

**ADDIS ABABA UNIVERSITY
SCHOOL OF GRADUATE STUDIES
DEPARTMENT OF CURRICULUM AND TEACHERS
PROFESSIONAL DEVELOPMENT STUDIES**

**MAJOR FACTORS INFLUENCING WOMEN'S
PARTICIPATION IN ADULT AND NON-FORMAL
EDUCATION PROGRAM PLANNING IN EAST
AND WEST GOJJAM ZONES**

**BY
TEMESGEN DENEKEW**



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**JUNE, 2009
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**A THESIS SUBMITTED TO THE SCHOOL OF GRADUATE
STUDIES OF ADDIS ABABA UNIVERSITY IN PARTIAL
FULFILLMENT OF THE REQUIREMENTS FOR THE
DEGREE OF MASTERS OF ARTS IN ADULT
AND LIFELONG LEARNING**

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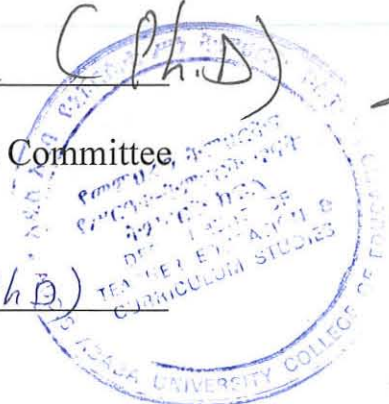
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ACKNOWLEDGEMENTS

First, I would like to express my gratitude to my advisor, Dr. Messeret Assefa. While conducting this study, he was giving me a humanistic reception, professional advice and constructive comments which had been valuable for improving my work. Special thanks are also deserved for Addis Ababa University and ANFEAE who provided me with financial support. I am also indebted to all those who contributed in different ways for the success of this study. Finally, I have special thanks for my dear wife w/ro Alem Adamu and my baby Amanuel Temesgen who were encouraging me through out. I wish all goods for the above collaborators!

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ABBREVIATIONS and ACRONYMS

AAU-	Addis Ababa University.
AE-	Adult Education.
ANFE -	Adult and Non-Formal Education.
ANFEAE -	Adult and Non-formal Education Association of Ethiopia.
CSA -	Central Statistical Authority.
CSTCs-	Community skill training Centers.
ESDP-	Education Sector Development Program
FAL -	Functional Adult Literacy.
FGDs -	Focus Group Discussions.
HTPs -	Harmful Traditional Practices.
MDGs -	Millennium Development Goals.
MOE -	Ministry of Education.
NAES -	National Adult Education strategy.
NFAE -	Non-formal Adult Education.
NFE -	Non-formal Education.
PASDEP-	Program for Accelerated and Sustainable Development to End Poverty.
SPSS-	Statistical Program for Social Science
UNESCO -	United Nations Education, Scientific and Cultural Organization.

ABSTRACT

The main objective of this study was to investigate the impact of major factors on women participation in ANFE program planning. It was also intended to determine which factors, to what extent and how they individually and collectively affect women's participation. To achieve this, a concurrent triangulation mixed design was preferred. This was selected to collect both quantitative and qualitative data within the same time frame and to compensate one's weakness over the other. To this end, three different but complementary instruments were used namely; questionnaire, interview and FGDs. The participants were 80 women adult learners, 30 facilitators and eight key informants. Stratified random sampling, available sampling and purposive sampling techniques were applied to select the respondent groups respectively. Data were analyzed using both quantitative and qualitative techniques. Percentages, correlation coefficients, multiple regression and Mann Whitney U- test were used to analyze the quantitative data. For qualitative data, interview, and FGDs results were transcribed and thematic analyses were conducted using words and statements. Based on the analyses, the main findings of the study indicated that majority of women adult learners did not participate. The results also showed that women's low level of participation was as a function of multidimensional factors which have been affecting individually and collectively. The study revealed that among the factors, the variables such as women's self-confidence, level of family income, accessibility to information, program management system and facilitators competency have positively and significantly related with participation. On the other hand, level of family influence, place of residence, level of workload and practice of harmful traditions have been negatively affecting participation. From the above findings, it could be concluded that due to the combined and individual influence of these factors, the level of women's participation in ANFE program planning have been non-significant. Hence, the following measures would be recommended. Creating awareness, income generating means, make proper advocacy and publicize information and provide assertiveness training.

CHAPTER ONE

INTRODUCTION

1.1. Background of the Study

The development of a nation is highly conditioned by proper planning and successful implementation of education programs at all levels (from primary to tertiary) for all age groups (children, youth and adults). This is particularly important to developing countries like Ethiopia where illiteracy is high (58.5%), problem of poverty is acute and health problem is serious (MOE annual abstract, 2007).

Many studies have shown that adult and non-formal education is ultimately an urgent solution which enhances the learners' capacity to control their political, economic, social and cultural problems. For example, Acharya and Verma (1996) noted that adult and non-formal education enables people to critically analyze their situation and translate the development strategies into practical actions. In the same way, Wlodkowski (1993) argued that adult education and skill training programs should be based on participatory approach to rural development to meet the basic needs of the poor. According to this writer, such programs will benefit individuals who have little or no chance to join regular programs of study due to some reasons.

Women are among those disadvantaged groups whose access to education or training has been limited as a result of numerous impediments. They suffered to a greater extent from many miserable life events resulting from poverty, illiteracy, health complication and female subordination (Lind & Johnson, 1990). Hence, without strong popular movements and advocacy to promote their participation in planning and implementation of non-formal adult education and skill training, women's illiterate poverty-stricken life will make them to be the most exposed victims.

In the process of enabling them to take control over their own lives, to participate on a more equal basis in a society and eventually free themselves from economic exploitation and

patriarchal oppression, achieving basic literacy and livelihood skills could be one of the first steps (Karl, 1995). Here, the implication is that women's participation in non-formal adult education and skill training is a means for social justice, economic empowerment, and to ensure gender equity.

As stated in Olivia Pong (2005), women should be motivated and encouraged to actively participate at every stage of adult education and skill training program planning so that they could contribute a lot to the development of their country or community.

Gboku and Lekoko (2007) also explained that active and voluntary participation of the beneficiary group is a desirable and necessary condition for successful development, implementation and evaluation of adult and non-formal training programs. These authors also tried to show that learners' participation in program planning and implementation has three main advantages. Firstly, it is a means of obtaining information about the local conditions, needs and attitudes which will be very essential to the success of the program. Secondly, people are more likely to be committed to the program and develop a sense of ownership if they are actively involved in its planning and implementation process. Thirdly, active and voluntary participation of the target groups (women) in the development and implementation of adult education program is their basic democratic right.

On the contrary, in most developing countries women adult learners have often been subject to non-formal adult education or training programs which are not reflecting their basic needs and most pressing issues: consequently, there is a high dropout rate and poor program results (Oglesby, 1996). Other literatures also revealed that the participation of women in development-oriented education programs has remained very low especially in many rural communities of Africa (Osundo & Omoruyi, 1999). Moreover, Pant (2004) found that women are denied opportunities of choices, access to information and basic education.

This is due to the fact that several interrelated and synergistic factors are militating against their participation.

One of the most immediate practical problems (barriers) is lack of time. Women adult learners are ever busy (over burdened) with domestic tasks such as childrearing, cooking, cleaning, fetching water, collecting firewood, farming, cultivating, and involving in subsistence and income-generating activities (Lind & Johnson, 1990; Oglesby, 1996).

The second impediment groups as stated by Kamp (1996) are the psychological factors. According to him, the psychological variables such as attitudinal dispositions toward education, self-esteem and lack of self-confidence are the most common barriers to women's voluntary participation.

Lind and Johnson (1990) and Karl (1996) asserted that the existence of a patronizing attitude of men including the male facilitator toward the role of women's participation in the process of needs identification, prioritizing, and implementing the learning tasks are directly discouraging. The same researchers also found that, in most African countries, the husbands and guardians are not voluntary and completely forbid women to participate either in the process of program planning or attending the literacy class. Hence, they often have very low participation.

Condition of poverty in many areas has also a negative influence on women's voluntary participation. Kamp (1996) found that poor women mostly prefer to engage in works for survival and income-generating activities. Such types of activities are given more priorities both by women adults and their family members.

Okech (2004) identified that lack of special provisions and programs geared towards meeting women's immediate practical needs is another major factor affecting their participation. For example, mothers may attend classes or training sessions with their smallest babies and toddlers due to lack of child-care assistance. Hence, frequent interruption and lack of concentration on learning will be their common problems.

Generally speaking, the interplay of institutional, personal, family based and socio cultural factors have been preventing women from their active involvement in decision-making and leadership position (Gboku & Lekoko, 2007; King & Hill, 1993 & Kamp, 1996). As a matter of

fact, their voluntary participation either in planning or implementing process is very weak especially in third world countries.

Ethiopia is one of such countries of the world which is characterized by abject poverty, poor health and gender inequality in education, economic resources and other social activities (Alem, 2003). According to Alem, most Ethiopian women are in disadvantageous and marginalized positions that have faced gender based disparities in educational participation and decision making process.

Other separate studies conducted by Yalew, Lasone and MOE (2004) showed that women participation in ANFE is low in Ethiopia. As to these writers, compared to their male counterparts, women engagement either in planning or implementation of adult and non-formal education is in its insignificant level in the three historical periods (imperial, Dergue and current government). Evidently, from the total women's population, majority of them (74.4%) are currently illiterate who need urgent adult and non-formal education to liberate them from economic, political, social and cultural exploitation (MOE, 2006).

In line with this, Anley (2004); Teshome (2006) and Ababa (2007) found that the above mentioned problems have become more serious in Amhara region compared to other regions. In the region, the extent of poverty, illiteracy and vulnerability of women to HIV/AIDS has become severe. Moreover, women have less leadership power and low participation in decision-making process during program planning and implementation of adult education. Despite the existence of such multiple problems, practical actions are not taken yet.

As a first step, an immediate critical assessment of the major hindering factors (barriers) from local or grassroots level is timely essential to design adult education curriculum in Amhara region in particular and in Ethiopia in general.

1.2. Statement of the Problem

Most Ethiopians (85% of the population) live in rural areas within subsistence life from which women are in the majority (CSA, 2007). At the same time, more than half (52%) of the total population are women who have faced abject poverty, hunger, illiteracy, underdevelopment, lack of clean water, and problem of sanitation and health care. Maternal mortality, economic exploitation, harmful traditional practices and female subordination are among the most common problems of Ethiopian women. As a result, they are made dependent on male gender since they do not meet their minimum basic needs. Besides these, they mainly lack basic education and essential life skills that would help them to develop their rich potential and maximize their contributions to the rural and urban development efforts. Moreover, women's education would have a vital contribution to eradicate poverty and illiteracy, since educated mothers have positive effects on their children's development, health, education, mortality rate, and their family life in general.

In spite of this, most of Ethiopian women appear to be neglected, have little education and hardly have participation in adult and non-formal education and skill training. Hence, their contribution and involvement either in program planning or implementation process has remained very low in most parts of the country in general and in Amhara region in particular. On the other hand, the principle of adult education and theory of andragogy stresses that active and voluntary involvement of learners in all aspects of program development and implementation is a necessary condition. Besides this, currently, Ethiopia is following the decentralization system and rural-centered development policy which theoretically give special focus for women. These development-oriented strategies need women's active and voluntary participation both in planning and implementation of such programs. Studies made by Anley , Teshome , Abeba and Tilahun (2008) have indicated that in many areas of Amhara region, the participation of women adults in non-formal education and community skill training centers is a sensitive problem that needs serious attention. And yet adequate research has not been conducted concerning on the major limiting factors which are highly influential in discouraging women to practice the desired level of participation. It is due to these reasons why this study is intended to assess the presence and extent of the major factors which are impeding women's active participation in the training centers found in both selected zones.

1.3. Objectives of the Study

In accordance with the aforementioned statements, it was the purpose of this study to investigate which factors and to what extent they are affecting women's active participation in ANFE program planning.

Accordingly, the current study was expected to achieve the following specific objectives:

1. To determine the type of relationship that exists between each factor and level of participation.
2. To identify which factors have significant effect on women's participation during program planning.
3. To identify which factors are the most influential for the prediction of level of participation.
4. To identify in which planning stage do women participate in ANFE program.
5. To identify the perception of key informants regarding the limiting factors.

1.4. Basic Research Questions

In order to achieve the above stated objectives, the following basic questions were raised in the study.

1. What type of relationship does exist between each limiting factor and woman's participation?
2. Which factors have significant influence on women's participation during program planning?
3. Which factors are the most influential for the prediction of level of participation?
4. In which planning stage do women participate in ANFE program?
5. How do key informants perceive and react towards major determinants of women's participation in the study areas?

1.5. Significance of the Study

The result of this study is expected to be useful for different stakeholders such as program coordinators, adult education curriculum developers, political officials, adult trainers (facilitators), female trainees and the wider community as a primary source of information from Ethiopian context. More specifically, it will benefit the target groups (women) to get more recognition and support to alleviate their problems and promote their active participation. Hence, the following major contributions will be maintained from the research.

- It may provide valuable information for better policy planning and implementation concerning on adult education.
- It may give an opportunity to the prospective national adult education strategy to be need-based, participatory and gender-sensitive during its planning and implementation.
- Since no many researches have been conducted on the problem before, the study will serve as an input for other researchers on the same issue.

1.6. Delimitation of the Study

Since Amhara region is vast and adult training centers are highly scattered (fragmented) throughout the region, geographical distance, shortage of time and the inflated cost of life had been the major reasons for delimiting this study in some areas. Hence, the study was confined within East and West Gojjam zones. In these two administrative zones, twenty five districts or woredas are found; fourteen in East Gojjam and eleven in West Gojjam. From these, three districts were chosen based on their active functioning of non-formal adult education and community skill training programs. These were Gozamine, Machakel, and Jabitahinan since they were easily accessible and manageable to the researcher. Conceptually, this study also gave a special focus to the major limiting factors which have been hindering women's participation in the process of non-formal adult education program in the selected zones.

1.7. Limitation of the Study

Although the researcher has tried his best to design the study as properly as possible, some limitations were identified in the current research. One of the limitations was concerning on the sampling process. Existence of few members of the subpopulation of facilitators and officers

made it impossible to select participants at random. However, to minimize this limitation, the researcher had tried to triangulate the data by using various instruments and data sources. Another limitation was with regard to the instrument. Although the researcher had piloted the instrument, some constraints were observed on few questions during data collection. Thus, the above limitations may affect the generalizability of the current research.

1.8. Operational Definitions of Key Terms

Adult: A woman trainee who is enrolled either in community skill training or functional adult literacy program and she would be considered legally, socially and psychologically as a matured person to fulfill for herself and existing society.

Non-formal Adult Education: Refers a form of educational activity which is outside of the formal system and is organized to fulfill some identifiable learning needs of specific target groups (adults).

Participation: The active involvement of the beneficiary groups in the process of raising ideas, sharing experiences and self-initiated contribution in decision-making process of program planning.

Participatory Program Planning: A process of organizing a set of related activities, resources and facilities based on the active involvement of adult learners in raising ideas and sharing experiences for decision making process for running a specific program of adult and non-formal education.

Non-formal Skill Training: refers to a short term program that gives more emphasis to develop practical skills or livelihood skills which helps to improve individual self-employment opportunities.

Community Skills Training center: A localized institution in which basic livelihood skills are practiced with the help of facilitators within a specified period of time.

Functional Adult Literacy: A type of adult education intended to develop basic reading and writing plus knowledge and skills for income generation to improve the livelihood of poor women.

Facilitator: Refers to a person who teaches or trains adult learners either in community skills training or functional adult literacy center.

CHAPTER TWO

REVIEW OF RELATED LITERATURE

The researcher of this study has tried to review some relevant issues, concepts, facts and theories with regard to the problem of study. In doing so, he started by explaining the concept of ANFE. Following this, the types and purposes of ANFE program of women in developing countries are described. Then, the nature of participation in gender responsive program planning has been elaborated. Finally, the major barriers preventing women from their full participation have been explained.

2.1. Definitions and Concepts of Adult and Non-formal Education

(ANFE)

I) Adult Education (AE)

The concept of ‘adult education’ has been defined differently by numerous adult education scholars. This variation appears due to existence of historical, socio-economic, cultural, political and environmental diversities in the world (Dessu, 2008). However, there are some definitions of the term which are most frequently used in adult education literature. Among these are:

Adult education is any learning activity or program deliberately designed to satisfy the learning needs or interests of adults that may be experienced at any stage in their lives by persons whose major social roles are characteristics of adult states and whose principal role is no longer in education (Tudjman, 1996: 558).

As Cited in MOE (2006), Education Sector Development Program third (ESDP III) also explained that adult education is the provision of literacy, basic education, skill training and various areas of life skills in order to help the youth and adult population as a whole to participate in the development process. This definition indicates the recognition of the potential contribution of adult education to Ethiopia’s struggle to end poverty and ensure sustainable development.

II. Non-formal Education (NFE)

Rogers (2004: 78) defined non-formal education as “Any organized, systematic, educational activity carried on outside the framework of the formal system to provide selected types of learning to particular subgroups in the population of adults as well as children.” Similarly, Duke (1995:63) stated that “Non-formal education is intentionally organized learning event catering essentially to persons who are not currently participating in formal education.”

From the above two definitions, it is clear that scholars define it from their own context and orientation. Hence, non-formal education is one of the forms of education which has no specific definition and interpretation.

III. Non-formal Adult Education (NFAE)

According to Nafukho, Amutabi and Otunga (2005: 75), “Non-formal adult education is a learning process that takes place outside the formal learning institutions and that is specifically meant for adult learners.” These writers indicated that such type of education is provided to adults by governmental and non-governmental organizations and private institutions for those adults interested in acquiring specific knowledge and skills for their life improvement. In the same way, Rogers also described that non-formal adult education is a form of education composed of basic and vocational education and training outside the formal system which ranges from short term workshop training to long-term professionalization.

From the foregoing descriptions, it can be concluded that the three concepts (AE, NFE, and NFAE) are highly interrelated. More or less, they have similar connotations and intentions. Hence, for the purpose of this study, they would be interchangeably used.

2.2. Women and ANFE in Developing Countries

2.2.1. The Need of ANFE for Women

Concerning on the essentials of adult and non-formal education for women over formal education, different arguments have been stated by various scholars. Among these, King and Hill (1993); Kumar (2005) noted that due to triple roles, socio-cultural and economic factors, women have less access and opportunity to the formal education. As a matter of fact, in many countries

of the world especially in developing nations, women have been marginalized and in disadvantageous positions who are the first vulnerable group to many overlapping problems.

In support of the above arguments, Hunt (2004) found that gender inequality remains a feature of every region in the world, though it is most pronounced in south Asia, Sub-Saharan Africa and Middle East. The findings of Hunt also showed that 70 percent of the world's poor are women and in developing countries. In the same way, Coles (1978) also explained that women's illiteracy has made them handicap from their access and opportunities in social, economic and political affairs.

Bhushan (2005:613) argued that women's participation in program development is a necessary condition to improve any society while quoting a statement "As a bird cannot fly on one wing, no society can make progress unless its women too join men in all activities."

In sum, the ideas mentioned in the above paragraphs implied that women need to be empowered for liberation, emancipation and free of violence, exploitation and dependency in many parts of the developing world. Thus, one response to this situation is to make special attention to the participation of women in adult and non-formal education. Specifically, women need adult and non-formal education in the form of skills training and functional literacy to improve their income generating activities, awareness creation and access to public information that make them more enlightened.

2.2.2. Women and their Access to ANFE and Training in Developing Countries

Due to various interrelated factors, women do not earn as much as men with comparable levels of education and training (Oglesby, 1996). According to Oglesby, extensive studies from both international and local perspectives had not been published which recognize the level of participation of women in adult education program. Their participation has been governed by the existing social, cultural, economic and political climate of a given society (Tayaweera, 1979). Kamp (1996) also identified that immediate problems of women in developing countries are poor environmental sanitation, and low health standards, maternal and infant mortality, malnutrition, poverty and illiteracy. As explained by the above three scholars, the provisions of adult and non-

formal education for women in the poor and developing countries include the following categories.

I) Health Education

Maternity and child care clinics have been established in many countries to serve most rural areas, but often without adequate resources and staff and not within easy access for many villages. Preventive health measures and family planning are seen as an intrinsic part of most clinics. More Paraprofessional and village workers, the maternity and child care clinics have been providing education for women in disease prevention in spite of their limitation (Ibid, 1979).

II) Education for Income Generation (Basic Skills Training)

Oglesby also found that despite the great diversity of the economic, political and cultural systems, the factors affecting motivation to attend ANFE is common for women in the developing countries of Asia and Africa. It is role of the overriding need for vocational education which is designed to generate income. However, the impact of such programs on living standards and income generation seem to have been limited and they appear not to have reached the poorest and most educationally disadvantaged women for a number of reasons. Charlton and Ellen (1984) elaborated that the skills training and employment opportunities for women have seen of marginal importance in the view of the massive unemployment situation in many countries.

III. Functional Literacy Programs (FLPs)

Functional adult literacy is a concept used in various ways. But, for the sake of simplicity, the following definition has been preferred. As indicated in DVV (2007), functional adult literacy refers to the meaningful acquisition, development and use of reading, writing and innumeracy skills plus other basic knowledge and skills required by a person in every day life as a tool for self-expression, information, communication, income generation and civic participation and as a means to improve one's life and to contribute to family, community and national transformation and development.

This definition has two major implications. The first is that, functional adult literacy program is an applied real life-orientation and recognizes a person's changing needs and aspirations. The

second is that a range of skills, practice and abilities are undertaken both at the individual level and collectively in groups.

In Ethiopia, the concept of FAL is being increasingly adopted. As cited in DVV (2007), Ethiopia's current Education Sector Development Program (ESDP III) explains that adult and non-formal education program is basically focused on literacy, numeracy and other relevant skills to enable learners to develop problem solving abilities and change their lives. This shows that in ESDP III, FAL incorporates various areas of life skills and seems to be equivalent increasing given above.

However, when one looks at the situation of women it is simple to observe that their illiteracy seemed to have adverse effects not only on the well being of women, their family and their children's level of education, but also on their prospects of labor force productivity. Lind and Johnson (1990) elaborated that in third world countries, even though women are more participant in functional literacy programs, they are often subject to programs which are not planned by them or not reflecting their needs.

From the above explanations regarding women's access to ANFE programs in developing countries, it can be concluded that even though women have various alternatives to engage in ANFE programs, they have not been using these opportunities fully. And one of the tangible reasons for this happening was existence of various impeding factors in their participation.

2.3. Understanding the Nature of ANFE Program Planning

2.3.1: Definition of Program Planning

As described by Sork and Caffarella (1989: 233) "Program planning refers to the process of determining the ends to be pursued and the means employed to achieve them." According to these writers, planning is a decision-making process and a set of related activities that produce educational program specifications for one or more adult learners.

In the same way, Gboku and Lekoko (2007) explained that program planning is a systematic and needs-driven process that consciously invites to address the educational needs of a target group.

Thus, program planning is a means of keeping communication open between people such as content specialists, evaluators, facilitators, potential learners etc talking about the making of decisions on priority areas, program objectives, contents, delivery modes, and assessment and evaluation strategies. This process involves discussion, debate, judgment and making conclusions.

2.3.2. The Planning Process of ANFE

According to Knowles, Holton and Swanson (1998), adult education program planning involves a six step process. These steps are: (1) analyze the planning context and client system, (2) assess needs, (3) develop program objectives, (4) formulate instructional plan, (5) implement the program, and (6) monitor and evaluate the program.

Hence, for this study, these six major steps have been selected to show how ANFE program planning would be processed.

Step 1: Analyze Planning Context and Client System

The activities begin with analyze of the planning context and the client system. Lukiya, Kenneth and Godfrey (2001) argued that since gender roles, expectations and attitudes are largely socially constructed, understanding such social and environmental context is a pre-requisite to plan a gender responsive program. Similarly, Sork and Caffarella confirmed that planning occurs within a social milieu under which organizations, institutions, histories, traditions, philosophical orientations, policies etc can affect the planning process.

The planning process also involves collecting data about those individuals who are eligible for the attention of the program planner. In this regard, information about age, educational attainment, cultural background, economic status, family conditions, geographic distribution, social affiliations etc could be identified. Any characteristics of the client group that may have important implications for later steps of the planning process, barriers to participation for most of the clients are essential. Without this knowledge, serious errors could be made.

Thus, the purpose of analyzing the planning context is to identify both the internal and external factors that should be taken into account during planning. Further more, it provides base line information that can be used in making decisions about the planning process.

Step 2: Needs Assessment

As noted by Knowles, Holton and Swanson, the concept of needs as a basis for justifying and focusing on the planning process has been misunderstood for many years. Yet there has been so much disagreement and confusion about what a need is. However, after conducting some repeated studies on adult learners, they tried to define the term needs assessment as follows:

The term need refers to a discrepancy or gap between some desired or acceptable condition or state of affairs and the actual or observed or perceived condition or state of affairs" (Knowles, Holton and Swanson, 1998: 167).

Gboku and Lekoko (2007: 62) also defined as "A learning need is a state of condition that exists when there is a gap between the present situation (what is) and the required situation (what should be)."

Thus, bearing the above two definitions in mind, one may understand that the term need is a complex phenomenon which cannot easily assessed as one think. Hence, critical examination of what one really feels need sufficient time and creativity.

The Process of Identifying the Learning Needs

Even though the assessment of learner's needs dominate the literature on program planning in adult education, the influence of parent organization, consultants, program planners and the larger society remain important for program planning (Evans,1981). Ultimately, successful needs assessment for planning a program can be conducted by the cooperative actions of society, organizations and the individual learners. As explained in Sork and Caffarella, most needs assessment techniques require the specification of criteria to be used to determine priorities and the systematic application of criteria to all the felt needs identified. As noted by them, the purpose of priority setting is to provide a rational resource allocation. Hence, needs assessment is

important for effective program planning. To this end, learners have to be central and actively involved both in needs assessment and setting priorities.

Step 3: Formulating Program goals and Objectives

Gboku and Lekoko define program goals as statements concerning on what should happen during the program and what should result from it. They are guidelines for choosing resources, techniques and are essential to program evaluation and improvement. Furthermore, they described that goals are statements reflecting the philosophy or mission of the training center that provides a basis for developing the more detailed objectives. While program objectives are the intended learning outcomes. They are more detailed descriptions of the specific actions needed to achieve an agreed target.

But whatever program objectives they are, they should be formulated based on the prioritized problems and needs of participants. As noted by Lukiya, Kenneth and Godfrey, to maintain a gender sensitive program, formulation of the goals and objectives should be concerned with providing for equal opportunities and promoting equity between men and women. Thus, in formulating objectives, key issues and problems have to be addressed concerning on women affairs. For this reason, women have to say more for themselves instead of things are said by others.

Step 4: Formulating Instructional Plan

As noted by Sork and Caffarella, developing instructional plan involves selecting and ordering training contents, selecting appropriate resources, training strategy and methods. In addition to this, Gboku and Lokoko contend that program contents have to be selected and sequenced in response to the training objectives and assessing them against the criteria of what must be learned to achieve them.

The second major task in the fourth step is selection of appropriate learning resources. As described by Gunawardena (1998), resources are the inputes which required conducting the instructional process. He further stated that there are three major types of resources, namely, human resources, natural resources and man made resources.

However, whatever the resources are available, careful identification and selection process is mandatory to enhance the effectiveness of the teaching-learning or training process of adult learners particularly women trainees.

Another element in formulating instructional plan is selection of instructional strategy and methods. According to Roscoe (1995), the major factors in selecting training strategy and methods should be the learning objectives, the circumstances and abilities of learners. This implies that the training methods must be based on the context of the trainees and the way they learn. He also mentioned the assessment criteria, the context of the operating environment, time, resources, availability of trainers, and venues are essential considerations in planning effective program.

In effect, formulation of gender responsive (women supportive) instructional plan needs gender-oriented contents, strategies and methods involving affirmative actions in selecting women for decision making positions, creating favorable conditions for women's full participation, allocating resources and building women's capacities.

Step 5: Program Implementation

According to Derebssa (2004), program implementation is a process of putting the planned program into effect. In the context of adult education, implementation refers to putting the program goals, objectives and the instructional plans into action (Gboku & Lekoko, 2007).

Successful implementation requires coordination of activities. As noted by Kassahun (1997), coordination helps to achieve the objectives of the adult and non-formal education programs with no or minimum amount of obstacles, through collaborative efforts of coordinators, facilitators and the target groups. Coordination in the process of implementation means to facilitate relationships, among organizations, stakeholders, and beneficiaries to use resources economically. Lukiya, Kenneth and Godfrey also noted that at the implementation stage it is important to ensure that various gender issues and objectives are carried out in practice.

Based on the above discussions, we can conclude that since women are the most direct beneficiaries, their full participation determines the success of the program implementation. In doing this, recognition of their triple roles namely; the reproductive, productive and the community roles is obviously essential. Hence, coordinating and organizing women adult learners will facilitate the implementation process.

Step 6: Monitoring and Evaluation of Gender Responsive ANFE Program

The program implementation process is not an end by itself. It has to be checked regularly and the outcomes have to be weighted in terms of the intended objectives and course of action. In light of this consideration, the developments of monitoring and evaluation techniques are important.

As described by Magnen (1993), monitoring is a system of continuous information for the use of program planner. Magnen stated that to be effective, monitoring must be an integral part of a program. Similarly, as cited in Kassahun, Oakley (1988) defined as “Monitoring is the provision of information, and the use of that information to enable the program planner to assess progress of implementation and take timely decisions to ensure that progress is maintained according to the schedule.” In addition, Rubin (1995) described that monitoring is a means of taking corrective measures if differences appear between what is going on and what is intended earlier.

From adult education perspective, Gboku and Lekoko (2007) defined program evaluation as the systematic process of investigating the value and quality of a program on such factors as accountability, suitability, efficiency and real-world application.

Lukiya, Kenneth and Godfrey noted that in gender responsive adult and non-formal education program, monitoring and evaluation have several purposes. According to them, monitoring is a good means to diagnose and integrate gender issues in to adult education periodically. Women’s participation in monitoring and evaluation can be assured if all the data found during program planning is collected based on gender responsive techniques.

Thus, from the above explanations, it can be concluded that Women and men in monitoring and evaluation should have to share the same responsibilities. They should have played the same roles to achieve the same thing. Hence, deciding on what and how to evaluate and by who are critical parts of the evaluation process.

2.4. Understanding the Nature of Participation in Program Planning

2.4.1. Definitions and Concepts of Participation

Gboku and Lekoko stated that participation is a process during which individuals, groups and organizations are given the opportunity to become actively involved in program development. Similarly, Cookson (1996:167) defines “Participation is the greatest involvement of potential learners or their representatives in the vital stages of program planning, from need assessment to evaluation.”

In other way, Bengal (1989) cited in Joseph Veramu (1997) expressed that participation is the extent to which the learners or target groups are in control of the educational processes, goals or outcomes. He distinguished three main types of participation: presence, involvement and control. According to Veramu, (1) participation in presence means a woman can present in a program without being involved in any way, and without having any control over the program. (2) Participation as involvement identifies the extent to which a learner is involved with or in interaction with important components or processes in the educational programs (3) participation as control identifies the extent to which individuals or groups have control over the adult education program over its various components. Knowles, Holton and Swanson also noted that, for greater effectiveness of adult education programs, learners should have greater involvement and control over it.

Although theoretically the term participation in program planning is absolutely necessary, clear consensus still does not exist to what it means in practice. This is because; it is explained differently depending on the situation and other circumstances.

2.4.2. Theoretical Foundations of Participation of Adult Learners in Program

Planning in ANFE

The concept of participation has been emerged from various theoretical foundations. Some of these traditions are rooted in African cultures while others are evolved from western orientations. As cited in Gboku and Lekoko, the well known African philosopher and the former president of Tanzania, Julius Nyerere was concerned with the importance of people's participation for development. He assumed that people have potential and ability to act, to change and control their environment. "Self-reliance" was the term he used to emphasis that people cannot be developed or educated; they must develop themselves through a process of thinking, problem solving and acting. The goal of this process according to Nyerere was to liberate from constraining forces and increased power over the environment. For this, active involvement of the target population is essential.

As cited in Gboku and Lekoko, much of the current interest in participation also stem from the concerns of P. Freire, the Brazilian adult educator, who regards people as critical and creative beings capable of knowing and transforming their environments. In Freire's view, formal education has been domesticating, dehumanizing and manipulating people. It is assuming people as passive receivers and it follows a banking process. But true education can humanize, liberate and treat people as subjects who can control their own lives. For education to be a tool for humanizing and a means for liberation and development, according to Freire, it must involve the learners in a process of problem posing in which they describe, analyze, and act to redesign or transform their realities. This process can only be done in a context of genuine participation, one in which learners and other agents can trust and respect one another (Freire, 1990 cited in Gboku & Lekoko, 2007).

The importance of participation is also reflected in the work of other several authors who emphasis that learner's involvement in program planning is a central element in adult education. Among these, Knowles, Holton and Swanson (1998) argued that adults are voluntary learners who can determine their own learning. They have accumulated experiences, orientation to learning, and readiness for learning and internal motivation. Thus, programs will be effectively

realized if adults are actively participating in the learning process starting from need assessment to evaluation.

Similarly, Rogers (2004), another well known adult educator argued that learner's participation in adult education program planning has a paramount importance. He assumed that, the best and most secure learning can occur when learners are centrally involved in controlling, directing and monitoring their own learning processes. In his assumption, adult learners have to participate in decision-making, implementation and evaluation, so that the program no longer reflects the concerns and wisdom of the providers alone but also of all its stakeholders. The argument here is that any development program will be sustainable if the people own it for themselves. In this respect, participation means self-determination. Moreover, he stated that full participation means enabling the adult learners to have control of their process as well as the goals, to be decision-makers, to be self implementer and self-evaluator. Thus, from the above assumptions, one can conclude that full participation in adult education is not simply access encouraging adults to join in programs of education, nor it is simply learner- centered approach asking them to join in activities which the program planner has already chosen. Rather it is a helping process of individuals and groups to learn what they want to learn, when they want to learn and for as long as they want to learn it.

2.4.3. The Need for Women's Participation in ANFE Program Planning

Why do women responsive programs are needed? There are many reasons for planning a gender responsive program planning. Women in Africa need more effort to be empowered through programs which are designed for them. As stated by Bhushan (2005), women have their own realized needs. Hence, understanding and considering their needs as perceived by them is an important issue. Consequently, rural adult women have to be sensitized to be actively involved in the program planning of ANFE that will affect their life. In support of this argument, Fasokun, Katahoir and Otunga (2005:145) claimed that women's participation is an important prerequisite for successful program planning and implementation while quoting one golden African proverb "No one can shave a women's head in her absence."

Generally speaking, women's participation in program planning has the following purposes.

- 1. Participation for Goal Attainment:*** The aim of any adult education is to achieve the intended goals. However, such program goals will be determined at the onset of program planning by

involving people to participate in programs decisions that will reflect the relevant needs and opportunities in individuals, groups and communities. As explained by Indabawa and Mpofo (2006), when women participate and represent in program planning process, they will identify their most critical problems. In the end, programs developed with needs and problems of the female participants at the center are likely to be successful.

2. ***Participation for Self-Reliance:*** Participation generates greater self-reliance by breaking the culture of silence and dependency of women in development programs. Their greater involvement on program planning can empower and build their capacity to seek greater independence and control over their own lives. In line with this, Lukiya, Kenneth, and Godfrey (2001) noted that through active involvement in program planning, women can overcome oppression, develop self-confidence and make them visible in the community. Hence, participation enables them to come out of their house and show they have potential for self-help roles.
3. ***Participation for Empowerment:*** According to Karl (1995) women's empowerment could be briefly explained as the process of improving the human capital of women for effective participation in all aspects of development of a nation. This will make women to be makers of development history, not just receivers or objects of it. Women need not be just objects or beneficiaries of the program but they should have process of equal participation as well. Gboku and Lekoko described that participation in this sense is equated to achieve power in terms of access and control of the resources necessary to protect livelihood. That means, participation is an instrument for empowerment of women to make decisions along side men to ensure equity and fairness. To achieve this, however, mobilization is necessary. Thus by organizing themselves and working collectively, women could be empowered to gain increased participation and ultimately greater control.

2.4.4. When do Women Participate in ANFE Program Planning?

This refers to the different phases women need to be involved in the planning process. Adult educators who advocate participatory program planning stress on the importance of women's involvement at all stages of the planning process. As stated by Gboku and Lekoko, there are important rationales why the participation of targeted beneficiaries in each stage of program development is necessary. Similarly, Lukiya, Kenneth and Godfrey strongly argued that unless

women actively involved in the planning process of gender-responsive program starting from need assessment to evaluation, their critical problems will not be addressed and hence the system of their subordination will perpetuate unlimitedly. Hence, they need to be actively involved in all planning stages.

1. Women Participation during Needs Assessment

The involvement of women in identifying the needs, problems and inputs is a necessary condition since they have various problems, concerns and training needs. In this regard, Obbo (2002) affirmed that program planners have to encourage women to find out their most pressing problems and biggest concerns. Beside this, he reaffirms that women's participation is an essential element in needs assessment and problem identification while quoting Cafferella (2000: 103) as: "The very best thing is when women themselves start the survey and discuss their needs, determine which needs require most urgent and then make plan."

But, as a general rule we can conclude that participatory needs assessment is that all parties and stakeholders have to involve in program planning. Potential program implementers such as adult learners, coordinators, facilitators, community leaders etc should engage in needs assessment.

2. Participation During formulation of Goals and Objectives

After needs assessment, the next step is converting the training needs into ANFE training objectives. According to Sanderson (1995), once training needs have been established, they should be translated into training aims and objectives. This is an opportunity for the program planner to capture the essential purposes of the intended ANFE program. Accurate identification of ANFE and training needs is therefore crucial for the success of training which calls for active involvement of the learners.

Concerning on the participation of women in formulating objectives, Lukiya, Kenneth and Godfrey proposed that women should be encouraged to select their own objectives and receive guidance on doing so. According to these writers, their active involvement is the only reason, since they are the ones who are experiencing the problems, Hence, the program planner has to encourage women to examine and discuss the feasibility of the formulated objectives.

3. Participation during Formulation of Instructional Plan

ANFE contents and methods have to be selected and formulated in response to training objectives and needs. Roscoe (1995) proposed that ANFE training contents must be linked to the learners' existing knowledge, skills, attitudes and characteristics. Women's participation in selecting and formulating contents is the best way to address their realized needs and objectives. In his words, Bhushan (2005: 618) says that:

It means understanding the needs and interests of women, understanding the situation in which they live and the kind of content that may serve their needs. It means careful statement of the learning objectives in a form that sets out the desired changes as well as the subject matter, selection of the previous learning experiences that may best accomplish these objectives and it assumes the fullest possible participation by rural adult women in content building.

Related to this, Lukiya, Kenneth and Godfrey claimed that gender responsive ANFE programs should be realistic in providing an opportunity for women to do what they are being taught. Here, they noted that women must believe in the value of what they are being taught and these calls for the content to be relevant to them and result in programs that relate to participants environments.

With regard to selection and formulation of training strategy and methods, Roscoe (1995) stated that the training objectives and contents should be determining factor. This implies that the training methods must be based on the context of the trainees and the way they learn. According to Roscoe, the assessment criteria, the context of the operating environment, time, resources, availability of trainers, and venue are important considerations in designing effective training strategy and methods.

In effect, ANFE and training should be designed in a way that provides learners with a variety of gender responsive learning experiences and a mixture of learning methods. Moreover, it should involve women participants actively in learning as this is an effective way of motivating them to learn.

4. Participation during Program Implementation

In the process of implementation of gender responsive ANFE, active participation of women adult learners increases the program success. For this reason, recognition of their triple roles is needed. In addition to this, coordinating and organizing them as direct beneficiary groups facilitates team work and their participation in the process of implementing the program. Hence, organizing them into groups is one of the fundamental means by which individual woman has the chance of interacting among them so that they will have unity and power to solve their problems (Kassahun, 1997).

5. Participation during Monitoring and Evaluation

Obbo (2002) described that participatory evaluation is one that involves the beneficiary groups of the program in which they become active participants throughout the entire process. In line with this, Knowles, and Holton and Swanson (1998) proposed that adult learners have to evaluate their own learning process. By no means participatory monitoring and evaluation as part of planning of ANFE program should encompass women at the center. In such type of evaluation, women are expected to participate actively to assess the strengths and weaknesses of the program and their learning outcomes.

2.4.5. Barriers to Women Participation in ANFE Program Planning

Despite the importance of women participation as a prerequisite for planning ANFE successfully, many programs in Africa still experience poor engagement of women adult learners in their programs (Gboku & Lekoko, 2007). The factors that limit women's participation are many and varied, but rather they have interconnected and synergistic actions. In point of fact, during many instances, they reinforce each other. For the purpose of this study, the following factors had been selected.

1. Family Based Factors

Family based factors tend to prevent women from their full participation in program planning. As discussed by various scholars, women have various characteristics and triple roles that must be recognized in order to help them to be full participant. Among these factors are:

- i) **Family income:** one of the factors that influence women's participation in adult education is the family's economic status. Charane and Jamisor (1982) observed that low socio-economic status of families is an important barrier to education of women more than men. This is because, a low family income mostly force women to decrease participating in education since they spent their time earning wages in the labor market. In line with this, Kamp (1996) also affirmed that condition of poverty in many areas has a negative influence on women's active participation. According to him, poor women mostly prefer to engage in works for survival and income-generating activities. Such types of activities are given more priorities both by women adults and their family members.
- ii) **Husband/family influence:** Although other factors have significant role in determining women's participation, the family or husband bears the ultimate responsibility for women's participation. As described by Karl, parents' or husband's attitude is an important factor to the participation of women in education. In line-with this, Lind and Johnson (1990) also found that in most African countries, the husbands and guardians or parents are not voluntary and completely forbid their wives or daughters to participate in the process of program planning or implementation.
- iii) **Existence of Heavy Workloads:** As described by Lukiya, Kenneth and Godfrey, women have triple of roles namely; productive, reproductive and community roles at the same time. Due to these triple roles and responsibilities, women become ever busy and have overwork' load. Consequently, they have shortage of time to participate in educational activities.

From this one can conclude that most African-women need special provisions and programs geared towards meeting their own practical needs.

2. *The psychological/personal factors*

Other major impediments as stated by Kamp are the psychological barriers. According to him, the psychological variables such as self-esteem and lack of self-confidence are the most common barriers to women's voluntary participation. Besides this, Biklen (1995) confirmed that women have lower self-confidence than men. The lowered self-confidence level makes them less likely

to participate in education than men. As explained by the same author, lack of self-esteem also helps to explain why most women have low level of participation.

3. The Institutional or Program Based Factors

There are a number of program based factors that are limiting the accessibility and participation of women adult learners. Some of these are:

- i) Poor management systems:*** As explained by Fasokun, katahoire and Oduaran (2005), poor management of the program planning process is one of the major reasons why many adult learners often do not want to actively participate. Poor program management and coordination system often become less attractive and discouraging women. Indabawa and Mporfu (2006) also confirmed that although these obstacles are not confined to a particular class or gender, they seem to affect the poor women more than they affect any one else. The implication here is that women need proper organization, coordination and recognition of their tripe roles in order to be active participant in ANFE program planning process.
- ii) Place of Residence:*** Educational participation is biased against rural and distant women. King and Hill found that in many developing countries, urban women have relatively more accessibility and favorable conditions regarding participation in ANFE than do those who live in rural and distant areas. Similarly, Nafukho Amutabi and Otunga (2005) concluded that the location of adult education programs and availability of program materials determine the accessibility of women adult learners. As to these writers, if the center of adult education program is located far from the target women participants, their accessibility will be in problem because multiple problems will appear on women if they attend the program.
- iii) Existence of Incompetent and Unmotivated Program Planners/Facilitators:*** In the case of adult and non-formal education program, the facilitator may be also a program planner. But as stated by Fasokun Katahoire and Oduaran, the use of incompetent and unmotivated facilitators is another major reason why many adult women are unable to participate or show high drop out rate from ANFE programs in many African countries. As cited in their book, Hitherto concluded that most people who served as facilitators and program planners are simply the 'back door adult educators', i.e., they came into adult education from other profession, and without necessary skills, knowledge and principle of adult education. Many of them also become adult education facilitators because they do not have any thing else to do.

iv) Lack of Information: since women spend majority of their time (85%) engaging in domestic chores, they have limited mobility and access to information on what is offered. Moreover, their educational background in many African countries is relatively low as compared to men counter parts. All these create a restriction on the accessibility of information to women (Indabawa and Mpofu, 2007). Besides this, Lukiya, Kenneth and Godfrey described that in many parts of Africa, the so-called 'participatory planning' process often misses women. They are less likely to be exposed to information because of their lack of daily mobility.

4) Socio-cultural Factors

As well explained by Nafukho, Amutabi and Otunga, in most African countries, the system of patriarchy has been widely practiced. In most cases without tangible reasons, men are superior while women are inferior. This system of social relationship creates opportunities for men to control and being dominant over women from many accesses to social, economic and education. Women are mainly tied to the private world of home, hidden and invisible. Viewed in this way, they are being passive elements instead of being active participants (Kamp, 1996).

From the above explanations, the following factors could be summarized.

i) **Devaluation of women:** through out the world, women are devalued about their knowledge and ability. As cited in Biklen, Bernard (1981) noted that women are seen as less than and different from men. This assignment of less value to women takes the form of attitudes that favor males over females for decision making and participation. Kamp also found that hundreds of studies indicated that a negative attitude toward women has being a major barrier to women participation in program planning. Such negative attitude becomes discriminatory actions when women seek participation. In addition to this, Bhushan (2005) reported that the main reason why women do not become active participant can be explained by understanding that women are not valued as men and that this bias results in negative attitudes and practices toward women.

ii) **Practice of Harmful traditions:** Harmful traditional practices are those deeds which are negatively affecting the physical, social and psychological makeup of the victims (women). In many African countries, women have been victim to many harmful traditions. These have significant influence on women participation in ANFE (Gboku & Lekoko, 2007).

2.5. Brief History of Women's Participation in ANFE in Ethiopia

The participation of women in such ANFE program was very minimal due to various socio-cultural, political and economic reasons. Yalew (2004) noted that in the three historical periods (imperial, Dergue and current government), the participation of women in ANFE programs is in its insignificant level.

2.5.1. Participation during Imperial Period

The history of adult education under the imperial period lasted until the change of government in 1974. Zeleke (2007) noted that during this time various governmental, non-governmental and private organizations had offered adult education programs in a flexible but semi-organized manner. In 1955, Emperor Haile Selassie issued his proclamation on literacy in which he urged the people to get rid of the handicap of illiteracy. However, the participants in various organizations both in government and non-government institutions were dominantly men. Due to cultural, social and other barriers, women did not participate equally with their male counterparts.

According to Yalew, the two most prominent organizations invited women for participation were Ethiopian women's welfare association and young women's Christian association. In the early 1950s, these two women's associations had established projects in the field of adult education. To fulfill their objectives, the associations had opened the prisons to run schools for women. Moreover, some community schools were opened at Entoto Mekakelegna Woreda and Yeka in Addis Ababa. Similar activities were carried out in Harar, Dessie, Jima, Debremarkos and Lekemt. However, these programs were mainly restricted in the urban areas.

Generally, as described in the above two paragraphs, due to various social, cultural and religious factors women were not participating in most adult and non-formal education programs fully during imperial period. Males were over-advantageous and had high opportunity to such programs as compared to females. This lays a message for politicians, policy makers and concerned stakeholders to give special attention for women. And hence providing them with functional ANFE would be an urgent solution.

2.5.2. Participation during the Dergue Regime (1974-1991)

According to MOE (1989), the literacy campaign of the Dergue regime had played an important role to bring majority of women and girls into the process of learning. The sex distribution of the learning population had been reflected equitably in participation in the literacy program. For example, during the time, women and girls had represented about 51 percent of the total population in the 10-49 age groups. Overall, during the campaign, they had represented about 52 percent of the participants of the program who registered and gained certificates. However, in the post-literacy program, participation fell slightly to 45 percent of those who attended the program (Ibid, 1989). According to this document, the initial rounds of the campaign had reflected the previous exclusion of women from their participation in learning and the possibility of liberation from ignorance.

In spite of this problem (first exclusion of women), the literacy campaign, had offered an easier road for the first steps in learning than the formal education as classes could respond to the rhythm of life and work, and mothers with babies were not excluded. The follow-up and post-literacy programs also contribute a great deal to offer which was of immediate importance to wives and mothers in upgrading home conditions, in the care of children and in the possibility for income-generating activity.

Concerning on the CSTCs, many centers were established and some programs had been designed. According to Yalew, the main objective here was to raise the level of various indigenous skills and to introduce some new skills to the development of the area. These centers were set up to support the post-literacy and continuing non-formal adult education activities. The training was mainly intended for self-employment and community development work; it was not intended for wage employment.

Regarding women's participation on such training programs, Lasone and Yalew (2004) confirmed that the skill training programs were dominantly designed based on male role and occupations. Women's roles were not well addressed. As a result, women had no chance to actively involve in such training programs except few.

2.5.3. Women's Participation in ANFE Since 1991

As indicated in MOE (2006), there has been low participation of women that still require special attention. According to this document, there are many illiterate women (73.4%). The document also noted that women's illiteracy has been a very serious problem for realizing PASDEP in Ethiopia. To empower these illiterate poor women, various programs have been delivered in different regions both by government and non-government organizations, but they are in more fragmented manner. Some of these programs include family planning, hygiene and health care, FAL, agricultural extension, micro-credit, income generating activities, natural resource management and small business promotion (Ibid, 2006). While, as noted by Lasone, a number of problems exist in the supply and quality of these programs. According to him, among others, a limited number of occupations and issues are given for skills and knowledge. Girls and women are underrepresented in the training programs which are due to the fact that the existing programs typically address only traditional male identified roles and occupations. Little emphasis has been given to women's roles and occupation. And hence, women's participation has become secondary.

2.5.4. The Current Situation of Women in Amhara Region

In many parts of the region, women have got fewer advantages but work larger hours as compared to men. According to Abeba (2007), majority of women in the region engage in more than fifteen hours per day on highly labor-intensive and manual work. Their daily routine life is filled with child rearing, household management, fetching water, collection of fire wood, cooking, cleaning, agricultural activities and engaged in income generating activities such as trading, producing goods and services. Generally speaking, women are actively involved in all aspects of life including productive, reproductive and community roles. However, they are discriminated and they have low social status as compared to men in the region. This has been reflected in their minimal participation in the decision-making process both in their households and out side in social functions such as education, health services and other opportunities.

Moreover, they are suffering two major problems, poverty and illiteracy which are perpetuating with interplay of each other. Owing to this, many girls and women in the region are becoming frequent victims of harmful traditional practices, pushed to towns or other areas from the poverty stricken areas with their illiteracy, and hence their only options will be prostitution, home servants and other

low paid labor work. All these have been exposing them to other serious problems such as HIV/AIDS, unwanted pregnancy and to be street women (Abeba, 2007).

In light of such situations, urgent empowerment of women in the region is timely essential. For this reason, provision and promotion of ANFE training programs for women deserves priority among others which could contribute a lot to the society in general and women in particular. Hence, women's participation in ANFE planning process is a necessary first step to respond to their problems and satisfy their needs. This will be effective if the major hindering factors are clearly identified and resolved first.

CHAPTER THREE

RESEARCH METHODOLOGY

The researcher stands from the philosophical assumption of Sarantakos (2005); Creswell and Clark (2007) as there is no single paradigm which is complete to deal with practical problems in social science. Rather the existing social world will be best studied using multiple views or perspectives. According to these scholars, different paradigms are best ways of knowing and valuing the social world. Hence, the current study follows a mixed methodology to provide a better understanding of the research problem than either approach alone

3.1. Research Design

The researcher of this study followed a concurrent triangulation mixed design to collect, analyze and interpret different but complementary data. In doing this, both qualitative and quantitative approaches were employed. In the quantitative aspect, cross sectional survey method was applied to collect relevant data from the selected sample units or cases to describe and infer the findings to the target population. For this purpose, close ended questionnaires were used. In the case of qualitative approach, semi-structured interview and focus group discussion were employed to get in-depth information about the existing situation of the target group (women) concerning on the problem.

3.2. Research Methods

The method section of the study includes; data collecting instruments, sample size and sampling techniques, procedure of data collection, data analysis and interpretation techniques.

3.2.1. Sample Size and Sampling Techniques

In the selected zones, there are about twenty five woredas from which eleven are found in west Gojjam and fourteen in east Gojjam. Out of these, three woredas had been selected using purposive sampling technique. Geographical distance, existence of actively functioning ANFE programs and accessibility of each woreda to the researcher were the major selection criteria. Hence, seven ANFE training centers were selected, of which four of them were FAL training

centers. Two were found in Gozamine and the rest two in Jabitahinan. Other three training centers were the CSTCs one found in each woreda namely; Gozamine, Machakel and Jabitahinan. Thus, area sampling included all the above mentioned adult training centers and the three woredas.

Concerning on the number and composition of participants, five different stakeholders were included in the study. To select key informants for semi-structured interview and FGDs, purposive sampling technique was applied. Eight informants were selected for interview from different offices, one ANFE expert, one women's affairs expert, and one CSTC coordinator from each woreda. This sampling technique was applied since participants were very few and officers were assumed to be key informants and responsible bodies on the problem.

Similarly, participants of FGDs were selected from women trainees based on the information obtained from the discussion with program coordinators and facilitators. The number of group members was ranged from 7 to 11. But totally, about 42 individuals were selected to participate.

In all of the seven training centers, there were about 36 facilitators. Hence, in order to complete the questionnaire, thirty (30) respondents were selected using available sampling method since their sub population size is relatively low and all members were not accessible during data collection.

With regard to women trainees, they were selected using stratified random sampling because their population was composed of different subpopulations (strata) due to variation of geographical areas and nature of training programs. The total sample size of women trainees was determined based on the claim of Best and Kahn (2003: 127), "An ideal sample size of a target population should be large enough to serve as an adequate representative but small enough to manage in terms of time, money, manpower and complexity of data analysis". Accordingly, the target population of women trainees was one hundred ninety (190). From this, eighty (80) respondents were selected which was about 42.11% of their total population. The following table shows how sample members of women were drawn from each woreda and training centre.

Table 3.1: The Sample Distribution of Women Trainees in Woreda and Training Center

No	Woreda	Types of ANFE Training	Area of Training Center	Number of female trainees	Selected sample size
1	Gozamine	CST	Wonka	27	11
		FAL	Yetijan	23	9
		FAL	Giraram	18	8
2	Machakel	CST	Amanuel	41	20
3	Jabitahinan	CST	Finoteselam	34	14
		FAL	Abasem	25	10
		FAL	Zaba Tseyon	22	8
Total				190	80

3.2.2. Instruments and Procedure of Data Collection

During the field work of this research, raw data were collected from primary sources using three different instruments namely; questionnaire, interview and focus group discussion. These instruments were used simultaneously for triangulation purpose.

3.2.2.1. Questionnaire

Two types of questionnaires were prepared and distributed to respondents. Type -I was provided for women adult learners to elicit information about their personal background, and to identify major hindering factors on their participation. It had three main parts. Part I concerns about demographic variables while part II focuses on variables related to the major limiting factors. Part III deals with the level of women's participation across different stages of planning of ANFE. In part I, eight questions were prepared in the form of multiple choice items. In part II, thirteen (13) questions were designed in a five scale level range from very low (1), low (2), medium (3), high (4) and very high (5). Part III also includes eleven questions on four level scale range from none participation (0), low participation (1), medium (2) and high participation (3). Since some women adult learners (5) were unable to read and write, two research assistants were employed for facilitating the questionnaire completion process. These assistants were selected based on their educational status and familiarity of the study area. Accordingly, their educational status was grade 10+1 (TTI certificate). Besides, they were trained for one week concerning on how to assist respondents during data collection and questionnaire completion.

The second type of questionnaire was designed for facilitators to get relevant data concerning on their demographic profiles. Besides, they were provided with a list of questions concerning on major factors affecting women's participation with the intention to counter check whether the variables were consistently rated by the two sample groups. Thus, part I has composed of six questions in the form of multiple choice item and part II of this questionnaire consisted of 13 questions based on a 5 level rating scale.

3.2.2.2. Interview

The second method of data collection instrument was semi-structured interview. A set of six questions were provided for the selected informants. However, the researcher (interviewer) was curious to follow up on important ideas that seem appropriate in solving the research problem. This instrument was mainly intended to counter check and to complement the data obtained through the questionnaire. Beyond this, it was used to gather valuable data which are impossible using the questionnaire.

3.2.2.3. Focus Group Discussions (FGDs)

In addition to the data obtained via the questionnaire and interview, the researcher assumed that valid and reliable information would be gathered using FGDs on the target groups (women learners). For this purpose, five FGDs were conducted concerning on the major barriers and possible measures to be taken. Here, the investigator was acting as a moderator for guiding the discussion process. It was based on six guiding questions attached on the appendix.

3.2.2.4. Procedure of Data Collection

Data were collected concurrently using the three methods in the same time frame. In spite of this, the first task of the researcher was translating the instruments into Amharic since all participants did not able to answer questions in English. Next, each item and question was pilot tested for their validity and reliability level. In doing this, some questions were revised based on the recommendations. Following this, the researcher asked permission from the responsible officers about the survey, interview and FGDs by providing an explanatory official letter to create informed consent. Then the purpose of the study was explained with assurance of complete anonymity and with minimum ethical risk.

Having done this, questionnaires were administered for the two sample groups via face-to-face approach. During this, respondents were provided with description of research objectives, instructions and confidentiality of information.

Next, the completed questionnaires were collected. And prior to analyses, response rates and completion errors were examined. As a result, seventy five (75) of type I questionnaire were returned with 93.75% response rate for women respondents. Similarly, twenty eight (28) out of type II questionnaire were returned with 93.33% response rate.

Parallel to the questionnaire administration, five focus group discussions were conducted. Besides this, it was assumed that key informants have knowledge and relevant data with regard to the research problem. Hence, interview had conducted along side the questionnaire and FGDs. Finally, the collected quantitative data were tabulated for analyze and interpretation. Qualitative data were also categorized into four major themes namely; personal, family-based, institutional and socio-cultural factors for the purpose of text (word) analyses.

3.2.2.5. Variables Included in the Study

I. Independent Variables

As it can be observed in the literature, the independent variables selected were those shown in one or more of foreign surveys to have an important effect on the participation of women. These variables were also selected based on the observation and experience of the researcher in some areas of the region. Based on these two criteria, the following independent variables were selected to be studied as major factors affecting women participation.

Table 3.2: Types and Description of Major Independent Variables

No	Type of variables	Description of the variable
1	X ₁	Level of information accessibility to participation
2	X ₂	Distance from learner's home to the training centers
3	X ₃	Extent of husband/family influence
4	X ₄	Level of ANFE program management system
5	X ₅	Level of women learner's self-confidence
6	X ₆	Level of income in the household.
7	X ₇	Level of work load on women in the household
8	X ₈	Level of facilitators' competency
9	X ₉	Level of practice of harmful traditions

II. Dependent Variable

In this study, the dependent variable was assumed to be level of women's participation in ANFE program planning symbolized by (y). This variable was labeled in to four categories. Specifically, the level of participation equals zero (none=0) means that women during program planning have no any involvement. Other levels are; low (1), medium (2) and high (3) which shows a woman has a good opportunity and involvement in decision making process for planning. This operational definition was applied regardless of the type of respondent group.

3.2.2.6. Methods of Data Analysis

In this mixed study, both quantitative and qualitative analyses techniques were employed. In the quantitative aspect, the researcher proceeded from descriptive analysis to inferential analysis. In descriptive analysis, frequency counts and percentage proportions were applied to present survey data results in a summary form. Following this, appropriate inferential statistics had been employed to test the existence of significant relationship among the studied variables and to make prediction. For this reason, Pearson correlation was used to determine the magnitude and direction of the relationship that exists among predictor variables and between predictor-criterion variable. Linear multiple regression analysis was also applied to determine the combined and independent effect of the predictor variables on the dependent variable. Besides these, the level of

responses consistency and existence of significant difference between the two sample groups was measured using Mann-Whitney U-test. All these statistical analyses were performed using SPSS 14 for window software.

Parallel to the quantitative analyses, qualitative data were analyzed by categorizing and labeling the information in to four major themes. This analytical process had been conducted using words, phrases, statements and paragraphs obtained from participants during interview and FGDs.

3.3. Pilot Study

In the process of writing items in the questionnaires, the researcher had tried to follow the guidelines mentioned in (Best & Kahn, 2003; Sarantakos, 2005). Nevertheless, the questionnaires used in the study were not standardized, conducting pilot study had been mandatory. For this reason, analysis of both validity and reliability test was performed since reliability without validity is useless.

3.3.1. Validity Test

To measure the validity of the questionnaires, the researcher applied expert external audits and participants' involvement techniques. With regard to professional or expert audits; two language teachers, one adult post graduate student and the researcher's respective adviser were consulted. In doing this, the title of the research and objectives of the study were clearly stated. This was done for a matter of easy checking whether the instruments can measure what they were intended to measure. Similarly, six facilitators and thirteen women trainees were randomly selected to complete the original questionnaires then return with their constructive comments. Hence, based on the comments and recommendations of the participant groups, the question items 1.3, 2.1, 2.5, 2.11 and 2.12 in questionnaire type I and the question items 2.5, 2.8 and 2.12 in questionnaire type II were modified so as to avoid ambiguity and increase their precision, accuracy and relevance.

3.3.2. Reliability Test

Besides validity test, assessment of the reliability of the instruments before actual use was essential to ensure that items are robust and not sensitive to the respondent or the research condition. For this purpose, inter-item method of reliability testing was conducted using Cronbach's alpha. This was done with the intention that the reliability of items would be determined based on the means correlation coefficient alpha with a rule of thumb that a question should have a minimum Cronbach's alpha 0.70 (70%) to be acceptable. Other wise it needs to be deleted or modified (Brace, Kemp & Snelgar, 2006).

After respondents had completed the original questionnaires, the reliability levels of the two questionnaire types were analyzed separately using SPSS. As a result, 17 questions of facilitators and 29 questions of women adult learners were identified to possess the minimum acceptable level. The reliability of both facilitators and women adult learner's questionnaire items were about 0.68 and 0.73 respectively. Based on the reliability index of questionnaire type I, items 1.3, 2.5 and 2.12 were modified, whereas items 1.8, 2.4, 2.14 and 2.16 were discarded. Similarly, in questionnaire type II, items 1.6, and 2.7 were modified but questions 1.2, 1.5, 1.9, and 1.13 were deleted. After the reduction (deletion), the Cronbach's alpha for the two questionnaire items were analyzed again. Consequently, the final reliability indices of facilitators and women trainees' questionnaire items were found to be 0.74 and 0.78 respectively. Now, items in the two questionnaire types fulfill the minimum requirement (0.70 Cronbach's alpha) to be acceptable.

CHAPTER FOUR

PRESENTATION, ANALYSIS AND INTERPRETATION OF DATA

In this chapter, the collected raw data have been analyzed using both quantitative and qualitative techniques. In the quantitative aspect, the analyze process proceeds from descriptive to inferential statistics. The qualitative aspect has been employed using words, phrases and statements.

4.1. Characteristics of Respondents

In this study, the sample members constitute women adult learners, facilitators, program coordinators, woreda education office ANFE experts and woreda women affairs officers. The first two tables show demographic profiles of facilitators and women adult learners respectively.

Table 4.1: Facilitators' Demographic Profile

No	Demographic Variables	Category	Frequency	Percent
1	Respondents' sex	Male	22	76.6
		Female	6	23.4
		Total	28	100
2	Level of education	Below grade 10	8	28.6
		Grade 10 complete	5	17.9
		Grade 12 complete	3	10.7
		TTI	6	21.4
		Diploma	3	10.7
		Degree	3	10.7
		Total	28	100
3	Work experience	0-2 years	14	50
		3-5 years	7	25
		Above 5 years	7	25
		Total	28	100

As it is observed in table 4.1, among the total respondent group of facilitators, the female respondents account only 6 (23.4%). This is very low compared to male facilitators which constitute more than three-fourth of the respondent group 22 (76.6%). This reveals that the participation of females in the program is very low. This is an issue to be considered because it may have an influence on women's education. Regarding educational background of facilitators, table 4.1 indicates that educational status of facilitators fluctuates across different levels. This seems to imply that adult learners are trained by those who have different education level. However, relatively, more facilitators (28.60%) were below grade 10. This may be because of the fact that most adult trainers are unemployed and non-professional persons. This would be in line with the idea stated by Fasokun, Katahoir and Oduaran (2005) that existence of incompetent facilitators is one of the major factors that make many women to be unable to participate or to show high drop out rate from ANFE programs in many African countries.

With regard to work experience of facilitators, table 4.1 depicts that 50 percent of them have 0-2 years service which may be inadequate for teaching experienced adults. On the same table, one-fourth of the respondents (25%) have work experience ranges from 3-5 years. The same amount of service year is observed for respondents with work experience greater than five years. Thus from this table, one can conclude that most of the adult trainers are males with low educational background and have less teaching experience.

Table 4.2: Learners (Women Trainees) Demographic Profile

No	Demographic Variables	Category	Frequency	Percent
1	Respondents' age	Below 20 yrs	18.0	24.00
		20-30 yrs	28	37.3
		31-40 yrs	18	24.00
		Above 40 yrs	11	11.70
		Total	75	100
2	Marital status	Single	38	50.7
		Married	28	37.3
		Divorced	9	12.00
		Total	75	100
3	Place of residence	Rural	42	56.00
		Urban	33	44.00
		Total	75	100
4	Level of education	Illiterate	5	6.67
		Literate	37	49.33
		Below grade 10	5	6.67
		Grade 10-11	15	20.00
		Grade 12 complete	13	51.33
		Total	75	100

As one can observe from table 4.2, a relatively more number of learners, 28 (37.3%) are in the range of 20-30 years old. As compared to other age categories, this range has more proportion. Other age categories, i.e., below 20 years and from 31-40 years have accounted equal number and percentage of respondents 8(24.0%) each. However, in the fourth category, that is, above 40 years, constitute only 11.70 percent. Here, one may find that relatively more respondents (37.3%) are in the age group of 20-30 years, which is an important adult characteristic for learning. This is also an appropriate age group because majority of the working and productive citizens are found. In this demographic variable (age), it can be also observed that as learners age increases, their enrollment and participation decreases. This may be due to one of the wrong

assumptions reflected as “Education is for youth and young adults” in our society which is repeatedly mentioned by participants during focus group discussion.

The second demographic variable of women presented on table 4.2 was marital status. This survey data result shows that almost half of the respondents were single 38 (50.7%). On the same table, one may look at 28 (37.3%) women adult learners were married and the rest other 9(12.0%) were divorced. This might entail us existence of different marital status among women adult learners would create difference in their participation rate.

Place of residence was another source of variation among women adult learners. As indicated on table 4.2, more number and proportion of respondents 42 (56%) were living in rural areas. But only about 33 (44.0%) of respondents were in urban areas. This may be taken as a source for women’s low level of participation. As indicated by King and Hill (1993), in many developing countries, urban women have relatively more accessibility and favorable conditions regarding participation in ANFE than those who do live in rural and distant areas.

Concerning in educational status, women respondents have different levels. A few respondents, 5 (6.67%) said that they were illiterate (unable to read and write). But almost half of the respondents, 37 (49.33%) answered they are literate. On the same table, five adult learners (6.67%) responded that they have some educational attainment but below grade 10. By the same token, 15 respondents (20.0%) answered as they are from grade 10-11 and the rest 13 (11.33%) said they are grade 12 complete. From this, one can understand that existence of different educational status among respondent groups would result in different level of participation.

4.2. Analysis of Descriptive Results of Major Factors on Participation

As a preliminary analysis, descriptive statistics was applied to see the general situations of the problem. Hence, the subsequent tables, data are analyzed using frequencies and percentages.

Table 4.3: Participants' Response on Process of Participation in ANFE Program Planning

Item	Respondent groups		Response Category		
			Yes	No	Total
Did you participate in ANFE program planning?	Learners	<i>f</i>	24	51	75
		%	32.0	68.0	100
	Facilitators	<i>f</i>	12	16	28
		%	42.9	59.1	100

Note: f=frequency

Though the response of learners and facilitators show slight difference, majority of the respondents in both sample groups had no participation. As can be observed from table 4.3, the overwhelming majority of the learners (68.0%) and facilitators (57.1%) reported that they did not participate in ANFE program planning. However, only a small percentage of respondents in the two groups, i.e., (32.0%) of learners and (42.9%) of facilitators replied they had participated.

What seems clear from these results is that the process of ANFE program planning was not participatory. Rather, it implied that planning was centralized. Interestingly, results of the semi structured interview and FGDs were generally consistent with the above quantitative findings. Most of the participants repeatedly rose that they had no experience to participate in program planning. An example of most frequently reflected ideas was the following: "We did not get chance to participate because we have various problems regarding our family and personal conditions."

Thus, the results of quantitative data alongside qualitative data generally indicated that both respondent groups did not participate in adequate level. That is, more than half (68.0%) of learners and (59.1%) of facilitators were non-participant. And this was evidently supported by qualitative findings. However, planning of ANFE without active participation of learners and facilitators is worth nothing (Veramu, 1997 & Rogers, 2004).

Table 4.4: Participants' Response on Rating of the Personal/ Psychological factors on Women's Participation

No.	Personal Factors	Respondent Groups		Very low	Low	Medium	High	Very high	Total	MR
1	Lack of self-confidence on women adult learners	Learners	<i>f</i>	-	2	24	28	21	75	3.84
			%	-	2.7	32.0	37.3	28.0	100	
		Facilitators	<i>f</i>	1	4	4	14	5	28	3.64
			%	3.6	14.3	14.3	50.0	17.9	100	
2	Lack of self-esteem on women adult learners	Learners	<i>f</i>	1	8	20	29	17	75	3.67
			%	1.3	10.7	26.7	38.7	22.7	100	
		Facilitators	<i>f</i>	1	6	7	10	4	28	3.21
			%	3.6	21.43	27.0	35.71	14.3	100	

Note: *f*=frequency, MR=Mean Response

As it can be observed in table 4.4, two important psychological (personal) factors were rated by the respondents of both women adult learners and facilitators. Accordingly, the general pattern of frequency counts and percentage proportions indicates more or less similar distribution. That is, the responses of the two sample groups show slight increment in frequency counts and percentage proportions as the level (seriousness) of the problem increases from low to high in both factors (problems). Evidently, the mean responses (MR) in the last column of table 4.4 indicate that on average, both respondent groups replied the level of both factors is greater than medium (3) and closer to high (4). This would imply that the level of lack of self confidence and lack of self esteem was relatively high. Specifically, majority of the respondents in the two sample groups, i.e., 28 (37.3%) of women adult learners and 14 (50.0%) of facilitators reported that lack self-confidence is high. Contrast to this, very few respondents in both groups speculated that the level of self confidence was low, (2.7%) of learners and (14.3%) of facilitators respectively. With regard to women's self-esteem, relatively more respondents in the two groups, i.e., (38.7%) of learners and (35.71%) of facilitators had rated as high. However, small number of respondents, that is, 8 (10.7%) of learners and 6 (21.43%) of facilitators rated it as low respectively.

Generally speaking, the quantitative findings revealed that both lack of self-confidence and self-esteem would be considered as factors for limiting women's active participation.

Concerning on the qualitative findings, a number of immense view points were seemingly implicated. For example, in the FGDs, one of the most commonly raised issues was that due to

various reasons, women would not speak and participate actively. Specifically, majority of participants stated that traditionally they are considered to be shy and hidden. If they are actively involved, they will be considered as 'Ayn awuta' a traditional saying for underestimating women's values. Because of this, most women in the study areas prefer to be silent even though they had many things to speak out.

However, the findings of semi-structured interview were contrast to the researcher's expectation, to the quantitative data and FGDs results. Most of the key informants in the interview replied that women had no self-confidence problem for participation.

Interestingly, the above findings provided evidence to conclude that the variance observed in quantitative and qualitative data would be as a result of different speculations of respondents groups. And this is an area of implication for further research on the issue.

Table 4.5: Participants' Response on Rating of the Family Based Factors on Women's Participation

No.	Family Based Factors	Respondent Groups		Very low	Low	Medium	High	Very high	Total	MR
1	Lack of family income in the household	Learners	<i>f</i>	2	2	15	30	26	75	4.01
			%	2.7	2.7	20.0	40.0	34.7	100	
		Facilitators	<i>f</i>	-	3	6	16	3	28	3.68
			%	-	10.7	21.7	57.1	10.7	100	
2	Family/husband influence	Learners	<i>f</i>	4	6	13	29	23	75	3.81
			%	5.3	8.0	17.3	38.7	30.7	100	
		Facilitators	<i>f</i>	-	5	9	12	2	28	3.90
			%	-	17.9	32.1	42.9	7.1	100	
3	Level of work load in the household	Learners	<i>f</i>	-	2	14	34	25	75	4.09
			%	-	2.7	18.7	45.3	33.3	100	
		Facilitators	<i>f</i>	1	3	9	14	4	28	3.43
			%	3.6	10.7	32.1	39.3	14.3	100	

Careful inspection of table 4.5 shows that relatively, more number of respondents (40.0%) of women adult learners and (57.1%) of facilitators rated that level of poverty in the household was high. Contrary to this, only 2 (2.7%) of women adult learners and 3 (10.7%) facilitators rated that level of poverty was low. Similarly, the level of family/husband influence was rated by the same respondent groups. As a result, 29 (38.7%) of women adult learners had experienced high family/husband influence on their participation. Results of facilitators response strengthened women's reflection with evidence of 12 (42.9%) rated it as high. In spite of this, 6 (8.0%) of learners and 5(17.9%) of facilitators had rated as women had low husband/family influence.

Furthermore, women adult learners and facilitators rated the third family based factor namely, level of work load. Consequently, 34 (45.3%) of learners and 11 (39.3%) of facilitators reported that women adult learners had high level of work load. But only about 2 (2.7%) of learners and 3 (10.7%) of facilitators responded that women had low level of work load. As a final inspection, the mean responses of women adult learners and facilitators were analyzed. Consequently, lack of family income, level of work load and level of family influence were rated as high. This would imply that the family based factors are highly determinant ones in limiting women participation.

Majority of the FGDs and semi-structured interviews results were seemingly enhancing the quantitative data. Specifically, most of women participants in FGDs and key informants during interview sessions reflected that existence of over work load was among one of the factors influencing women's active participation in ANFE in the study areas.

In all of above cases, there is enough evidence to conclude that the surveyed family based factors were among the major determinant ones in limiting women's participation. To say more, the three above mentioned factors (in table 4.5) would be considered as highly influential ones that should be resolved.

Along side the previous literature, the results of the current study were generally in accordance with the findings of (King & Hill, 1993; Kamp, 1996; Lukiya, Kenneth & Godfrey, 2001). Besides, the qualitative results of FGDs and semi-structured interview had substantiated both the quantitative data and previous literature.

Table 4.6: Participants' Response on Rating of the Program Based Factors to Women's Participation

No	Program Based Factors	Respondent Groups		Very high	High	Medium	Low	Very low	Total	MR
1	Level of program management system	Learners	f	2	10	8	31	24	75	3.85
			%	2.7	13.3	10.7	41.3	32.0	100	
		Facilitators	f	4	4	7	8	6	28	3.32
			%	10.7	14.3	25.0	28.6	21.4	100	
2	Place of residence (distance)	Learners	f	25	28	15	2	5	75	3.27
			%	33.33	37.33	20.0	2.7	6.7	100	
		Facilitators	f	4	7	8	6	3	28	2.90
			%	14.3	25.0	28.6	21.4	10.7	100	
3	Lack of competent facilitators	Learners	f	8	31	14	10	2	75	3.92
			%	24.0	41.3	18.7	13.3	2.7	100	
		Facilitators	f	5	8	8	6	1	28	3.54
			%	17.6	28.6	28.6	21.4	3.6	100	
4	Lack of timely information	Learners	f	20	32	18	3	2	75	3.92
			%	26.7	42.0	24.0	4.3	2.9	100	
		Facilitators	f	1	13	10	3	1	28	3.25
			%	3.6	46.4	35.71	10.7	3.6	100	

Both learners and facilitators rated level of program management system. Consequently, 10 (13.3%) of learners and 4(14.3%) of facilitators responded as its level was high. Contrast to this, 8 (28.6%) of facilitators and 31 (41.3%) of learners had replied as low. From this, one can understand that more respondents rated the level of program management system as low but few rated it as high. The implication here is that existence of low level of program management system would be one of the existing problems for limiting women's participation.

Similarly, place of residence (distance) was rated by 28 (37.33%) of learners and 7 (25.0%) of facilitators as high whereas 2 (2.7%) of learners and 6 (21.4%) of facilitators responded as low. From this, one can observe that place of residence or distance is considered to be a factor for influencing women's participation. Previous studies of king and Hill (1993); Amutabi, Nafukho and Otunga (2005) also found that this factor had significant influence on the level of women's participation.

Apparently, results of FGDs and semi-structured interviews had also strengthened the quantitative findings of both factors. Most of the participants in the two qualitative sources replied that in the study areas, there are many problems which hinder women's participation concerning on the management system of ANFE. In line with this, participants also strongly underlined that place of residence or distance had been among the key problems for women's low participation. With regard to the level of facilitators' competency, respondents had slight difference in their views. As indicated in table 4.6, relatively more adult learners (41.3%) and (28.6%) of facilitators rated as absence of competent facilitators was high. From the same respondent groups, only 13.3% of learners and 21.4% of facilitators rated this problem as low. Thus, the percentage difference indicates that absence or lack of competent facilitators for ANFE program planning and implementation had been one aspect of limitation. Fasekun, Katahoir and Oduara (2005) and Lukiya, Kenneth and Godfrey (2001) also arrived at similar findings.

The fourth program based factor was observed in table 4.6, with special focus on to level of information accessibility. As a result, lack of timely information was rated as high by (42.0%) of learners and (46.4%) of facilitators. Surprisingly, 4.3% of learners and 10.7% of facilitators rated as low. The implication is that relatively more number of woman adult learners had no accessibility to information. Thus, it would be considered as a factor for limiting women's participation.

The findings of the present study was generally in accordance with the ideas of Indabawa and Mpofo (2007); Lukiya, Kenneth and Godfrey (2001) who stated that in many areas of African countries, relatively more women were being low participant compared to their male counter parts. More over, they stated that many of the ANFE programs were not participatory, not gender sensitive and often miss women.

As a whole, the mean responses (MR) obtained from facilitators and women adult learners in the last column of table 4.6 easily indicated that among the institutional/ program based factors level of program management system, lack of competent facilitators and lack of timely information had high influence on women participation. But place of residence/place had moderate influence. Concerning on the four factors, the results of focus group discussions and semi-structured interviews substantiated the quantitative data.

Table 4.7: Participants’ Response on Rating of the Socio-Cultural Factors on Women’s Participation

No	Socio-cultural factors	Respondent Groups	Very low	Low	Medium	High	Very high	Total	MR	
1	Existence of negative social attitude towards women	Learners	<i>f</i>	-	16	8	33	18	75	3.71
			%	-	21.3	10.7	44.0	24.0	100	
		Facilitators	<i>f</i>	-	1	9	9	9	28	3.89
			%	-	3.6	32.1	32.1	32.1	100	
2	Practice of harmful traditions on women	Learners	<i>f</i>	-	4	12	26	33	75	4.17
			%	-	5.3	16.0	34.7	44.0	100	
		Facilitators	<i>f</i>	1	3	3	12	9	28	3.89
			%	3.6	10.7	10.7	42.9	32.1	100	

As illustrated in table 4.7, existence of negative social attitude and practice of harmful traditions on women adult learners were the two major socio-cultural factors affecting their participation. As it can be seen on the same table, existence of negative societal attitude and practice of harmful traditions appear to be recognizable factors. Results of learners’ and facilitators responses on average indicated that the level of socio-cultural factors relatively high. Besides, 44.0% of learners reported as high but only 21.3% replied as low. Here, one can understand that existence of negative social attitude towards women would have been influencing their participation.

In addition to the quantitative findings, data gathered by interview and FGDs reflected that societal attitude had influence on women’s participation. In this regard, both women participants

in FGDs and majority of key informants during interview replied that in the study areas, society had under estimated the value of women participation.

Thus, the findings of both quantitative and qualitative data on the current study were generally consistent with the previous literature claimed by (Nafukho, Amutabi & Otunga, 2006; Kamp, 1996; Biklen, 1995; Bhushan, 2005).

With regard to the level of practice of harmful traditions, 33 (44.0%) of learners reported as very high and 26 (34.7%) as high. Similarly, 9 (32.1%), of facilitators had responded as very high and 12 (42.9%) as high. Contrast to this, 16.0% of learners and 10.7% of facilitators rated as low. On the same problem, none of the women adult learners and only one (3.6%) of facilitator rated as very low. Thus, these findings would give witness to conclude that practice of harmful tradition would be one reason for women's less participation in ANFE program planning. Moreover, results of qualitative data supported the quantitative findings.

Table 4.8: Learners' Participation in Program Planning Process According to Women Respondents

No.	Areas of Participation	Level of Participation					Total	MR
		Count	None	Low	Medium	High		
1	Participation in needs assessment	<i>f</i>	27	26	18	4	75	.63
		%	36.0	34.7	24.0	5.3	100	
2	Participation in prioritizing learning/training needs	<i>f</i>	39	20	12	4	75	.75
		%	52.0	26.7	16.0	5.3	100	
3	Participation in objective setting	<i>f</i>	32	23	15	5	75	.91
		%	42.7	30.7	20.0	6.7	100	
4	Participation in limiting duration of training	<i>f</i>	41	19	10	5	75	.72
		%	54.7	25.3	13.3	6.7	100	
5	Participation in place selection	<i>f</i>	36	22	10	7	75	.84
		%	48.0	29.3	13.3	9.3	100	
6	Participation in content selection	<i>f</i>	29	18	18	10	75	1.12
		%	38.7	24.0	24.0	13.3	100	
7	Participation in implementation	<i>f</i>	22	26	18	9	75	1.19
		%	29.3	34.7	24.0	12	100	
8	Participation in evaluating strengths and weakness of the program	<i>f</i>	36	19	15	5	75	.85
		%	48.0	25.3	20.0	6.7	100	

As illustrated in table 4.8, the data obtained concerning on the planning process of ANFE program did not effectively take care of women's participation. As shown in the same table, majority of the mean responses (MR) of women adult learners on the level of participation were

less than one (1) indicating that across to different areas of participation, most women have no participation

Concerning on needs assessment process, relatively more respondents (36.0%) replied that they did not participate, and 26 (34.7%) of them answered their participation was low. However, only few learners, 4(5.3%) responded their participation was high. This percentage difference shows that women's engagement was poorly considered during needs assessment stage. In view of this, results of focus group discussions ensured that women involvement was not sufficiently considered. The results of this study shows there is a discrepancy between the theory of what to happen and the practice what is happening. As argued by Evans (1981); Sork and Caffarella (1996); Gboku and Lekoko (2007), learners involvement in needs assessment should be a dominant and important issue for program planning.

With regard to learners' participation in prioritizing the learning needs, similar situations to needs assessment were observed. Specifically, among the respondents, more than half, (52.0%) said they have no any participation, 20(26.7%) said they have low participation but only 4 (5.3%) of respondents said they had high participation level. From this, one may conclude that women's involvement in the process of prioritizing learning needs were not recognized in the study areas. Data gathered through FGDs and interviews had consistently substantiated this issue. Evidently, they confirmed that the currently implemented adult education programs are centrally planned instead of following bottom up approach. This was quite contrast to the ideas noted by Sork and Caffarella (1996); Knowles, Holton and Swanson (1998), i.e., learners' engagement is a base for priority setting since it provides a rational for resource allocation and effective program planning.

As can be seen on table 4.8, the third area of learners' participation in program planning was objective setting. Here, one can easily inspect that 32 (42.7%), of women adult learners had no participation at all and the remaining respondents have low participation 23 (30.7%), medium 15 (20.0%) and high 5(6.7%) respectively. Again from this, one can understand that learners' role in objective setting during ANFE program planning process was almost ignored. Qualitative data from majority of FGDs and interviews reflected the same message. However, the current study failed to be consistent with arguments of Lukiya, Kenneth and Godfrey (2001); Fasokun,

Katahoire and Oduan (2005), stating that promotion of gender equity will be maintained if both men and women equally involved in the process of formulating objectives.

To ensure women responsive programs in ANFE, their active involvement is quite vital with regard to selecting when and where to learn. But in practice, the results on table 4.8 depicted that high percentage difference was observed in the two extremes. Specifically, women had no participation in time and place selection, 41 (54.7%) and 36(48.0%) of respondents respectively show this fact. Contrary to this, relatively few individuals answered they had high level of participation in time and place selection, 5(6.7%) and 7 (9.3%) respectively. Obviously therefore, one can conclude that learners participation in time and place selection for ANFE was not sufficiently considered. And this was failed to be in congruent with the idea stated by Knowles, Holton and Swanson (1998) since adults are voluntary learners, there fore, the lessons and contents, time and place of learning should appeal to their own needs, interests and values.

Surprisingly, women's participation in content selection was relatively low. By looking at table 4.8, one can understand that majority of the respondents were non participant, 29 (38.7%), some had low participation 18 (24.0%) but only 10 respondents (13.3%) had high participation. Compared to the none and high level of participation, a considerably higher percentage of respondents (38.7%) had no involvement. Results of the FGDs and semi-structured interviews were generally consistent with the quantitative findings but lacks conformity with previous literature noted by (Sork & Caffarella 1996; Gboku & Lekoko, 2007). Accordingly to them, ANFE program contents have to be selected and sequenced in response to the training objectives and against the criteria of priority setting via learners' active involvement.

Learners' active engagement in ANFE program implementation is critically important in the program planning process. However, as clearly shown in table 4.8, more percentage of learners, 26 (34.7%) had low participation level where as 22 (29.3%) respondents answered they had no participation. Responses obtained from the same respondent groups revealed that only 9 (12%) had high participation during implementation process. Findings of the FGDs and interviews ascertained that the implementation process of ANFE program in the study area was not participatory.

Table 4.9: The Correlation Matrix among Predictor Variables and with the Dependent variable

No	Variables	Correlation Coefficients										
		X ₁	X ₂	X ₃	X ₄	X ₅	X ₆	X ₇	X ₈	X ₉	Y	
1	X ₁	1.00										
2	X ₂	-.149	1.00									
3	X ₃	-.092	-.229	1.00								
4	X ₄	.090	.273*	-.078	1.00							
5	X ₅	.148	-.130	-.130	.157	1.00						
6	X ₆	.153	.053	-.147	.140	.018	1.00					
7	X ₇	-.152	.111	.217	-.015	.200	-.061	1.00				
8	X ₈	.273*	.24*	-.111	.225	.140	.149	-.168	1.00			
9	X ₉	-.231	.141	-.180	-.141	-.178	.229	.220	-.243*	1.00		
10	Y	.484*	-.226	.223	.172	.235*	.428*	.142	.128	.031	1.00	

Note: * $P < 0.05$ (two-tailed), $N = 75$, $r \geq 0.2319$ critical point

Where:

x₁= Level of information accessibility to participation

x₂= Distance from learner’s home to the training center x₇=Level of work load on women

x₃= Extent of husband/family influence x₈=Level of facilitators’ competency

x₄= Level of ANFE program management system x₉=Level of practice of harmful traditions

x₅= Level of women learner’s self-confidence Y=Level of women’s participation

x₆= Level of income in the household.

Table 4.9 above illustrated the inter correlation and intra correlation among variables. The correlation coefficient 1.00 in the matrix indicates the intra correlation, i.e., the correlation of a given variable and itself. But all other correlation coefficients less than one indicate the inter correlation among predictor variables and with the dependent variable. Hence, the above correlation matrix shows every variable is correlated with every other variable.

As it can be observed on the same table, there is a significant and positive correlation between information accessibility (x₁) and level of participation ($r = .484$, $df = 73$, $p < 0.05$). Similarly, level

of self-confidence and level of family income had positive and significant correlation with participation ($r_{x_5y} = 0.253$ and $r_{x_6y} = 0.458$) at degrees of freedom ($df=73$) and ($p < 0.05$) respectively. In spite of this, other predictor variables had no significantly correlated with the dependent variable.

The correlation matrix on table 4.9 also shows that predictor variables x_1 and x_8 ; x_2 and x_4 ; x_2 and x_8 ; and x_8 and x_9 were significantly correlated at ($p < 0.05$). But there was no significant correlation between other predictor variables in either of the two directions since their correlation coefficients were unquestionably less than the minimum expected correlation value (0.2319) at $P < 0.05$ significance level.

In summary, the correlation matrix in table 4.9 above shows that though slight relationship was observed among pairs of corresponding predictor variables, majority of them were not significant enough to be considered. The maximum inter predictor variable correlation coefficient was 0.273. Though this was significant, it was not risky to apply multiple regression analysis. This is due to the fulfillment of the major reasons stated by Bowerman and O'Connell (1997). First, there is no a correlation coefficient among predicts variables which is greater than the coefficient of multiple regression (R). Second, there is no correlation coefficient greater than 0.9. As a result, the impact of multi solidarity would not be a problem for predicting the values of criterion variable based on the predictor variables

Table 4.10: Summary of Linear Multiple Regression Results of Nine Selected Predictor Variables on Level of Women Participation in ANFE Program Planning

No	Independent Variables Entered in the Equation	Un standardized reg. coefficients		Standardized reg. Coefficients	t-values
		B	St error	Beta (β)	
1	Level of information accessibility (x_1)	.276	.128	.267	2.156*
2	Place of residence (x_2)	-.269	.126	-.259	-2.101*
3	Family/husband influence (x_3)	-.257	.102	-.234	-2.519*
4	Level of program management (x_4)	.252	.106	.226	2.377*
5	Level of self confidence (x_5)	.248	.117	.219	2.120*
6	Level of family income (x_6)	.239	.115	.215	2.078*
7	Level of workload (x_7)	-.235	.117	-.123	-2.009*
8	Facilitators competency level (x_8)	.219	.109	.107	2.000*
9	Level of harmful traditions (x_9)	-.105	.102	-.104	-1.023
	Constant	1.067	.311	-	3.431
	Multiple correlation coefficients (R)	R= 0.674			
		R ² = .4541			
	F-ratio	F= 2.481			

Note: t -values ≥ 2.00 and F -values ≥ 1.980 are significant at $P < 0.05$, $N=75$

Regression equation:

$$Y = 1.067 + .276x_1 + -.269x_2 + -.257x_3 + .252x_4 + .248x_5 + .239x_6 + -.217x_7 + .159x_8 + -.105x_9$$

To predict the combined effects of all selected variables, a simultaneous multiple linear regression was performed considering level of women's participation as the dependent variable and the nine major influencing factors as independent variables. Results of the regression analyze include un standardized coefficients, regression beta weights (β), t -values, multiple regression correlation coefficients (R) and the F -value.

Overall, as indicted in table 4.10, the combined effect of all the nine predictor variables was indicated by the multiple correlation coefficient (R -square = R^2). This coefficient of determination indicates that with 95% confidence, about 45.41% of the total variance accounted on the dependent variable (level of participation) was explained by the nine predictor variables together. The remaining 54.59% of the variance was accounted by other variables which are not included in the study. In line with this, the global (overall) F -test was conducted to test the significance of this contribution as accounted by all the predictor variables together. As a result, the F -value was statistically significant $F((9, 66) = 2.481, P < 0.05)$. This helps us to conclude with 95% confidence that all the nine independent variables are useful in predicting the level of participation. That is, all the variables collectively contribute to the prediction of the values of participation.

However, the main objective of this study is not only to predict the combined (composite) effect of all predictor variables on the criterion variable but also to determine the independent contribution of each potential predictor variable. For this reason, the standardized regression coefficients (beta weights= β) and partial t -test were used. Beta weights were used to show how much contribution is involved by each predictor variable on the level of participation on average as a unit change is observed in each independent variable. In support of this, the partial t - test was employed to check whether each independent variable significantly contributes or adds to the prediction of the dependent variable. Thus, each of the nine independent variables had been discussed separately.

1. Level of Information Accessibility and Women's Participation

As it can be seen in table 4.10 above, among the nine variables entered in the regression analysis, the first variable, level of information accessibility (x_1) was found to be a variable with highest regression coefficient and positively significant ($\beta = 0.267$, $p < 0.05$). This confirms to us as a unit increase on the level of accessibility to information, women's level of participation had increased by 0.267 standardized points above average. That is, women who had high level of accessibility to information were tended to be more participant than those who had low access to information. To put in other way, as the level of information accessibility increases, women participation also increases.

The corresponding t-value of x_1 also informs us to conclude with 95% confidence that level of information accessibility had significant positive contribution to the prediction of women's participation ($t = 2.156$, $df = 66$, $p < 0.05$). That means, other things being equal, in this sample study the level of information accessibility had an independent positive and significant contribution for additional predictive power to the level of participation.

This finding supports the previous study undertaken by (Lukiya, Kenneth & Godfrey, 2001; Indabawa & Mpofu, 2007). According to these scholars, majority of African women spend their times engaging in domestic works and have limited mobility and access to information on what is offered. Hence, women who had more mobility had more proximity to information and in turn actively involved in participatory planning. On the contrary, women who were less likely exposed to information were none participant because of lack of their daily mobility. As it compared with the information obtained through focus group discussion and interview, it was found to be consistent. Concerning on the issue, majority of participants in the FGDs explained as:

We want to learn because at this time, cereal crops have been very expensive. So being a modern farmer is essential. Moreover, we are mothers, and hence to teach our children, to keep our family from diseases, and to use family planning and contraceptives effectively, we should be educated. However, we were not invited to choose and plan what we want to learn (on 03/02/2009).

Majority of respondents during interview session confirmed exactly the same information as said the following:

Even though women have the right and ability to decide what to learn, when to learn and where to learn, in our locality it has been hard to make them fully participant in either of program planning or any development issues. This is because; they do not have access to information. No advocacy has been properly conducted yet (on 06/02/2009).

In all above cases, there is enough evidence to indicate that existence of a low level of accessibility to information had been restricting women from participating in program planning.

2. Place of Residence and Women's Participation

As shown in table 4.10, place of residence was the second determining factor which was found to contribute significantly to the prediction of women participation ($\beta = -.259$, $P < 0.05$). This relationship indicates that, on average a unit change on place of residence (distance) resulted in decreasing the level of participation by -0.259 from the mean. That is, distant and rural women had low level of participation as compared to nearest and/or urban women. This significance level of distance gives an indication for the finding and creates an agreement with the previous study results. As explained by King and Hill (1993), educational participation is against rural and distant women. Similarly, Nafukho, Amutabi and Otunga (2005) concluded that the location of adult training centers and program planning areas are more determinants for the accessibility of women adult learners.

It can thus be concluded that the distance factor is an important predictor variable that makes an independent contribution to the explanation of the variation (prediction) of the level of participation ($t = -2.101$, $df = 66$, $p < 0.05$). The negative t-value indicates that distance and level of participation are inversely proportional.

In line with quantitative results, respondents from the interview and FGDs explained that distance was one of the major hindering factors on women participation. For instance, one of the women affairs officers during interview stated that majority of women adult trainees are rural women. Continuing her explanation, she said as follows:

... In our woreda, it was hard to bring women to participate in ANFE for various reasons. They did not actively engage as we need. This is because, I think, they are rural women. And the training centers were not near to their villages (on 12/02/2009).

Thus, from the discussions and interview results, one can understand and interpret that rural and distant women were not active participant either in program planning or in implementation. It seems, there fore, to conclude that in the study areas, place of residence (distance) is one of the main problems for women to participate in adult education program.

3. Family /Husband Influence and Women Participation

Surprisingly, family/husband influence emerged as significantly and negatively related to the level of women participation ($\beta = -.234, p < 0.05$). A literal interpretation of this result would indicate that women who had experienced negative family/husband influence were unquestionably less participant than those who had relatively low negative influence. This was also consistent with the bi variant relationship (inter correlation) found between family influence and women participation ($r_{xy} = -.223, p < 0.05$) indicated in table 4.9. The statistical result of t-test for this variable showed that family influence had independently and significantly contributed an additional power for the prediction of women participation ($t = -2.519, df = 66, P < 0.05$).

King and Hill (1993) come up with similar findings. They indicated that, among the many other factors, the family/husband influence bears the ultimate power for limiting women's participation. Linda and Johnson (1990) also noted that in most African countries, the husbands and guardians (parents) were not voluntary and completely forbid their wives or daughters to participate either in the process of program planning or in implementation. This situation was strongly supported by participants in the FGDs in the following way:

We are mothers with large family size and we are usually required to be in the house to full fill the strong demand for productive and reproductive roles. The problem is more sever for married women. Because, our husbands are not cooperative and they are not voluntary to send us in such training (on 13/02/2009).

Similar ideas were reflected by one of the ANFE expert in woreda education bureau:

Due to cultural, social and other reasons, parents and/or husbands mostly prefer not to send females specially wives. They have gender stereotypes and they are dominating over them. Hence, women's participation is minimal in our district (on 17/02/2009).

To sum, from the findings mentioned above, one can conclude that both the quantitative and qualitative findings imply similar condition about the impact of family influence on women participation. That is, in the study areas, parental/husband influence is a determining factor that hinders women's participation. Besides this, the current findings had similar results with the previous literature.

4. Condition of Program Management System and Women Participation

As indicated in table 4.10, program management system was one of the potential predictors for women participation. The standardized regression weight (β) indicates that program management system has a direct (positive) relationship with women participation ($\beta = 0.226$, $p < 0.05$). The corresponding t-value revealed that the contribution of program management system was statistically significant ($t = 2.377$, $df = 66$, $P < 0.05$). This implied that the more improved condition of program management system in the study areas, the more level of women participation in program planning would be.

Here, one can find that the results of the regression analyzes are consistent with those of Lukiya, Kenneth and Godfrey (2001); Fasokun Katahoir and Oduaran (2005); Indabawa and Mpofo (2006) indicating that the condition of program management system need to be considered when determining the influential factors of women participation. Besides the statistical findings, data gathered via interview and FGDs supported the literature. In this regard, both women participants in the FGDs and interview informants described their views and experiences concerning on the issue. Nearly all informants speculated that in the study areas, there was no coordinated and integrated working system. Besides, they mentioned the following were major management problems.

- There is no clearly specified structure concerning adult education.
- Qualified persons are not assigned.

- There is no adequate budget and resource allocation.

All the above mentioned problems have been affecting women participation in particular and the overall adult education program in general in the study area.

5. Level of Self-Confidence and Women Participation

Among the factors which might be considered to influence women participation one was their self confidence. To estimate the effect of this factor, woman's self-confidence was operationalized as a variable that may reflect her self perception. It was then assumed that the participation rate of women with low self-confidence will be less than that of women with a high self-confidence. The regression result of table 4.10 shows that participation rate and self-confidence were positively related.

Moreover, the standardized beta coefficient ($\beta = .219$, $P < 0.05$) indicates that the findings on the present study are in congruence with the other previous studies. For example, Kamp (1996) and Biklen (1995) confirmed that as compared to others (men), women with lowered self-confidence tended to be fewer participants. One possible and probable reason for their low participation was that women perceive as they have personal failure (lack of ability) instead of being gender based discrimination or inequality. In connection to this, the calculated value of t-revealed that the level of self-confidence (X_5) was statistically significant ($t = 2.120$, $df = 66$, $p < 0.05$). This is to mean that X_5 independently contributes an additional power to the prediction of women participation.

Reflecting on women's self-confidence as a factor of participation, a number of immense ideas were forwarded. For example, one of the most commonly raised issue by women in FGDs was that due to cultural and traditional reasons women should not speak in meeting. As noted by them: "If we speak courageously, we will be considered as bad and called as 'ain awuta'. Because of this, we prefer to be silent even though we have many things in our mind to speak out".

Contrary to the women's reflection and the quantitative results, interview data indicated that even if many factors are still affecting women participation, their self-confidence is not such a determinant factor. The following is a summarized excerpt from the interviewed officers.

Due to cultural and social influences, previously women were not allowed/invited to participate in decision making process concerning on educational, social and political affairs. Owing to this, they had feeling of inferiority and low self-confidence. But now different measures have been taken such as affirmative action, assertive training, organizing women in different associations. These help them to develop self confidence relatively (on 19/02/2009).

From the above findings, one may conclude that the variations in quantitative and qualitative data may be due to difference of respondents' speculations concerning on the problem. And this is quite opposite to the researcher's expectation. Hence, this may be one area for further research in the study area.

6. Level of Family Income and Women's Participation

The relationship between level of family income and women participation was identified clearly. As shown in table 4.10, economic constraint seemed to be one of the predicting factors to the level of participation. The regression result on this table indicates that income level and participation have direct relationship. This was confirmed by the regression beta weight ($\beta = .215$, $P < 0.05$). Besides this, one can find that (X_6) had a significant contribution to the variation of level of participation independently ($t = 2.078$, $df = 66$, $P < 0.05$). The findings of the present study go in conformity with what was reported by (Charane & Jamisor, 1982; Kamp, 1996). According to these researchers, poor women mostly prefer to engage in works for survival and income-generating activities. Such types of tasks are given more priorities both by women adults and their family members.

Surprisingly, the qualitative data results were strongly consistent with the above quantitative data and previous study. For instance, during the FGDs, majority of the participants reflected that economic constraints were their major problem. Quoting their ideas directly:

We are from poor families, and it is difficult for us to fulfill basic needs for our children. Most of the time, we engaged in some activities to generate income. We

engaged in petty trading, production of local 'areki' etc. All these are taking our learning time. Because unless we do so, we will have difficulty in getting food, let alone buy family needs (on 25/03/2009)

Exactly, similar ideas were speculated by respondents during interview. One of the key informants said:

Most of our trainees are poor women. They need financial support to afford their basic needs. Mostly, they become absent from attending class especially during the market days for example Monday, Wednesday and Saturday (on 25/03/2009).

In all above cases, there is enough evidence to conclude that the prevalence of a low level of participation is as a result of low economic status of women in the study areas.

7. Extent of Workload and women's participation

Over workload was considered as one of the factors in determining whether women being active participant or not. The regression results on table 4.10 are found to be consistent with the researcher's expectation. Its standardized beta weight ($\beta = -.123$, $P < 0.05$) indicated that an increase of one standard deviation in level of work load, was associated with a decrease on women's level of participation by $-.123$ standardized points. For example, on average, in terms of the level of work load, a woman was expected to participate by 1.067 participation rates.

The corresponding partial t-test of x_7 also depicted that level of work load has a significant independent contribution for the prediction of level of participation ($t = -2.009$, $df = 65$, $P < 0.05$). Hence, one can conclude that the quantitative result revealed that X_7 is a significant predictor (critical factor) in limiting women participation in the study areas.

Similarly, the findings of the focus group discussions and interviews were generally consistent with the quantitative results. Most apparently, many of the participants in FGDs emphasized that existence of over work load was their main problem in participation. In addition to the FGDs results, data gathered through interview had supported the literature stated by (Lukiya, Kenneth and Godfrey, 2001).

8. Level of Facilitators Competency and Women Participation

As can be seen from table 4.10, data obtained from women adult learners revealed that, level of facilitator's competency was directly related with women participation rate ($\beta = .107$, $P < 0.05$). That is, in the places of training centers where better level of facilitators available, there would be high level of participation and vice versa. The corresponding partial t-test result showed that level of facilitators competency had a significant independent contribution for the prediction of level of participation ($t = 2.00$, $df = 66$, $P < 0.05$). This implies that other things being constant, in this sample study, the level of facilitators' competency had its own independent contribution for additional predictive power to the level of participation of women.

Additionally, qualitative results from interview and FGDs showed that facilitator's competency had an influence on women's participation. Majority of the respondents in the interview said there are many problems concerning on facilitators' competency. Quoting one of their ideas directly:

Facilitators had no good training and experiences concerning on adult education. Most of them were non-qualified individuals. Moreover, they were contractual employees. These entire problems create negative influence on women participation (on 04/03/2009).

Here, it is important to note that the findings of both qualitative and quantitative data are in congruence with the previous literature stated by (Fasokun, Katahoir and Oduaran, 2005).

9. The Level of Harmful Traditional Practice and Women Participation

As illustrated in table 4.10, the extent of harmful tradition in the study area was inversely related with women's level of participation even though it was not statistically significant ($\beta = -.104$, $P < 0.05$). Specifically, an increase of one standard deviation in level of harmful tradition was associated with a decrease in women's level of participation by -0.104 standard units from the average. The partial t-test for the same variable (X_9) indicated that it has no significant contribution for predicting the explained variation on the level of participation ($t = 1.023$, $df = 66$, $P < 0.05$). Even though the quantitative findings showed that x_9 had no significant influence on participation, it revealed a similar condition in the direction of relationship with the findings of Kamp (1996); Nafukho, Amutabi and Otunga (2006); Biklen (1995) and Bhushan (2005) stated in the literature. According to these adult

educators, level of harmful traditions against women would result in low level of participation and inversely related with it.

In summary, the findings on the present research have shown that both the quantitative and qualitative data confirmed that majority of the variables (i.e., level of information accessibility, place of residence, level of family influence, program management system, women's self-confidence, level of family income, facilitators' competency and level of workload) were significantly determining women's participation. Moreover, in most of these variables, both the quantitative and qualitative findings were consistent with each other and with the existing literature except few.

Contrast to this, the obtained data concerning on extent of harmful traditions were reflecting slightly different messages from the quantitative and qualitative data. For this variable, the quantitative data had revealed it had no significant contribution for the prediction of the explained variation of the dependent variable, i.e., level of participation in the study areas. Contrast to this, the qualitative findings confirmed that x_9 had a recognizable impact on women's participation and which was supportive to the existing literature.

Stepwise Procedure

To examine the independent contribution of each potential predictor variable on the variation of level of participation, stepwise multiple regression procedure was employed. It was used to put in order of the independent variables according to their contribution starting from the variable with highest contribution to the prediction of explained variance on the dependent variable to the variable with the least contribution.

This stepwise procedure began with all of the variables excluded from the model (equation) and enters level of information accessibility (x_1) on the equation since it has the highest correlation with the dependent variable (y) relative to others. The initial variable (x_1) was then paired with each of the variables one at a time. The second variable, family income (x_6) was then entered to the model, one with the highest partial remaining correlation with the criterion variable, controlling the correlation for the first predictor variable constant. The third variable and any remaining variables were selected in a similar manner. The resulting regression analyses were summarized on table 4.11 below. The significance of each predictor was determined based on its F-value.

Table 4.11: Summary of Stepwise Multiple Regression Analyses

Steps	Variables entered in the model	Zero order correlation	Std. Coef. (β)	Multiple correlation coefficients			F -value
				R	R ²	ΔR^2	
1	Information accessibility (x_1)	.484	.267	0.359	0.1290	0.1290	14.97*
2	Family income (x_6)	.428	.215	0.470	0.2210	0.0920	4.07*
3	Place of residence (x_2)	-.226	-.229	0.529	0.2795	0.0585	9.59*
4	Family influence (x_3)	-.223	-.234	0.577	0.3325	0.053	7.84*
5	Self-confidence (x_5)	0.235	.219	0.620	0.3839	0.0514	4.96*
6	Program management system (x_4)	.172	.226	0.650	0.4229	0.0390	4.68*
7	Level of workload (x_7)	0.142	-.123	0.664	0.4404	0.0175	4.02*
8	Level of facilitators competency (x_8)	.128	.107	0.674	0.4541	0.0136	4.00*

Note: * $p < 0.05$

As indicated on table 4.11, taking the nine potential predictor variables for $n = 75$, level of information accessibility (x_1) was entered in the model and it accounts about 12.90% of the variation on the dependent variable independently. Its corresponding F value indicates that its contribution was significant $F((1, 74) = 14.97, P < 0.05)$. The second variable entered to the model was level of family income (x_6). The independent contribution of x_6 was 0.092 (9.20%) and this was significant at $F((1, 74) = 4.07, P < 0.05)$. This variable (x_6) improves the level of participation by 0.092 (9.20%) beyond the third variable, place of residence (x_2). For x_2 , the R-square change (ΔR^2) for predicting level of participation was 0.0585 (5.85%), indicating that the addition of distance in the model explained an additional value of 5.85% of the variation in participation level beyond that of the variation explained by level of family influence (x_3) alone. Hence, it could be considered as a third best variable with regard to predicting level of participation. In the fourth step, x_3 was found to be entered and it significantly and independently contributes about 5.30% at $F((1, 74) = 7.84, P < 0.05)$. So, it is the fourth potential predictor variable. In the fifth step, the variable entered was women's self-confidence. As depicted on table 4.11, x_5 independently and significantly contributes for the variation of prediction of level of participation $F((1, 74) = 4.96, P < 0.05)$. The change in R-square when x_5 was added to the model indicated .0514 (5.14%). In the same way, x_4 was entered in the six step and it significantly

contributes (accounts) 3.9% for the variance of the prediction of y F ((1, 74) = 4.68, P< 0.05). In the seventh step, x₇ was entered and it significantly and independently accounts about 1.75% at F ((1, 74) =4.02, P<0.05). Finally, x₈ was entered and contributed about 1.36% independently. The remaining variable, x₉ was allowed to enter in the regression model. As a result, independently it has no significant contribution for the variance. Obviously, therefore, excluding it from the model does not create a significant impact on the prediction of the dependent variable.

Hence, the results of table 4.11 implied that among the nine selected factors, the first eight have independent and significant effect on women's participation. To alleviate their influence, urgent measures should be taken.

Table 4.12: Correlation matrix among Independent Variables and with the Dependent Variable according to Facilitators responses

No	Variables	Correlation Coefficients										
		X ₁	X ₂	X ₃	X ₄	X ₅	X ₆	X ₇	X ₈	X ₉	Y	
1	X1	1.00										
2	X2	-.24	1.00									
3	X3	-.36	-.21	1.00								
4	X4	.30	-.31	-.35	1.00							
5	X5	.42*	.22	-.25	.23	1.00						
6	X6	.32	.22	-.37*	.29	.29	1.00					
7	X7	-.38*	.49*	.32	-.25	-.28	-.21	1.00				
8	X8	.34	-.18	.36	.38*	.48*	.29	-.31	1.00			
9	X9	.25	.41*	.29	-.30	-.34	-.35	.37*	-.38*	1.00		
10	Y	.46*	-.42*	-.41*	.38*	.58*	.38*	.31	.21	-.18	1.00	

Note: $r \geq 0.37$ or $r \leq -.37$ are significant at $p= 0.05$ (two-tailed), $n= 28$, $df=26$.

- x₁= Level of information accessibility to participation
- x₂= Distance from learner's home to the training center
- x₃= Extent of husband/family influence
- x₄= Level of ANFE program management system
- x₅= Level of women learner's self-confidence
- x₆= Level of income in the household.
- x₇=Level of work load on women
- x₈=Level of facilitators' competency
- x₉=Level of practice of harmful traditions
- Y=Level of women's participation

To analyze data collected from the second respondent group (facilitators), the researcher calculated Pearson correlation coefficients for both inter predictor variables and predictors-criterion variable. The results can be found in table 4.12. The first variable, level of information accessibility was positively and significantly correlated with self-confidence and participation

respectively whereas it was negatively and significantly correlated with level of work load. The implication here is that as the level of information accessibility increase, both women's self-confidence and their level of participation also increases and vice versa. However, the opposite is true for level of information accessibility and amount of work load. That is, as women have got more access to information for participation, the burden of household work will reduce. But x_1 had no significant relationship with other independent variables.

The second variable, place of residence (x_2) tended to be negatively and significantly correlated with level of participation ($r_{x_2y} = -.42$, $P < 0.05$). But it had positively and moderately correlated with both level of workload and harmful traditions ($r_{x_2 x_7} = .49$; $r_{x_2 x_9} = .41$, $P < 0.05$) respectively. In spite of this, it had no significant relationship with other predictor variables. The third variable, husband/family influence was significantly and negatively correlated with family income level and women's participation ($r_{x_3 x_6} = -.37$, $P < 0.05$; $r_{x_3 y} = -.41$, $p < 0.05$). But it was not significantly related with other predictor variables.

In the same table, one can also observe that the program management system (x_4) was positively and significantly related with facilitators' competency level and level of participation ($r = .38$, $P < 0.05$) for both. This predictor variable (x_4) had a marginally weak correlation with both facilitators' competency and women's level of participation. But it had no significant correlation with other predictor variables. Concerning on the fifth predictor variable, women's self confidence (x_5), it was positively and significantly correlated only with one predictor variable, facilitators competency ($r_{x_5 x_8} = .48$, $P < 0.05$) and with the criterion variable, level of participation ($r_{x_5 y} = .58$, $P < 0.05$).

The sixth predictor variable, level of family income (x_6) had a marginally significant and positive relationship with the response variable, level of participation ($r_{x_6 y} = .38$, $P < 0.05$). But it had no any significant correlation with other independent variables at ($P < 0.05$). Finally, x_7 , x_8 and x_9 were found to be observed in table 4.12. Thus, one may find that each of these predictor variables was not significantly correlated with the dependent variable at ($P < 0.05$). However, level of work load had significant positive correlation with another predictor variable, HTPs ($r_{x_7 x_9} = .37$, $P <$

0.05), even though it was marginal. Similarly, (x_8) had a significant negative correlation with HTP ($r_{x_8 x_9} = -.38, P < 0.05$).

To sum up, the patterns of relationship observed in table 4.12 suggested that majority of the independent variables had no significant inter predictor correlation with their corresponding points. In contrast to this, most of them (six out of nine or 66.67%) had significant relationship with the dependent variable (predictor-criterion correlation). From this, one can understand that existence of multi co linearity would not be a problem in applying multiple regression analysis to predict the values of the dependent variable (level of participation) for the results of predictor variables. More over, it was in congruence with the idea of (Bowerman & O'Connell, 1997).

Table 4.13: Summary of Linear Multiple Regressions Results for the Nine Selected Predictor Variables on Women's Participation in ANFE Program Planning as Viewed by Facilitators

No	Independent Variables Entered	Un standardized reg. coefficients		Standardized reg. Coefficients	t-values
		B	St. error	Beta (β)	
1	Level of information accessibility (x_1)	.326	.129	.324	2.53*
2	Place of residence (x_2)	-.172	.080	-.303	-2.15*
3	Family influence (x_3)	-.353	.165	-.268	-2.14*
4	Level of program management system (x_4)	.243	.106	.103	2.29*
5	Level of self confidence (x_5)	.448	.103	.333	4.35*
6	Level of family income (x_6)	.248	.130	.086	2.91*
7	Level of workload (x_7)	-.239	.112	-.064	-2.13*
8	Facilitators competency level (x_8)	.216	.102	.034	2.12*
9	Level of harmful traditions (x_9)	-.213	.123	-0.027	1.73
10	Constant	3.124	.184	-	2.89*
11	Multiple regression correlation coefficients (R)	Multiple correlation (R)			.82
		R-square (R^2)			.673
12	F-ratio	Global (overall) F			2.67*

Note: t -values ≥ 2.009 at $df=19$ and F -values ≥ 2.43 at $df= (9, 19)$ are significant at $p < 0.05, N=28$.

Regression equation:

$$Y = 3.124 + .324x_1 + -.303x_2 + -.268x_3 + .103x_4 + .333x_5 + .086x_6 + -.064x_7 + .034x_8 + -.027x_9$$

As could be seen from table 4.13, the predictive power of all independent variables to the variation of explained variance on the dependent variable (level of participation) together was found to be .673 (67.30%). This shows that in the present study, the nine predictor variables together account about

67.30% but the remaining 32.70% was accounted by other variables which are not included in the present study. The global F-test showed this composite predictive power was statistically significant $F((9, 19) = 2.67, P < 0.05)$. As depicted in table 4.13, five of the nine predictor variables had positive significant and independent contribution for the prediction of variation of the dependent variable namely; level of information accessibility, self-confidence, facilitators' competency, level of program management system and family income. The computed values for partial t-tests of these variables also showed that each of them had an independent contribution for the prediction of value of participation at nineteen degrees of freedom ($df=19$) for each. Contrast to this, three of the predictor variables, i.e., place of residence (x_2), family influence (x_3) and over workload (x_7) had significant contribution for variation of the dependent variable (y) and they were inversely related with it ($x_2(\beta) = -.303, p < 0.05$; $x_3(\beta) = -.268, p < 0.05$; $x_7(\beta) = -.064, P < 0.05$). Their corresponding partial t-tests indicated that with 95% confidence, they significantly and independently contributed an additional power for the prediction of variation on the values of the dependent variable at nineteen degrees of freedom ($t(x_2) = -2.15, p < 0.05$; $t(x_3) = -2.14, p < 0.05$; $t(x_7) = -2.13, P < 0.05$) respectively.

The implication here is that the first five variables (x_1, x_4, x_5, x_6 and x_8) are encouraging women's participation. Whereas, the other three independent variables (x_2, x_3 and x_7) have been decreasing the level of women's participation as each of them increased. For example, an increase of one standard deviation on place of residence would result in a decrease by .303 standardized points from the average. The results of the focus group discussion on this issue ascertained this. Similarly, an increase of one standard deviation on level of family influence would result in 0.268 standard units from the average.

Table 4.13 also shows us the predictor variable, level of practice of harmful tradition, had no any significant independent contribution to the prediction of values of the dependent variable. The calculated partial t-test also indicated that it had no significant contribution for the prediction of y independently. Thus, one can conclude that even though it had some contribution for predicting the value of y , this variable had no significant impact on the level of women's participation relative to other variables.

Table 4.14: Summary of Stepwise Multiple Regression Analysis of the Predictor Variables on the Dependent Variable

Steps	Variables entered in the model	Zero order corr.	Std. Reg. coef. (β)	Multiple Regression Correlation Coefficients			F Value
				R	R ²	ΔR ²	
1	Level of self confidence (x ₅)	.58	.333	.49	.193	.193	6.37*
2	Information accessibility (x ₁)	.46	.324	.58	.34	.150	6.23*
3	Place of residence (x ₂)	-.42	-.303	.68	.47	.130	4.81*
4	Family influence (x ₃)	-.41	-.268	.76	.58	.110	4.49*
5	Program management system(X ₄)	.38	.103	.79	.619	.039	4.47*
6	Family income (x ₆)	.37	.086	.81	.649	.030	4.29*
7	Level of workload(X ₇)	-.31	-.064	.82	.669	.020	4.13*
8	Facilitators competency (x ₈)	.21	.034	.82	.673	.004	3.96*

Note: F-value $\geq 4.21^*$ at $p < 0.05$, $df(1, 27)$ and $n=28$.

Results of the stepwise regression analyses were summarized on table 4.14. As indicated on this table, taking the nine predictor variables for facilitators respondent group ($n= 28$) yields that in the first step of analyze, level of self-confidence (x₅) was entered the model. It accounts about 0.193 (19.30%) of variance in level of participation. The computed value of F ((1, 27) = 6.37, $p < 0.05$) indicated that the contribution of self-confidence for predicting variation in y was statistically significant.. Hence, x₅ was found to be the best predictor variable from the set of nine selected variables according to facilitators response.

In the second step, level of information accessibility (X₁) was found to be entered. It improves the prediction by about 15%. The F-test of significance showed that X₁ had significant independent contribution at F ((1, 27) = 6.23, $p < 0.05$). Thus, one may understand that X₁ was the second best predictor variable for the variation of women's participation rate. In the third step, place of residence (X₂) had entered the model. Hence, independently, it accounts about 13% of variance in level of participation (i.e., $\Delta R^2 X_2 = 13\%$). And it was significant at F ((1, 27) = 4.81, $p < 0.05$).

The fourth variable that was entered the equation was family influence (X_3). The increase (change) in the explained variance of participation level was 11% and this was significant at $F((1, 27) = 4.49, p < 0.05)$. This helps us to conclude that family influence was the fourth best predictor variable for the variation of participation rate. In the fifth step, level of program management system was entered; consequently, it further changes the explained variance by 3.90% and it was significant at $F((1, 27) = 4.47, P < 0.05)$. Hence, it could be considered as a fifth variable that potentially contributes for variation of y . For family income level, the R-square change (ΔR^2) for predicting level of participation was 0.03 (3%) indicating that it was significant at $F((1, 27) = 4.37, p < 0.05)$. Relatively, it was the sixth variable (potential factor) affecting level of participation. At the seventh step, level of workload (x_7) was observed to enter in the equation. It significantly and independently contributes about 0.02 (2%) at $F((1, 27) = 4.13, P < 0.05)$. Hence, it could be considered as a seventh variable that potentially contributes for the variation of y . Finally, facilitator's competency (x_8) was selected to be entered in the model. Consequently, it accounts 0.004 (.4%) independently. But it was not statistically significant $F((1, 27) = 3.96, p < 0.05)$. The remaining variable (x_9) had no independent contribution, hence it was left out

Table 4.15: Summary of Mann Whitney U-test for women adult learners and facilitators on Rating of the major factors affecting participation

No	Variables	Respondent group				Mann-Whitney U-test	Z_u	P
		Learners (Group 1)		Facilitators (Group 2)				
		MR	N_1	MR	N_2			
1	Level of family income (x_6)	54.27	73	42.48	28	783.500	-1.885	.059
2	Husband/family influence (x_3)	54.80	73	40.09	28	801.000	.184	0.62
3	Place of residence (x_2)	45.27	75	70.04	28	793.500	-1.90	0.53
4	Level of work load (x_7)	54.35	75	37.68	28	649.000	-2.982*	0.002
5	Level of self-confidence (x_5)	53.35	75	48.38	28	948.500	-0.789	.430
6	Level of program management system (x_4)	55.13	74	41.91	28	767.50	2.104*	.035
7	Level of facilitators competency (x_8)	52.95	75	49.45	28	978.500	-0.560	.575
8	Level of information accessibility (x_1)	56.82	73	35.84	28	597.500	-3.413*	.001
9	Practice of harmful traditions (x_9)	53.86	75	47.02	28	910.500	-1.103	.270

Note. * $p < 0.05$, MR=Mean Rank and Z_u =standardized U-test and $Z = \pm 1.96$ is critical point.

Assuming that the data is ordinal rating scale, the Mann Whitney U-test was used to compare the existence of significant difference between the two respondent groups (women adult learners and facilitators) in rating the major factors. Results of U- test are summarized on table above 4.15.

As shown in the table, majority of the observed (calculated) Z_u values are less than the critical value (Z_u -critical). This implies that the null hypothesis is not rejected at the given significance level ($P < 0.05$). Specifically, women adult learners had no significant difference as compared to facilitators in ranking the limiting factors of the variables x_6, x_3, x_2, x_5, x_8 and x_9 respectively at ($N_1=75, N_2= 28, p < 0.05$). However, they show significant difference on the remaining three variables, i.e., x_1, x_4 and x_7 , at ($N_1= 75, N_2= 28, p < 0.05$) in the same table. The difference in women adult learners rating the level of work load as a determinant factor was significantly showing a greater mean rank score than the facilitators at ($N=103, U=649.00, Z_u = -2.982, P < 0.002$). Similarly, women adult learners show significant difference in ranking the level of program management system ($N=102, U=767.50, Z_u = 2.104, P < 0.035$). In this regard, as compared with facilitators, women respondents account greater mean ranking score (i.e., MR of women=55.13 and MR of facilitator= 41.91). The last but not least variation was observed between the two groups in rating the level of information accessibility. Inspection of table 4.15 also indicates that women adult learners had significantly achieved greater mean ranks than facilitators ($N= 101, U= 597.500, Z_u = -3.413, P < 0.001$). That means, the mean rank of women adult learners was MR=56.82 which was greater than facilitators mean rank MR=35.84.

From the data depicted in this table, one may understand that even though respondents show some variation in rating of the major factors concerning on participation, in most cases, there is no significant difference among them. From table 4.15, it can be concluded that majority of the responses (66.67 %) had shown no significant difference. This help us to conclude that respondents have similar reflections or views concerning on the limiting factors. And this may extend our understanding further that most limiting factors are consistently rated by respondent groups, and hence greater attention have to be given for such factors while planning ANFE programs.

CHAPTER FIVE

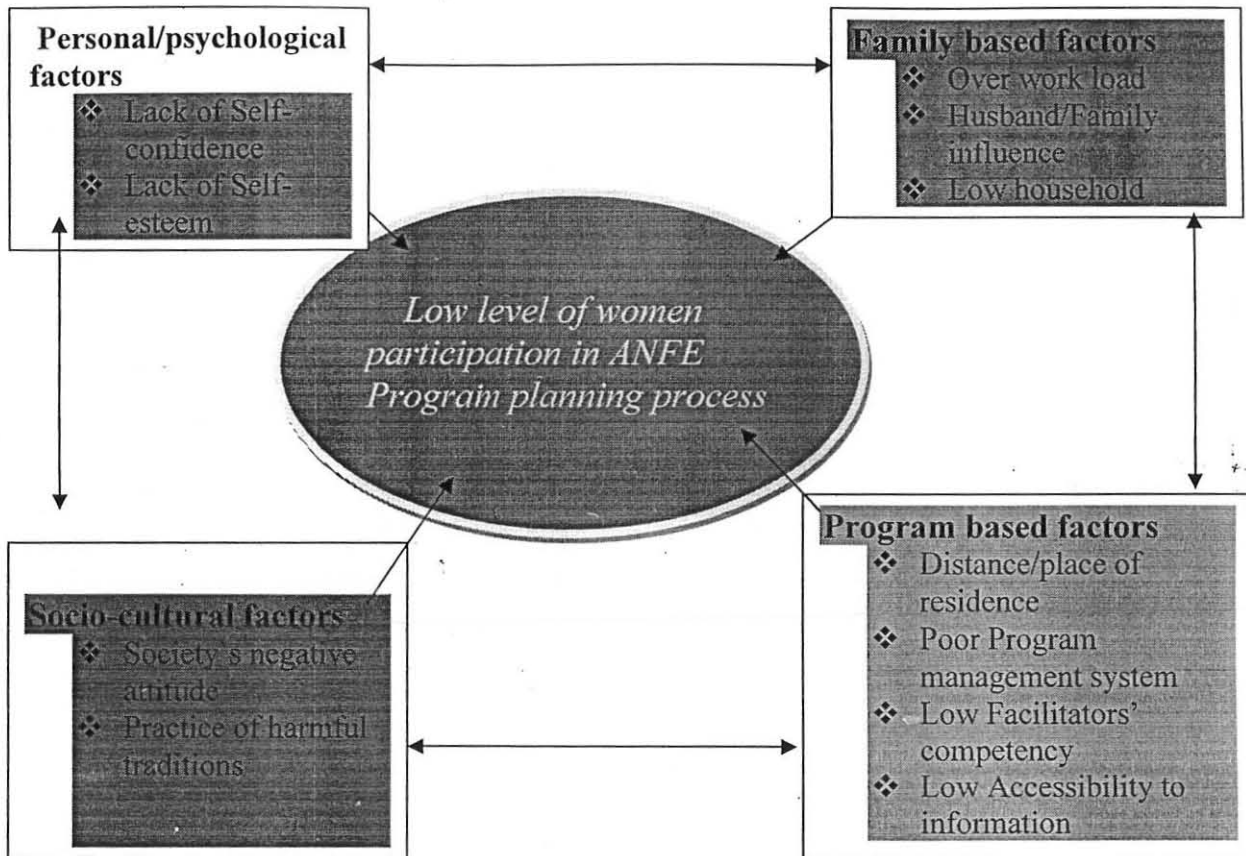
SUMMARY, CONCLUSION AND RECOMMENDATIONS

5.1. Summary

The main objective of this study was to investigate which factors and to what extent they are influencing women's active participation in ANFE program planning. To achieve this, the following basic questions had been central to this study.

1. What type of relationship does exist between each limiting factor and woman's participation?
2. Which factors have significant influence on women's participation during program planning?
3. Which factors are the most influential for the prediction of level of participation?
4. In which planning stage do women participate in ANFE program?
5. How do key informants perceive and react towards major determinants of women's participation in the study areas?

To seek answers for these research questions, the researcher applied a concurrent triangulation mixed methods design. This was selected to collect both quantitative and qualitative data within the same time frame. To this end, two sets of questionnaires, interview guides and FGDs were prepared for the selected sample groups. The participants were 80 women adult learners, 30 facilitators and eight key informants. Stratified random, available and purposive sampling techniques were applied to select the respondent groups respectively. The questionnaires were piloted to validate and increase their reliability. Data were analyzed using both quantitative and qualitative techniques. Percentages, correlation coefficients, multiple regression analyses and Mann Whitney U- test were used to analyze the quantitative data. For qualitative data, interview, and FGDs results were transcribed and thematic analyses were conducted using words and statements. Consequently, the main findings of the whole study analyses would be illustrated as follows using the diagram given below:



A theoretical model showing the relationship among the predictor variables and with the dependent variable (level of women participation) as developed by the researcher based on the findings summarized here under.

1. Concerning on participants' responses on level of participation, majority of women adult learners (68.0%) and (59.1%) of facilitators replied, they had no any involvement during ANFE program planning. Hence, the planning process was found to be none participatory. This was evidently supported by the qualitative findings obtained from semi-structured interview and FGDs.
2. The findings on women's level of participation across the planning stages of ANFE program revealed that their involvement did not get a recognizable attention. Both the quantitative and qualitative findings confirmed that in each planning phase, starting from needs assessment to evaluation, women's engagement had been ignored.
3. Regarding the personal (psychological) factors, the quantitative findings from facilitators and women trainees witnessed that both learners' self-confidence and self-esteem were

influential factors on participation. For example, the level of self-confidence had significant positive influence on women's level of participation at ($P < 0.05$). In Line with this, the results of FGDs were consistent with the quantitative data. Surprisingly however, the qualitative findings obtained from interview were quite contrary.

4. The variables (X_3 , X_6 and X_7) describing family based factors showed differential influence on women's participation at ($P < 0.05$). Family/husband influence (X_3) and level of work load (X_7) were significantly and negatively related to the level of women participation. That is, as the level of family/husband influence increases, women's participation will decrease at ($P < 0.05$). The same is true for level of workload. The qualitative findings also witnessed that existence of heavy work load was one determining factor for women participation. The sixth variable, level of family income was positively and significantly related with participation, which means, as the level of family income increases, women participation will also increase. Moreover, for X_3 and X_6 , the qualitative findings were consistent with the quantitative data.
5. The variables (X_1 , X_2 , X_4 and X_8) describing the institutional or program based factors were differently related with women's level of participation. The extent of information accessibility, level of facilitators' competency and condition of program management system had exerted significant positive influence on women's participation at ($P < 0.05$). In line with this, results of the qualitative findings strengthened the qualitative results. Contrast to this, place of residence had negative and significant impact for the prediction of level of participation at ($P < 0.05$). Besides, the qualitative data had substantiated the quantitative results. Hence, it can be considered as one of the major hindering factors on participation.
6. With regard to socio-cultural factors, the descriptive results revealed that both society's negative attitude and practice of harmful traditions seemed to have been influencing women's participation. Moreover, the qualitative results supported the descriptive findings. But, the regression results of both respondents groups indicated that level of harmful tradition had no significant influence on participation even though it had a negative relationship with it at ($P < 0.05$).
7. The findings of stepwise multiple regression analyses in both sample groups have shown that among the nine selected variables or factors, majority (88.89%) were found to be

influential factors. These were information accessibility, family income, and place of residence/distance, family/husband influence, and level of self-confidence, program management system, level of work load, and level of facilitators' competency. Each of them had also independently contributed for the variation of level of participation at ($P < 0.05$) significant level.

8. The findings of multiple regression correlation (R) and the global F- test in both respondent groups showed that all the nine selected variables (factors) had significant combined (interaction) effect on the prediction of variation of women participation. That is, all factors collectively had significant impact on the variation of women participation at ($P < 0.05$).
9. Finally, the responses of facilitators and women adult learners were compared to see if there was significant difference between them in rating the major factors. The results of Mann Whitney U-test showed that though there were some differences between these two respondent groups' perception while rating the major factors, in most cases (66.67%) showed that they had no significant variation. That means, the responses between women adult learners and facilitators mostly showed consistency in rating the determinant factors.

5.2. Conclusion and Implications

The main focus of this study was to examine the impact of major influential factors on women participation in ANFE program planning. The results suggest that the participation of women adult learners in either of the planning stage still remain non-significant. This was happened due to the influence of various personal, family based, institutional and social-cultural factors. In most of these variables, results of both the quantitative and qualitative findings from the respondent groups implied that most factors had significant independent and combined influences on women's participation. However, results of the first and second regression analyses implied that there are still other potential variables that have been significantly contributing for the prediction of variation of women's participation, but they are not included in the present study. Hence, the current researcher encourages other researchers and practitioners to give special emphasis on such variables. Besides, there were some findings to be contrast with the researcher's initial expectation. One was the existence of insignificant role of some variables (factors) in predicting the level of participation. The second was occurrence of some inconsistency between the

qualitative and quantitative implications. In Ethiopian context, however, this research is only the first step to build a ground framework. Hence, the current researcher initiates other investigators to further extend our knowledge concerning on such issues.

5.3. Recommendations

The following recommendations would be suggested based on the findings of the study:

1. Women adult learners in the study areas have been confronted with different problems to participate in ANFE program planning. Among these problems, lack of timely information was the first factor. Hence, the target groups (women), program planners, community and other stakeholders should be sensitized through continuous advocacy and agitation process to create awareness about the instrumental capacity of gender sensitive participatory program planning.
2. Since economic constraint (low level of family income) is a critical factor for many women adult learners, all potential stake holders need to be involved in the development of income generating activities to improve the livelihood of these poor women. This would be an encouraging factor for many women to actively participate either in program planning or its excision process.
3. A successful women responsive ANFE program planning requires the active involvement of the beneficiary groups (women), program coordinators, ANFE experts, facilitators and other stakeholders through establishing a good management and coordination framework. To this end, employing qualified ANFE program managers (at least in diploma level) in each woreda is timely essential.
4. Since parents/husbands are key factors in preventing women from participating in ANFE program planning. Sufficient orientation should be given for them to develop their awareness about the importance of women's adult learning in their daily life.
5. In order to make women adult learner's active participant, ANFE training centers should be established in rural areas near to the place of residence of the target groups.
6. Improving the capacity and competency of facilitators would unquestionably improve the participation of women in particular and maintain the sustainability of the program in general. Hence, appropriate pre-service training should be given to equip them with the basic themes of andragogy. Moreover, continuous upgrading, capacity building and a rewarding system should be established via in-service training.
7. Due to social and cultural influences, majority of women had lack of self-confidence problem. Thus, assertiveness training should be provided to bring about behavioral and altitudinal change.

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APPENDIX -A
Addis Ababa University
School of Graduate Studies

A Questionnaire to be filled by Women Adult Learners

This questionnaire is designed for the study entitled “**Major Factors Influencing Women’s participation in Adult and Non-formal Education Program Planning in East and West Gojjam Zones**”.

The main objective of the questionnaire is to collect relevant data concerning on the limiting factors of women’s participation. It is also intended to be a good means for collecting some baseline information to suggest strategies for developing a gender responsive ANFE program. Hence your genuine, frank and timely response for each question is quite vital to determine the success and completeness of this study. As a matter of fact, I cordially request your collaboration in filling the questionnaire honestly and responsibly.

Dear Participant:

Before you start to fill/complete the questionnaire, please read the general instructions given below very carefully.

1. I strongly ensure that your responses will be used for research purpose only, nothing else. In doing so, they will be kept privately and confidentially.
2. Writing your name is not necessary.
3. Please read each question and indicate your response by circling the letter of your choice or putting ‘x’ mark in the space provided.

Thank you in Advance for Your Heartfelt Collaboration!

Introduction I: Please read each question carefully and try to answer them by circling the letter of your choice that corresponds to your self.

1. Age:

- A) Below 20yrs C) 31-40 yrs
B) 20-30 yrs D) Above 40 yrs

2. Marital status:

- A) Married C) Divorced
B) Single D) Widowed

3) What is your current educational level?

- A) Unable to read and write D) Grade 8-10
B) Able to read and write E) Grade 10 Complete
C) Below grade 8 F) Grade 12 Complete

4) Where is your place of residence?

- A) Urban B) Rural

5) How long does it take (on foot) from the training center to your home on average?

- A) Less than 1 hr. C) 1:30-2:00hrs.
B) 1-1:30 hr. D) More than 2hrs.

6. Currently how much monthly income does your family get in birr?

- A) Less than 300 C) 501-700
B) 300-500 D) Above 700

7. During the planning process of ANFE program, were you consulted to participate?

- A) Yes B) No

8. If your answer for Q7 is yes, to what extent did you participate in program planning?

- A. Very low B. Low C. Medium D. High E. Very high

Instruction II: The following list shows the major problems that hinder women from their active participation in the planning of ANFE. Take your experience into consideration and indicate the level of each problem by putting “X” mark at the appropriate point of your choice.

No	Limiting Factors or Problems	Level of the Problem				
		VL	L	M	H	VH
1	Low level of monthly income of mine and my family					
2	The influence of my husband /parents on my participation in ANFE program planning.					
3	The impact of heavy work loads on my participation in ANFE					
4	Lack of trust to my ability to participate equally with men during program planning.					
6	Lack of knowledge and skills to participate and generate ideas for program planning compared to men					
7	Less value (place) given for me by others					
8	Lack of ability of program planners to manage and coordinate for the participation of women					
9	Lack of ability of program coordinators to plan effectively with and through others, sharing of responsibilities and decision making with you appropriately.					
10	Lack of ability of the facilitator to create a physical and psychological climate of mutual respect, openness, supportive and safety for women.					
11	Lack of ability of the facilitator to use a variety of participatory training methods appropriately					
12	Level of appreciation about the value of women’s participation from others specially men.					
13	Practices of various harmful traditions in the local area e.g. (gender based decision of labor, male supremacy etc).					

Note: VL=very low, L=low, M=medium, H=high, and VH=very high

Instruction III: The following list shows areas of women participation in ANFE program planning. Please take your experience and indicate the level of your participation by putting 'X' mark in the appropriate place.

No	Area of Participation	Level of participation			
		None	Low	Moderate	High
1	Your involvement in identifying the training needs and problems.				
2	Your involvement in prioritizing the most urgent needs in the planning process.				
3	Your involvement in selecting the training objectives.				
4	Your participation in determining the duration of training.				
5	Your participation in selecting the place of training.				
6	The degree of your involvement during selection of training contents and learning experiences.				
7	The level of your participation in selecting the training inputs (resources).				
8	Your involvement in the implementation of the training program.				
9	The degree of your participation in the evaluation of inputs (resources) utilization.				
10	Your participation in the process of evaluating your own learning/training outcomes.				
11	Your participation in evaluating the program strengths and weaknesses.				

APPEDIX -B

Addis Ababa University School of Graduate Studies

A Questionnaire to be filled by Facilitators or Trainers

This questionnaire is designed for the study entitled “**Major Factors Influencing Women’s participation in Adult and Non-formal Education Program Planning in East and West Gojjam Zones**”.

The main objective of the questionnaire is to collect relevant data concerning on the limiting factors of women’s participation. It is also intended to be a good means for collecting some baseline information to suggest strategies for developing a gender responsive ANFE program. Hence your genuine, frank and timely response for each question is quite vital to determine the success and completeness of this study. As a matter of fact, I cordially request your collaboration in filling the questionnaire honestly and responsibly.

Dear participant:

Before you start to fill/complete the questionnaire, please read the general instructions given below very carefully.

1. I strongly ensure that your responses will be used for research purpose only, nothing else. In doing so, they will be kept privately and confidentially.
2. Writing your name is not necessary.
3. Please read each question and indicate your response by circling the letter of your choice or putting ‘x’ mark in the space provided.

Thank you in Advance for Your Heartfelt Collaboration!

Zone _____ Woreda _____ Sex _____

Education level _____ your current responsibility _____ area of
qualification _____ years of experience in the current responsibility _____

1. Have you taken any training related to gender responsive ANFE program planning?
A. Yes B. No
2. Did women participate to plan a gender responsive ANFE program in your Woreda?
A. Yes B. No
3. If your response for 'Q2' is 'yes', to what extent do they participate as they compared to men?
A. Very Low B. Low C. medium D. high E. Very high
4. If your answer for 'Q2' is 'No' why did not women participate in program planning process? (Please answer by putting 'x' mark in the box in front of the appropriate answer).
 Because they are not voluntary participant
 Because they have low educational background
 Because they lack information
 If any other _____
5. In your Woreda, to what extent does the degree of enthusiasm of women have to participate in program planning?
A. Low B. Moderate C. High
6. Is there any effort to encourage women to actively participate during program planning process? A. Yes B. No

Instruction II: The following list shows the major factors which affect women's active participation in ANFE.

Based on your personal experience or observation, indicate the level of each factor by putting 'x' mark at the appropriate point of your choice.

No	Limiting factors (problems)	Level of the problem				
		LV	L	M	H	VH
	1. Personal and family based factors					
1.1	Lack of adequate income for personal and household expenses					
1.2	Existence of strong influences against women's participation from husbands/parents					
1.3	Existence of heavy work-load on women at home					
1.4	Lack of self-confidence to participate equally with men during discussion and decision-making process					
1.5	Existence of low self-esteem to participate and generate ideas for program planning compared to men					
	2. Institutional or program based factors					
2.1	Lack of qualified program coordinators to plan, manage and coordinate for the participation of women					
2.2	Inability of the facilitators to create a physical and psychological climate supportive to women participation					
2.3	Lack of initiation and ability from program planners to mobilize women for participation					
2.4	Existence of long distance form the training center to women participants place of residence					
2.5	Existence of weak (poor) information dissemination and advertisement to public participation in ANFE					
	3. Socio-cultural factors					
3.1	Lack of initiation and appreciation about the value of women's participation from husbands, parents and community					
3.2	Practice of various harmful traditions in the local areas (e.g. gender based division of labor, male supremacy etc).					
3.3	Underestimation and devaluation of women's potential to participate in decision making process					

Note: VL=very low, L=low, M=medium, H=high, and VH=very high

APPENDIX -C
Addis Ababa University
School of Graduate Studies

Focus Group Discussion Questions for Respondents

The following are issues for discussion aimed at exploring the current situation of women's participation in ANFE program planning in East and West Gojjam Zones in Amhara region. The outcomes of the discussion will be used to guide to determine what major factors are affecting their participation and to forward some possible strategies.

1. Are women adult learners invited to participate in the planning and implementation of ANFE (for example adult literacy, community skills training centers and others) in your woreda?
2. What contributions do you think women's participation will provide?
3. In what areas (at what planning stages) do women must participate in ANFE program planning process? Why?
4. How women's participation in program planning is perceived by the local government officials and NGOs?
5. What are the major problems do you think women have been encountered to participate and contribute their role?
6. What measures do you suggest to be taken to improve or foster their participation?

Appendix -D

አዲስ አበባ ዩኒቨርሲቲ የድህረ ምረቃ ትምህርት ክፍል

በወረዳ ደረጃ የጎልማሶችና መደበኛ ያልሆነ ትምህርት ሴት ሠልጣኞች የሚሞላ የፅሁፍ መጠይቅ፤

ይህ መጠይቅ የተዘጋጀው በምስራቅና በምዕራብ ጎጃም ዞኖች ውስጥ የጎልማሶችና መደበኛ ያልሆነ ትምህርት ሥልጠና ፕሮግራም ዝግጅት ላይ የሴቶችን ተሳትፎ የሚገቱ አሉታዊ ምክንያቶች በሚል ርዕስ መረጃ ለማሰባሰብ ነው።

የመጠይቁ ዋና አላማ አሉታዊ ምክንያቶችን ለይቶ ለማወቅ ይቻል ዘንድ ጠቃሚ መረጃ ለማሰባሰብ ነው። በተጨማሪም የሴቶችን የመሳተፍ ችግር ለመፍታት የሚያስችሉ እስተራሪቶችን ለመንደፍ ማዕከል ያደረገ የጎልማሶች ትምህርት ፕሮግራም እቅድ ለማዘጋጀት መነሻ ነጥቦችን ይጠቁማል ተብሎ ይታሰባል። ስለሆነም የእርስዎ እውነተኛ፣ ልባዊ እና ፈጣን ምላሽ ለጥናቱ መሳካትና መሟላት ወሳኝ ነው። እናም መጠይቁን በታማኝነት ሞልተው በቶሎ በመመለስ እንዲተባበሩኝ በትህትና እጠይቃለሁ።

ውድ ተሳታፊ፤

መጠይቁን መሙላት ከመጀመርዎ በፊት እባክዎ ከዚህ በታች የተገለፁትን አጠቃላይ መመሪያዎች በጥንቃቄ ያንብቧቸው።

1. የሚሠጧቸው መልሶች በሙሉ ለጥናትና ምርምሩ አላማ ብቻ የሚውሉ ሲሆን ሚስጢራዊነታቸውም የተጠበቀ ነው።
2. በመጠይቁ ላይ የእርስዎን ስም መጻፍ አያስፈልግም።
3. እባክዎ እያንዳንዱን ጥያቄ በጥንቃቄ ያንብቡና የሚስማማዎትን መልስ የያዘውን ፊደል በመክበብ ወይም በተዘጋጀው ቦታ ላይ 'x' ምልክት በማድረግ ይመልሱ።

በቅድሚያ ስላደረጉልኝ ቅናዌ ትብብር ከልብ አመሠግናለሁ።

መመሪያ አንድ:- የሚከተሉትን ጥያቄዎች በጥንቃቄ ካነበቡ በኋላ እርስዎን የሚመለከተውን መልስ የያዘውን ፊደል በመክብብ ወይም በተዘጋጀው ቦታ ላይ 'x' ምልክት በማድረግ ይመልሱ::

1. እድሜ:

- | | |
|----------------|----------------|
| ሀ. ከ20 አመት በታች | ሐ. ከ31-40 አመት |
| ለ. ከ20-30 አመት | መ. ከ40 አመት በላይ |

2. የጋብቻ ሁኔታ (አሁን የሚኖሩት)

- | | |
|----------------|---------------|
| ሀ. በጋብቻ (በትዳር) | ሐ. በፍች (ጋለሞታ) |
| ለ. ያላገባ | መ. ሌላ ----- |

3. አሁን ያለዎት የትምህርት ደረጃ:

- | | |
|--------------------|------------------|
| ሀ. ማንበብና መጻፍ አልችልም | መ. ከ8-11ኛ ክፍል |
| ለ. ማንበብና መጻፍ እችላለሁ | ሠ. 10ኛ ክፍል ጨርሻለሁ |
| ሐ. ከ8ኛ ክፍል በታች | ረ. 12ኛ ክፍል ጨርሻለሁ |

4. የመኖሪያ ቦታ

- | | |
|--------|--------|
| ሀ. ከተማ | ለ. ገጠር |
|--------|--------|

5. ከእርስዎ ቤት እስከ ስልጠናው ቦታ በአግር ጉዞ በአማካይ ምን ያህል ሰዓት ይወሰዳል?

- | | |
|----------------|------------------|
| ሀ. ከ1 ሰዓት በታች | ሐ. 1:30-2:00 ሰዓት |
| ለ. ከ1-1:30 ሰዓት | መ. ከሁለት ሰዓት በላይ |

6. እርስዎና ቤተሠብዎ በየወሩ በአማካኝ ምን ያህል ገቢ ታገኛላችሁ?

- | | |
|----------------|----------------|
| ሀ. ከ300 ብር በታች | ሐ. ከ501-700 ብር |
| ለ. ከ301-500 ብር | መ. ከ700 ብር በላይ |

7. አሁን እየሠለጠነ-በት (እየተማሩት) ያለው ፕሮግራም በተዘጋጀበት ወይም በታቀደበት ወቅት እርስዎ እንዲሳተፉ ተጋብዘው ነበር?

- | | |
|-------|--------|
| ሀ. አዎ | ለ. የለም |
|-------|--------|

8. ለጥያቄ 7 መልስዎ አዎ ከሆነ፣ የነበረዎት የተሳትፎ ደረጃ ምን ያህል ነበር?

- | | | |
|-------------|-------------|----------|
| ሀ. በጣም ዝቅተኛ | ለ. ዘቅጸኛ | ሐ. መካከለኛ |
| መ. ከፍተኛ | ሠ. በጣም ከፍተኛ | |

መመሪያ ሁለት- ከዚህ በታች የሴቶችን ንቁ ተሳትፎ የሚገቱ አበይት ምክንያቶች (ችግሮች) ተዘርዘረዋል።
 የእርስዎን ተጨባጭ ሁኔታ ከግምት ውጭ በማስገባት፣ የእያንዳንዱን ችግር (ምክንያት) ደረጃ ተስማሚ በሆነው ቦታ ላይ የ 'x' ምልክት በማድረግ ይግለጹ።

ተ.ቁ	ዋና ዋና ምክንያቶች (አበይት ችግሮች)	የችግር ደረጃ				
		በጣም ዝቅተኛ	ዝቅተኛ	መካከለኛ	ከፍተኛ	በጣም ከፍተኛ
1	እኔም ሆነ ቤተሠቦቼ በየወሩ የምናገኘው ገቢ አናሳ መሆን					
2	በጎልማሶችና መደበኛ ባለሆነው ትምህርት (ስልጠና) ላይ በማድረግው ተሳትፎ የቤተሠቦቼ /የባለቤቱ አሉታዊ ተፅዕኖ					
3	በጎልማሶች ትምህርትና ስልጠና ላይ በማድረግው ተሳትፎ የቤት ውስጥ ተደራራቢ ሥራ መኖር					
5	ፕሮግራሙ በሚታቀድበት ወቅት ከሌሎች በተለይም ከወንዶች እኩል ለመሳተፍ የነበረኝ እውቀት					
6	በእኔ ዕምነት ሌሎች ሠዎች (ወንዶችም፣ ሴቶችም) ለእኔ የሚሠጡት ዋጋ					
7	የፕሮግራም አስተባባሪው በፕሮግራም ዝግጅት ሂደት ላይ ሴት ተሳታፊዎችን የማደራጀትና የማስተባበር ችሎታ					
8	የፕሮግራም አስተባባሪው ሀላፊነትን ለሴቶች በማጋራት ወሳኔን በጋራ የመወሰን ችሎታ					
9	አሠልጣኙ ለሴቶች ምቹ የሆነ ስነልቦናዊ ሁኔታን በመፍጠር እርስ በእርስ የመደጋገፍ ባህል የመፍጠር ችሎታ					
10	አስልጣኙ ሴቶችን ማዕከል ያደረጉ የተለያዩ አሳታፊ የስልጠና ዘዴዎችን የመጠቀም ችሎታው					
11	በስልጠና ፕሮግራም ዝግጅት ወቅት ሴቶች ተሳታፊ እንዲሆኑ መመሪጃን አስቀድሞ በማሠራጨትና በማሳወቅ እየተደረገ ያለ ጥረት					
12	በእርስዎ ወረዳ ወይም ቀበሌ ህብረተሠቡ በተለይም ወንዶች ለሴቶች ተሳትፎ የሚሠጡት ግምት (ዋጋ)					
13	በእርስዎ ወረዳ ወይም ቀበሌ በሴቶች ላይ የሚፈጸሙ ጎጂ ልማዳዊ ድርጊቶች (ምሳሌ የስራ ጫና፣ የወንዶች የበላይነት ወዘተ..) በሴቶች ተሳትፎ ላይ የሚያስከትሉ አሉታዊ ተፅዕኖ					

ሌሎች ምክንያቶች ካሉ ይጥቀሱ

- ሀ_____
- ለ_____
- ሐ_____
- መ_____

መመሪያ ሰነድ፡- ከዚህ በታች የተዘረዘሩት አርፍተ ነገሮች በፕሮግራም ዝግጅት ላይ የሴቶችን ተሳትፎ የሚገልፁ ናቸው። የእርስዎን ተጨባጭ ሁኔታ መሠረት በማድረግ የእያንዳንዱን የተሳትፎ ደረጃ የ 'x' ምልክት በማድረግ ይግለፁ።

ተ. ቁ	የተሳትፎ አይነት	የተሳትፎ ደረጃ			
		የለም	ዝቅተኛ	መካከለኛ	ከፍተኛ
1	በፍላጎት አሰራር ችግር መለየት ሂደት ላይ ያደረጉት ተሳትፎ				
2	አስቸኳይ ትኩረት የሚሹ ጉዳዮችን በመለየት ሂደት ያደረጉት ተሳትፎ				
3	የትምህርት ወይም ስልጠና አላማ በመንደፍ ሂደት ላይ ያበረከቱት ተሳትፎ				
4	የስልጠና ጊዜን እርዝማኔ በመወሰን ሂደት ላይ ያደረጉት ተሳትፎ				
5	በስልጠና በታ መረጣ ላይ ያደረጉት ተሳትፎ				
6	የትምህርት ወይም ስልጠና ይዘት መረጣ ላይ ያደረጉት ተሳትፎ				
7	ለትምህርት ወይም ስልጠና የሚውል ግብዓት መረጣ ላይ ያደረጉት ተሳትፎ				
8	በትምህርት ወይም ስልጠና ትግበራ ሂደት ላይ ያደረጉት ተሳትፎ				
9	በስልጠናው ሂደት የግብዓት አጠቃቀም ግምገማ ላይ ያደረጉት ተሳትፎ				
10	በስልጠናው ሂደት ላይ የእርስዎን እውቀትና ችሎታ ለመገምገም ያደረጉት ተሳትፎ				
11	በስልጠናው ሂደት ላይ የፕሮግራሙን ጠንካራና ደካማ ጎን በመለየት ሂደት ያደረጉት ተሳትፎ				

ላደረጉት ገቁ ተሳትፎ ከልብ አመሰግናለሁ።

Appendix-E

አዲስ አበባ ዩኒቨርሲቲ የድህረ ምረቃ ትምህርት ክፍል

በወረዳ ደረጃ የጎልማሶችና መደበኛ ያልሆነ ትምህርት አሰልጣኞች የሚሞላ የዕሁፍ መጠይቅ፤

ይህ መጠይቅ የተዘጋጀው በምስራቅና መዕራብ ጎጃም ዞኖች ውስጥ የጎልማሶችና መደበኛ ያልሆነ ትምህርት ሥልጠና ፕሮግራም ዝግጅት ላይ የሴቶችን ተሳትፎ የሚገቱ አሉታዊ ምክንያቶች በሚል ርዕስ መረጃ ለማሰባሰብ ነው።

የመጠይቁ ዋና አላማ አሉታዊ ምክንያቶችን ለይቶ ለማወቅ ይቻል ዘንድ ጠቃሚ መረጃ ለማሰባሰብ ነው። በተጨማሪም የሴቶችን የመሳተፍ ችግር ለመፍታት የሚያስችሉ እስተራቴጂዎችን ለመንደፍና እነሱን ማዕከል ያደረገ የጎልማሶች ትምህርት ፕሮግራም አቅድ ለማዘጋጀት መነሻ ነጥቦችን ይጠቁማል ተብሎ ይታሰባል። ስለሆነም የእርስዎ እውነተኛ ልባዊ እና ፈጣን ምላሽ ለጥናቱ መሳካትና መሟላት ወሳኝ ነው። እናም መጠይቁን በታማኝነት ሞልተው በቶሎ በመመለስ እንዲተባበሩኝ በትህትና እጠይቃለሁ።

ውድ ተሳታፊ፤

መጠይቁን መሙላት ከመጀመርዎ በፊት እባክዎ ከዚህ በታች የተገለጹትን አጠቃላይ መመሪያዎች በጥንቃቄ ያንብቧቸው።

1. የሚሠጧቸው መልሶች በሙሉ ለጥናትና ምርምሩ አላማ ብቻ የሚውሉ ሲሆን ሚስጢራዊነታቸውም የተጠበቀ ነው።
2. በመጠይቁ ላይ የእርስዎን ስም መጻፍ አያስፈልግም።
3. እባክዎ እያንዳንዱን ጥያቄ በጥንቃቄ ያንብቡና የሚሰማማዎትን መልስ የያዘውን ፊደል በመክበብ ወይም በተዘጋጀው ቦታ ላይ 'x' ምልክት በማድረግ ይመልሱ።

በቅድሚያ ስላደረጉልኝ ቅናዊ ትብብር ከልብ አመሠግናለሁ።

ዞን _____ ወረዳ _____ ያታ _____

የትምህርት ደረጃ _____ የሠለጠነበት ሙያ _____

አሁን ያለዎት የስራ ሀላፊነት _____

አሁን ባለብት የስራ ሀላፊነት ያገለገሉበት ዘመን _____

1. ሴቶችን ማዕከል ያደረገ የጎልማሶችና መደበኛ ያልሆነ ትምህርት ስልጠና ኘሮግራም እቅድ ወይም ዝግጅት ላይ ስልጠና ወስደው ያውቃሉ?

ሀ. አዎ ለ. የለም

2. በእርስዎ ወረዳ የጎልማሶችና መደበኛ ያልሆነ ትምህርት (ሥልጠና) ኘሮግራም ሲታቀድ (ሲዘጋጅ) ሴቶች ተሳትፈው ያውቃሉ?

ሀ. አዎ ለ. የለም

3. ለጥያቄ ተራ ቁጥር 2 መልስዎ አዎ ከሆነ ከወንዶች ጋር ሲነፃፀር ለሴቶች የተሠጠው እድል (ድጋፍ) ምን ያህል ነው?

ሀ. ዝቅተኛ ነው ለ. ተመጣጣኝ ነው ሐ. ከፍተኛ ነው

4. ለጥያቄ ተራ ቁጥር 2 መልስዎ የለም ከሆነ፣ ምክንያቱ ምንድን ነው ይላሉ? (በሣጥነው ስጥ የኖሣነ ምልክት በማድረግ ይግለፁ)፡፡

- ፍላጎት ስለሌላቸው
- ሴቶች ከወንዶች ያነሰ የትምህርት ደረጃ ስላላቸው መወሰን ስለማይችሉ
- ሴቶች መረጃ በወቅቱ ስለማይደርሳቸው

ሌላ _____

5. በእርስዎ ወረዳ ሴቶች በስልጠና ኘሮግራም ዝግጅት ላይ ለመሳተፍ ያላቸው ፍላጎት እና ተነሣሽነት ምን ያህል ነው ይላሉ?

ሀ. ዝቅተኛ ለ. መካከለኛ ሐ. ከፍተኛ

6. በእርስዎ ወረዳ ሴቶች በኘሮግራም ዝግጅት ላይ በንቃት እንዲሳተፉ ለማበረታታት የተደረገ ጥረት አለ? ሀ. አዎ ለ. የለም

መመሪያ ሁለት፡- ከዚህ በታች የሴቶችን ተሳትፎ የሚገቱ አበይት ምክንያቶች ተዘርዝረዋል። በእርስዎ ወረዳ ወይም ቀበሌ ያለውን የሴቶችን ተጨባጭ ሁኔታ መሠረት በማድረግ የአያንዳንዱን ችግር (ምክንያት) ደረጃ የ ምልክት 'x' በትክክለኛው ቦታ ላይ በማስቀመጥ ይለፁ።

ተ. ቁ	ዋና ዋና ምክንያቶች (አበይት ችግሮች)	የችግሩ ደረጃ				
		በጣም ዝቅተኛ	ዝቅተኛ	መካከለኛ	ከፍተኛ	በጣም ከፍተኛ
	1. ከግለሰብና ቤተሰብ ጋር ተያያዥነት ያላቸው ችግሮች					
1.1	በቂ የሆነ የቤተሰብ የገቢ ምንጭ አለመኖር					
1.2	ከፍተኛ የቤተሰብ /የባል ተፅዕኖ መኖር					
1.3	በሴቶች ላይ ከፍተኛ የሆነ የሥራ ጫና መኖርና አጋዥ ማጣት					
1.4	ሀፃናትን በመንከባከብና በማሳደግ አጋዥ አለመግኘት					
1.5	ሴቶች በስብሰባ ላይ በንቃት ለመሳተፍና ውሳኔ ለመወሰን ያላቸው በዕራስ የመተማን ችሎታቸው ዝቅተኛ መሆን					
	2. ከስልጠና ተቋሙ ወይም ከኛሮግራሙ ጋር የተያያዙ ምክንያቶች					
2.1	ብቁ የኛሮግራም አስተባባሪዎች በቦታው አለመኖር					
2.2	የሴቶችን ተሳትፎ ለማበረታታት የማያስችል ብቃት ያላቸው አሠልጣኞች አለመኖር					
2.3	በአሠልጣኞች ዘንድ ለሴቶች ንቁ ተሳትፎ ምቹ ሁኔታን መፍጠር የሚያስችል ስነ ልቦናዊ ድጋፍ ማድረግ አለመቻል					
2.4	የስልጠና ቦታው እና የአብዛኞቹ ሴቶች መኖሪያ ቦታ የተራራቀ መሆን					
2.5	ሴቶችን በንቃት ለማሳተፍ በሚደረገው ጥረት በቂ የህዝብ እንቅስቃሴና የማስተዋወቅ ስራ መስራት አለመቻል					
	3. ማህበራዊና ባህላዊ ተፅዕኖዎች					
3.1	ወላጆች/ባሎች ለሴቶች ተሳትፎና ውሳኔ ሰጭነት ዝቅተኛ ግምት መስጠት					
3.2	የአባባቢው ህብረተሰብ በሴቶች ላይ የሚፈፀሙ በርካታ ጎጂ ልማዳዊ ድርጊቶች መኖር (ምሳሌ ያታን መሠረት ያደረገ የስራ ክፍፍል)					
3.3	ሴቶችን ዝቅ አድርጎ ማየትና የወንዶችን የበላይነት (አዛዥነት) መከተል					

ስላደረጉት ንቁ ተሳትፎ ከልብ አመሰግናለሁ።

Appendix -F

አዲስ አበባ ዩኒቨርሲቲ

የድህረ ምረቃ ትምህርት ክፍል

ለቡድን ውይይት/ለቃለመጠይቅ የተዘጋጁ ጥያቄዎች

ከዚህ በታች ሴቶች በጎልማሶችና መደበኛ ያልሆነ ትምህርት ፕሮግራም ዝግጅት ላይ ያላቸውን ተሳትፎ የሚያደናቅፉ አበይት ችግሮችን ለመለየት ያስችላሉ ተብለው የታሰቡ መሠረታዊ ጥያቄዎች ቀርበዋል። ከውይይቱ/ከቃለመጠይቁ የሚገኘው ውጤትም ዋና ዋና ወሳኝ ምክንያቶችን ለይቶ ለማወቅና አንዳንድ የመፍትሄ ርምጃዎችን ለመጠቀም ያስችላል ቁብሎ ይታሰባል። እናም የእርስዎ ንቁ ተሳትፎ ለጥናቱ መሳካት ወሳኝ ነው።

1. በእርስዎ ወረዳ በጎልማሶች ትምህርትና ሥልጠና ፕሮግራም ዝግጅት ላይ ሴቶች እንዲሳተፉ ተጋብዘው ያውቃሉ?
2. በእርስዎ እምነት በጎልማሶች ትምህርትና ሥልጠና ፕሮግራም ዝግጅት ላይ የሴቶች ተሳትፎ ምን አስተዋጾ ይኖረዋል ይላሉ?
3. በእርስዎ እምነት በጎልማሶችና መደበኛ ያልሆነ ትምህርትና ስልጠና ፕሮግራም ዝግጅት ላይ ሴቶች በየትኛው የእቅድ ደረጃ ላይ መሳተፍ አለባቸው ይላሉ?
4. በአካባቢው የሚገኙ የመንግስት አካላትና መንግስታዊ ያልሆኑ ድርጅቶች በፕሮግራም ዝግጅት ላይ የሴቶችን ተሳትፎ እንዴት ያዩታል?
5. ከርዕስዎ ልምድና ተሞክሮ በመነሣት የሴቶችን ንቁ ተሳትፎ የሚገቱ ዋና ዋና ምክንያቶች ምን ምን ናቸው?
6. በዕርስዎ እምነት የሴቶችን ንቁ ተሳትፎ ለማበረታታት ምን ምን ርምጃዎች መውሰድ አለባቸው ይላሉ?

ስላደረጉት ንቁ ተሳትፎ ከልብ አመሰግናለሁ።

DECLARATION

I the undersigned declare that this thesis is my original work and it has not been presented for a degree in any other universities. Hence, all sources and material used for this thesis have been duly acknowledged.

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Date: 19/06/2009

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

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