

**FACTORS AFFECTING THE PARTICIPATION OF WOMEN IN
FUNCTIONAL ADULT LITERACY PROGRAM IN MENESIBU
AND NEJO WOREDAS OF WEST WOLLEGA ZONE OF
OROMIA REGION**

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Table of Contents

	Page
• Acknowledgments	i
• Table of contents.....	ii
• List of table s	V
• List of Acronyms and Abbreviations	Vi
• Abstract.....	vii

CHAPTER ONE

The Problem and its Approach	1
1.1 Background of the study	1
1.2 Statement of the Problem	3
1.3 Objectives of the Study.....	4
1.3.1 General Objective	4
1.3.2 Specific Objectives.....	4
1.4 Significance of the Study	4
1.5 Delimitation of the Study	5
1.6. Limitation of the study	5
1.7. Operational Definition of Key Terms	5
1.8. Organization of the study	6

CHAPTER TWO

Review of Related Literature	7
2.1. Functional Adult Literacy (FAL): Definitions	7
2.2. Literacy and its purpose	10

2.2.1. Historical Development of literacy/FAL	13
2.3. The Beginning of Functional Literacy in Ethiopia.....	15
2.3.1. Literacy Program during the Imperial Era.	16
2.3.2. Literacy during the Derg Regime	17
2.3.3. Adult literacy after 1990	18
2.4. Benefits of Functional Adult literacy for women	18
2.4.1. FAL for empowerment	20
2.4.2. FAL for poverty reduction	21
2.5. The need for women's participation in FAL	22
2.6. Barriers to women's participation in FAL Program	25
2.6.1. Family related factors.....	26
2.6.2. Socio Cultural Factors	27
2.6.3. Program Related Factors.....	28
2.7. Planning FAL programs	29
2.8. Strategies in FAL programs	30
2.9. The role of facilitators and coordinators in functional adult literacy	33
2.10. Approaches to the provision of FAL	34
2. 10.1. The Fundamental education approach.....	35
2.10.2. The integrated functional approaches	36
2.10.3. The conscientization approaches	37
2.11. FAL teaching materials	38
2.12. The experience of selected countries in the implementation of FAL	39
2.12.1. The experience of Tanzania	39
2.12.2 The Experience of Uganda	41

CHAPTER THREE

Research Design and Methodology	44
3.1 Method of the Study	44
3.2 Source of Data	44
3.3 Sample and Sample Technique	44
3.4 Data Gathering Tools and Procedures	46
3.4.1 Data gathering instruments	46
3.4.2. Data Collection Procedure	47
3.5. Methods of Data Analysis	48

CHAPTER FOUR

Presentation, Analysis and Interpretation of Data -----	49
4.1. Characteristics of respondents. -----	49
4.2. Major factors affecting women's participation in FAL.	
4.2.1. Family- related factors-----	53
4.2.2. Socio cultural factors-----	59
4.2.3. Program –related factors-----	63
4.3. The influence of teaching material-----	65
4.4. Approaches employed by FAL facilitators-----	70
4.5. The practice of supervision at FAL centers-----	72

CHAPTER FIVE

Summery, Conclusion and Recommendation

5.1. Summary	76
5.2. Conclusions.....	78
5.3. Recommendations	79

References

Appendixes

List of Tables

	Page
Table 1: Summary of Sample Population and Sample Size	45
Table 2: Women FAL learners' demographic profile	50
Table 3: Facilitators' demographic profile	52
Table 4: FAL participants' response on family's monthly income in birr .	54
Table 5: Facilitators' view regarding the participation of women in FAL planning	55
Table 6: women FAL learners' ratings of family based factors affecting their participation	56
Table 7: Facilitators' rating of family based factors affecting the participation of women on FAL program	58
Table 8: FAL learners ratings of socio-cultural factors affecting their participation	60
Table 9: Facilitators' rating concerning socio-cultural factors affecting women's participation in FAL program	62
Table 10: Women FAL learners' ratings about program related factors affecting their participation in FAL	63
Table 11: FAL learners ratings concerning problems related to teaching materials.....	66
Table 12: Facilitators response on training or work shop related to adult education	67
Table 13: Facilitators response on efforts of concerned bodies to encourage women's participation in FAL program	69
Table 14: Facilitators' response on approaches to teaching FAL	70
Table 15: Facilitators response on follow up or supervision of the FAL Center.....	72
Table 16: Facilitators' response on FAL teaching materials	73
Table 17: Facilitators' response on their assignment in FAL program	75

List of Acronyms and Abbreviations

AAIU	Action Aid International Uganda
ADRA	Adventist Development and Relief Agency
CADU	Chilalo Agricultural Development Unit
CERD	Community Empowerment for Rural Development
COBET	Complementary Basic Education and Training
EFA	Education for All
ESDP	Education Sector Development Program
FAL	Functional Adult Literacy
FAO	Food and Agricultural Organization
FGD	Focus Group Discussion
ICBAE	Integrated Community Based Adult Education
LABE	Literacy and Adult Basic Education
LUN	Literacy Net for Uganda
MoE	Ministry of Education
NGO	Non Governmental Organization
REFLECT	Regenerated Frierian Literacy through Empowerment of Community Techniques.
SIDA	Swedish International Developmental Agency
SNNPR	Southern Nations and Nationalities People's Republic
UALLA	Uganda Adult Literacy Learners Association
UNDP	United Nations Development Program
UNESCO	United Nations Educational, Scientific and Cultural Organization
UPLT	Uganda Program of Literacy for Transformation
USAID	United States Agency for International Development
WADU	Walayita Agricultural Development Unit
WYWCA	World Young Women Christian Association

Abstract

The main purpose of this study was to investigate factors that affect the participation of Woman in FAL programs. The study was confined to two woredas, Mensibu and Nejo in west Wollega Zone of Oromia Region. A total of 125 female adult learners, 18 facilitators, 3 zone and woreda women's affair experts, and 3 zone and woreda education experts were used as a data source which were selected using simple and availability sampling techniques. To obtain the required information questionnaires, interview, FGD and observations were used as data gathering tools. In this study both quantitative and qualitative methods were used. The data gathered through questionnaires were quantitatively analyzed using frequency count and percentage and interpreted whereas the data gathered through interview and FGD were qualitatively analyzed and triangulated with the quantitative data. Besides, information obtained through observations was also used to complement the quantitative and qualitative data. The data analysis resulted in the following findings: family –related factors like the impact of heavy work load at home, family's economic status, the existence of family's influence and family's educational background, and socio- cultural factors like negative attitude and practice of the society towards women's participation, harmful traditional practices, under estimation and devaluation of women's potential and lack of initiation and appreciation about the value of women's participation as well as program –related factors like participation in identifying training needs and problems ,participation in selecting contents ,learning experiences ,objectives, place of training, resource materials and duration of training were found to be the major factors affecting the participation of women in FAL programs .Based on these major findings conclusions were made. Finally, based on the findings and conclusions certain recommendations were made. Some of these include: awareness raising activities should be carried out; focal person should be assigned for adult education in each woreda; the provision of FAL program should be integrated with livelihoods of the learners; FAL facilitators should get adequate initial and refresher training and regular supervision of FAL centers should be conducted by responsible bodies.

CHAPTER ONE

The Problem and its Approach

This chapter deals with background of the study, statement of the problem, significance of the study, delimitation of the study, limitation of the study, definition of key terms and organization of the study.

1.1 Background of the Study

Education is instrumental in bringing about change and development. Part of the solution to economic problems will be to make people more productive through education and training. This can not be achieved by in school education only. Functional adult literacy has a significant part to play (Jabre, 1988:22-24 and Hildebrand, 1994:203).

Educating Women increases and improves their productive capacity and brings about attitudinal change which facilitates development of the national economy and well being of individual and house holds of half segments of the society. As a result, giving women equal access to education is not only their right, but is also likely to have significant social and economic benefits for the country (Cochrane, (1979), Leshe, (1988) in Asmaru (1998:151).

However, Women are marginalized in the development process owing to their low level education. With regard to this, Aggrey in Kwesiga (2002:101) stated that:

No race or people can raise half slave, half-free. The surest way to keep a people down is to educate man and neglect the women. If you educate a man you simple educate individual, but if you educate women, you educated a family

Full and complete development of any country requires the maximum participation of women who are about half of the world's population as

they are the easier educators of children. Regarding the necessity of educating women Hyde (1989:9) pointed out that: women's education is being viewed as critical not only for its contribution to literacy and learning but also for its contributing to health, nutrition, family planning and economic growth. However, while the social, economic and political development of any country is directly or indirectly dependent on women education, they are not given due attention in different development activities especially in education. They are taken as the invisible work force unacknowledged back bone of the society who are all crucial to keep the socio economic alive.

When schools open their door wider to girls and women in addition to boys and men, the benefits multiply. In deed failing to invest adequately in educating women can reduce the potential benefit of educating men. This failure exacts a high cost in lost opportunities to raise productivity, to increase income, and to improve the quality of life. Yet Women's education lags far behind men's in most developing countries with far reaching adverse consequences for both individual and national well being. Thus, the sustainable development of any country can not be obtained with out full participation of women in education.

According to the Ethiopian MoE (1994), educating women equip them with problem solving capacity and ability and enable them to identify harmful tradition and replace them by useful ones in order to bring sustainable development. Moreover, it plays a vital role in the promotion of respect for human rights and democratic values, creating the condition for equality, mutual understanding and co-operation among people. One of the areas of education which is highly related to the life of women is functional adult literacy, since it helps them improve their livelihood.

Hence, the student – researcher was interested in studying factors which affect the participation of women in FAL program in two woredas of west Wollega zone of Oromia region.

1.2 Statement of the Problem

Different scholars have written a number of books on the economic, social and political advantage of women's education. Research reports of World Bank (1986a), for example, asserts that female education is linked with late marriage, lower fertility rate, the desire for smaller families and increased practice of family planning.

In many developing countries, women's participation in education is very low. Ethiopian Women in education in general and that of Oromia in particular are also similar to that of many developing countries. As Seyoum (1986), pointed out, the attitude of the society gives maximum value to men than women which hinder women from education opportunities.

The participation of women in income generating activities through functional adult literacy program is determined by different constraints. That means a large number of women's economic activities are carried out by large number of operations which generally are not recorded in the official accounts. Most of them have low level of participation in functional literacy programs to generate their income.

Hence, this study was designed to assess the major factors that affect the participation of women in Functional adult literacy programs and an attempt was made to suggest some alternative solution which may help to alleviate the problems of women's participation. Accordingly, the study was tried to answer the following basic questions.

1. What are the family-related factors influencing women's participation in functional adult literacy programs in Menesibu and Nejo woredas of west Wollega zone of Oromia Region?
2. What are the socio- cultural constraints that affect the participation of female adult learners in functional adult literacy programs?

3. What are the program- related factors influencing the participation of female adult learners in functional adult literacy programs?

1.3 Objectives of the Study

1.3.1 General Objective

The general objective of this study was to analyze factors affecting the participation of women in functional adult literacy programs in Menesibu and Nejo woredas of west Wollega Zone of Oromia Region.

1.3.2 Specific Objectives

The specific objectives of this study include:

- To identify family – related factors influencing the participation of women in FAL programs;
- To analyze socio- cultural factors influencing the participation of women in FAL programs;
- To identify programs - related factors affecting the participation of women in FAL programs in two woredas of the zone

1.4 Significance of the Study

The participation of women in functional adult literacy programs has not yet been systematically studied in west Wollega Zone. Therefore, the result of this study is expected to be useful to identify the major factors that affect the participation of women in functional adult literacy in Menesibu and Nejo woredas of west Wollega zone of Oromia Region. More specifically, this

study might have the following significance:

1. It may provide valuable information to policy makers, educational planners and educational administrators in the zone concerning functional adult literacy programs.

2. It may enhance awareness raising activities of the woredas education offices regarding the FAL programs.
3. It may serve non-governmental organizations interested in the implementation of FAL programs in the woredas as a source of information.
4. The study may serve as a source of information for other researchers who want to conduct in depth study on the same issue.

1.5 Delimitation of the Study

Since West Wollega Zone of Oromia Region has 19 woredas due to resource constraints and for the sake of its manageability the study was limited to Menesibu and Nejo Woredas. Moreover, the Study was delimited to family-related, socio-cultural and program - related factors that hinder the participation of women in functional adult literacy programs.

1.6. Limitation of the Study

Although the researcher of this study put some efforts to make the study more reliable and useful, there were various constraints encountered during the study. Some of these were lack of relevant reference materials on the topic, absence of respondents at a needed time because of harvesting season, lack of awareness on the meaning and importance of the topic by the concerned bodies during interview and weak FAL activities in the study area were very challenging. However, the researcher tried his best to manage those problems and able to complete this study.

1.7. Operational Definition of Key Terms

Adult – An individual whose age and biological state requires an expected form of behavior and a set of social roles.

Adult education – Activities designed for the purpose of bringing about learning among those whose age, social roles and self perception define them adults.

Centers- The place where functional adult literacy programs are conducted

Facilitator- A person assigned to facilitate the teaching learning process at functional adult literacy center.

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 adults.

Literacy- Refers to the skill of mastering reading and writing.

Participation- Is the act of taking part or having a share in an activity and self initiated contribution in decision making process.

Woreda- Refers to an area marked of and developed for administrative purposes.

1.8. Organization of the Study

The study has been organized and presented in five chapters. Chapter one contains back ground, statement of the problem, objectives of the study, significance of the study, delimitation and limitation of the study, and definition of key terms. Chapter two presents review of the related literature, chapter three describes methodology of the study. Chapter four covers presentation and analysis of data. Chapter five concludes the study with a brief Summary, Conclusion and Recommendation based on major findings.

CHAPTER TWO

Review of Related Literature

The researcher of this study has tried to review some relevant issues, concept and facts with regard to the problems of the study. The first part of this chapter focuses on the concepts of functional adult literacy (FAL). Following this literacy and its purposes, historical development of literacy (FAL, Benefits of FAL for women and the need for women's participation in FAL program are described. Then, barriers to women's participation, planning FAL, strategies in FAL program and the role of facilitators and coordinators in FAL have been elaborated. Finally, Approaches to the provision of FAL, FAL teaching materials and the experiences of selected countries in the implementation of FAL program have been explained.

2.1. Functional Adult Literacy (FAL): Definitions

Functional adult literacy is a concept which was developed in the late 1960s and then implemented in several countries in the 1970s and after. It was initiated at the world conference of Ministry of education on the eradication of illiteracy in Teheran, Iran, in September, 1965. The merge of functional literacy program in to educational progress as a whole was brought into focuses by director general of UNESCO (Bhola, 1994). It is a concept used in various ways starting from the more literal meaning of literacy that is used to perform certain functions, all the way to the more metamorphic meanings of other basic knowledge and skills required by people in their daily life.

In UNESCO terminology, the term functional literacy came to denote a cluster of concept which logically was only loosely linked. In brief the term refers to an approach to literacy education in which aspiration to achieve universal literacy are temporarily set aside, in which traditional patterns

literacy is mostly a process of correlating development purpose with educational programs and inputs. It is not merely a literacy program, but more than literacy. It is an approach making adult literacy aim at knowledge, understanding, agricultural know how, farming skills, enhancing changes in attitude and motivation for solving day to day problems (Melesse (1997), Okech and Samuel (2008).

On the other hand Baynham (1995:8) cited in Papen (2005) notes that, functional literacy is a powerful construct in defining literacy in terms of its social purposes, the demands made on individuals with in given society to function with in that s society to participate and to achieve their own goals. Rassool (1999) who summaries the rise of the concept and the various changes the definition has under gone equally draws attention to the close association in most variants of functional literacy with work related task, with job and employability and with demand' of the economy. She suggests that the concept of functional literacy match as skills with quantifiable educational out comes and with economic needs (Rassol, 1999:6). Similarly, Bhola (1988) in Sandhaas (2005) stated that functional adult literacy is one approach to social change. It seeks not only to teach adults to read and write and to make them more productive, but also it seeks through an integrating program of work oriented literacy, to touch their total lives, to transform their social, economic and value structures.

According to Bhola (1994:37) the current concept of FAL is more than mere economic skills. It has come to have three elements literacy, functionality and awareness. The literacy component focuses on the skills of reading and writing. The acceptable levels of skill for literacy have to be decided with an each program. The functionality component deals with economic skills. Good functionality literacy program denote merely teach and demonstrate economic skill. Economic skills are typically taught with in the context of income generating programs. The awareness component

creates awareness among learners in regard to their social, cultural and political life. Thus, it is a mixture of culture and civic literacy.

On the other hand, the Ethiopian National Adult Education strategy adopted in 2008 proposed that the government continue to use the terminology functional adult literacy (FAL) in a dual way.

- . In the first it refers to literacy that is functional, that is practice of reading and writing put to some use. People have attained functional literacy when they have adequate knowledge and skills to use, reading and writing for any purpose for which they need those skills.
- . The second meaning of functional literacy refers to the acquisition and use of reading and writing to learn practical knowledge and skills useful for other aspects of life such as agriculture, health, civic education, cultural education and soon (MOE, 2006:3)

2.2. Literacy and its Purpose

The traditional understanding of literacy has dealt solely as the ability to acquire the 3RS (Reading, Writing and Arithmetic). However, at the end of Second World War, UNESCO assumes the responsibility for putting literacy on the educational agenda of the national government. Since, the narrow understanding of literacy had led to motivational problems for adults (Okech, 2007). Literacy is one of the most frequently used terms when it comes to development in this millennium. Literacy as human right is the focus of four United Nations campaigns, the education for all campaign, the millennium development goals, the United Nations literacy decades and sustainable development.

According to UNESCO (2006) Literacy is the ability to identify, understand, interpret, create, communicate, compute and use printed and written materials associated with varying context. Literacy involves a continuum of learning in enabling individuals to achieve their goals, to

develop their knowledge and potential and to participate fully in their community and wider society. In line with this, Gray (1956:24) cited in Papen (2005) stated that a person is literate when he/she acquired the essential knowledge and skills which enable him/her to engage in all those activities in which literacy is required for effective functioning in his/her group or community and his/her attainment in reading, writing and arithmetic make it possible for him/her to continue to use this skills towards his/her own and the communities development. In the above definition, literacy is described for abroad range of activities associated with the individual's participation in society. On the Other hand Mamo (2005) described that literacy is a means of communication through the use of written symbols. It opens the mind of people and makes them receptive to changes, new ideas and practices. It helps them to adopt new style and methods of production and practices and there by using their income. He also specified that literacy makes people mostly ready to accept changes in their life style, in their methods of production, health practices, there by enabling them to apply technologies and benefit from such intervention. Similarly according to Thompson (2005) in Hoppers (2006) literacy is viewed as a continuum of knowledge and skills and has proved to be the foundation of economic and social development of the individual as well as the country. It is considered as a first step towards contributing to the promotion of education as well as improving the status of the poor, women and marginalized groups. On the other hand, Freire in Rogers (2004) argue that literacy is interpreted in terms of power. Non-literates are defined as being oppressed by the literate and the general purpose of learning literacy skills is to achieve empowerment and to change the system to help the oppressed through literacy to achieve their liberation, participation in this paradigm means not just attending literacy classes but joining in the group activities rather being passive learner.

Sadhaas (2005) stated that, adult and other educators have accepted that the skills of literacy are not ends in themselves but need to serve some purpose and practice that is important to their users. Thus, more specifically, livelihood restricts itself to knowledge, skills and methods used to produce or obtain the food, water, clothing and shelter necessary for survival and well being. He further stated that livelihood seems more appropriate than either employment or income generating activities because the majority of people in developing countries who participate in program with literacy components derive their living mainly for subsistence agriculture and often from the exchange of goods and services rather than from earning wages or salaries. From the literacy point of view one can conclude that adult literacy is the fertilizer needed for development and democracy to take root and grow. It is the invisible ingredient in any successful strategy for eradicating poverty and achieving gender equality.

Literacy is vital for development and democracies to become established and grow. Investing in adult education has major economic, social, cultural and political benefits for a country. As stated by Doronila, (1996) cited in Okech, (2007) literacy is instrument, a tool that when used effectively in the right condition, will enable people to achievement purposes in life including poverty reduction. Literacy is thus, a livelihood skill which like all other skills, has to be put to proper use in an enabling environment in order to produce improved livelihood and reduce poverty. Similar to this, Scribner and Cole (1981) in Okech (2007) pointed out that:

Literacy does not simply know how to read and write a particular script but applying this knowledge for specific purpose in specific contexts.

Literacy is effective to the extent that the people to whom it is addressed, in particular women and the least privileged groups, feel the need for it in order to meet their most essential requirements, in particular the needs to

take part in the decision of the community which they belong. Therefore, the purpose of literacy is to increase participation of every body in planning and implementing development activities.

According to Ariyarante, cited in Bhola (1994) literacy is a part of the “awakening” of the people and is necessary to build a critical mass of spiritual consciousness. The term literal covers aboard range of positive qualities that are needed by the individual and the nation at large. Mutanyata (2007), clearly pointed out some of the purposes of literacy here under:

- Literacy enables a person to obtain information from print media and use it to solve issues of day to day life that is a person reads road signs, labels on packages, news papers, receipts and bills etc.
- Literacy increases a person’s confidence because he/she can communicate and understand communication signals with out depending on another person for interpretation.
- Literacy increases a person’s level of participation in development programs both for individual and community benefits because he/she can access more information sources and is knowledgeable and skilled.
- Literacy creates the condition for the acquisition of a critical consciousness of contradictions of society in which a person lives.

2.2.1. Historical Development of Literacy/FAL

Until the mid 1960s the right to literacy was primarily understood as a set of technical skills as reading, writing and calculating. Promoting literacy was fundamentally a matter of enabling individuals these skills. This conception led to mass literacy campaigns aimed at the eradication of illiteracy with a few years (Sandhas, 2008).

The year 1960s and 1970s brought attention to the ways in which literacy is linked with socio-economic development and the concept of functional

literacy was born. Programs for functional literacy designed to promote reading and writing as well as arithmetical skills necessary for increased productivity where the subject of many national and international campaigns. During this period, functional literacy marked a turning point in the modern history of education. In addition, it allied education and especially literacy with social and economic development and expanded the understanding of literacy beyond the imparting of basic technical skills.

In 1964, UNESCO launched the experimental world literacy program to make literacy an effective tool in development. Functional literacy was derived from the post-independence theory of the third world countries which stressed economic production more than fundamental education strategy. In many other respects like fundamental education, functional literacy was expected to attract and sustain the interest of the learner because of the utility of the functional content in the program. It was assumed that the utility of the skills imparted would immediately be converted in to goods and services that would improve the lives of the learners. According to Mulunsa, (1988) the functional literacy approach was endorsed by world congress of ministry of education on eradication of illiteracy held in Teheran in 1965.

In 1970s, Paulo Freire, Brazilian educator and psychologist developed a method for teaching literacy in terms of cultural actions immediately relevant to the learners. In Paulo Freire's ideology, the illiterates are seen as an oppressed people. The functional literacy therefore, is to enable the illiterates to realize their condition and to take action in liberating themselves from their Oppressors. During this period, due to the influence of Paulo Friere, literacy was seen as a strategy for liberation. His aim was to enable the adults not only to read the word but also to read the world (Mulunsa, 1988). He used a method of "conscientization" translated as consciousness raising and critical consciousness development through a

process of reflection and action. Freire was teaching the poor and illiterate Brazilians to read at a time when literacy was a requirement for suffrage and dictators ruled many South African Countries.

In the 1980s and 1990s, UNESCO and the international community addressed the literacy issues for all age groups in both industrialized and developing countries. During this period, a more analytical perspective came to distinguish literacy as a technical skill to literacy as a set of practices defined by social relations and cultural process. This view explores the range of uses of literacy in the entire spectrum of daily life from the exercise of civil and political rights through matters of work, commerce and child care to self instruction, spiritual, enlightenment and even recreation.

According to Sandhaas(2007), the world declaration of education for all (EFA) introduced the concept of basic learning needs featuring literacy in a continuum encompassing formal and non formal education for children, youth and adults in 1990. This concept encompasses the four pillars of education namely learning how to acquire knowledge, learning how to act, learning to live to gather and learning for life.

In 2000, the Dakar, Senegal, frame work of action and the United Nations Assembly Resolution on the United Nation literacy decade portrayed the evolving notion of literacy as a key elements of life long learning in its lived context.

2.3. The Beginning of Functional Literacy in Ethiopia

The existence of an alphabet in Ethiopia dates back to the 4th C A.D (Moore, 1990). In its subsequent development, however, the Ethiopian alphabet was associated with the Christian religion and thus literacy was left to the clergy only to be used as a means of religious instruction. It was only in the 1980's that literacy and basic education were realized as a means of development and modernity. In line with this, Dessu (2008)

stated that, the history of Adult literacy in Ethiopia is much older than the history of modern formal education. That is the beginning of modern formal education in Ethiopia was marked by the establishment of Menelik II School in Addis Ababa in the year 1880. In supporting this, Tilahun, (1990) cited in Mamo, (2007), pointed out that, even though it is very difficult to tell the exact time, place and forms of adult education in Ethiopia, there are several evidences for the existence of adult literacy practices prior to the regime of Menelik II. That is there were some traditional forms of transmitting knowledge, skills and values by the elders of the young.

i. Literacy Program during the Imperial Era.

The first attempt to provide literacy education to a wider target group was made by a voluntary organization established in July, 1962 with name roughly translated as "Association of the National Army for the Alphabet" with a guiding Motto of "Let every one Learn". It was organized by some notable, high government officials with Emperor Haile Selassie as their patron. At about the same time, a ministry of community development was established to guide, organize and coordinate rural development activities including provision of basic education (MOE, 1989).

The second large scale literacy program was work oriented adult literacy program; (1968-1973) which was an out come of the 1965 Teheran world conference. In line with this, Keweloh, (1974), stated that functional adult literacy was started in Ethiopia in the late 1960s few years after the formulation of the concept of functional literacy by the Teheran conference in 1965. Similarly, Mamo(2007) and Samuel (2008) pointed out that the historical development of functional adult literacy in Ethiopia dates back to 1960's when Ethiopia enjoyed hosting the work oriented adult functional literacy pilot program sponsored by UNESCO and UNDP.

In 1967, integrated rural development packages were supported by SIDA and USAID in Arsi and Wolayita (CADU) and (WADU) projects. Peasants in the project areas were trained in new farming technology, use of farm inputs and directly related to basic education.

Being one of the African countries selected for pilot testing work-oriented adult literacy programs, Ethiopia introduced it in a tripartite agreement with UNESCO and UNDP in 1968. At about the same year, UNESCO and UNDP initiated a pilot program named work-oriented adult education program in two different socio-economic environments, Akaki and Mojo areas and Jimma area (Mamo, 2007 and Samuel, 2008).

The objective of this project was to link literacy and dominant livelihood activities in specific social environment. However, both parts of the program were collapsed due to the 1974 popular revolution.

ii. Literacy During the Derg Regime

The pro-socialist revolutionary government took government power in February 1974 and soon issued a proclamation known as Development in Corporation-Campaign for knowledge and Work (MOE, 1989). This campaign had literacy as one of its programs for nationwide implementation with heavy emphasis on the rural areas including those that were very rural, remote and neglected.

According to MoE(1989), 60,000 campaigners participated in the program for the two years and were able to make 160,000 people literate.

The most extensive and large-scale program during the Derg Regime was the National Literacy Campaign carried out all over the country between 1979 and 1983. Among the Derg Regime's few successes was the national literacy campaign. The campaign extended its horizons year by year and reached over 22 million people (51.7% females) in ten years of which 20.30 million (50.5% females) passed the beginner literacy test.

Over 18 million (45.5% females) joined the post literacy stage and 13.8 Million (45% females) successfully completed the program (MoE, 1989)

iii. Adult Literacy after 1990

With down fall of the Derg Regime, the new government introduced new education and training policy (MoE 1994). At present the education sector policy through its subsequent ESDP has focused on the adult non formal education which emphasize that adult education will follow the functional Adult literacy approach (MOE, 2006).

Ethiopia has launched a new adult education strategy in March 2008. The strategy was developed, enriched and finalized by involving many actors that are engaged in adult education in one way or another. For the first time in the history of the country, a national adult education strategy was endorsed by six government ministries who are involved in adult education directly or indirectly. Following the national strategy, the MoE has developed a FAL guide line and a three year national action plan to expand in Ethiopia with the active involvement of stake holders. (MoE, 2008). Apart from the efforts of the government a number of non-governmental organizations and communities based organizations are engaged in expanding FAL programs. For example in 1997/98 Action Aid Ethiopia introduced the REFLECT approach in pilot project area in rural communities of Wakka (SNNPR) and Jimma (Oromia). Similarly beginning from 2005, PACT Ethiopia together with indigenous NGOs is trying to initiate a program named adult functional literacy in some woredas of the Amhara Region.

2.4. Benefits of Functional Adult Literacy for Women

A number of observations further indicate that women's participation in functional literacy frequently gives rise to new situations conducive to struggle around women's liberation. Functional literacy is not merely about basic skills of reading and writing, it is about providing individuals

with the capabilities for understanding their lives and social environment as well as equipping with problem solving skills, literacy there fore is a foundation of human resource development and is critical to alleviating poverty and to enhance the general equality of life the people.

The education of women is particularly valuable as a strategies investment in human resource, as the social returns are high. The education of women and girls has a tremendous impact not only on their own development but also on that of their families and communities. It acts as a catalyst in virtually every dimension of development and poverty

alleviation with out comes such as reduced fertility, reduced infant mortality, improved child survival, better family health, increased education attainment, higher productivity and general improvement in the nation's economic situation (<http://www.escape-hrd.org>).

The mastering of skills may also give women a new potential role in family, greater opportunity for paid employment, leading to economic liberation. With regard to this Samuel (2007) stated that functional adult literacy when smoothly linked to development activities benefits target groups in a number of aspects. It helps adults to enjoy a better life through improvement in agriculture, the environment, health and family planning by enabling them to inquire and decide on their daily life challenges and to fight prevailing negative perceptions, attitudes and harmful traditional practices. It helps them to exercise their rights and obligations. Moreover, it encourages proper children care especially girls education and gender issues and ultimately, it enables the women to actively participate and contribute to building democratic nation. He further stated that functional adult literacy helps the learning groups to gain self confidence and a sense of empowerment and to improve their own living conditions out of their own efforts. It involves a wide range of localized basic livelihood activities characterized by participation and goal orientation (Samuel, 2007). On the other hand, the research result of world young women Christian

Association (WYWCA) reveals that. Women who received literacy training are more respected in the community and at home. They have better skills in their search for jobs and can therefore earn higher salaries. They realize that some jobs which are traditionally considered to be for men only are for them too. They have better capacity to run small business and keep records on their own. They are strengthened in leadership role in women's groups. Their political awareness, participation and organizational skills are enhanced. They gain better understanding of their right and they are in a much better position to help their children with their school work (WYWCA, 1989).

2.4.1. FAL for Empowerment

Since the birth of this term in the heydays of the black power movement in the United States in the early 1960s, it has been used in a wide variety of contexts in which marginalized groups have sought to be brought in to the main stream of societal decision making control of public and private affairs and governance in general.

According to Kibre (1999) empowerment is a process of developing human capacity. It is the process that encompasses people deciding where they are now, where they want to go and developing of power. She further stated that empowerment is a necessary part of development process at which level, for women to advance towards equal states and involves various steps. It starts with self development, with the individual realization that also reaches out to family, community, the nation and the global level.

Most importantly, empowerment helps people to liberate themselves from physical and mental dependence. Functional adult literacy programs are considered as a powerful tool for empowering the people particularly if they can apply their new learning and skills properly. It also empowers the population reduce ignorance and poverty. Similarly, Melese (2007) pointed

out that the purpose of using FAL as vehicle for empowerment is to help people develop new attitude, value and practice to wards education in particular and development in general.

As well explained by kibre (1999) and Bhola (1994) there are different aspects of empowerment. Some of these are:-

- **Economic empowerment:** - this include programs to empower women economically, because this will lead to the welfare of their families in general better education for their children, better nutrition, use of family planning and also because economic empowerment will have positive influence and development it self.
- **Political empowerment:** - this could be achieved through the promotion of women's participation in politics at various levels this can be accompanied by attempts to democratize the whole society and to encourage the development of civil society.
- **Psychological empowerment:** - psychological empowerment can be promoted by helping people understand their social, economic and political relations. To this understanding must be added feeling a sense of scandal about existing realities.

2.4.2. FAL for Poverty Reduction

One of the Millennium development goals declared by the United Nations in 2000 was to reduce by half the number of people living in extreme poverty by 2015. Adult education in general and FAL in particular can and should contribute significantly to this development goal. (Bhola; 2005)

Successful contribution of FAL to poverty reduction programs includes a agricultural extension, vocational education, community development and training for active citizen ship. According to Duke (2005) adult education is a necessary condition for the reduction of poverty of groups, communities and classes. It is frequently a crucial element in such development work whether national or local in scale. It can remove

deficiencies which are obstacle to development. In line with this, Lind (2008:84) stated that: at individual and family level poverty is an over all constraint. Poor people especially, women simply can not afford nor have time to read or write for pleasure or other purposes.

According to Bown (1990), Abynur and Samuel and Lind (2008) Functional adult literacy (FAL) benefits women in several ways. Some of these are:

- It gives women power to live healthier lives.
- It increases the appropriate use of family planning.
- It empowers women to fight the prevailing poverty and diseases like HIV/AIDS.
- It enhances their active participation in building a democratic society.
- It encourages them to actively involve in decision making.
- It initiates them to exercise their rights and obligation.
- It enables them to protect their environment wisely.
- It enables them to diversify their income sources & increase their productivity.
- It can reduce child and Maternal Mortality.
- It creates awareness about gender equality.

2.5. The Need for Women's Participation in FAL

According to Gboku and Lekoko (2007) participation is a process during which individuals, groups and organization are given the opportunity to become actively involved in program development. In other way, Bengal (1989) cited in Joseph (1997) expressed that participation is the extent to which the learners are control of the educational process goals or out comes.

Women's participation and influence in governments, families, communities, the economy, program development, and the provision of services is a common good. It leads to more equitable development, stronger families, better services and better child health (Mishra, 2005). In most countries women have been the primary environmental caretakers for generation, and they are often custodians of indigenous knowledge about agricultural practices and food preservation. Women's participation in the management of resources, program development and in decision making process at very will bring a new perspective to the system. Currently participation is recognized as an essential ingredient in the success of planning implementation and evaluation of both development and adult education programs. It is a means of mobilizing the ability and energy of the people for the optimum attainment of the goal of programs. According to Ballara (1991:24-26) and Meloko and Betz (1995:9) participation tends to imply decentralization or localization of adult education programs with emphasis up on local content and material which are familiar and relevant to the needs of the learners. In supporting this Gboku and Lekoko (2007) expressed that;

Participation is considered as a multi dimensional social process that helps people gain control over their own lives. It is a process that fosters the capacity to implement in people, for use in their own lives their communities and their society, by acting on issues that they define as important.

Melese (2000) in his part stated that, participation is genuine involvement of the people in problem identification, participatory planning and implementation. He further pointed out that participation is not only crucial, but critical because people know their own problems, better than outsiders. Participation or lack of it is what makes the Women 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 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 of adult education that will affect their life.

In supporting this argument Fasokun, katahior 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 shave a women's head in her absence.

According to Gboku and Lekoko (2007) the participation of women in FAL programs has the following purposes:

2.5.1. Participation for goal attainment: the aim of any adult education is to achieve, the intended goals. However, such program goals will be determined at onset of program planned by involving people to participate in programs decision that will reflect the relevant needs opportunities in individuals, groups and communities. As stated by Indabawa and Mpofu (2006) when women participate and represent in program planning process they will identify their most critical problem. In the end, programs developed with needs and problems of the women participation at center are likely to be successful.

2.5.2. Participation for self-reliance: participation generates self reliance by breaking the culture of silence and dependence of women in development on program. Their greater involvement on FAL program can empower and build their capacity to seek greater independence and control over their own lives. In supporting this, Oakley (1999) and Riezen, (1996) Citede in Kassahun (1997) argued that participation is not only crucial, but critical. Since, it is based on the assumption that beneficiaries know their own problems better than any other persons. In addition participation gives opportunity for location of programs or contents based on the needs of the participants.

2.5.3. Efficient use of resources: According to Gboku and Lekoko (2007:153) participation facilitate the more efficient use of program resources. This is because decision making and program development is based primarily on participatory needs assessment and the identification of local conditions, capacities and priorities

2.5.4. Local resource mobilization: participation is considered as a way of mobilizing resource for program implementation. When people participate in goal formulation and are satisfied that the goal represent their felt needs, they can commit to the achievement of goals (Gboku and Lekoko, 2007).

2.6. Barriers to Women's Participation in FAL Program

According to Article 26(1) of Universal declaration of human rights adopted by the General Assembly of United nations on 19 December 1978, education is not charity: rather it is a fundamental right for all people irrespective of their sex, race, economic status, and other differences. Even though women's right to education is generally recognized, they are far from exercising this right. Hence, the educational system is often blamed for discriminating women who in turn seem to exclude them from involving in most development endeavor of the country.

Many studies have been under taken to identify factors affecting women's participation in education. Accordingly World Bank (2002) identified different factors which directly or indirectly have impact on women's participation. Some of these factors are poverty, limited access, in adequate infrastructure, limited income generation opportunity and inadequate or supportive policy environment. Odaga and Heneveld (1995) also classified these factors as Socio-economic, socio cultural, learning environment, political and institutional factors and emphasized them as the main factors affecting women's participation in education. Besides, Cammish (1993:87) classified these factors in to geographical, socio-

cultural, political, administrative, health factors, economic and educational factors. Some of these factors are discussed as follows:

2.6.1 Family-related factors

Parent attitude toward female education is one of the most important factors that have a negative impact on their participation in educational activities (UNESCO 1989:9).

Similarly king and Bellew, (1991:8) stated that lack of family's appreciation for women's education is another factor that can affect their participation to education. On the other hand, UNESCO (1970) reported that, in Africa, women comprise over 50% of adult population, produce 80% of food are involved in 90% of food processing, raise the children, maintain the household fetch all the drinking water and fuel, tend small life stock and trade in commodities, they performed all those tasks under harsh conditions with poor training & tools. In addition, the women have the work in the field to do or are employed in cottage industries or trading activities.

Many studies indicate that literate parents recognize the importance of education of women and are willing to make sacrifices for this purpose than less educated or illiterate parents. In other words, literate parents have better awareness of chance a waiting educated female than illiterate parents. According to Hyde (1989:21) the study made in sub-Saharan Africa revealed that educated parents are more likely to send female to school and keep them longer. Similarly, king and Hills (1993:228) stated that parents who are educated might have positive attitude about female education or provide a more stimulating environment for education than other parents. On the other hand illiterate families feel that if women attend school, they would think them selves superior to their families and because of this they are not willing to send women to school (UNESCO, 1998:9).

The presence of literate environment has dual functions: it initiates learning and maintains to keep on learning in the initial stage and; it prevents relapsing into illiteracy in the post-literacy stages and is thus considered to be a prerequisite for literacy (Dumont, 1990 & Ouane, 1989 cited in Lind 2008:83).

Many poorer house holds depend considerably on the labor of their women in order to supplement household income either directly on the farm or in the market place or indirectly by under taking house hold tasks (kasente, 2000). This idea indicates that low socio-economic status of parents is important barrier to women's participation in education 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. Similarly, Teshome (2003) stated that females, who come from socio-economically well-off families and living in urban areas are much more likely to enter, remain and perform in schools than disadvantages families. On the other hand, Lind (2008:84) has stated:

At individual and family level poverty is an over all constraint. Poor people especially, women simply can not afford nor have time to read or write for pleasure or other purpose. Lack of access to water and electricity and long distance clinics and other public institutions or service limit the time available for leisure activities such as reading and studies in addition, lack of access to reading classes is a major obstacle in using acquired literacy skills by many people living in poverty.

2.6.2. Socio- cultural factors

According to Deghe (1985), the only socially acceptable roles of women in most developing countries particularly those who are found in sub-Saharan region is to be wives and mothers. In most traditional societies of the world, the attitude toward women is characterized by what has come to be known as male chauvinism. As well explained by Nafukho, Amutabi

and Otunga, (2005) in most African countries the system of patriarchy has been widely practiced. In most cases with out tangible reasons men are superior while women are inferior. This system of social relation ship creates opportunities for men to control and being dominant over women from many accesses to social, economic and education. Similarly, as cites 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. In addition to this, Bhushan (2005) reported that the main reason why women don't become active participant can be explained by under standing that women are not valued as men and that this bias results in negative attitudes and practices toward women. Therefore, in areas where this type of thinking still exists the participation of women in education becomes weak. In supporting this, Ziyin,(2004) stated that gender stereotype is one among the Socio-cultural factors that impede females participation in education perpetuating the dominant role of males and imparting the inferior of females in different activities. Because of these families consider the male as brave, expressive, self confident where as the females shy, quite and dependent.

2.6.3. Program -related factors

Program factors are those practices and procedures that exclude or discourage women adults from participating in adult education activities. There are a number of program based factors that affect the participation of women in functional adult literacy programs. Some of these are:

- i) **Place of residence-** in many developing countries, Urban women have relatively more accessible and favorable conditions regarding participation in adult education than do those who live in rural and distant areas. Nafukho, Amutabi and Otunga (2005) concluded that the location of adult education programs and

availability program materials determine the accessibility of women adult learners.

- ii. **Incompetent facilitators** – the use of unmotivated and incompetent facilitators or program planner is another major reason why many adult women are unable to participate on adult education programs in many African countries. Fasokun, Katahoire and Oduaran (2005).
- iii. **Poor management system**- as well explained by Fasokun, katahoire and Oduaran (2005) poor management of the program planning process is one of the major reasons why many women adult learners often do not want to actively participate in adult education. Poor program management and coordination system often becomes less attractive and discourages women.

Generally, program related factors are characterized by inconvenient schedules or locations for programs, lack of relevant or appropriate programs and poorly trained facilitators or Co-coordinators.

2.7. Planning FAL Programs

Planning is a process of decision making on the amount of time, money, man power, and other resources needed to be spending to a given program to attain the desired goal (Yalew, 1992). Eade and Williams (1995) are of the same opinion and further stated that in order to enable adult education respond to the needs of the target groups, keep the adult education programs effective and sustainable, requires the participation of the target groups in the planning process their participation in the planning process in itself is an educational experience.

As stated by Nakayenga (2000) any body who plans an adult literacy program should know that successful literacy programs are based on planning the resources, methodology and the process. It is also equally important to ensure that adult learners enjoy the benefit accruing form

the program, but is only possible if the program is integrated with other development activities, is participatory, functional and diversified.

Participation enables the target groups learn about planning and develop skills in decision making. It is also a means of ensuring that the needs of the target groups are taken in to consideration. On the other hand, Malone, Arnove (1998) and Yalew (1992) argue that planning at different levels is an integrated process. For them, what is important is that planners at each level have to include the goals, objective and activities of adult education programs.

According to Apel and Camozzi (1996) cited in Gboku and Lekoko (2007) active participation is a core store of program development for adults.

Because it promotes program flexibility, allowing the program to adapt to the changing needs of the adult learners as they progress through their learning experience.

Grieshaber (1994:142) writes that participatory planning is a process that requires decision making by people who participate in a program on how to use resources and plan activities to arrive at the intended objective. In addition, planning process require deciding on the best alternatives that ensure the attainment of goals set. It is the most decisive part of the adult education process and should take in to consideration its target population to ensure its participatory nature.

2.8. Strategies in FAL Programs

Literacy strategy refers to the model of planning and implementation of literacy activities. The strategies adopted arise directly from the objective of deliverers of the program as regards both choosing literacy as the means of operation and making the content and methods fit the over all aims (Lind and Johnston, 1990).

According to Mutanyata (2006:40) the principle determinant of the successful FAL program requires resources and enforce effective coordination at all levels as central mechanism. He further pointed out that, coordination among ministries, department, and private agencies lies at the heart of any literacy program and hinges up on clear delineation of roles and responsibilities. The status and ego of all participating groups must be untangled in the planning stages so that every one knows which organization or ministry has the administrative and financial mandate for what. On the other hand, Nakayenga (2000) stated that the success of a FAL strategy depends on the availability and adequate resources and the way the resources are mobilized. On the other hand, Sandhaas (2008), Okech (2007) and Mutanyata (2007) pointed out that there are several interrelated strategies for effective implementation of FAL programs. Some of these are discussed here under;

- The principles of national commitment and political will to state plan and support FAL with in the economic, social, cultural and political goals and plans of a country with realistic planning for available resources.
- The principle of popular participation of all citizens to improve local conditions and improve people's lives. Sandhaas (2008) and Okech (2007) stated that FAL treats adults as citizens of their community and responsible for the community development. It enables learners to actively participate in their personal development but also that of their community and related transformation and development programs.
- The principles of coordination - since administrative tasks in implementing a national policies like FAL involves various ministries, institutions, individuals, enterprises, trade unions and government organizations.

- The principle of Mobilization- learner based FAL curricula materials, media support, volunteers, finance, enrollment of learners, teaching and learning process all demand infrastructure of educational service and follow up
- The principles of motivation based on the learners hope and expectations concerning a better life and reasonable optimism that condition will improve for people and more readily adapt to change.
- The principle of entitlement more accurately an assumption that every human being by right is entitled to basic education.
- The principle of FAL sustainability since FAL emends massive resource allocation and evaluation of in puts out come relationship.
- The principle of integration of subject matter decide learning content and subject according to problems and needs of the learners or target groups knowledge and skills to be learnt must come from different subjects or program areas because the problems of the learners might arise from different causes and things.
- Integration of service providers make use of different professionals in the field to address the learning or development issues and needs at hand, because literacy facilitators a lone might not be able to cover adequately the different subject areas needed to address the learners need, bring in extension workers form agriculture, health, trade and industries and so on.

2.9. The Role of Facilitators and Coordinators in Functional Adult Literacy

The role of facilitators, according to Hope, et al (1992:49) and Sirivasan (1992:32) is providing a process that enables the group to discuss the content of learning in the most effective and productive way. The facilitator is concerned with providing a process in which the target groups can share their concern, their information and opinion, formulate goals, and make decisions and plan actions with target groups. Hope, et al (1992) further explained that due to lack of experience and training, many facilitators resort to the traditional teaching method disregarding the fact that FAL is learners centered and that the contents of training are based on needs of beneficiaries. On the other hand Bhola,(1994) pointed out that the literacy facilitators working in a functional literacy program cannot work alone.

This is so because in functional literacy, literacy is combined with the learning of economic skills. At the very least, the FAL facilitator must work with extension workers who are promoting development in the community and are working with learners on various income generating activities to make the literacy classes the nerve center for all extension with in the community. Knowles in Grieshaber (1994:26), Moleko and Betz (1995:10) and Kidd (1973) also indicate that the role of facilitators should include:

- Posing problems instead of solving for them.
- Motivating the search for cause and solution.
- Stressing the capacity of the learners to solve their own problems.
- Ensuring that all group members are satisfied with process of learning.
- Animating attention and commitment.
- Developing the learner's capacity for self evaluation.

- Clarifying difficulties or Obscurities.
- Expressing agreement and support.
- Present information or demonstrating process.

A number of adult education projects in south East Asia have been successful because the learning was based on locally identified problems and solutions. The facilitators were selected locally and well trained. The target group participates in the planning, implementation and evaluation of the programs. The projects were successful in that they attained community participation, initiated many kinds of economic activities at small scale and also they assisted in solving community problems in health care ,water supply, hygiene and infrastructure (Mc Giveney and Murray, 1992: 67 – 70).

Referring the role of coordinators, Hope and Sally (1992:50) and Grieshaber (1994:85 – 99) write that the role of coordinator is bringing people to gather action and events so that they can support and strengthen each other. In their view, however, the coordinator should have all skills of facilitators. Furthermore, Hope and Sally (1992:48) stated that there is no significant difference between coordinator and facilitator in participatory process.

2.10. Approaches to the Provision of FAL

Functional adult literacy is the approach that provides skill in reading, writing and innumeracy integrated with practical knowledge and skills. Gearing in active participation so as to motivate the adult learners to continue searching for knowledge and skill that will help them to improve whatever activities they are engaged in for betterment of their lives and the communities where they live (Nakayenga, 2000).

According to Sandhaas (2008) the FAL approach stresses four principles namely, functionality, participation, diversification and integration. This

principles aim at making learning more meaningful and beneficial to adult learner. It focuses on the continuous learning process of adults and learning is regarded as a lifelong experience and integrated with life activities and experiences. In supporting this, Okech (2007) pointed out that adults have their own experiences, knowledge, needs and interests, methods must be chosen according to the extent they are allowed to actively participate in the learning process.

There are different educational approaches to adult literacy as well as different strategies to organize it. However, the variety of experiences in the 20th century shows that there is no single global methodological model for adult literacy programs. The practical political, socio economic and cultural circumstances to a large extent determine a design of literacy activities and must be taken in to account.

According to Mutanyata (2007) in functional adult literacy flexibility of methods is advocated in order to achieve diversified curricula. On the other hand many experts in the field of adult education today recommended that participatory methods are preferred compared with a more formal and traditional approaches. In line with this, Keweloh (1974:43) stated that participatory approach encourages active involvement of adults in learning process. For him, in participatory method the relationship between facilitators and learners are not authoritarian character, rather it is a form of participation.

According to Mutanyata (2007), Lind and Johnston (1990) the most common approaches to teaching functional adult literacy are the following:

2.10.1. The fundamental education approach

The fundamental education approach was promoted by UNESCO from its creation as referred to earlier literacy was only one of many activities aiming at community development. UNESCO strongly recommended the

use of mother tongue within the frame work of fundamental education as being the only efficient and correct andragogical vehicle of teaching. This approach is often used in night school for adults. With regard to this several studies for example from South Africa and Namibia have shown that many adult literacy learners are happy with or actually prefer, a formal school approach with text books, exams and certificates. The advantage of this is that people tend to link the implied social recognition and sense of achievement. But the main problems with this approach are that adults are often taught as if they were children, the contents are irrelevant to the adults' lives.

2.10.2. Integrated functional approach

The integrated functional approaches to literacy are, perhaps, the most common among both NGO and governmental programs. They refer to the inclusion of development oriented program components or learning contents about health practices, agriculture, marketing, environmental issues and other livelihood skills.

Integrated approaches to literacy have also tried to is called the concerns of poor people wanting to break out of poverty and learn how to prove their livelihood (Lind 2008).

With regard to this a study done by Anna Mwangi for IIZ/DVV cited in Matheka (2006) found that the most successful FAL classes both in attendance and completion rate were those that combined literacy with the impartation of skills that could be of immediate use to the adult learners. It has been found that such class will have a lower dropout rate:

This approach links and relates learning literacy to people's life, use the other approaches selectively to meet the desired learning expectation of the learners and emphasize a broader out look to people's problem.

2.10.3 The conscientization approach

The conscientization approaches have been adopted mainly by NGOs and popular movements inspired by Freirian conscientization literacy perspectives, especially in Latin America. In this approach, literacy is seen as contributing to social transformation and giving people the skill to participate actively in a democratic society (Mutanyata, 2007 and Lind, 2008). Freirian principles still inspire adult literacy in dialog and participation, recognition of adult learners knowledge, wisdom, use of language, culture and social reality awareness and ability to act to solve common problems, reading and writing with understanding and a critical reflection and learning to read the world not just the word. As stated by Nakayenga (2000: 28– 29).

This approach emphasizes that:

- Learning is a two way traffic. Both the facilitator and the learners learn from each other.
- Learning should develop the learners' consciousness so that they become aware of their social, political and economic limitations and struggle to overcome them.
- Learners must be facilitated to see the need for writing one's life and reading one's reality before literacy.
- Literacy learning is not a matter of memorizing and repeating given syllables, words and phrases but a critical reflection on the process of reading and writing itself and on the significance of language.

2.11. FAL Teaching Materials

Teaching materials express our philosophies and methodologies. The most concrete and the most visible aspects of literacy program is the package of teaching learning materials used. Teaching learning materials used in a

functional literacy programs are special in terms of their content, their methodological design and their variety (Bhola, 1994).

Teaching materials are the key components that contribute a great deal of the success of learning programs. They are used to increase the acquisition of knowledge, skills and attitude. Teaching materials are used to make learning experience more tangible, practical and active.

Concerning the importance of teaching materials prof. Edgar Dale in Bhola (1994) stated that: -

If you want to bring about significant change in an educational program or system simply change the materials with which teachers and learners work.

On the other hand, Ethiopian MoE (2002: 49) explains teaching materials as follows:

The availability of teaching materials is the lowest cost component of basic education, but it is one with greatest impact on learning.

Learners can get more meaning and experience if the source form which they extract information, knowledge and skills is diversified.

Functional adult literacy needs an appropriate place sufficiently equipped with varied literacy materials to respond to each individual need. As stated by Samuel and Lind (2008) the necessary teaching materials in FAL include training Manuals, facilitators guide, flash cards, black boards, chalk, slid and film strip, radio, tape recorders, posters, wall news papers etc. In addition to these, locally prepared literacy materials by the beneficiaries are the most important for successful FAL programs, since such materials directly respond to the varied individual needs in the FAL classes and hence make the class resourceful. With regard to this (Lind 2008: 93) has stated that since literacy acquisition is contextual, the teaching and learning should be based on locally available materials.

Besides Samuel (2008) pointed out that in most functional adult literacy programs relevant literacy materials are lacking very widely. For him, most adult experts and facilitators assume printed materials to be a necessary condition to begin a program. Moreover, localizing the already existing few adult literacy material is also a problem. In addition, most experts and facilitators usually give children's materials to adult learners which are irrelevant to their needs. Concerning the scarcity of teaching materials Lind (2008:37) argued that limited resources for promoting FAL programs has led to poor results. Thus, FAL programs need strong coordination among stakeholders ranging from central government down to the local level.

2.12. The Experience of Selected Countries in the Implementation of FAL

2.12.1. The Experience of Tanzania

Tanzania, since independence 1961 is recognized the world over for its political commitment to and conviction of the importance of adult education as a major tool in its battle for the development of a socially just society. The importance attached to functional adult literacy for national development was first articulated by president Nyerere when inaugurating the first five years development plan in 1964; the president declared that:

"The purpose of government expenditure on education in the coming years must be to equip Tanzanians with the skills and knowledge which is needed if the development of the country is to be achievedfirst we must educate adults. Our children will not have an impact on our economic development for 5, 10 or ever 20 years. The altitudes for the adults have an impact now. The people must understand the plans for the development of this country. Only if they are willing and ready to do so will this plan succeed." (Cited in Mutanyata; 2007).

This implies that Nyerere, conceived adult education as the most potent force for national social, economic and political transformation, thus underscoring the principles of mass mobilization and popular participation of all citizens in their own development.

Tanzania became one of the world wide eleven countries that adopted the FAL or work oriented adult literacy projects within the UNESCO / UNDP experimental world literacy program in 1968. Other countries included were Algeria, Ecuador, Ethiopia, Guinea, India, Iran Mali, Sudan and Syria.

Since the 1990s Tanzania was and still using three FAL models namely, the ICBAE, the REFLECT model and the COBE model. The chief characteristic features of the FAL models include the teaching of literacy skills with vocational life skills, using primers on selected cash and food crops and also political education for awareness, emancipation and liberation from all constraints of poverty, marginalization etc.

The ICBAE intervention is characterized by the use of participatory rural appraisal techniques, graphics, maps, charts, calendar etc to survey and monitor communities own resources, analysis their own problems and take action to solve them. The curriculum evolves from peoples' analyzed problems, needs and interest and constructs their own learning and teaching materials from local realities.

The REFLECT model – empowers communities to become self reliant and knowledgeable on how to demand their basic rights. It has the potential, under the current development policy on poverty reduction and economic growth strategy to vigorously revive the adult or FAL programs.

The COBET model – focuses on out of school children and including both those never accessed formal education, and drop outs of the school system. The curriculum is flexible and permits linkage with the formal education system, teaching literacy skills integrated with vocational skills,

but also ensuring time for the children to work for their livelihood and a living. In supporting this, Sandhaas (2008), pointed out that the duration of learning sessions must respect learners situation and capabilities. Decisions on the timely organization of learning must be taken jointly and flexibly with the learners and the community. Experience of Tanzania has briefly touched on the importance of political will and formation of FAL teams of trainers and committees. The team of FAL trainers were composed from relevant ministries namely education, community development, local essential genuine political will for popular participation and mobilization.

According to Mutanyata (2007) FAL in Tanzania revealed initial tremendous success under president Nyerere 1961 – 1985 and serious shortcomings between 1985 –2005; due to a government politically silent on issue among other factors.

2.12.2 The Experience of Uganda

In 1988 an international committee for the eradication of illiteracy was formed in Uganda. The committee advised the government to revive adult literacy activities using an integrated functional adult literacy approach. According to Nakayenga (2000) this approach integrates literacy with practical skills and knowledge. For example the literacy skills are taught in the process when adult learners are learning about a certain topic where they gain life skills and knowledge. That is the learners learn how to start their business and alongside they learn how to record items in figures and in words.

The implementation of integrated functional adult literacy in Uganda started in 1992 as a pilot project in 8 districts namely, Apac, Hoima, Kabarole, Mpigi, Mukono, Kamuli and Iganga. Using the lesson learnt from the pilot phase, the functional adult literacy program has been expanded to all 56 districts in a planned, systematic and controlled manner.

The pilot phase started with a needs assessment survey. The results were used to develop a curriculum and other learning and teaching materials. These activities were followed by training of supervisors and facilitators in all the selected pilot areas.

Functional adult literacy in Uganda is an approach designed to impart reading, writing and innumeracy skills among adult side by side with other functional knowledge and skills in agriculture, health and other livelihood activities. FAL may indeed be a powerful tool for empowering poor rural women particularly if they can apply their new learning and skills. With regard to this, the study done by FAO (2000) in three training centers of Uganda found that women viewed FAL classes as playing an important role in their empowerment and reducing their ignorance and poverty. When asked they noted a number of benefits. These included reading, writing, innumeracy skills and other useful knowledge and skills acquired. Such commonly acquired learning or skills included: how to control pest crops, how to improve sanitation and hygiene at house hold level, the care and nutrition of children and modern farming methods. According to Okech (2005) cited in Lind, (2008) in Uganda where the literacy rate are improved during the last 10-15 years to 75% adult literacy and primary education are the responsibilities of different ministries. The ministry has a good staffing infrastructure in the districts, reaching right down to the sub country level in the form of community development assistants.

A part from the government efforts NGOs have spearheaded the spread and implementation of functional adult literacy to a great extent. They have been deeply involved in teaching literacy to adults and developing literacy materials.

LitNet, with funding from Irish Aid and DVV international mobilize civil society to actively participate in the bottom up planning to ensure local government allocate resources and main stream adult literacy activities

within their development plan. These engagements resulted in to increase resources or functional adult literacy from government conditional grants under the poverty action fund and non conditional grants and other development programs such as the plan from modernization of agriculture (LitNet, 2006).

In addition, other agencies and civil society organizations that have supported Adult Literacy in Uganda include Adventist development and Relief Agency (ADRA), Action Aid International Uganda (AAIU), Literacy and adult basic education (LABE), Literacy Net for Uganda (LNU) Uganda Adult Literacy Learners Association (UALLA), Uganda program of literacy for Transformation (UPLT), community Empowerment for Rural Development (CERD), the Institution of Higher Learning and the others.

According to Okech (2004) the current national adult literacy strategic investment plan aimed to reduce illiteracy rapidly from the current 38% to below 10% in 10 years and to expand the government functional adult literacy activities and scale up the literacy work of NGOs by taking a deliberate step to invite religious institutions and together with donors and other partners or stakeholders work collaborate to words universal adult literacy and lifelong learning. Moreover, FAL is a government priority program to implement the poverty eradication action plan as the national planning frame work for a strong emphasis on income generating activities in the curriculum.

Functional adult literacy in Uganda has been shown to significantly increase the learner's access to information, positively, imparting their livelihood and empowering them to participate in development as personal, community and national level. The government of Uganda is firmly committed to adult literacy education. Thus, according to UNESCO institute for statistics, Uganda is one of 28 states that could possibly improve their literacy rates by between 30 and 40% by 2015 (Okech, 2004).

CHAPTER THREE

Research Design and Methodology

3.1 Method of the Study

This study was aimed at assessing factors that affect the participation of women in functional adult literacy programs in two woredas of west Wollega zone of Oromia Region. Hence, descriptive survey method was employed. According to Creswell (2003), descriptive survey method is used to generate views & opinions of a relatively large number of respondents and to indicate a clear picture of the situation. In other words, the method enabled the researcher to assess the present situation and help to identify some of the major factors that hinder the participation of women in functional adult literacy programs.

3.2 Source of Data

In order to achieve the objectives of the study, both primary and secondary sources were used. The primary sources were women adult learners, experts of zone and woreda women's affairs, woreda adult education experts and facilitators of FAL in the selected sample woredas. In addition, secondary data sources such as educational statistical annual abstracts, documents and reports were used in order to complement the data obtained from primary sources.

3.3 Sample and Sample Techniques

There are about 19 woredas in West Wollega Zone of Oromia Region. Of these Menesibu and Nejo woredas were selected because of their accessibility and availability of FAL training centers. With regard to female adult learners simple random technique was employed. This is because simple random technique gives equal chance to all population who involved in the study.

Zonal and woreda women's affairs, adult education experts and facilitators of the training centers were chosen based on availability sampling because they are small in number. Generally, 125 women participating in FAL programs in the two woredas (30%) and 18 facilitators (100%), 6 experts of zone and woreda women affairs, and woreda adult education experts were used as respondents. Hence, the total number of respondents in this study was 149. Moreover, a total of seven functioning FAL training centers were used in this study i.e three FAL training centers in Menesibu and the remaining four in Nejo woredas .

Table 1: Summary of Sample Population and Sample Size

No	Woreda	Center	Population size		Sample size (30%)
1	Menesibu	Haro Golja	Learner	68	20
			Facilitator	3	3
		Talamso	Learner	56	17
			Facilitator	4	4
		Tobara	Learner	57	17
			Facilitator	2	2
2	Nedjo	Abba Eba	Learner	69	21
			Facilitator	3	3
		Karrayu	Learner	66	20
			Facilitator	2	2
		Kiltu Makko	Learner	62	19
			Facilitator	2	2
		Kiltu Gulo	Learner	38	11
			Facilitator	2	2
		Total	Learner	416	125
			Facilitator	18	18

3.4 Data Gathering Tools and Procedures

3.4.1 Data gathering instruments

The instruments of data collection in this study were:

Questionnaires – Both open and close ended questionnaires were used. The use of questionnaire allows wider coverage, since researchers can approach respondents more easily than using other methods (Sarantakos, 2005:263). Questionnaires were prepared in English for women adult learners and facilitators of the training centers, and then translated into the local language (Afan Oromoo). In this study, a total of 143 copies of questionnaires were distributed to 125 women FAL learners and 18 facilitators. Of those distributed questionnaires 119(95.2%) and 18(100%) were correctly filled and returned from women FAL learners and facilitators respectively. However, the remaining 6(4.8%) were not returned. In gathering information through questionnaires, the student researcher had two data collectors in order to assist women FAL learners by reading the questionnaires and writing their responses because most of them can not read and write.

Interview- Semi structured interviews were prepared for zonal and woreda women's affairs and adult education experts to gather detail information and to see participants' perspectives clearly. The elements of interviews were: the meaning and importance of FAL, the role of concerned bodies to encourage women's participation in FAL program, FAL planning method, major factors affecting women's participation in FAL programs and measures to be taken to overcome the constraints. According to Best and Kahn (1999), interview is used to gather information regarding individuals' experiences, opinions, beliefs, feelings, and demographic data.

Focus Group Discussion (FGD)

Focus Group Discussion was used to follow up the data gathered through individual questionnaires, interview and observation. Participants of Focus group discussion were selected from women adult learners based on the information obtained from the facilitators. Two FGD were conducted with a total of 14 women FAL learners. Hence, 7 women FAL participants were participated in the FGD in each woreda.

Pilot test

The purpose of the pilot test was to try out the questionnaire. Hence, the draft of questionnaire was first distributed to 10 women FAL learners and 2 facilitators of non sample population for the pilot testing. After the questionnaires were filled and returned each questionnaire was examined critically. Finally, based on the feedback obtained from the pilot test two questionnaires were modified and other three were discarded. After the necessary corrections were made the final version was prepared and administered.

Observation

Observation entails gathering data through vision as its main source (Sarantakos, 2005). The information obtained under this method relates to what is currently happening without being complicated by the past behavior or future intension or attitude (Kothari, 2004). The key elements of observation in the training center were: condition of the training centers, facilities, teaching approaches and FAL teaching materials.

3.4.2. Data collection procedures

This study incorporated different stages. At the initial stage a review of literature was made to develop the critical background and instrument of data collection. Documents, educational statistics annual abstracts and reports were assessed to collect relevant information. Then, based on the review of literature and the information obtained through discussion, data

collection instruments were developed. The data gathering instrument was pilot tested at non sampled FAL training centers on 10 women FAL learners and 2 facilitators to see the appropriateness and clarity of each item .Based on the feedback from the pilot test and from the adviser, two question items were modified and three others were discarded The first step towards collecting the necessary data was making official contact with the sampled zone and woredas to get permission and support for the research work. Before the investigators enter to data collection process, he contacted education experts, women's affair experts, facilitators and women FAL learners. Next the student researcher arranged time and place with respondents.. Accordingly, schedule was set for the distribution and collection of questionnaire paper and the conduction of interviews .The student researcher administer the instruments in such away that the questionnaires were prepared in English and then translated in to the local language (Afan oromo) for women FAL learners and facilitators and were administered in their respective training centers and, before the women FAL learners and facilitators start to fill out the questionnaire , the general purpose of the study was explained by the student researcher. In addition, semi structured interview guides was developed and they were used to generate information from zone and woreda women affairs as well as education experts.

3.5. Methods of Data Analysis

Depending on the nature of the collected data through questionnaires and interview, different statistical techniques were employed in the process of data analysis and interpretation. Those data which were collected using questionnaires were tailed and properly organized using tables according to classification in their different categories and were analyzed using percentage & frequency count. The information obtained through interviews were analyzed and interpreted qualitatively and then it was triangulated with quantitative data.

CHAPTER FOUR

Presentation, Analysis, and Interpretation

This chapter deals with presentation, analysis, and interpretation of data gathered from women FAL learners, facilitators, zone and woreda education experts and zone and woreda women affairs.

In this study a total of 143 copies of questionnaires were distributed to 125 women FAL learners and 18 facilitators. However, out of those distributed questionnaires 119(95.2%) and 18(100%) were appropriately filled and returned from women FAL learners and facilitators respectively. The remaining 6 (4.8%) of the distributed questionnaires to women FAL learners were not filled and returned. In addition to the questionnaire, interviews were conducted with Zone and Woreda education experts and zone and Woreda women's affairs and their responses were triangulated with the quantitative data .Furthermore, observation check lists were also used in this study to complement the above instruments.

The data obtained through questionnaires, interview, and observation checklists were analyzed and interpreted.

Characteristics of respondents

The first two tables show demographic profiles of women participating in FAL and facilitators respectively:

Table 2: Women FAL learners' demographic profile

No	Demographic variables	Category	f	%
1	Age	D. Below 20 years	17	14.3
		D. 21-30 years	68	57.1
		D. 31-40 years	34	28.6
		D. Above 40 years	-	-
		Total	119	100
2	Marital status	C. Single	39	32.8
		C. Married	68	57.1
		C. Divorced	12	10.1
		C. Widowed	-	-
		Total	119	100
3	Educational level	D. Unable to read and write	46	38.6
		D. Able to read and write	59	49.6
		D. Below grade 4	14	11.8
		D. Above grade 4	-	-
		Total	119	100
4	Place of residence	D. Rural	68	57.1
		D. Urban	51	42.9
		Total	119	100
5	Average distance from FAL training center	D. Less than 1 hour	77	64.7
		D. 1-1.30 hours	42	35.3
		D. 1.30-2 hours	-	-
		D. More than 2 hours	-	-
		Total	119	100

Note: f= frequency % =percentage

As can be observed from table 2 majority of respondents 68(57.1%) are in the range 21-30 years old. On the other hand the age category of 31-40 years constitutes 34 (28.6%) of FAL participants. However, in the first category (below 20 years) accounts only 17(14.3%). Hence, one may conclude that more than half of the respondents (57.1%) were in the age group of 21-30 years which means that the majority respondents were young adult learners. This is because as adult learners age increase their enrollment and participation may decrease. With regard to this, the FGD made with FAL respondents repeatedly reflected one of the wrong assumption in our community which says 'education is only for children and youth.

Regarding marital status table 2 shows that more than half of the respondents 68 (57.1%) were married. On the same table 39 (32.8%) of women adult learners were single and 12(10.1%) of them were divorced. Concerning educational level, 59(49.6%) of women adult learners responded that they can read and write. But about 46 (38.6%) of the respondents answered that they are unable to read and write. On the same table a few women adult learners 14(11.8%) responded that they have below grade 4 educational level. Another variation among women adult learners was place of residence. As table 2 reveals more number of respondents 68(57.1%) are living in rural areas. On the other hand about 51 (42.9%) of the respondents were in urban areas. According to King and Hill (1993) urban women have relatively more access and favorable conditions in the participation of adult education than those who live in rural and remote areas.

As indicated in table 2 concerning learners average distance from the FAL training centers, more number and percentage of the respondents 77(64.7%) travel less than 1hour to reach the FAL training center. But

42(35.3%) of the respondents travel for 1hour and 1:30hours from their residence to the FAL training center. Therefore, one may conclude that learners' average distances from the FAL training center was not a serious problem to implement FAL program in the study area.

Table 3: Facilitators' demographic profile

No	Demographic variable	Category	f	%
1	Respondents sex	Male	12	66.7
		Female	6	33.3
		Total	18	100
2	Age	20-30	13	72.2
		31-40	5	27.8
		Above 41	-	-
		Total	18	100
3	Level of education	Grade 10	5	27.8
		Grade 12	9	50
		TTI	4	22.2
		Total	18	100
4	Years of experience	Less than 5 years	15	83.3
		6-10 years	3	16.7
		Above 11 years	-	-
		Total	18	100

As it is observed in table 3, of the total facilitator respondents the female respondents account only 6 (33.3%). This is very low compared to male facilitators which account for 12 (66.7%) of the respondents. This shows that the participation of female facilitators in FAL program is very low. One can conclude that it may have an influence on women's participation in FAL program.

Regarding facilitators age table 3 indicates that majority of the facilitators 13(72.2%) are in the range of 20-30 years old. As compared to other age category, this range has more proportion. On the other hand the age category from 31-40 years account only 5(27.8%) of respondents. Hence, one may found that more respondents 13 (72.2%) are in the age group of 20-30 years which is an appropriate age group because majority of the working and productive forces are found in this age category. As one can observe from table 3 majority of the facilitators 9(50%) are grade 12. On the same table 5(22.8%) and 4(22.2%) of the facilitators are grade 10 and above grade 12 respectively. This indicates that educational background of facilitators varies across different levels which imply that adult learners are trained by facilitators with different education level and non professional person. With regard to facilitators years of experience, table 3 reveals that 15(83.3%) of them have below five years working experience which may be in adequate to teach FAL program. On the other hand 3 (16.7%) of the facilitators have working experience between 6 and 10 years. Thus, from the above table one can conclude that most of the facilitators are male with low education level, non professional and have less experience of teaching FAL program. The following table depicts the results

4.2.1. Family –related factors

Family related factors affect the active participation of learners in FAL program. Therefore, the researcher tried to identify family related factors that might hinder women's participation in FAL program in the sampled woredas.

Table 4: FAL participants' response on family's monthly income in birr

Question	Alternatives	f	%
What is your family's average monthly income in birr?	B. Less than 150 birr	71	59.7
	B. 151-250 birr	30	25.2
	B. 251-350 birr	13	10.9
	B. Above 350 birr	5	4.2
	Total	119	100

As can be seen from table 4 majority of women (FAL learners) 71(59.7%) responded that their family's average monthly income was less than 150birr and 30(25. 2%) replied that the average monthly income of their family is between 151 and 250 birr. But 13 (10.9%) and 5(4.2 % of the participants responded that their families average monthly in come was between 251 and 350 and above 350 birr respectively.

Result of the semi structured interview and FGD were generally consistent with the above quantitative findings. Most of the FAL participants in the FGD pointed out that they had no sufficient financial support from their parents because of their family's low monthly income. As a result they spend most of their time in search of additional works for survival and income generating activities. This is clear from the following response of one of the FGD participants:

We did not get enough financial supports from our families to support our selves. Our living condition is from hand to mouth .This is because our families' monthly income is insignificant. (on December 17, 2011)

Here one can understand that the level of poverty in the household was high. In this case most of the FAL participants did not have sufficient financial resource which would help them to enjoy better life standards. Therefore, families' economic status is one of the family-related factors influencing women's participation in FAL programs.

Table 5 : Facilitators' view regarding the participation of Women in FAL planning

No	Question	Alternative	Response	
			f	%
1	Did women participate in FAL planning?	D. Yes	3	16.7
		D. No	15	83.3
2	If your answer to the above question is yes to what degree they participate?	D. Low	3	16.7
		D. Medium	-	-
		D. High	-	-
3	If your answer for question number 1 is "No", why didn't they participate in FAL planning?	B. Because of their work load at home	3	16.7
		B. Because of their low level of education	2	11.1
		B. Because of lack of participatory approach	13	72.2

As can be observed from table 5, the majority of facilitators 15(83.3%) responded that women FAL learners did not participate in FAL planning due to lack of participatory planning approach (72.2%), the existence of heavy work load at home (16.7%) and their low level of education (11.1%). From this table above one can conclude that the process of FAL planning in the study area was not participatory since 72.2% of the facilitators asserted the lack of participatory approach. A focus group discussion made with a group of women FAL participants indicated also that they

didn't participate in the planning of FAL program. This is clear from the following response of one of the FGD participants:

We were not given the chance to plan this FAL program together with woreda education experts. We were only informed to come to the center and participate in the FAL program (December 22, 2010).

However, as argued by J.Vermu (1997) and A. Rogers (2004) FAL planning should be participatory. That means FAL planning without the active participation of learners could affect the success of the program negatively.

Table 6: women FAL learners' ratings of family based factors affecting their participation

No	Family based factors	Response	Level of problem				
			VL	L	M	H	VH
1	The impact of heavy work load on your participation	F	-	9	17	36	57
		%	-	7.6	14.2	30.3	47.9
2	Low level of your family's educational background	F	-	5	20	49	45
		%	-	4.2	16.8	41.2	37.5
3	Low level of your family's economic status	F	-	3	8	36	72
		%	-	2.5	6.7	30.3	60.5
4	The influence of your family on your participation	F	-	12	12	57	28
		%	-	10.2	18.5	47.9	23.5

As can be observed from table 6 majority of the respondents 57(47.9%) and 36(30.3%) rated that the impact of heavy work load on women adult learners was very high and high respectively. Contrary to this, about 17 (14.2%) of women adult learners rated that the impact of heavy work load on women's participation in FAL program was medium. But only 9 (7.6 %)

of the respondents were rated the problem as low. Similarly, the level of family's educational background was rated by the same respondent group. Accordingly 49(41.2%) and 45(37.8%) of women adult learners rated that low level of family's educational background had high and very high impacts on women's participation in FAL program consecutively. However, about less than one-fourth of the respondents 20(16.8%) rated that family's level of education on women's participation in FAL program in the study area was medium and only 5 (4.2. %) of woman FAL learners answered as a low problem.

Regarding the level of family's economic status 72(60.5%) of women adult learners rated that the level of low income or poverty in the household was very high. But 8(6.7%) of women FAL learners rated that the level of family's economic status was medium. On the other hand 3 (2.5%) of woman FAL learners rated the level of families economic status on women's participation in FAL program as low. Furthermore, the level of family influence was rated by the same respondent group. As table 6 indicates 57(47.9%) of women FAL participants reported that they had experienced high family influence on their participation of FAL program. Contrary to this, 12(10.1%) of women FAL learners had rated as women FAL learners had low family influence. The researcher conducted an interview with one of the woreda education experts concerning family based factors affecting women's participation in FAL program and he said the following:

In our woreda it was hard to bring women to actively participate in FAL program for various reasons. They are occupied with daily tasks like cooking, fetching fire wood and water, child care, animal rearing, washing etc.... More over, their husbands are not positive to send them to the FAL center (on December 25, 2011).

In addition, most of women participants in the FGD reflected that the existence of work load at home and lack of family's income were among the factors influencing women's active

participation in FAL program. This is clear from the following response of one of the FGD participants:

We were occupied with heavy work load at home. We do not have enough many to support our selves. We have economic problems. Most of the time we engage in some activities to get some money to support our families. All these are taking our learning time (on December 22, 2011)

Accordingly the rating responses of women adult learners and facilitators were analyzed. As a result lack of family income, the impact of heavy work load, the influence of family and low level of family's educational background were rated as high. Hence, one can conclude that the family related factors are highly influential ones in limiting women's active participation in FAL program.

Table 7: Facilitators' ratings of family based factors affecting the participation of women in FAL program

No	Family based factors	Response	Level of problem				
			VL	L	M	H	VH
1	The existence of heavy workload at home	F	-	1	3	9	5
		%	-	5.5	16.7	50	27.8
2	Low level of family's educational background	F	-	2	3	7	6
		%	-	11.1	16.7	38.9	33.3
3	Level of family's economic status	F	-	1	5	12	-
		%	-	5.5	27.8	66.7	-
4	Te existence of family's influence	F	-	3	5	10	
		%	-	16.7	27.8	55.5	

As can be seen on Table 7, above 9 (50%) and 5(27.8%) of the facilitators rated the existence of heavy work load on women FAL learners as high and very high respectively. But 3(16.7%) of them rated the problem as medium. On the other hand, one of the facilitators rated the impact of

heavy work load on women's participation in FAL program was low. Similarly, the facilitators were asked to rate the level of family's educational background on woman's participation in FAL program. As table 7 above shows 7(38.9%) and 6(33.3%) of the respondents rated that the level of family's educational background on women's participation in FAL program was high and very high respectively. More over, 3(16.7%) of the facilitators were rated the problem as Medium. But 2(11.1%) of them responded that the level of family's education background on women's participation was low.

Concerning level of family's economic status 12(66.71%) of facilitators rated low level of family's economic status had high influence on women's participation in FAL program. But 5(17.8) and 1(5.5%) of them had rated the problem as medium and low consecutively. Furthermore, the facilitators were asked to rate the level of family's influence on women's participation in FAL program. As table 7 indicated 10(57.1%) of the facilitators rated that the level of family's influence on women's participation was high. Contrary to this 3(14.3%) of them rated the problem as low. But 5(28.6) of the facilitators had rated the existence of family's influence on women's participation as medium.

Here one can understand that almost more than half percentage of the facilitator's response strengthened women FAL learners' response with evidence of rated high.

4.2.2. Socio- cultural factors

Socio- cultural factors influence the participation of learners in adult education programs. The researcher tried to identify socio -cultural factors that might affect the participation of women in FAL programs in the two sampled woredas. The following table depicts the results.

Table 8: FAL Learners' ratings of socio - cultural factors affecting their participation

No	Socio-cultural factors	Response	Level of problem				
			VL	L	M	H	VL
1	Negative attitude and practice of the society towards women's participation.	F	-	5	23	49	42
		%	-	4.2	19.3	41.2	35.3
2	Practice of various harmful practice/traditions in the area.	F	-	27	47	23	22
		%	-	22.7	39.5	19.3	18.5
3	Lack of initiation and appreciation about the value of women's participation from the community	F	-	9	17	59	34
		%	-	7.5	14.3	49.6	28.6
4	Underestimation and devaluation of women's potential to participate in decision making.	F	-	-	44	39	36
		%	-	-	36.9	32.8	30.3
5	The level of your participation as compared with male	F	91	21	7	-	-
		%	76.5	17.6	5.9	-	-

As illustrated in table 8, above 49(41.2%) of women FAL learners rated that the existence of negative attitude and practice of the society towards women participation was high and 42(35.3%) of women FAL learners rated the problem as very high. On the other hand, 23(19.3%) of women FAL learners rated the problem as medium. The remaining 5(4.2%) of FAL learners rated the problem as low. In addition to the quantitative results the focus group discussion and semi structured interview results also shows that negative attitude and practice of the society had influence on women's active participation in FAL program. For instance, similar ideas were reflected by one of the woreda education experts:

Due to socio-cultural and other reasons many husbands prefer not to send their wives to the FAL training center. They are dominating over them. They didn't participant in FAL program as we need. Therefore, the participation of women in FAL program is minimal in our woreda on (December 22, 2011).

Hence, one can understand that the existence of negative attitude and practice of the society towards women would have been affecting their participation in FAL program.

Similarly, the level of practice of various harmful/ traditions in the area was rated by the same respondent group. As it can be seen on the same table 47(39.5%) of women FAL learners responses on average indicate that the level of harmful practice/traditions in the study area was medium. Besides 27(22.7%) of women FAL learners rated as low. But 23(19.3%) of women FAL learners rated as high and 22(18.5%) of women FAL learners replied as very high. Concerning lack of initiation and appreciation about the value of women's participation from the community and underestimation and devaluation of women's potential to participate in decision making more number or percentage 59(49.6%) and 44(36.9%) of women respondents rated high and medium respectively.

Almost 30% of women FAL participants reported that the level was very high. In supporting this quantitative finding, the result of interview and FGD replied that in the study area, society had underestimated and devaluated the potential of women to participate in FAL programs and decision making. Hence, the findings of both quantitative and qualitative data of this study were consistent with the previous literature claimed by Amutabi, Nafukho and Otuanga (2006).

Furthermore, women FAL learners were asked to rate the level of their participation as compared with male. Consequently, 91(76.5%) of respondents reported that the level of their participation as compared with male was very low and only 21(17.6%) of women FAL learners responded

that they had low level of participation. But 7(5.9%) of them had medium participation.

Table 9: Facilitators' ratings concerning socio- cultural factors affecting women's participation in FAL program

No	Socio-cultural factors	Response	Level of problem				
			VL	L	M	H	VL
1	Negative attitude and practice of the society towards women's participation.	F	-		5	11	2
		%	-		27.8	61.1	11.1
2	Practice of harmful traditions.	F	-	3	9	6	
		%	-	16.7	50	33.3	
3	Devaluation of women's potential to participate in decision making.	F	-	5	8	3	2
		%	-	27.8	44.4	16.7	11.1

As indicated on table 9 concerning negative attitude and practice of the society towards women's participation, majority of the facilitators 11(61.1%) rated as high and 5(27.8%) of them rated the problem as medium but only 2(11.1%) of the facilitators rated that the existence of negative attitude and practice of the society towards women's participation was very high. Regarding the level of practice of harmful traditions in the area 9 (50%) and 6(33.3%) of the facilitators rated that the practice of harmful traditions in the area on women's participation in FAL program was medium and high respectively. But 3(16.7%) of them rated the problem as low. Further more, the facilitators of FAL program were asked to rate the underestimation and devaluation of women's potential to participate in decision making. As table 9 shows 8(44.4%) and 5(27.8%) of the facilitators rated the problem as medium and low respectively. However, 3(16.7%) and 2(11.1%) of the facilitators rated the devaluation of women's potential to participate in decision making as high and very high

problem consecutively. Hence, the responses of facilitators supported that of women FAL learners' responses with evidence of high and medium respectively.

Table 10: Women FAL learners ratings about program related factors affecting their participation in FAL

No	Program related factors	Response	Level of Participation				
			None	L	M	H	VH
1	Participation in identifying training needs and problems	f	33	74	12	-	-
		%	27.7	62.2	10.1	-	-
2	Participation in selecting contents and learning experience	f	78	32	9	-	-
		%	65.5	26.9	7.6	-	-
3	Your involvement in selecting objectives	f	67	6	16	-	-
		%	56.3	30.3	13.4	-	-
4	Participation in selecting the place of training	f	75	34	10	-	-
		%	63	28.6	8.4	-	-
5	Participation in selecting resource materials	f	64	47	8	-	-
		%	53.8	39.5	6.7	-	-
6	Participation in selecting duration of training	f	4	26	89	-	-
		%	3.4	21.8	74.8	-	-
7	Your involvement in program implementation	f	33	77	9	-	-
		%	27.7	64.7	7.6	-	-
8	Participation in evaluating the strength and weakness of the FAL program	f	35	79	5	-	-
		%	29.4	66.4	4.2	-	-

As can be seen on table 10 the data obtained regarding the participation of women on program related factors did not well consider women's participation in FAL program. Concerning women FAL learners participation in identifying training needs and problems 74(62.2%) of the respondents have low participation and 33(27.7%) have no participation.

But only 12(10.1%) of the participants have medium participation level. From this one may conclude that the participation of women in identifying training needs and problems in the study area were insignificant. Moreover, the results of data gathered through FGD and interview confirmed that most of the FAL programs in the study area are not planned at grass root level. Rather they are planned at the top level. Concerning this issue majority of respondents in the FGD explained as:

We want to participate in FAL planning. We want to learn how to plan our life, how to keep the health of our family and how to protect our environment. However, we did not get chance to plan what we want to learn (on December 26, 2011).

Similarly, on the same table more number of women FAL learners had no participation in selecting contents and learning experiences, objectives and the place of training with an average percentage value of 61.6%. This shows that, in the study area FAL planning was not participatory and the role of learners in selecting contents and learning experiences, objectives and the place of training was almost ignored. Results of FGD and semi structured interviews were generally consistent with the quantitative findings but lacks conformity with previous literature by Apel and Camozzi as cited in Gboku and Lekoko (2007). According to them active participation of learners is a core stone of program development for adults. Because it promotes program flexibility, allowing the program to adapt to the changing needs of the adult learners as they progress through their learning experience. Moreover, about 28.6% average value of women

respondents had low participation and the remaining women FAL learners had medium participation.

Furthermore, women FAL participants were asked to rate their level of participation in selecting resource materials. As can be seen on the same table, more than half of women participants 64(53.8%) had no participation in selecting resource materials in FAL program and 47(39.5%) of them had low participation. But 8(6.3%) of women FAL learners had medium participation in selecting resource materials. On the other hand, almost in all FAL training centers of the study area, about three-fourth of women FAL learners 89(74.8%) of the respondents had low participation in selecting duration of time. But 4(3.4%) of them had no participation.

Regarding women's participation in program implementation and evaluation of the strength and weakness of the program, majority of respondents 77(64.7%) and 79(66.4%) had low participation respectively and on average about 28% had no participation. But about 5.9% of the participants had medium participation in program implementation and evaluation of the strength and weakness of the FAL program consecutively. In view of this, data gathered from FGD and semi structured interview ensured that women participation was not sufficiently considered by program planners and facilitators to involve women in program implementation and evaluation about the strength and weakness of the FAL program in the study area.

4.3. The influence of teaching materials

Teaching materials are used to make learning experience more tangible, practical and active. They are used to increase the acquisition of knowledge, skill and attitude (Bhola, 1994). For him, teaching materials used in a functional literacy programs are special in terms of their content, their methodological design and their variety. The following table

depicts the results concerning the influence of teaching materials on the participation of women in FAL program.

Table 11: FAL Learners' Ratings Concerning Problems Related To Teaching Materials

No	Problems	Response	Level of Problems				
			VL	L	M	H	VH
1	Lack of facilitators manual	F	-	-	2	28	89
		%	-	-	1.7	23.5	74.8
2	Lack of learners text book	F	-	-	7	13	99
		%	-	-	5.9	10.9	83.2
3	Shortage of teaching materials	F	-	-	37	68	14
		%	-	-	31.1	57.1	11.8
4	Lack of appropriate teaching aids	F	-	-	17	19	83
		%	-	-	14.3	16	69.7

Women FAL participants were asked to rate the problems related to teaching materials. As table 11 clearly shows among the given items lack of facilitators manual, lack of learners text book and lack of appropriate teaching materials were rated as very high with average percentage of 75.9%. Similarly, item 1, 2 and 4 regarding to facilitators manual, lack of learners textbook and appropriate teaching materials were rated as high problem with average percentage of 16.8%. But about 7.3 average percentages of the respondents' responses show that the problems of facilitators manual, learners text book and appropriate teaching aids in the study are was medium. Concerning the shortage of teaching materials 68(57.1%) of respondents replied that the shortage of teaching materials in FAL centers of the study area were high. But 37(31.1%) rated as medium and only 14(11.8%) of women FAL

learners answered as very high problem. Accordingly, the rating responses of FAL learners were analyzed. As a result lack of learners' textbook, lack of facilitators' manual and lack of appropriate teaching aids were rated as very high. From the above table one may conclude that there is a shortage of teaching materials in FAL training centers of the study area. This is an issue to be considered because it may have an influence on the process of FAL teaching. With regard to the FAL teaching materials, Samuel (2008) pointed out that in most FAL programs relevant literacy materials are lacking very widely. In addition concerning the scarcity of teaching materials Lind (2008) on is part argued that limited resources for promoting FAL program has led to poor results. Thus, FAL programs need appropriate teaching materials to respond to each individual need.

Table 12: Facilitators' response on training or wok shop related to adult education

No	Question	Alternatives	F		%
1	Have you taken any training or work shop related to adult education?	C. Yes	Male	5	27.8
			Female	3	16.7
			Total	8	44.5
		C. No	Male	7	38.8
			Female	3	16.7
			Total	10	55.5
2	If your answer is No why didn't you participate in FAL training?	C. Because there is no training on adult education in this woreda	Male	6	33.3
			Female	1	5.6
			Total	7	38.9
		C. The training was not participatory	Male	1	5.5
			Female	2	11.1
			Total	3	16.6
		C. Because of lack of time to participate	-	-	-

As table 12 indicates majority of the facilitators 10 (55.5% or 38.8% of male and 16.7% of female) facilitators did not participate in training or work shop related to adult education because of two main reasons namely, because of lack of training or work shop on adult education and the training was not participatory in the study area. Besides 8 (44.5% or 27.8% of male and 16.7% of female) facilitators were participated in training or work shop related to adult education. But as it was answered by 44.5% (27.8% of male and 16.75 of female) facilitators it was insignificant that is the training was given only for less than three days which could not be capacitate and update the facilitators to actively participate in FAL program. Concerning the participation of facilitators on training or work shop related to adult education, the result of data gathered through semi structured interview from education experts reveals that there was no continuous training or work shop on adult education in the study area. Quoting one of their ideas directly:

Most of the facilitators in our woreda were non-qualified and volunteer individuals. They had no good training or work shop related to FAL programs because of lack of budget and lack of experts in the field of adult education (on December 25, 2011).

Concerning the training of facilitators Hope et al (1992) explained that due to lack of experience and training many facilitators resort to the traditional teaching methods disregarding the fact that FAL is learners centered, and that the content of training are based on needs of beneficiaries. Thus, facilitators' training is a critical issue on FAL programs

In our woreda, it was very difficult to encourage women to actively participate in FAL programs as we need. They are very far away from us. We do not have access to reach right down to them easily. Besides we have budget problem to support them (on December 27)

4.4. Approaches employed by FAL facilitators

The approaches used by facilitators of functional adult literacy are generally believed to be among those situations influencing participation of adults in learning programs. The researcher therefore, tried to analyze the issues. The following table depicts the results concerning the kind of approach facilitators' use in the delivery of functional adult literacy.

Table 14: Facilitators' response on approaches to teaching FAL

No	Question	Alternatives	f		%
1	Are you familiar with the principles FAL teaching?	C. Yes	Male	3	16.7
			Female	-	-
			Total	3	16.7
		C. No	Male	9	50
			Female	6	33.3
			Total	15	83.3
2	Which of these approaches is frequently used in your center?	B. The social-awareness approach	Male	4	22.2
			Female	2	11.1
			Total	6	33.3
		B. The functional approach	Male	2	11.1
			Female	1	5.6
			Total	3	16.7
		B. The formal education approach	Male	6	33.3
			Female	3	16.7
			Total	9	50

As table 14 reveals, majority 15(83.3% or 50% of male and 33.3% of female) facilitators were not familiar with the principles of FAL teaching. But only 3(16.7%) of male facilitators were familiar with the principles of FAL teaching. As argued by Lind (2008) adult learners must at least be treated with due respect and patience and the chosen method must be within the reach of the facilitators, otherwise they will relapse even more easily into the methods they remember from their own school experience. Thus, from the above table one can understand that most of the facilitators were not acquainted with the principals of teaching adults and how to create conducive environment to enhance learners' involvement in FAL program. Furthermore, facilitators of the FAL programs were asked the type of approaches frequently used in their center. As can be seen from the same table, 9(50% or 33.35 of male and 16.75 of female) facilitators were used the formal education approach and 6(33.3% or 22.2% of male and 11.1% of female) facilitators were used the social awareness approach. But only 3 (16.7% or 11.1% of male and 5.6% of female) facilitators were used the functional approach. Thus, one can conclude that half of the facilitators 9(50%) were highly depend on the formal education approach. With regard to this Papen (2005) in Lind (2008) argued that many adult literacy learners are happy with or actually prefer a formal school like approach with text books, exams and certificates as compared to a non formal community oriented approach without text books or certificates. However, many experts in the field of adult education recommended that participatory methods are preferred compared with a more formal and traditional approaches.

4.5. The practice of supervision at FAL centers

It is of paramount importance to have institutional supervision practices for FAL programs. The researcher tried to find out whether supervision is practiced in the FAL centers or not. The following table indicates the results.

Table 15: Facilitators' response on follow up or supervision of the FAL center

No	Question	Alternatives	f		%
1	Is there any follow up or supervision to the FAL center by woreda education' experts?	B. Yes	Male	1	5.6
			Female	2	11.1
			Total	3	16.7
		B. No	Male	11	61.1
			Female	4	22.2
			Total	15	83.3
2	If your answer to the above question is yes how often they supervise the center?	C. Weekly	-	-	-
		C. Monthly	-	-	-
		C. Once in two months	-	-	-
		C. Once in three months	Male	1	5.6
			Female	2	11.1
			Total	3	16.7

As indicated in table 15 more number and proportion of the facilitators 15(83.3% or 16.1% of male and 22.2% of female) replied that there are no follow up or supervision to the FAL center by woreda education experts.

But only 3 (16.7%or 5.6% of male and 11.1% of female) facilitators answered that the FAL training centers are supervised by woreda education experts once in 3 months which was insignificant follow up to identify the current problems of the FAL training centers in the study area. Here, one can easily understand that the training centers are not

frequently supervised by woreda education experts and other concerned bodies to know the situation of training centers and take immediate action in order to improve the existing problems. Similarly, data gathered through interviews and FGD had consistently substantiated this issue. In the current structure of zone and woreda education office there is no focal person regarding to adult education. Thus, the FAL centers are not frequently supervised by woreda education experts and other concerned bodies. This situation was strongly supported by participants in the FGD in the following way:

We want to discuss about the condition and facilities of our training center with the concerned bodies. We need frequent follow up. However, we did not get chance to discuss about our problems with them (on December 22, 2011)

Thus, in order to supervise the FAL centers frequently all the stake holders should work cooperatively and closely.

Table 16: Facilitators' response on FAL teaching materials

No	Question	Alternatives	f		%
1	What types of teaching aids are used in your center to facilitate teaching learning activities?	B. locally produced	Male	3	16.7
			Female	-	-
			Total	3	16.7
		B. teaching aids are not used	Male	9	50
			Female	6	33.3
			Total	15	83.3
2	Do you have sufficient teaching materials?	D. Yes	Male	2	11.1
			Female	2	11.1
			Total	4	22.2
		D. No	Male	10	55.6
			Female	4	22.2
			Total	14	77.8

Facilitators of the FAL program in the study area were asked about the type of teaching aids used to facilitate teaching learning activities. As it is

observed in table 16 among the total group of facilitators 15(83.3% or 50% of male and 33.3% of female) responded that teaching aids are not used in most of the FAL training centers of the study area. However, only 3(16.7% of male) facilitators replied that the locally produced teaching aids are used to facilitate the FAL program. This reveals that the utilization of teaching aids in FAL centers of the study area is very low.

Concerning the availability of teaching aids 14(77.8% or 55.6% of male and 22.2% of female) respondents said that there are no sufficient teaching materials in the FAL centers. Contrary to this only 4(25%) of the facilitators responded they had sufficient teaching materials in their FAL training center. From the above table one can understand that there is a shortage of teaching materials in FAL program.

A focus group discussion made with women FAL participants indicated also there is no sufficient teaching material in their FAL center. They explained as:

We do not have literacy books. We were given only grade 1 text books and simply took notes from the black board. We were not in a position to improve our reading skills. So it is difficult to learn with out teaching materials. (on December 22, 2011)

In supporting this Samuel (2008) stated that localizing the already existing few an adult literacy material is a problem in many FAL centers. In addition most experts and facilitators usually give irrelevant materials to adult learners.

Table 17: Facilitators' response on their assignment in FAL program

No	Question	Alternatives	f		%
1	How were you assigned as a facilitator in FAL program?	A. As a volunteer	Male	11	61.1
			Female	6	33.3
			Total	17	94.4
		B. as an employed	Male	1	5.6
			Female	-	-
			Total	1	5.6
		C. As a part timer	Male	-	-
			Female	-	-
			Total	-	-

Furthermore, the facilitators were asked how do they were assigned as a facilitator in FAL programs. As table 17 depicts, majority of the respondents 17(94.4% or 61.1% of male and 33.3% of female) facilitators were assigned as a volunteer or as a free service givers. But only 1(5.6% of male facilitators) were assigned as an employed. Concerning this issue, the result of interview made with zone and woreda education experts revealed that most of the facilitators are grades 10 and 12 completers who are in search of certificates on teaching experience to be employed. Moreover, the observation made in the training centers assured that most of the training centers lack well trained facilitators, facilities like electricity, water supply, latrine, furniture etc and basic teaching materials .This is an issue to be considered because most of the adult learners are taught by non professionals and less experienced facilitators.

CHAPTER FIVE

Summary, Conclusions and Recommendations

This chapter summarizes the major findings of the study and drawn conclusion on the basis of findings. At the end recommendations are forwarded.

5.1. Summary

The purpose of this study was to investigate factors affecting the participation of women in FAL programs in two Woredas of west Wollega zone of Oromia Region and to suggest possible solutions for the problems. To achieve this objective the following basic questions were raised to guide the study.

1. What are family- related factors influencing women's Participation in FAL programs?
2. What are the socio - cultural constraints that affect the participation of female adult learners in FAL programs?
3. What are the program related factors that influence the participation of adult learners in FAL programs?

The study was carried out in two selected Woredas of west Wollega zone of Oromia Region. The approach of this study was mixed method research design. The subject of the study were 125 FAL Women learners, 18 facilitators, 3 zone/Woreda education experts and 3 zone/Woreda Women's affairs selected by simple random and availability sampling techniques. The data were collected from the participants through questionnaire, interview, FGD, and observation check lists. The collected data were analyzed using frequency count and percentage while qualitative data were analyzed using words and phrases. The data analysis resulted in the following major findings:

1. With regard to family- related factors influencing the active participation of women in FAL programs it was founded that

72(60.5%) of woman FAL learners and 12(66.7%) of the facilitators replied that the problem of family's economic status in the study area was very high and high respectively.

3. The study disclosed that 57(47.9%) of the respondents rated the impact of heavy work load at home on women's participation was very high.
3. It was also found out that 57(47.9%) of women FAL learners and 10(57.1%) of facilitators rated the existence of families influence on women's participation in FAL programs as high respectively. On the other hand 49(41.2%) of women FAL learners had rated the level of educational background as high problem in the study area.
4. Concerning the influence of socio-cultural factors affecting the participation of Women in FAL programs the study indicated that 49(41.2%) of women FAL learners and 11(61.1%) of the facilitators responded that the existence of negative attitude and the practice of the society to wards women participation was high.
5. The study revealed that 59(49.6%) of women adult learners rated the lack of appreciation and initiation about the value of women's participation as high. On the other hand, both underestimation and devaluation of women's potential and practices of harmful tradition were rated as a medium problem
6. In case of program related factors that affect women's participation in FAL programs the study revealed that 78(65.5%) of women FAL learners had no participation in selecting contents and learning experiences.
7. It was also founded that 75(63%) of them had no participation in selecting the place of training, 67(56.3%) of women FAL learners had no participation in selecting objectives.

8. The study showed that 64(53.8%) of them had no participation in selecting resource materials. But 79(66.4%) of FAL learners had low participation in evaluating the strength and weakness of the FAL program.
3. It was also disclosed that 77(64.7%) and 74(62.2%) of them had also low participation in program implementation and identifying training needs.
3. The study showed that lack of learners' text book, lack of facilitators' manual, lack of appropriate teaching aids and shortage of well trained facilitators were some of the program related factors that influence the participation of women in FAL programs.

5.2. Conclusions

Based on the findings obtained from the study the following conclusions were forwarded.

- The findings indicated that lack of awareness concerning the importance of FAL programs for livelihood, poor implementation and coordination among stakeholders and, weak FAL activities were highly observed. Hence, it could be concluded that these would negatively affect the participation of women in FAL.
- Lack of participatory planning which includes all stakeholders, lack of facilitators training on FAL program, shortage of basic teaching materials and unfamiliarity with the principle of FAL teaching resulted in poor teaching were among the problems found out in the study. Therefore, it could be safely concluded that the top down approach to planning FAL program would reduce participant's sense of owner ship concerning the FAL program.
- Majority of women FAL participants in the study area come form families with low economic status. They did not get enough financial

support from their family .Hence, the lack of adequate support for women to effectively participate in the FAL program would lead to reduced efficiency like increased drop out of women from the program

- FAL programs help women adult learners to enjoy a better life, to fight negative attitude and harmful traditional practices and to exercise their right. However, the encouragement of women to actively participate in FAL programs was low in the study areas. Therefore, it could be concluded that lack of encouragement would affect the active participation of women in FAL program.

5.3. Recommendations

Based on the findings and conclusions drawn, the following recommendations are forwarded with the hope that it would be used as a source of information to educational administrators, NGOs working on FAL programs, other stockholders as well as researchers.

- Awareness should be created by the concerned bodies on the meaning, benefits and contribution of FAL programs for livelihood and country's development at all levels.
- There was lack of attention and understandings to FAL program at zone/ woreda levels. This is caused partly due to the absence of focal person for adult education at zone/ woreda education offices. Therefore, the concerned bodies should assign a focal person for adult education at zone and woreda levels.
- Educating women increases and improves their productive capacity, reduce fertility and mortality rates, improve their health condition, child care, gender equality, brings attitudinal changes, which facilitates personal and societal development and so on. However, women's access to education as compared to male in the study area is relatively low because of various reasons. Thus, a great attention

should be given by the concerned bodies to invest in women education by community mobilization, inviting individual volunteers and other NGOs.

- Women in the study area were found to be responsible for household activities like child care, cooking, washing and so on. Such heavy work load at home hinders their active participation from FAL programs. Hence, the idea of gender equality should be systematically introduced in to the community through stakeholders of FAL like agricultural development agents, health extension workers and primary school teachers as well as woreda education experts.
- FAL programs should be integrated with the livelihoods of learners and should be implemented based on the needs of beneficiaries to solve their immediate problems in particular localities.
- FAL planning should be participatory and the needs of target groups should be addressed. This can be took place in such away that women FAL learners and other stakeholders should be participated in FAL planning, implementation and evaluation. Moreover, women's potential to take part in decision making should be respected by local community.
- FAL programs need adequate and well trained facilitators in order to help adult learners according to the principles of teaching FAL. But most of the FAL training centers in the study area lack well trained facilitators to implement the FAL programs effectively. Thus, there is a need to provide short term trainings for FAL facilitators of the woreda under study.
- FAL programs require sufficient material provision to carry out the program effectively. Therefore, more efforts should be made to provide basic teaching materials like facilitators' manual, literacy books, teaching aids etc to promote the program.

- FAL training centers should be supervised regularly by zone/woreda education experts. With the absence of follow up or supervision, it is very difficult to identify the existing problems of FAL training centers like the shortage of basic teaching materials, lack of facilitators, inappropriateness of class room and other facilities.

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Appendix I
Addis Ababa University
School of Graduate studies
College of Education
Department of curriculum and teachers professional
development studies (Adult and Lifelong Learning Unit)

A questionnaire to be filled by FAL Participants

This questionnaire is designed to collect necessary information for the study entitled “factors affecting the participation of women in functional adult literacy programs in two Woredas of West Wollega zone of Oromia”. To this end, your responses to question items are indispensable for the success of this research study. Hence, I kindly request your contribution in filling the questionnaire honestly and responsibly. Finally, I assure you that all your responses will be kept confidential.

Thank you!

Dear respondent:

Before you start to complete the questionnaire please read the general instruction very carefully!

1. Please do not write your name on the questionnaire
2. Encircle the letter that indicates your responses for the questions that are followed by alternatives.
3. For questions that require your opinion or comments, please give short and clear answer in the space provided.

Instruction I

Please read each question carefully and answer by encircling the letter of your choice that corresponds to yourself.

1. Age

- | | |
|-------------------|-------------------|
| A. Below 20 Years | C. 31 – 40 years |
| B. 21 – 30 years | D. Above 40 years |

2. Marital Status

- | | |
|------------|-------------|
| A. Single | C. Divorced |
| B. Married | D. Widowed |

3. Educational level

- | | |
|-----------------------------|---------------------|
| A. Unable to read and write | C. Below grade four |
| B. Able to read and write | D. Above grade four |

4. Place of residence

- A. Rural B. urban

5. Distances form the training center to your home

- | | |
|-------------------|--------------------|
| A. Less than 1 hr | C. 1.30 – 2 hrs |
| B. 1- 1.30 hrs | D. more than 2 hrs |

6. Your family's monthly income in birr

- | | |
|------------------|--------------|
| A. less than 150 | C. 250 – 350 |
| B. 150 – 250 | D. above 350 |

7. Did you participate in planning FAL program?

- A. Yes B. No

8. If your answer for question number 7 is "yes" to what degree did you participate? A). Low B). Medium C). High

Instruction II

The following list shows the major problems that hinder women from their active participation in FAL program. Indicate the level of each problem by putting "✓" mark at the appropriate point of your choice.

Note: VL= Very Low

M= Medium

VH= Very High

L=Low

H= High

No	Limiting factors	Level of problem				
		VL	L	M	H	VH
1	The impact of heavy work load on your participation					
2	Low level of your family's educational background					
3	Low level of your family's economic status					
4	The influence of your family on your participation					
5	Negative attitude and practices of the society towards women's participation.					
6	Lack of initiation and appreciation about the value of women's participation from the community					
7	Underestimation and devaluation of women's potential to participate in decision making					
8	Practice of various harmful practices/traditions in the local area					
9	Inability of the facilitators to create conducive environment to women's participation					
10	The level of your participation as compared with male					

Instruction III.

The following list shows areas of women participation in FAL programs. Please indicate the level of your participation by putting "✓" mark in the appropriate place.

Note: N=None M= Medium VH= Very High
L=Low H= High

N o	Area of participation	Level of participation				
		N	L	M	H	VH
1	The level of your participation in identifying training needs and problems					
2	Your participation in selecting contents and learning experiences					
3	The degree of your involvement in selecting objectives					
4	The level of your participation in selecting the place of training					
5	Your participation in selecting resource materials.					
6	The level of your participation in selecting duration of training					
7	Your involvement in program implementation					
8	Your level of participation in evaluating the strength and weakness of the FAL program					

Instruction IV

The following list shows problems related to teaching materials and teaching methods in FAL programs. Indicate the level of each problem by putting "✓" mark at the appropriate point of your choice.

Note: VL= Very Low M= Medium VH= Very High
 L= Low H= High

N o	problems	Level of problems				
		VL	L	M	H	VH
1	Lack of facilitators manual					
2	Lack of learners text book					
3	Shortage of teaching materials					
4	Lack of appropriate teaching aids in FAL					

Appendix II

Yuniversiitii Finfinneetti

Mana barumsaa Qo'annoo eebba boodaa

Kolleejjii barnootaa

**Muumme sirna barnootaa fi Qo'annoo dagaagina Oggummaa
barsiisotaa (Damee barnoota ga'eessotaa fi umrii guutuu)**

Gaaffilee dubartoota barnoota ga'eessotaa gocha irratti xiyyeeffatee barataniin deebi'u. Kaayyoon gaaffilee kanaa dhimmoota hirmaannaa dubartootaa barnoota ga'eesotaa gocha irratti xiyyeeffate guffachiisan irratti yaadota funaanuudhaan mala dha'uuf. Icciitiin deebii keessanii haalaan eegamaadha. Kanaaf amanamummaan deebii isin kennitan galma ga'iinsa qorannoo kanaaf murteessaadha.

Haala waliigalaa

1. Waraqaa gaaffii irratti maqaa keessan barreessuun barbaachisaa miti.
2. Utuu deebii hin kennin dura ajajoota sirriitti dubbisaa.
3. Gaaffilee yaada dabalataa barbaadaniif deebii gabaabaa fi ifa ta'e deebisaa.

Galatoomaa!

Ajaja 1^{ffaa}

Gaaffilee armaan gadii sirriitti erga dubbiftanii booda deebii sirrii ta'e filadhaa.

1. Umrii A. waggaa 20 gad C. Waggaa 31 – 40
B. Waggaa 21 – 30 D. Waggaa 40 ol
2. Haala fudhaa fi heerumaa
A. Kan Heerumte C. Kan hiikte
B. Kan hin heerumne D. kan abbaan manaa jalaa du’e
3. Sadarkaa barnootaa
Dubbisuu kan hindandeenye B. Dubbisuu kan dandeessu
C. Kutaa 4ffaa gad D. Kutaa 4ffaa ol
4. Bakka Jireenyaa
A. Magaalaa B. Baadiyyaa
5. Bakki leenjii mana jireenyaa kessan irraa ammam fagaata?
A. Sa’a 1 gadi C. Sa’a 1:30 – 2:00 ti
B. Sa’a 1 – 1:30 ti D. Sa’a 2 ol
6. Galiin maatii keesanii Ji’aan qarshii meeqa ta’a?
A. Qr 150 gad C. Qr 250 – 350 ti
B. Qr 150 – 250 ti D. Qr 350 ol
7. Barnoota ga’eessotaa qopheessuu keessatti ni hirmaattuu?
A. Eeyyee B. Waa’uu
8. Yoo deebii keessan gaaffii 7ffaaf “eeyyee” ta’e ammam hirmaattu?
A. Gad aanaa B. Giddugaleessa C. Olaanaa

Ajaja 2^{ffaa}

Qaphxiileen armaan gadii rakkoolee hirmaannaa dubartootaa barnoota ga'eessotaa gocha irratti xiyyeeffate guffachiisaniidha. Akkaataa sadarkaalee rakkooleen kun dhiibbaa geessisuu danda'aniin deebii mataa keessanii mallattoo "✓" kaa'uun deebisaa.

Hubachiisa: BGA= Baayyee Gad Aanaa

GA= Gad Aanaa

GG=Gidu Galeessa

OA= Ol Aanaa

BOA= Baayyee Ol Aanaa

LK	Rakkoolee	Saddarkaa Rakkoolee				
		BGA	GA	GG	OA	BOA
1	Dhiibbaa hojii mana keessaa					
2	Sadarkaan barnootaa matii gadaanaa ta'uu isaa					
3	Galiin maatii gadaanaa ta'u isaa					
4	Dhiibbaa maatii					
5	Ilaaicha gad aantummaa hawaasni dubartootaaf qabu					
6	Haalli hawaasummaa hirmaannaa dubartootaa kan hinjajjabcessine ta'uu					
7	Dandeettii dubartootaa tuffachuun murtoo kennuu keessatti hirmaachisuu dhiisuu					
8	Rakkoolee olaantummaa dhiiraa					
9	Haala mijeessitoonni maloota hirmaachisoo ta'anitti fayyadamuu dhiisuu					
10	Sadarkaan hirmaannaa dubartootaa warra dhiiraa wajjin yoo ilaalamu maal fakkaata?					

Ajaja 3^{ffaa}

Qaphxiileen armaan gadii waa'ee hirmannaa dubartootaa barnoota ga'eessotaa gocha irratti xiyyeeffate ilaala. Sadarkaa hirmaannaa keessanii mallattoo "✓" kaa'uun ibsa.

Hubachiisa: HQ Hin qabu GA= Gad Aanaa

GG=Giddu Galeessa

OA= Ol Aanaa

BOA= Baayee Ol Aanaa

LK	Gosa hirmaannaa	Sadarkaa hirmaannaa				
		H Q	GA	GG	OA	BOA
1	Hirmaannaan keessan rakkoolee fi fedha leenjii filuu keessatti					
2	Hirmaannaan keessan qabiyyee fi muuxannoo barnoota filuu keessatti.					
3	Hirmaannaan keessan kaayyoo filuu keessatti					
4	Hirmaannaan keessan bakka leenjii filuu keesaatti					
5	Hirmaannaan keessan meeshaalee barnootaa filuu keessatti					
6	Hirmaannaan keessan yeroo leenjii murteessuu keessatti					
7	Hirmaannaan keessan hojii irra oolmaa sagantichaa keessatti					
8	Hirmaannaan keessan jabinaa fi laafina sagantichaa madaaluu keessatti					

Ajaja 4^{ffaa}

Qaphxiileen armaan gadii rakkoolee meeshaalee fi mala barnoota ga'essotaa gocha irratti xiyyeeffate guffachisaniidha. Akkaataa sadarkaalee rakkooleen kun dhiibbaa geessisuu danda'aniin deebii keessan mallattoo "✓" kaa'uun deebisaa.

Hubachiisa: BGA= Baayyee Gad Aanaa

GA= Gad Aanaa

GG =Giddu Galeessa

OA= Ol Aanaa

BOA= Baayyee Ol Aanaa

LK	Rakkoolee	Sadarkaarakkoolee				
		BGA	GA	GG	OA	BOA
1	Hanqina kitaabolee haal mijeessitootaa					
2	Hanqina kitaabolee barattoota ga'essotaa gocha irratti xiyyeeffatee					
3	Hanqina meeshaa lee ittiin barsiisanii					
4	Hanqina meeshaalee deggersa barnootaa					

Galatoomaa!

Appendix III

Addis Ababa University

School of Graduate studies

College of Education

**Department of curriculum and teachers professional
development studies (Adult and Lifelong Learning Unit)**

A questionnaire to be filled by facilitators of FAL program

This questionnaire is designed to collect necessary information for the study entitled "Factors affecting the participation of women in functional adult literacy programs in two Woredas of West Wollega zone of Oromia". To this end, your responses to question items are indispensable for the success of this research study. Hence, I kindly request your contribution in filling the questionnaire honestly and responsibly. Finally, I assure you that all your responses will be kept confidential.

Thank you!

Dear respondent:

Before you start to complete the questionnaire please read the general instruction very carefully!

1. Please do not write your name on the questionnaire.
2. Encircle the letter that indicates your responses for the questions that are followed by alternatives.
3. For questions that require your opinion or comments, please give short and clear answer in the space provided

Instruction I

Please read each question carefully and answer by encircling the letter of your choice that corresponds to your self.

Zone _____

Educational level _____

Woreda _____

Field of study _____

Age _____

Years of experience _____

Sex _____

Responsibility _____

1. Have you taken any training or workshop related to adult education?

A) Yes

B) No

2. If your answer for question number one is "Yes" please specify the duration

3. If your answer for question number one is "No" why did not you participate in training?

A) Because there is no training/workshop on adult education in this Zone/woreda

B) Because the training/workshop was not participatory

C) Because of lack of time to participate

D) If any others _____

4. Did women participate In FAL planning?

A) Yes

B) No

5. If your answer for question No. 4 is "Yes" to what degree do they participate?

A) Low

B) Medium

C) High

6. If your answer for question No. 4 is "No" why did not they participate in FAL planning?

A) Because of their work load at home

B) Because of their low level of education

C) Because of non-participatory planning approach

D) If any _____

7. Is there any efforts from the concerned bodies to encourage women to actively participate in FAL program? A) Yes B) No
8. Are you familiar with the principles of FAL teaching? A) Yes B) No
9. Which of these approaches is frequently used in your center?
 - A). the social Awareness approach
 - B). the functional approach
 - C). the formal education approach
 - D). If any other _____
10. Is there any follow up or supervision to the FAL center by woreda education experts? A). Yes B). No
11. If your answer for question No. 10 is “yes” how often they supervise the center?
 - A). Weekly C). Once in two months
 - B). Monthly D). Once in three months
12. What types of teaching aids are used in your center to facilitate teaching - learning activities?
 - A). Locally Produced C). Teaching aids are not used
 - B). Ready Made D). If any other _____
13. How do you assigned as a facilitator?
 - A). as a volunteer C). as part timer
 - B). as an employed D). If any
14. Do you have sufficient teaching materials? A) Yes B) No

Instruction II

- I. The following list shows the major factors which affect women's participation in FAL. Based on your experience indicate the level of each factor by putting "✓" mark at appropriate point of your choice.

Note: VL= Very Low
High L=Low

M= Medium
H= High

VH= Very

No	Problems	Level of the problems				
		VL	L	M	H	VH
1	Family's strong influence against women's participation					
2	Family's low income for house hold expenses					
3	Existence of negative attitude towards women's participation					
4	Existence of long distance from learners residence to training centers					
5	Lack of participatory approaches for women's involvement					
6	Practices of harmful traditions in the area					
7	Lack of well qualified facilitators and coordinators					
8	Devaluation of women's potential to participate in decision making					
9	Scarcity of FAL teaching materials					
10	Low level of family's educational background					
11	The existence of heavy work load at home					

Thank you.

Appendix IV

Interview guide for zone/woreda women affairs

I. General information

1. Sex _____
2. Age _____
3. Educational level _____
4. Field of Study _____
5. Martial Status _____
6. Name of Woreda _____
7. Service Year _____
8. Current Position _____

II. Leading questions

1. How do you understand the term FAL?
2. What is the current level of women's participation in FAL program in your zone/woreda?
3. What is the role of your office to encourage the participation of women in FAL program?
4. Is there any effort to create awareness concerning the importance of FAL for livelihood in your zone /woreda?
5. What contribution do you think women's participation well provide to country's development?
6. What are the main factors that affect the participation of women in FAL program in your zone/woreda?
7. What measures do you suggest to be taken to improve their participation?



Appendix V

Interview guide for zone and woreda education experts

General information

- | | |
|--------------------------------|---|
| 1. Sex _____ | 2. Age _____ |
| 3. Educational Level _____ | 4. Field of study _____ |
| 5. Years of service _____ | 6. Name of your organization _____ |
| 7. Your current position _____ | 8. Did you attend training/ seminar _____ |
| | in relation to FAL.? _____ |

II. Leading questions

2. How do you understand the term functional adult literacy in general?
3. What is the current role of your office to the development of FAL program in your zone/woreda?
4. Are there qualified facilitators in your zone/woreda?
5. How do you assign facilitators in FAL teaching center?
6. How tphe FAL program scheduled in zone/woreda ?
7. Is there any training/workshop in relation to FAL program in your zone/woreda?
8. Is there any effort to encourage women to actively participate in FAL program?
9. How do you evaluate the FAL program?
10. How often do you supervise the FAL center?
11. Is there any attempt to conduct research works to identify the rate of literacy in your zone/woreda?
11. Who supports the FAL program in your zone/ woreda?
12. What are the main challenges you faced while implementing functional adult literacy in your zone/woreda?
13. How do you overcome these challenges?

Appendix VI

Focus Group Discussion leading questions.

1. Woreda _____
2. Name of the center _____
3. Level _____
4. Number of participants' _____
5. Are women adult learners invited to participate in FAL program?
6. Do you think the program is important for livelihood?
7. What contributions do you think women's participation will provide?
8. On what activities do you participate in the program other than learning?
9. Are there adequate learning materials in your center?
10. How do the facilitators present the lesson for you?
11. What are the major problems do you think women have been encountered to participate and contribute their role?
12. What do you suggest for the effective participation of women in FAL?

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Observation check list

Zone _____

Kebele _____

Woreda _____

Training Center _____

No	Observation point	Rank					Comment
No	Condition of Training center	5	4	3	2	1	
	❖ Well constructed ❖ Attractive ❖ Safety area ❖ Near to learners home						
	FAL center facilities ❖ Reading room ❖ Water supply ❖ Furniture ❖ Electricity ❖ Latrine						
	Teaching approaches ❖ Social awareness approach ❖ Functional approach ❖ Formal education approach						
	FAL materials ❖ Facilitators manual ❖ Basic teaching aids ❖ Learners book ❖ Teaching materials						

Note: 5 (Excellent)

4 (Very good)

3 (Good)

2 (Fair)

1 (Poor)

Declaration

The thesis is my original work has not been presented for a degree in any other university and that all source of material used of the thesis have been fully acknowledged.

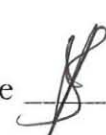
Name Dabali Hundessa .

Signature 

Date of submission May 17, 2011

This thesis has been submitted for examination with my approval

Name Dessu Wirtu (Dr.)

Signature 

Date May 17, 2011

