.75  |
|    | c. fire                                               | 130                      | 81.75  |
|    | Total                                                 | 160                      | 100    |
| 4  | Have you get health service/ clinic around your home  |                          |        |
|    | a. yes                                                | 58                       | 36     |
|    | b. no                                                 | 98                       | 63.75  |
|    | Total                                                 | 160                      | 100    |

Some of the factors which minimize the performance of the women participated in FAL programs were assessed in the above table. Women were asked different questions. Accordingly, in item 1 of table 13 respondents were asked about the factors determine their participation in FLP. As the data indicated from the respondent 35 (21.87) of the women said that availability of raw materials, 25 (15.62%) of the women replied that availability of machinery /tools the rest 100 (62.50%) replied that availability of time. From these data it is possible to say that from the above factors availability of time and availability of raw materials are the main determinates of their participate in FLP. However, all have factor to minimize their participation.

Concerning this as (Tshi 1999) stated , poor rural women can work as many as 16to 18 hours per a day, they do not have enough time during the day to do everything They work in the field which are often distant from their home, collect fire wood, and fetch water.

In the same table, to confirm whether potable water exists around their home or not, item 2 asked the source of water they are using. The majority 110 (68.75%) of the respondents consume from spring 40 (25%) using from River 10 (6.25%) using from well. However, as per observation checklist revealed the researcher confirmed that most of the women's have the problem of potable water supply. In addition to this the researcher asked some women's and woreda experts about potable water supply. They the majority of their children affected by water born diseases. In addition to that from the open ended question it can asserts that the existence of this problem is hinders the participation of the women in FAL

In the same table the main source of light they are using was reported by 30 (18.75%) and 130 (81.75%) of the women respondents as kerosene,

light, and fire respectively. In the fourth item in the same table women's were asked whether health service clinical exist around their home or not. Accordingly, 98(63.75%) of the women replied no there is no health service around and 58 (36.25) of the women said yes there is health service around. As researcher observed most of the women home and training place are not clean, their sanitary condition (such as toilet, kitchen, the living place of animal, household,) are backward traditional. They live with their animal.

Concerning this, Karl, 1995 states that women had their own problem often related to health, nutrition and clothing. Rural development is also closely related to the health and feeding of children

They use unclean cooking materials etc. In addition to these the researcher asked another open ended questions for the woredas women's affairs experts please list some factors that affect rural women's participation in FLP and asked for women's participation, what are the out of home external problems you encounter when you follow the training?. Both asserted that all the above problems are the main factors. In the interview question raised to regional women's affairs experts, the researcher again asked. Do you know the major problem women encounter? If yes please states the type of the problems the regional women's affairs experts also do you think the above problem as one of the main factor. As per the data collected from 17 woredas, altogether, confirms that the above problems are determining the women's participation in

**Table 14. The Standard of women participation in FAL**

| No | Item                                                                                      | Respondents                   |       |                |       |
|----|-------------------------------------------------------------------------------------------|-------------------------------|-------|----------------|-------|
|    |                                                                                           | Women's engaged in activities |       | Woreda experts |       |
|    |                                                                                           | No                            | %     | N              | %     |
| 1  | How do you rate the degree of participation FLP?                                          |                               |       |                |       |
|    | a. very high                                                                              | 10                            | 6.5   | -              | -     |
|    | b. high                                                                                   | 20                            | 12.5  | 7              | 41.18 |
|    | c. medium                                                                                 | 100                           | 62.5  | 10             | 58.82 |
|    | d. low                                                                                    | 30                            | 18.75 | -              | -     |
|    | Total                                                                                     | 160                           | 100   | 17             | 100   |
| 2  | If you answer to the above question was medium or low what are your operational problems? |                               |       |                |       |
|    | a. shortage of raw materials                                                              | 13                            | 8.125 | -              | -     |
|    | b. lack of convenient working place                                                       | 20                            | 12.5  | -              | -     |
|    | c. because of household responsibility you can't work hard                                | 112                           | 70    | -              | -     |
|    | d. lack of education                                                                      | 15                            | 9.37  | -              | -     |
|    | e. lack of managerial skills                                                              | -                             | -     | -              | -     |
|    | Total                                                                                     | 160                           | 100   | -              | -     |

In table 14 an attempt was made to examine the degree of participation in FAL program as data revealed, 100 (62.50%) of the women and 10 (58.89%) of the trainers replied medium, 30 (18.75%) and 7 (41.18%) said low and 20 (12.5%) and 7 (41.18%) said high and the rest 10 (6.25%) of the women replied v said very high. This indicated that the majority of the women participation in the FLP was existed on medium level. In addition to this item 2 asked that for who said medium or low what their problems were, 112 (70%) ,20 (12.50%) ,15 (9. 37%) and 13 (8.125%). Because of house hold responsibility, lack of conducive training area (place), lack of educations and shortage of reading materials respectively. Concerning this in every area of the world, women are responsible to feed their family and they are the major producers of food crops. The Scarcity of the village resource has been disproportionally shouldered by women.

## **CHAPTER FIVE**

### **5. SUMMARY, CONCLUSIONS AND RECOMMENDATIONS**

The final part of thesis deals with summary of the major findings, conclusion reached at and the recommendations forward on the basis of the findings.

#### **5.1 Summaries of the Major Findings**

The major purpose of this study was to investigate factors affecting women's participation in FAL in three zones of Oromia regional state. The study has so far examined in detail rural women's FLP participant who contributes greatly to the economy of the country and uplifting of people's standards of living. The study has highlighted the position of women in relation to the rural development in Oromia region.

The study employed descriptive survey method. Related literature was reviewed by the researcher and prepared two sets of questionnaires to collect data from the sampled area. To increase the validity of the questionnaires and to avoid irrelevant and ambiguous, pilot test was made. After collecting responses from respondents, necessary corrections and modifications were made before distribution. Totally 200 copies of questionnaires were distributed to 180 trainees and 20 trainers participated in the study of which 160 were women's participations FLP and 17 woreda of CSTCs, FAL trainers. In addition to these interviews subjects 3 zonal head women's affair, 3 regional women's affair experts and 1 regional head deputy women's affair, 17 CSTCs coordinators were involved in the study.

Questionnaires, interviews, observation of actual setting and document analysis were used to gather information from the sampled respondents. The questionnaires included close and open ended question items.

Finally, by using statistical tools such as percentage the data obtained were analyzed. From the data analysis, the major findings obtained were as follows:

1. The finding of the study pointed out that majority of the women participated in FLP without having adequate information, knowledge about the training.
2. The study confirm that women are very active economically as shown in some sampled areas, and as likely as men to be participated in in FAL . But their success in outside participation CONSTRAINED by cultural and finance /economic barriers
3. The finding also showed that many potentially excellent women participant are constrained by poor understanding of the society for the important of their out home activity or participation.
4. The finding revealed that in many cases women performed their training with a range of other household tasks, and other agricultural work. FLP were influenced by the relative labor demand it requires as well as by the constant pressure of household responsibilities.
5. The finding shows that higher female illiteracy in rural (sampled) areas, lower educational levels, higher fertility and higher adolescent childbearing rates, negatively affect women's out home participation and perpetuate rural poverty.
6. According to the responses of women trainees and trainers of FAL there are no adequate supervisions, guidance and counseling service. Because of this most of the women are face assistance problem during their participation in FAL
7. The study indicated that majority of the women live around their home. Because of high household responsibility they gave less attention to participation in FAL program



8. Particularly with women's position and participation in FAL, the study also sheds light on the position of men in the household. Quite often men tend to exercise power and control over household decision making and planning for the little and meager benefits receive.
9. The respondents conform that women do not control a lot of money in the household and their decisions on the use of money are limited.
10. In case of infrastructure and other services, the respondents seem to acknowledge the availability of transpiration, communication, health and water service are vital to develop their out home participation activities. The information obtained from the respondents indicates that there was no adequate transpiration facility, availability of road, electric light, telephone service, health center, potable water etc.
11. Finally, even if constraints exists the majority of the women wishes to continue participation in the out side home

## **5.2 CONCLUSIONS**

Women's participation in FAL plays a greater role in peoples socio economic lives. It is also believed that the rural women informal sector provides job opportunities for the majority of the rural labor force. However due to some factors the activity not yet successfully developed. The descriptive survey reveals that the major training on which women participant participated in including animal fattening and rearing, dairy production petty trade of various types and horticulture, fuel saving stove, soap making Knitting,embreodery making, poultry farming and pottery making. All these activities need enough time and follow up. But the women's time is not freely available for these participation. Some household jobs must be done everyday, for example cooking fetching firewood and water or collecting the food to be cooked, just to mention a

few and not to forget their responsibilities as parents and providers. At the same time the training agricultural work has to be done. This implies that women's participation must be analyzed within the context of the dynamics of overall household activities.

The study has been proved that the majority of women participant in FAL come from low income groups of the society and have joined the training (as a means) of survival for the future. The study identified the major constraints faced by women participant and it was found that lack of education, managerial skill, economic rights, information knowledge are the most important significant effect on the training of rural women participants of FAL.

The finding shows that shortage of rural infrastructures, such as roads that link rural areas to markets training area affects women's access to markets and training area lack of communication health center and potable water limits women's participation. It is also found that, husbands of most of these women possess full control over income and sole right of decision making. From this it is possible to conclude that rural women participated in FAL face different constraints that affect their participation

### **5.3 RECOMMENDATIONS**

This study has explored various aspects regarding rural women participating in FLP. Based on the findings of the study and the conclusions drawn, the study has brought out the following feasible recommendations to improve the existed factors that affect rural women's participation in FAL. The aim of FAL is to produce trained skilled women. One of the main advantages to choose functional literacy program is because of its functionalities. Giving awareness and training to the women's before engaging in to the program is the central issue. So that woreda women's affair bureau should take attention on raising not

only awareness but also giving adequate training to the Participant before assigned the program. i. It helps to increase their productivity for sustainable development.

1. FAL can be seen as the imitation phase in the progress to small business development. It is difficult to make the transition from being jobless and lacking skills to being group or self –employed. In order to participant in FAL the first step should be acquire specific. Skills. woreda women affaire should confirm their skills and give technical and managerial training after organizing before giving financial assistance. Once women have this experience, the next step is to upgrade those skills and introduced women to basic business concepts and producers.
2. As per information gathered from respondents rural women were influenced by society and discouraged their out home activity. They were found to take sole responsibility for daily household work such as cooking, cleansing, washing and responsibility for child and animal care and supervision. Those women's have low participation in FAL. To improve their participation, all household members should take their parts and the society should positively assist those women and encourages out home participation.
3. There is need for gender equity and an enabling environment for promotion of women status and enhancing their equal participation with men in development projects. The study has revealed that division of labor and patriarchy are system which influences men to dominate over women and relegate them to the domestic sphere. This has resulted in making men to be decision makers and controllers of the household incomes while women are the laborers. This has affected women participated in FAL, because some of them largely rely on the decision from their husbands or surrender all the income received to their husbands. Men should accept gender equity and take

responsibility to the women not only for daily household chores but also on household incomes and decision making and out home participation

4. The existed expressed feeling of the society is that, women must work hard harder than the men for families to survive. The women seem to take the entire responsibility of the family subsistence. The government should acknowledge the nature of rural women's, work while developing strategies for raising productivity. The women's workload can only be reduced by introducing simple and inexpensive equipment to facilitate domestic tasks.
5. Women in the rural sector need to be exposed to education, vocational training and experience in the operation of IGAs. Education of women will enable them to compete equally with men in different occupations. Training and experience in business operation will not only enhance participation but also promote the success in running of these activities through FAL. One major step to be done is educate women and girls just as men and this is the responsibility of the community. Adult literacy should be accessible to women in the rural sector.
6. A country's economic productivity is reduced when access to productive resources is only favors men. Women's ability to participate in and out home participation, market, related work is hampered by constraints such as child care and home maintenance. Women will become more productive if measures are taken to lighten their burden. Therefore, there should be awareness to inform men about the advantages of out home participation (market related work) for the family is increase in living standards, incomes and food security.
7. If women are the key resource for IGAs, then their productivity will depend not only on improving their access to resources such as land, credit and service, but also on how much access and control they

have over these resources. As World Bank (1998:14) report indicated Oromiya women do not own property in their own rights. Where decision power over household resources is limited or denied, we would expect women participant to be less efficient than other women and men who have control over productive resources and the power of decision on how to use them. Therefore, women should have own property in their own right and status in household decision.

8. The profession, talents, and potentials of trainees at any training area should be respected by their supervisors. This has psychological implication on the effectiveness of the training. As the finding indicated there is inadequate supervision. Government or Oromia women's affair bureau should assign appropriate person and give attention for the out home participation of the women including FAL. They should be recognized and reward for training well done (accomplished) towards the development of women participation. Where they fail to show the desired result, positive and constructive criticism should be given to them by their supervisors on the training areas.
9. It is fact that investing in women's education and health result in large social returns. Improved education for women results in reduced fertility and mortality rates. Women who are healthier and more educated will be more productive members of the economy. Furthermore, improving health and education of women produces long term benefits by improving the health and productivity of their children. In contrast, poorly developed women's human capital will harm the economy and maintain gender inequalities in economic activities by not equipping women to reap the benefits of economic opportunities. Increasing the number of health center, potable water supply, and giving health training in rural area not only for the advantage of the rural women but also for the country at large. Therefore, the government should give grate attention to improve the

existed shortage of health center and number of educated women by inviting NGOs and individual volunteers.

10. Inadequate roads and lack or shortages of facilities leads women particularly those participating in FAL to lower their participation. Therefore, improvement in infrastructure is another paramount issue to be considered. On the basis of research findings, it is evident that the participation of women in FAL with in rural sector of Oromia region faces such problems as inadequate means of transport, lack of feeder road, and lack of electric light. The government and the community should coordinate to improve these problems in some areas of rural Oromia region.

11. Immediate solutions would require by women's affairs and the society for the successful participation of the program and to alleviate poverty of rural women.

Finally this study is the pioneer of its kind on factors that affect rural women's participation in FAL program in some selected woredas of Oromia regional

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# APPENDIX

## Appendix A

**ADDIS ABABA UNIVERSITY  
COLLEGE OF EDUCATION  
DEPARTMENT OF CURRICUULM AND TEACHERS  
PROFFESIONAL DEVELOPMNET STUDIES (ADULT AND  
LIFELONG LEARNING PROGRAM)**

Questionnaires to be filled in by the women's participate in  
Functional Literacy programmes

**Purpose:** The purpose of this questionnaire is to collect the basic data for the study on  
"factors affecting rural women's participation functional literacy programme in some selected Oromia region" Your cooperation in providing relevant and candid information is highly important for the success of the study. Please be frank and respond to each item as accurately as possible.

**Instruction:-** No need of writing your name  
-Where alternative answers are given put "✓" mark in the box to indicate your answer  
- For the open ended questions try to give precise answers.

**Thank you in advance for your cooperation**

**Part one**  
**Back ground information**

1. Locality

Name of zone \_\_\_\_\_

Name of Wareda \_\_\_\_\_

Name of sub location \_\_\_\_\_

2. Age of the respondent

Age range (a) 15-20 years ☐ (d) 31-35 ☐  
(b) 21-25 years ☐ (e) 36-40 years ☐  
(c) 26-30 years ☐ (f) 41 years and above ☐

3. Level of education

(a) Not literate ☐ (d) college diploma ☐  
(b) primary level ☐ (e) 41 years and above ☐  
(c) secondary level ☐

4. Marital status

(a) married ☐ (c) Divorced ☐  
(b) single ☐ (d) widower ☐

5. what was your last occupation, if any?

(a) student ☐ (c) farmer ☐  
(b) housewife ☐ (d) business woman ☐ (e) dependent ☐

6. Are you attending the literacy program based on your own interest to get knowledge and skills?

1. Yes ☐ 2. No ☐

7. Do you think the time (the day, hour and the month) has convenience to attend training?

1. Yes ☐ 2. No ☐

8. Is the place of training provision functional (literacy center) has convenience to attend the lesson.

1. Yes ☐ 2. No ☐

9. Do you think functional training literacy are competent and cooperative in teaching adult participants?

1. Yes ☐ 2. No ☐

10. Usually functional literacy teachers treat adult literacy program participants with respect?

1. Strongly agree ☐ 2. Agree ☐ 3. not sure ☐ 4. disagree ☐

5. strongly disagree ☐



11. Do you attend the functional literacy program regularly

1. Yes ☐ 2. No ☐

12. What are the main reasons for adult participants not to attend the program regularly and to discontinue participation?

1. distance of functional literacy center ☐

2. inconvenience of the time table ☐

3. shortage of educational materials ☐

4. lack of stationary /pen, pencil and exercise books/ y

5. Poor understanding on the advantage of to be functionally literate.

6. specify if there are other reasons \_\_\_\_\_

13. Do you think the community should have to contribute financial and other resources to fulfill facilities of functional literacy centers?

1. Strongly agree ☐ 2. Agree ☐ 3. Not sure ☐

4. Disagree ☐

5. Strongly disagree ☐

14. Do you support the participation of women in the functional literacy program?

1. Yes ☐ 2. No ☐

15. Women need to learn the functional the literacy skills because \_\_\_\_\_

1. they have the right to learn. ☐

2. They hold important responsibilities at home ☐

3. They could practice the lesson easily at home. ☐

4. They do have enough free time to attend the lesson ☐

5. They could transfer the lesson they obtained to other individual ☐

16. What are the main problems in your functional literacy center that are hindrance for successful implementation of the program?

1. \_\_\_\_\_

2. \_\_\_\_\_

3. \_\_\_\_\_

4. \_\_\_\_\_

5. \_\_\_\_\_

17. Do you have possible solution for the problems that you listed above.

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Thank you

## Part two

### Questions to the completed by FAL programme participant

18. Before you join in this training did you have any information about

Functional literacy programme?

a. Yes ☐ b. No ☐

19. What reason (s) led you to participate in functional literacy programme?

(a) To support yourself and your families. ☐

(b) Influence from other women to join income generating ☐

© To know about agriculture ☐

(d) To receive profit/ income ☐

20. Are there out-home participation activities of the women accepted by the society?

(a) Yes ☐ (b) No ☐

If you answer number 4 is "No" is it because of culture?

(a) Yes ☐ (b) No ☐

21. Do you experience harassment on the training area?

(a) Yes from the trainers ☐ (c) Yes, from the kebele ☐

(b) Yes, from women trader ☐ (d) yes, from men trainees ☐

(c) No harassment ☐

22. Does your husband encourage you to participate in FCP?

(a) Yes ☐ (b) No ☐

23. Who fetch water for household?

(a) Yourself ☐ (c) Daughter only ☐

(b) Any children ☐ (d) husband ☐

24. The distance of travel from your home to fetch water is \_\_\_\_\_ km

25. Who bring fire wood for household?

(a) Yourself ☐ (c) daughter only ☐

(b) Any children ☐ (d) husband ☐

26. Who looks after your children less than school age, when you are at training centre?

(a) Neighbors ☐

(b) Stay with you at training place ☐

© stay at home with family ☐

(d) You do not have children ☐

27. How many hours do you spend on your household activities per day?

\_\_\_\_\_ hour

28. Would you think that family responsibility is a major constraint to the programmes your of year training

(a) Yes ☐ (b) No ☐

29. Have you get school around your home?

(a) Yes ☐ (b) No ☐

30. The standard of your education that you have enabled you to participate in the functional literacy programme is

(a) Simple addition and subtraction ☐

(b) Calculate profit and loss of your operation ☐

© You have no education ☐

31. Do you own land? (a) Yes ☐ (b) No ☐

32. Are your husband been giving financial support to the family

(a) Yes ☐ (b) No ☐

33. Do you supervise your training and performance by experts?

(a) Yes, always ☐ (b) yes, some times ☐ (c) No ☐

34. Do you get Guidance and counseling service to your training

(a) Yes ☐ (b) No ☐

If you answer to question number 25 is "No" how your activities going on?

(a) Using traditional system ☐ (c) by tray a ☐ error

(b) By looking other trader ☐

35. How long the distance from your home to place of training center

(a) Less than 1km ☐ (c) 2-5 km ☐

(b) Less than 2 km ☐ (d) 6 and beyond km ☐

36. Do you have full right and authority on your income?

(a) Yes ☐ (b) No ☐

37. What is the major factor that determine your training programme activities?

(a) availability of time ☐

(b) availability of training raw materials ☐ (d) availability of ☐ machinery /tools

38. what is the main source of water you are using?

(a) ponds ☐ (b) well ☐ (c) spring ☐ (d) river ☐

39. what is the main source of light you are using?

(a) electric light ☐ (kerosene light ☐ (c) fire ☐

40. have you get health service/ clinic around your home?

(a) yes ☐ (b) No ☐

41. How do you rate the degree of your participation?

(a) very high ☐ (c) Medium ☐

(b) high ☐ (d) low ☐

42. If you answer question number 38 is "medium or low" what are your operational problems?

(a) Shortage of raw material ☐

(b) Lack of convenient training ☐

© Because of household responsibility you can't work hard ☐

(d) Lack of education ☐

**Part three**  
**Opened-ended question**

how many children and dependants are there in your household?

- (a) your children \_\_\_\_ male \_\_\_\_ female \_\_\_\_
- (b) children attending school \_\_\_\_
- (c) children not attending school \_\_\_\_
- (d) any other dependent supported by you \_\_\_\_
- (e) total number of your family \_\_\_\_

2. please mention out any domestic roles that hinder you from fully participating in functional literacy programme

- a. \_\_\_\_\_
- b. \_\_\_\_\_

- c. \_\_\_\_\_
- d. \_\_\_\_\_

- e. \_\_\_\_\_

3. What are the out of home/ external problems you encounter when participating in FCP?

- a. \_\_\_\_\_
- b. \_\_\_\_\_

- c. \_\_\_\_\_
- d. \_\_\_\_\_

- e. \_\_\_\_\_

## APENDIX B

**ADDIS ABABA UNIVERSITY  
COLLEGE OF EDUCATION  
DEPARTMENT OF CURRICUULM AND TEACHERS  
PROFFESIONAL DEVELOPMNET STUDIES (ADULT AND  
LIFELONG LEARNING PROGRAM)**

**Questionnaire to be complete functional literacy program  
trainers**

**General information**

This questionnaire was prepared with the aim to study the implementation of adult literacy program in Oromiya region)

Hence, after reading each question carefully respondent are expected to provide their genuine and reliable response to each item.

Notice:-

- Respondent shouldn't need to write their names.
- Respondents are expected to indicate their response using an 'x' mark in the box provided corresponding to each question.
- For open-ended questions respondents are requested to gibe short and precise answers in the space provided.

**II. Profile of the respondent**

1. Qualification \_\_\_\_\_
2. Sex \_\_\_\_\_
3. Year of service in teaching adults \_\_\_\_\_
4. Have you got pre-service training on methods of teaching adults?  
1. Yes ☐ 2. No ☐
5. If you have attend a training program, for how long the training was conducted?  
1. Less than 5 days. ☐  
2. 6-10days ☐  
3. 11-15 days ☐  
4. More than 15 days ☐

**II. Questions about the functional literacy program.**

to what extent the training assisted you in teaching adults?

1. Very high ☐ 2. High ☐ 3. Average ☐
4. Low ☐ No importance ☐
7. Do you think there is mutual understanding and good-relation ship between you and adult functional literacy program participants?  
1. Yes ☐ 2. No ☐
8. In which of the following age- limits are the majority of the adult participants of your literacy center could be grouped.  
1. 7-14 years ☐ 2. 15-29 years ☐

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_
5. \_\_\_\_\_

8. Suggest your solution for the problems that you listed under question No .20? \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Thank you.



3. 30-45 years ☐ 4. above 45 years old ☐
9. What is the extent of adult literacy participants interest to learn in the program?
1. Very high ☐ 2. High ☐ 3. average ☐
4. Low ☐ 5. Very low ☐
10. Does the location of literacy centers has convenience to teach adults?
1. yes ☐ 2. No ☐
11. Do you think that the community has responsibility of participate in all activities of literacy centers (including planning)?
1. Yes ☐ 2. No ☐
12. If your response for question No. 11 is "No" who's responsibility is then to manage and organize literacy center.
1. Government (edu. Office) 4. Kebele administration ☐
2. NGO's ☐
3. Private volunteer's \_\_\_\_\_
5. Specify if any other \_\_\_\_\_
13. Do adult-literacy participants attended the lesson regularly?
14. 1. Yes ☐ 2. No ☐
1. Do you think that lack of interest to the lesson is the main reason for adult's irregular attendance?
1. Yes ☐ 2. No ☐
15. 2. Do you think that school days and the time class begins are convenient for adults education.
1. Yes ☐ 2. No ☐
16. 3. For how long does the literacy program is conducted in your center.
1. About 3 months ☐
2. 4 months ☐
3. 5 months ☐
4. More than 5 months ☐
17. 4. Are the months of the year that the literacy program is conducted suitable for literacy activities?
1. Yes ☐ 2. No ☐
5. Do you think that f adult literacy participants attend classes due to their understanding on the importance of the lesson to improve their living condition?
1. Yes ☐ 2. No ☐
6. Do you think the assistance and encouragement from the woreda and kebele literacy- program coordinating committee has Contribution to facilitate your activities.
1. Yes ☐ 2. No ☐
7. What are the major five problems in your functional literacy center (list them in rank order, the 1<sup>st</sup> problem to be the sever one)



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PROFFESIONAL DEVELOPMNET STUDIES (ADULT AND  
LIFELONG LEARNING PROGRAM**

Interview to be filled by the experts of woreda women affairs.

**Purpose:** Then purpose of this interview is to collect basic data for the  
Study on "factors affecting rural women's participation in  
Functional literacy Program in some Selected Oromia region"

Thank you in advance for your cooperation

**Part one**  
**Back ground information**

1. Name of your zone \_\_\_\_\_ Name of your woreda \_\_\_\_\_

1. Personal data

2. 1sex-----

2.2 Martial status

- (a) Married ☐ (c) divorced/ separated  
(b) Single ☐ (d) Widowed

2.3. Age range (a) 20-25 years ☐ (d) 36-40 years ☐  
(b) 26-30 years (e) 4years and ☐  
above

© 31-35 years

2.4. Educational qualification

- (A) Certificate (C) BA/BSC ☐  
(b) College diploma ☐ (D) MA/MSC ☐

2.5. Your work experience

- (a) 1-years (d) 16-20 ☐  
(b) 6-10 years ☐ (e) 21 years and above ☐

[C] 11-15 year ☐

1/ what are the main reasons for adult Functional Literacy  
participants not to attain the program regularly?

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2/What are the criteria for selecting the women participating in  
Functional literacy program?-----

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3/ What factors that affect rural women's participation in Functional Literacy program?-----

4/ What measure you took to minimize factors that affecting rural women participation in Functional literacy program?-----

5/ How do trainees come to participate in functional literacy program?-----

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PROFFESIONAL DEVELOPMNET STUDIES (ADULT AND  
LIFELONG LEARNING PROGRAM**

Interview questions for Woreda CSTCs experts

The purpose of this interview is to gather additional data for the study on “factors affecting rural women’s participation FLP in some selected Oromia region”

1/ what are the main reasons for adult Functional Literacy participants not to attain the program regularly?

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2/What are the criteria for selecting the women participating in Functional literacy program?-----

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3/ What factors that affect rural women's participation in Functional Literacy program?-----

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4/ What measure you took to minimize factors that affecting rural women participation in Functional literacy program?-----

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5/ How do trainees come to participate in functional literacy program?-----

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APPENDIX E

ADDIS ABABA UNIVERSITY  
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LONG LEARNING PROGRAM]

**Interview question for zone head, women's affairs desk.**

The purpose of this interview is to gather additional data for the study on "factors affecting rural women's participation FLP in some selected Oromia region"

1. How many women participated FLP in the selected woredas?-----

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2. how many of them follow the program?-----

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If unsuccessful exist what are the problems?-----

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3. how do you follow up?-----

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4. how the government encourage/motivate those women's-----

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Resource allocation\_\_\_\_\_

Legal\_\_\_\_\_

Material\_\_\_\_\_

Education\_\_\_\_\_Etc.

Thank you for your cooperation



## APPENDIX F

### ADDIS ABABA UNIVERSITY COLLEGE OF EDUCATION DEPARTMENT OF CURRICULUM

#### **Interview question for regional women affair bureau experts.**

The purpose of this interview is to gather additional data for the study on "factors affecting rural women's participation in FLP in some selected Oromia region"

1. How do you monitor and evaluate women's participation in FLP in the woreda? -----  
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2. Do have supervisors who follow the training and the problem of the women?-----  
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If yes, do you have the supervisory report?  
\_\_\_\_\_

If no, why?-----  
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3. Do you know the major problem encountered those women's?  
If yes, the type of the problem-----  
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The major you take \_\_\_\_\_

4. How do you assist those women's? -----

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5. Please if you have suggestion or recommendation.-----

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Thank you for your cooperation

## APPENDIX G

### ADDIS ABABA UNIVERSITY COLLEGE OF EDUCATION DEPARTMENT OF CURRICULUM EDUCATION

#### Observation check list

Purpose: The purpose of this checklist is to gather facts about the relevance of training place, market, customer, infrastructure, communication facilities, etc. through observation at cites.

1. name of zone

\_\_\_\_\_ wareda \_\_\_\_\_

Geber mehaber/cite \_\_\_\_\_

2. type of income generating activity \_\_\_\_\_

3. number the same activity in center \_\_\_\_\_

4. available facilities in the study area:

| No | Facilities and services                                                                                | available | Not available | remarks |
|----|--------------------------------------------------------------------------------------------------------|-----------|---------------|---------|
| 1  | Training place                                                                                         |           |               |         |
| 2  | Market                                                                                                 |           |               |         |
| 3  | Customers                                                                                              |           |               |         |
| 4  | Infrastructure (such as road, communication, power supplies l, etc.)                                   |           |               |         |
| 5  | Clinical/ health services                                                                              |           |               |         |
| 6  | School                                                                                                 |           |               |         |
| 7  | CSTC                                                                                                   |           |               |         |
| 8  | Sanitary (such as toilet, kitchen, the living place of animal, house hold...)                          |           |               |         |
| 9  | Hygiene (such as cleaning households, home, surrounding, cooking materials, potable water supplies...) |           |               |         |

## Declaration

I, the undersigned, declared that this thesis is my original work, has not been presented for a degree in any other university and that all sources of materials used for this thesis have been duly acknowledged.

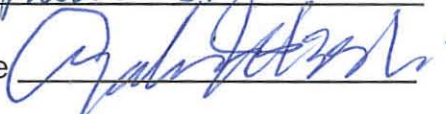
Name Tawke Bihassa

Signature 

Date of submission 16/07/2010

This thesis has been submitted for examination with my approval as a university advisor.

Name Ayalew Shibesh

Signature 

Date of Approval 16/07/2010