

**ADDIS ABABA UNIVERSITY  
SCHOOL OF GRADUATE STUDIES**

**FACTORS FOR THE DROPPING OUT OF FEMALES FROM  
FUNCTIONAL ADULT LITERACY PROGRAM: THE CASE  
OF FUNCTIONAL ADULT LITERACY PROJECT RUN BY  
EMMANUEL DEVELOPMENT ASSOCIATION IN  
NORTH SHOA - AMHARA REGION**

**BY  
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**DEPARTMENT OF CURRICULUM AND TEACHERS  
PROFESSIONAL DEVELOPMENT STUDIES**

**JUNE 2009  
ADDIS ABABA**

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STUDIES OF ADDIS ABABA UNIVERSITY IN PARTIAL  
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DEGREE OF MASTERS OF ARTS IN ADULT  
AND LIFELONG LEARNING**

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## ACRONYMS AND ABBREVIATIONS

AAU:	Addis Ababa University
ABE:	Adult Basic Education
AE:	Adult Education
AFL:	Adult Female Learner
AIDS:	Acquired Immune Deficiency Syndrome
ANFE:	Adult and Non-Formal Education
AWA:	Amhara Women's Association
BLS:	Baseline Survey
DVV:	Institute for International Cooperation of the German Adult Education Organization.
EDA:	Emmanuel Development Association
FDRE:	Federal Democratic Republic of Ethiopia
EFA:	Education for All
EGLDAM:	Ye Ethiopia Goji Limadawi Dirgitoch Aswogaj Mahiber
ESDP:	Education Sector Development Program
FAL:	Functional Adult Literacy
FGD:	Focus Group Discussion
FUS:	Follow Up Survey
HIV:	Human Immunodeficiency Virus
HTPs:	Harmful Traditional Practices
ICAE:	International Council for Adult Education
ICT:	Information and Communication Technology
IDRC:	International Development Research Center
IGA:	Income-Generating Activity
IIEP:	International Institute for Educational Planning
LLL:	Lifelong Learning
MDGs:	Millennium Development Goals
MOE:	Ministry of Education
NAES:	National Adult Education Strategy

NASFALW:	Need Assessment Survey for Functional Adult Literacy for Women
NCES:	National Center for Education statistics
NCTPE:	National Committee on Traditional Practice of Ethiopia
NGO:	Non-Governmental Organization
OM:	Opinion Makers
REFLECT:	Regenerated Freirian Literacy through Empowering Community Techniques
SNNPR:	Southern Nations, nationalities and People's Region
TOT:	Training of Trainers
TV:	Television
UNDP:	United Nations Development Program
UTPs:	Useful Traditional Practices
UNESCO:	United Nations Education, Scientific and Cultural Organization
UPE:	Universal Primary Education

## **ABSTRACT**

*The main purpose of this study was to investigate factors for the dropping out of females from FAL program. The study was confined to two Woredas- Debre Berhan and Tarma Ber, in North Shoa Zone of Amhara Region. Twenty five drop out adult females, 16 facilitators and 4 coordinators were used as data sources which were selected using multistage sampling techniques. To obtain the required information questionnaires, interviews, FGDs, and checklist were used as data gathering tools. Then data gathered through questionnaires were quantitatively analyzed using frequency counts and percentages and interpreted in light of available literature whereas the information obtained through interviews and FGDs were qualitatively analyzed and interpreted. Besides, information obtained through checklists and observations were also used as supplement while analyzing and interpreting both quantitative and qualitative data. The overall results of the study show that personal factors like lack of awareness on the meaning and importance of FAL/Literacy and lack of motivation by the target groups have been identified as major problems influencing them to attend the FAL program. The results of the study further revealed that socio-economic constraints like lack of literate environments, poverty and HTPs such as work taboo, negative attitudes of husbands and society towards their wives learning and female education respectively were found to be major barriers to target groups to attend FAL classes. On top of this, program related factors like irrelevance of the FAL contents, scarcity of teaching materials, poor methods of teaching used and poor coordination among concerned stakeholders were also found to be another obstacles against FAL class attendance by the target groups. To alleviate those problems it is recommended that careful planning by involving all stakeholders and giving due attention to this sub-sector is indispensable.*

# CHAPTER ONE

## 1. INTRODUCTION

### 1.1. Background of the Study

In Ethiopia, the history of adult literacy 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 1908” (Dessu, 2008: 51). But when closely studying the historical development of AE in Ethiopia, even though it is very difficult to tell the exact time, place and in what form AE started in Ethiopia, there are several dependable evidence for the existence of AE practices in Ethiopia prior to this period (1908). That is, prior to the regime of Menelik II, “there were some traditional form of transmitting knowledge, skills and values by the elders to the young ones” (Tilahun, 1999 cited in Mamo, 2007).

During his regime, Menelik II underlined the need for encouraging AE. And during the early years of Haile Selassie I, government notice was issued to effect that all citizens between the age of 18-50 years should learn the 3RS. On top of this, many available documents show that numerous AE programs like government sponsored adult education programs such as Berhaneh Zare New Institute, Debre Berhan and Majette Community Teacher Training School, Church and Mission sponsored AE such as Ethiopian Orthodox Church Schools etc. and other programs like Work-oriented adult literacy project was introduced in 1968.

In this regard, Ethiopia is old to know various forms of adult literacy programs one of which is functional adult literacy (FAL). 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” (Keweloh, 1974: 11). This made Ethiopia to be one of the 12 countries in the world those enjoyed hosting the “work-oriented and adult functional literacy experimental projects sponsored by UNDP and UNESCO from 1967-1972” (Lind and Johnston, 1990: 71). Those projects which integrated literacy with livelihoods were problem oriented, linked to development and were said to had been based on specific needs of adult participants.

Now-a days, many studies conducted revealed that all such programs examined elsewhere dealt with very poor women which is also true in Ethiopia in general and in Amhara Region, including the site under study, in particular. The AWA supported by DVV and the EDA conducted FAL for adult females in North Shoa are some instances of such programs.

If we take, for instance, the condition of FAL in North Shoa, historically its emergence was rooted in the establishment of Majette and Debre Berhan community schools in 1956 and 1957 respectively (Yalew, 1997: 5 and Mamo, 2007). According to these writers, those community schools in those old days involved some elements of functionality in a sense that “they were designed to give every individual a sufficient command of Amharic and also to cope with his/her day-to-day health and economic problems”.

Currently, the education sector through its ESDP III has focused on the field of adult education. Accordingly, “the program is planned, through its functional adult literacy component, to reach 5.2 million adults within the program period” (MOE, 2006: 9).

These long standing efforts have had their own significant achievements and important challenges too. In spite of all these efforts and records, however, the FAL program is still a grim area in Ethiopia. That is, it is extremely poor in terms of coverage and quality and hence its performance, achievements and impacts on the beneficiaries are poor and not as one might expect compared to its long history.

The possible reasons behind it, as to the researcher, can be grouped into two. That is, on the one hand, the FAL program initiatives, as it is true to most development programs in Ethiopia, start in hurry and end up without assessment. It suffers from lack of follow-ups and recorded documentation. As a result little is known about it. On the other hand, the prevailing personal, socio-economic and program related factors may negatively influence the smooth progress and expansion of the FAL program.

Thus, in this case study, attempts have been made to analyze these constraints as far as possible.

## **1.2. Statement of the Problem**

Many governments, if not all, world- wide today come to recognize that illiteracy is both the causes and consequences of poverty. Hence, literacy is believed to be a potential tool to end (eradicate) poverty. As a result of this driving force, there is a strong interest in adult education today by many countries than ever before. Adult literacy is basically needed for developmental purposes (personal, social, economic and political). “Regarding the potential of adult literacy, the education of women is particularly interesting, because of their central role in the production of basic food crops and their key role in transferring habits, skills, attitudes etc to the children” (Lind and Johnston, 1990: 46).

Understanding this role of women, many functional literacy programs which are women focused, were designed and implemented in many areas in Ethiopia in general and in Amhara region in particular. However, while some of these programs were succeeded, others faced challenges with regard to sustainability of the program. One of these is the FAL program for women implemented by EDA together with pact Ethiopia in North Shoa Zone.

The Emmanuel Development Associations (EDA) is an indigenous Non- Governmental organization ( NGO), established in 1996 with the aim to improve the socio- economic situation of children, youth and women among Ethiopia’s most Vulnerable and disadvantaged communities ( EDA,2007). Its two major programs are “Urban program” which embraces Addis Ababa City and Akaki- Kaliti Sub- City and “Rural Program” in North Shoa which includes Debre Birhan and Tarma Ber Woredas.

Since its establishment, EDA has recorded number of key achievements in majorities of its intervention areas of which one is the WORTH Women’s Empowerment Saving and Literacy Scheme in which women are the primary beneficiaries. Currently, however, this literacy program (FAL) faced challenges. That is, at the initial stage of the program in 2006, huge number of adult female were attracted and enrolled into the program. Gradually, however, the attendances diminished year by year and continued dropping down significantly in the subsequent years. This was a shocking news, as to the researcher. Because it is a paradox that why adult females enrolled at the beginning and drop- out with course of time? The prevalence of the dropout is serious in both Debre Berhan and Tarmaber Woredas. That is, many adult females were quitted the FAL

program in both Woredas. As a result many centers ceased functioning and the remaining functional ones are also on staggering and are about to stop functioning. The situation is getting more serious in Debre Berhan Woreda in that the number of adult female learners which was 56 at the beginning of the FAL program in 2006 is dropped below 10 at present. Most of the centers ceased functioning. For instance, all the centers studied (Faji, Gango, Karafino and Zanjira) ceased offering FAL for women except there are some male enrollees in some centers. This is a point of concern which entails urgent solutions.

It thus follows, unless this problems of adult females are identified and get solved in the site under study, EDA will encounter to scale-up its effort in FAL program; and by far and large, it will greatly blacken the bright future of the newly launched NAES that will be implemented in the region in general and the study site in particular.

### **1.3. Objectives / Purposes/ of the Study**

Any scientific study or the quest for knowledge is striving to arrive at some specific proven result. Accordingly, this study has a very crucial and timely objective to achieve which are presented as follows:

#### ***1.3.1. General Objective***

The overall objective of this study is:

- To investigate ( identity) factors influencing adult females learners to attend the FAL program,

#### ***1.3.2. Specific Objectives***

In the course of investigating the main factors influencing adult females learners to pursue the FAL provision, the study aimed at:

- Locating the causes of low motivation of the target groups of FAL attendance;
- Locating major HTPs prevailing in the study area which hamper the target groups from FAL attendance;
- Checking the relevance of learning contents;

- Enabling EDA locating priority areas for effective implementation of the FAL program for adult females;
- Using the results of the findings for planning the FAL program for adult females learners.

#### **1.4. Basic Questions of the Study**

The following basic questions were raised to guide the study:

- 1.4.1. What are the personal constraints influencing adult female learners to pursue the provision of FAL in North Shoa?
- 1.4.2. What are socio-economic constraints influencing adult female learners to pursue the FAL program in North Shoa?
- 1.4.3. What are the program related constraints (factors) influencing adult female learners to pursue the FAL program in North Shoa?

#### **1.5 Significance of the Study**

The result of this study is believed to be significant for the following reasons.

- 1) It is important to identify exhaustively factors influencing adult females to pursue the provision of FAL in areas under study,
- 2) It indicates ways and means to alleviate the identified problems by recommending appropriate solutions,
- 3) It is important for adult female learners to aware of their problems and thereby show their effort to overcome them turn by turn systematically and keep up their participation in FAL,
- 4) It gives EDA a chance to identify priority areas in its effort to scale-up its FAL program for adult females and hence save its FAL program from failure /collapse,
- 5) It is important to analyze the effectiveness of inputs of FAL program in terms of program design, quality of the materials, the extent of commitment by all stakeholders, adequacy of monitoring and supervision etc,
- 6) It provides clues on some constraints preventing women from full participation in FAL program for the implementation of the newly launched National Adult Education Strategy ahead of its implementation,

- 7) It helps to suggest feasible FAL implementation strategies for Adult females in general,
- 8) It may serve as a source or additional literature for further research.

## 1.6. Delimitation of the Study

The scope of the study was delimited with respect to the following.

- a) **Geographical:** Geographically the study was confined to two Woredas namely Debre Berhan and Tarma Ber of North Shoa of Amhara Region.
- b) **Conceptual:** Conceptually the study was delimited to functional literacy which is concerned with literacy-led program with training for livelihoods skills and the methodology used.
- c) **Population:** with respect to population, the study was delimited to adult female learners who have quitted the FAL program and their respective facilitators and coordinators.

Reasons:

The delimitation of the study was made because of the following reasons.

1. To ensure the easy manageability of the study,
2. To investigate the problem in depth
3. High drop-out rates have been observed in both the research sites.
4. Problems related to adult education like the one under study are as many as people and as wide as the region. Therefore solving region wide problems is not the responsibility of one person alone. So, this point convinced the researcher to delimit the study to the mentioned zone and woredas.

## 1.7. Limitation of the Study

Even though there existed various limitations that may affect the results of this study, the researcher systematically treated and overcame many of them and completed the study as discussed below.

- a) **Information bias:** there can be information bias from respondents since most of the respondents were illiterate adult females and have no exposure to queries presented to them. There is, therefore, the possibility for some respondents to misunderstand some the questions on concepts of literacy and FAL. This was overcome by motivating the respondents to take time and respond freely what they knew.

- b) ***Do not know responses***: For some questions there was missing information since respondents were not sure about the right answer. The response rate concerning some particular issues may therefore, be affected. This was overcome by telling the respondents that “I do not know”. Can be an option for their responses.
- c) ***Used of money as a pull factor***: this may wrongly attracted the respondents to give response only for its own sake. This was overcome by clearly telling the respondents that the money given has nothing to do with their responses except for incentives for taking time to participate in the session.
- d) ***Coverage Bias***: The survey can also face coverage bias since most of the respondents are confined to only specific centers owing to in accessibilities of some more equally important centers. This was overcome by in-depth interviews with all the respondents (dropouts, facilitators and coordinators) about the other centers that were not studied whether or not there existed similarities and differences with studied ones for generalization purpose.
- e) ***The last, but not the least***: limited amount of finance in the prevailing high cost of living and recurrent researcher’s health problems were also additional factors that may affect the result of this study. Financial problems were overcome by friends and researcher’s contributions.

## 1.8. Operational Definition of Terms

In this part, selected key terms were defined as they were used in the study.

***Adult Education***: refers to an organized, flexible form of education designed for adults above 15 years of age under non-formal modality.

***Andragogy***: refers to the art and science of helping adult learn.

***Areque***: Refers to local drink with high alcoholic content (a stiff drink) commonly drunken using short glass.

***Civil society***: refers to group of volunteer people engaged in non-profit making services for the society without being paid.

***Coordinators***: Employees of EDA responsible for FAL intervention project (FAL Supervisors).

**Empowerment:** refers to the process of generating and building capacities to exercise control over one's life.

**Escarpment:** Refers to a steep slope that separates the rift valley from plateau and vice versa.

**Facilitator:** refers to adult females FAL teacher.

**Functional Adult Literacy (FAL):** refers to the EDA conducted literacy-led program with training for livelihoods skills and the methodology used.

**Harmful Traditional Practices:** refer to those traditional practices which are incompatible with accepted scientific theories and practices.

**Illiterates:** refers to those adult females who could not read and/or write; who attended any literacy class before.

**Income-generating Activities:** refer to activities which generate income to supplement main livelihoods; and do not necessarily involve systematic training.

**Lack of Awareness:** refers to not knowing the meaning of literacy, functional adult literacy and related terms and their importance by adult females learners.

**Lifelong Learning:** refers to learning and training throughout the life time both in and out of school.

**Literacy:** refers to the skill of mastering reading and writing.

**Literate environment:** refers to the environment that consists range of reading materials as well as necessary infrastructure which initiate reading and ensure sustainable learning.

**Livelihood:** refers to the knowledge, skills and methods used to produce basic necessities necessary for survival and well-being.

**Numeracy:** refers to the skill of using and writing number and numerical operation for a variety of daily lives.

**Participatory method:** refers to a method of adult teaching in which adult learners play an active role.

**Plateau:** Refers to a top flat highland

**Poverty:** refers to a state of being poor caused by low income that could not sufficiently support one's family.

**Reproductive Work:** refers to women's domestic activities which include preparation of food, cleaning, fetching water and fuel, bearing and caring for children.

**Role Model:** refers to exemplary person whose performance need to be followed or conformed.

**Semi-illiterate:** refers to those adult females who have got certain level of education of any sort before and hence could read and write.

**Sexual division of labor:** refers to the location of tasks to particular gender/sex based division of labor.

**Stakeholders:** refer to organizations (government and/or non-government) and persons that are direct or indirect beneficiaries of the FAL program and hence need to be involved in it.

**Work Taboo:** refers to those works which are considered as not proper works (unfit for) particular gender.

## CHAPTER TWO

### 2. REVIEW OF THE RELATED LITERATURE

“The literature review in a research study accomplishes several purposes” (Creswell, 2003: 29). To mention some; it shares with the reader the results of other studies that are closely related to the study being conducted, it relates a study to the larger ongoing dialogue in the literature about a topic, filling in gaps and extending prior studies (Cooper, 1984; Marshall and Rossman, 1999 cited in Creswell, 2003: 30). Far beyond these, many literatures revealed that there exist more extensive list of purposes for using literature in the study.

Accordingly, the purpose of this chapter is to present a comprehensive review of research studies concerning major constraints preventing adults learning in general and adult females in particular. Primarily, before reviewing research works that have been conducted by some researchers, attempts were made to explain key terminologies and concepts that were related to the questions raised for the study. Next, discussions and explanations of the issues raised were made supporting them by research evidences obtained from literatures.

Many factors can influence adult females in Ethiopia, as so elsewhere to attend the provision of FAL. These will be discussed under: personal related factors, socio-economic related factors, and program related factors.

#### 2.1. Personal Related Factors

These are factors which are directly related to the individual adult female learners. Under this falls lack of awareness on the meaning of literacy and FAL and their importance to women; and lack of motivation.

##### *2.1.1. Lack Awareness or Confusion on the Meaning of Literacy and FAL and their Advantages for Women*

###### *2.1.1.1. Meaning of Literacy*

Traditionally, in literature and practice, the dominant understanding of the term literacy is related with the ability or skill of reading, writing and compute simple arithmetic; and not necessarily for

daily use and improved life. This implies that “literacy is about reading and writing” (Lind, 2008: 41). According to Dighe and Reddi (2000: 156) however, this traditional emphasis on the acquisition of the 3Rs had shifted its focus to ‘functional literacy’, which focused on economic betterment and productivity by the mid-1960s.

These writers further argued that the 1970s witnessed other developments in the field of literacy and adult education. That is, the exclusive focus on economic skills was broadened and even transformed. Literacy has now been seen as a strategy for liberation aimed at teaching adults not only how to read the word, but also how to read the world, the influence of Paulo Freire on adult literacy philosophy and practice, led to a review of the literacy concept and a new ideology on literacy (Lind, 2008: 50). Literacy was seen as a fundamental human right and a political act at this stage.

During 1980s, mass campaigns for the eradication of illiteracy and social justice were widely accepted as renewed literacy concepts which gave priorities to the elimination of illiteracy and set out the responsibilities and rights of citizens in taking part in the campaign (Bhola, 1983 Cited in Lind, 2008: 51).

Accordingly, “from the beginning of the 1980s, the International Institute for Educational Planning (IIEP) renewed its concern for adult literacy as one of the key dimensions of education, because literacy education for adults and schooling for children were seen as two sides of the same coin” (Lind, 2008: 52).

During 1990s, even though there existed a vision which encompassed the right to education for all ages in any modality-formal, non-formal and informal-in practice, Lind (200: 52) stated that the provision of adult literacy programs was neglected. An ideology that the state should limit its services only to formal education was globalizing. Hence “all was reduced to children, basic education to primary education and Universal Primary Education (UPE) to enrollment” (Torres, 2002 cited in Lind, 2008: 53).

From the year 2001 onwards, the “globalization in economic, technological and socio-political terms has led to a new education paradigm for the twenty-first century the need to enhance Lifelong Learning (LLL) and promote learning and knowledge societies” (Lind, 2008: 53). According to Lind, in order to be able to understand and cope with these changing and contradictory realities, new competencies are required.

From the above discussion, it is clear that the term literacy is different to different individuals and groups both across times and space. That is, in accordance with the dynamic socio-political and economic changes, its meaning, objective, contents, methods and so forth have changed over the years. This makes its definition difficult. As a result many authorities in the field of adult education came to agree that there is no single common definition of literacy (Lind and Jonston, 1990; Bhola, 1994; Mamo, 2007; Lind, 2008 and Abadzi, 2003 in Lind, 2008).

Strengthening this point, Dighe and Reddi (2000: 156) stated that there is no universally applicable form of literacy. Rather there are different literacies and literacy practices for different occupational groups for different kinds of activities and for different social and institutional context. These writers further noted that an important implication of seeing literacy as a social practice and literacy teaching as assisting people with their current literacy practices is that the programs then have to be built on careful localized research. They also argued that the literacy practices of the participants and literacy teaching programs must be situated in real contexts rather than being generalized.

Moreover, Lind (2008: 41) explicitly stated that the terms ‘literacy’, ‘illiteracy’, ‘literate’ and ‘illiterate’ are relative concepts, because what is required to be literate can differ depending on the context. Thus, she argued that the terms ‘non-literate’ or ‘functionally illiterate’ are preferred terms for describing a person who, for a variety of reasons, are not able to make use of written communication.

From the fore-going discussion it is a bit clear by now that there are difficulties associated with achieving handy, portable definition of complex concepts like literacy. The intention of this

study, however, is not to review the academic debates or all the available definitions, but rather literacy in the context of adult education.

Here again, providing a definition of adult illiteracy is difficult too; since there are many definitions that are suitable. But for the purpose of this study we will use the definition provided in 2002 by the National Center for Education Statistics (NCES).

As to what literacy is cited in Trammell (2005: 64):

*It states that literacy is, "using printed and written information to function in society, to achieve one's goals and to develop one's knowledge and potential. "so it goes to reason that illiteracy would be an inability to use "printed and written information to function in society, to achieve one's goals and to develop one's knowledge and potential (UCES, 2002).*

This definition was chosen as a focus due to the fact that it goes beyond the skills of literacy including comprehending and decoding. It also includes the wide range of information-processing skills that adults use daily whether in work, school, or community on personal lives (Burggraf, 2002 cited in Trammell, 2005: 64). It is inclusive in all areas in regard to daily life and the skills needed to function in society. Literacy must be viewed, especially in relation to adults, as an ability to read print, write print and use what is read or written to function as a contributing member of society. Without this, an adult is viewed as an illiterate person (Trammell, 2005: 64).

Moreover, UNESCO's, 1978 definition of a literate person as cited in Okech (2008: 17) was as follows: "[A person is literate] who can with understanding both read and write a short simple statement on his every day life" (UNESCO, 1978).

### ***2.1.1.2. Meaning of Functional Adult Literacy (FAL)***

In the preceding topic attempts have been made to explain the vague ideas revolving around the meaning of the term "literacy" in general and its meaning in the context of adult literacy in particular.

Similarly, functional adult literacy (FAL) is used in varying and vague ways. That is, in practice, it is not uncommon to use one or more of the following terms, "literacy", "basic literacy" and "functional literacy" interchangeably, let alone by illiterates, even by professionals, to deal with

adults. Moreover, “the concept of functional literacy has undergone several transformations” (Okech, 2008: 15). According to Fordham, Holland and Millican, (1995) cited in Okech (2008: 16), “in the past what was to be “functional” was seen in a rather simplistic way, merely adding a literacy component to particular economic development projects. Functional literacy has since then had different meanings in the world”.

In 1960s, “functional literacy was defined as educational action combined with socio-economic and vocational training within the framework of a development undertaking” (Keweloh, 1974: 8). In this definition insufficient attention was paid to the adult’s participation in the social and cultural environment. With advance in time the formula of functional literacy is much more related to ‘development, not only in the economic, but also in the socio-cultural and in the political sphere.

In 1970s, functional literacy was primarily socio-political matter that led to actions not just remain in the phase of a pure verbalism as emphasized by Paulo Freire and I.D. Illich. Their assumptions were that functional literacy should change the structures of the society in favor of the under privileged masses (Keweloh, 1974: 9).

Today functional literacy is understood with a common premise that it is a project/program which integrated literacy with other subjects, problem oriented, linked to development and is based on programs with direct relation to specific needs of adult participants. Its implementation requires an interdisciplinary approach.

Accordingly, in its modern sense, functional literacy is defined as “a method to teach people how to read well enough to function in a complex society. Functional literacy incorporates reading materials that relate directly to community development and to teach applicable or useful Skills.” Retrieved 17 Nov, 2008 from www: <http://www.sil.org/ingualin literacy...>

In the words of Lind (2008: 56) functional literacy is the same as meaningful literacy; and meaningful learning and application of literacy is functional. According to her, functionality of

literacy can be related to work, home, culture and leisure, political purposes or citizenship, not just economic activities.

When we relate the above idea to adult literacy, the functional approach emphasizes application and not just possession of skills. It is further stated that functional means something which is relevant, meaningful and practical utility. Moreover, functionality of literacy is mostly a process of correlating development purposes with educational programs and inputs. It is not merely a literacy program, but much 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; Samuel and Okech, 2008).

Besides, Samuel (2008: 25) states that FAL specific objectives are to enable beneficiaries make informed decisions in their daily life, to ensure active participation of individuals or groups in personal and community development, to generate and diversify income sources for better livelihoods and to promote lifelong learning (LLL).

Bearing this in mind, let's look into the meaning of FAL in the Ethiopian context. Historically, the development of FAL in Ethiopia dates back to 1960s when Ethiopia enjoyed hosting the Work Oriented Adult Functional Literacy Pilot Program Sponsored by UNDP and UNESCO in two different socio-economic environments: Akaki and Mojo Towns and Jimma areas in 1968 (Mamo, 2007 and Samuel, 2008). In 1997/8 Action Aid Ethiopia introduced the "REFLECT APPROACH" in rural community of Waka (SNNPR) and Jimma (Samuel, 2008: 27). At present the education sector policy 1994, through its subsequent ESDP III has focused on the adult and non-formal education which emphasizes that adult education will follow the functional adult literacy (FAL) approach (MOE, 2006). And the then launched National Adult Education Strategy (NAES) in 2008 is purely functional in its approach.

Accordingly, in NAES, functional adult literacy usually abbreviated as FAL is used with two meanings:

- I. In the first place it refers to literacy that is functional, which is, the practice of reading and writing put to some use. That is the first meaning of functional literacy. People have attained functional literacy when they need those skills.
- II. 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 aspect of life, such as agriculture, health, civic education, cultural education and so on (MOE, 2006: 3).

From the above definitions it is clear that FAL embraces two parts. Firstly, practicing reading and writing which entails the corresponding adequate knowledge and skills to put to some use. That is, mastering the skills to use them in those areas which require literacy. Secondly, the acquisition and use of reading and writing skills useful for other aspect of life that is integrating literacy with other subjects.

In connection to this, UNESCO's, 1978 definition of functionally literate person as cited in Okch (2008: 17) was as follows:

*A person is functionally literate] who can engage in all those activities in which literacy is required for effective functioning of his group and community and also for enabling him to continue to use reading, writing and calculation for his own and the community's development (UNESCO, 1978).*

### ***2.1.1.3. Advantages of FAL/Literacy for Adult Females***

This case study was conducted with strong conviction that investment in women's literacy could have useful returns (advantages) and ignorance to this may acts as a barrier to literacy attendances. Thus, in this literature review part, exploring and presenting the major advantages of FAL/literacy for adult female learners may have paramount importance in enriching the study with very crucial information.

Many studies revealed that FAL/literacy has a number of advantages for adult female learners. A summary of the studies by Bown (1990) and Lind, Samuel and Abynur (2008) is given below.

Literacy/FAL enables adult female learners (AFLS):

- To make use of child health care techniques in the home;
- To develop greater readiness to present children for immunization;
- To have cleaner and better child nutrition;
- To have enhanced readiness to send children to school;
- To use appropriate family planning techniques;
- To diversify income sources and increase their productivity;
- To mobilize credit and greater willingness to use banks;
- To make informed decision in daily life;
- To enjoy a better life through improvement in their environments;
- To exercise their rights and obligations;
- To actively participate in and contribute to building a democratic society (nation);
- To gain self-confidence and sense of empowerment and to improve their own living conditions out of their own efforts;
- To fight the prevailing poverty, HTPs and HIV/AIDs;
- To continue searching for knowledge and skills;
- To keep life long learning (LLL).

In sum, in spite of all these, adult females are observed when using the terms literacy and FAL inappropriately or not use them at all, and hence do not make use of them in their daily life. This is due to lack of awareness (not knowing) the meanings and advantages of FAL and literacy. Thus, this could lead to quitting the FAL program as confirmed by Abadzi (1994).

Abadazi (194: 7) has stated that “illiterates may not have a good conception of what literacy can do for them and do not necessarily connect it with information acquisition”.

## ***2.1.2. Lack of Motivation***

### ***2.1.2.1. Meaning of Motivation***

Tremendous research has been done on psychology of motivation to explain human behaviors and thus many definitions have been given which is not possible to reproduce all the definitions

here. However, the following definition is selected because of its, in the researcher's opinion, practical relevance to this study.

In defining motivation, Chauhan (1998: 204) wrote:

*Motivation refers to all those phenomena which are involved in the stimulation of action towards particular objectives where previously there was little or no movements towards those goals.*

This definition clearly indicates that motivation is the stimulator of action towards particular objectives. Take for instance in our case, the existence of adult females motivation for learning can come up with full participation (participation is action).

Motivation is very complex phenomena which are influenced by multiple variables. To be more specific to those related to this study with regard to the various factors which influence motivation, the following two factors are selected from Chauhan (1998).

The first "factor is emotion which is sometimes called motivating condition. Emotional state act as drives and they can reinforce motives in progress. Emotions increase our desire to do something".

The second "factor which works as motivator is habits, not all, but only those habits which instigate and regulate action in a dynamic sense may be termed as motivators" (Chauhan, 1998: 205).

In the field of adult education (AE), motivation is the sixth (6<sup>th</sup>) core adult learning principle. Hence, related to the above factors Knowles, Holton and Swanson (1998: 68) wrote:

*While adults are responsive to some external motivator (better jobs, promotions, higher salaries, and the like), the most potent motivators are internal pressures (the desire for increased job satisfaction, self-esteem, quality of life and the like). Tough (1979) found in his research that all normal adults are motivated to keep growing and developing, but this motivation is frequently blocked by such barriers as negative self-concept as student, inaccessibility of opportunities or resources, time constraints, and programs that violate principles of adult learning.*

From the above quotation, two main points are evident. In the first place, sentences of the first part of the quotation clearly indicate that there exist two types of motivators: external and internal in which internal motivators are the most potent ones. Secondly, the last parts of the sentences show that there are barriers which frequently blocked motivation.

Motivation is a key factor to successful adult literacy acquisition. Supporting this idea, Lind and Johnston (1990: 61) stated that “when there is a strongly felt need for literacy, the methods of delivery seem to be of less important i.e., where the motivations are present, even inefficient methodologies may succeed impressively”. “All factors involved in program development and implementation, should, therefore, ensure reinforce or maintain motivation, without which the whole endeavor would collapse” (Lind, 2008: 74).

### ***2.1.2.2. Reasons for Adult Motivation for Literacy***

As to the reasons behind adult motivation for literacy, many studies and evaluations conducted in different developing countries revealed that “non-literate adults have a general desire to learn to read, write and calculate so as to be able to sign their names, write letters, avoid being cheated in money transactions, and generally know more and have access to school-like education” (Lind, 2008: 75). According to the comprehensive survey studies by (Lind and Johnston, 1990: 62 and Abadzi, 1994: 17), “adults would like to become literate in order to:

- Read and write letters;
- Help their children who attend school;
- Get employment or a better job with higher salary and status;
- Gain social prestige;
- Audio deception by checking calculations and reading contracts;
- Strengthen self-confidence;
- Get further education;
- Acquire more knowledge about social rights and duties;
- Participate in and influence social and political life;
- Keep accounts and minutes within social or political organizations;
- Teach others;
- Improve the living conditions of themselves and of others”.

Furthermore, analysis of the percentages of views of the advantages of functional literacy (FAL) program in Uganda by Carr- Hill (2001: 86; Table, 7-9) indicated that most of the people asked simply want to literacy class exposure to:

- Know how to read, write and do some arithmetic;
- Not being cheated at business;
- Improve family care.

Similarly, an analysis of reasons given by respondents for readiness to attend literacy classes in Need Assessment Survey for Functional Adult Literacy of Women (NASFALW) in Kutaber and Jabitehenen Woredas of Amhara Region by DVV (2006: 39; Table, 24) indicated that literacy:

- Enables to keep ones secret;
- Enables to improve ones life;
- Makes a person knowledgeable;
- Enables to read medical prescriptions;
- Makes selling and buying goods becomes easier;
- Is useful for all types of work;
- Stops signing with the thumb;
- Enables to take measurements.

Generally, regarding the motivation of adult females for literacy Bown (1990: 24) states that “in spite of all the barrier, impediments and active obstructions, there is a widespread evidence that women are ready and willing to become forward for literacy”. As to the reasons why women might want to learn to read, Bown (1990) pointed out that women want to learn:

- To read instructions for medicine;
- Not want to look so stupid when other read;
- To know what they record is really true when taking their produces to customers;
- Not to be checked by their children when they said “we have done our homework”.

Related to this point, Lind (2008: 76) stated that female learners almost every where, state their desire to learn “to help their children with school work..., to become more self-reliant and in control of their personal life, free from isolation and submission, as well as to be actors in the

same way as men". According to her, typically, more women than men participate in adult literacy classes worldwide, in rural areas.

In the foregoing discussion we have seen that women are very often motivated to learn, and a relatively high enrolment in the initial phase. Why then does the drop-out rates so high?. The following paragraphs focus on barriers to motivation of adult female learners.

According to Abadzi (1994), one of the four big obstacles to adult literacy is high dropout rates. "Dropout is frequently attributed to a lack of motivation" (Abadzi, 1994: 7).

Many studies conducted on constraints to motivation of women for full participation and literacy acquisition revealed that lack of time is the most immediate practical constraint (Lind and Johnston, 1990; Bown, 1990; Abadzi, 1994; Omoruyi, 1999; Carr- Hill, 2001 and Lind, 2008).

Another equally important constraint dissociating adult female learners to come to literacy classes is poverty.

Concerning this point, Abadzi (1994) pointed out that "extreme poverty and exhaustive work make other priorities much more important than literacy". Similarly, Lind (2008) argued that poverty is among barriers leading to high dropout rates. She stated that evaluation studies in Namibia revealed that reasons for dropping out were often external factors reflecting poor living conditions such as hunger, health problems, unemployment, migration, long distances, need to harvest, lack of water.

## **2.2. Socio-Economic Related Factors**

Socio-economic factors are diverse and complex which differ from place to place. However, this sub-topic will review only those factors raised under the basic questions of this study and will include: scarcity of literate environment and role model, poverty and harmful traditional practices.

## ***2.2.1. Scarcity of Literate Environment and Role Model***

### ***2.2.1.1. Scarcity of Literate Environment***

The provision of functional adult literacy (FAL) for adult female learners, as it is true for education for all ages, requires adequate literate environments at home, in schools, in the community and in the larger society.

As a concept “literate environment refers to the extent to which there is something interesting and/or necessary to read, or situations that require reading and writing in any form, as well as material and infrastructure available such as books, newspapers, pens, forms, ICT, TV, cell phones and electricity” (Lind, 2008: 82).

According to Lind (2008: 83), “the concept of literate environments is a useful way of bringing together all aspects of literacy, such as acquisition, use and development, practice, materials, publishing, libraries, media, institutions, purposes and languages”.

The presence of literate environments 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 stage “and is thus considered to be a pre-requisite for literacy” (Dumont, 1990, Ouane, 1989 cited in Lind, 2008: 83).

In contrary, the scarcity or absence of literate environment, on the one hand, discourages attendances as confirmed by Lind and Johnston (1990). They argued that “relative isolation from more literate environments is additional factor working against full participation or success in literacy classes” (Lind and Johnston, 1990: 114). On the other hand, it encourages relapse into illiteracy. Related to this point, Lind (2008: 83) pointed out that “literacy skills are a continuum and develop throughout life in literate environments, but without literate environments and useful application, they stagnate and are easily lost”.

### 2.2.1.2. Scarcity of Role Models

The presence of role model is part and parcel of the literate environment. From experience and literature, there exist evidences that non-literate women usually look to their literate sisters, friends and/or neighbors for partnership in traveling the literacy road.

Thus, role modeling, according to Abadzi (1994), is one of the determinants of adult literacy acquisition. In explaining the role of role modeling in literacy acquisition Abadzi (1994: 15) wrote:

*Some authors believe people may imitate the actions of literates if these actions are seen as desirable. In literate homes, people have multiple uses for reading, such as writing messages and letters, paying bills, and reading prayers, which young children have been observed to imitate. There are common patterns in reading and writing activities in any community, and membership is partly defined by knowing and participating in these practices (Barton, 1990). When literacy-related functions in a community reach a critical level of frequency, illiterates may try to model their behavior after the literate members. Conversely, when illiteracy is the norm in a family, there may be social pressures against the pursuit of reading. The tendency to model may also provide practices opportunities, which strengthen skills. This may be one reason why literacy seems easier to disseminate as its incidence goes up and why it seems difficult to sustain in circumstances where related activities are unusual.*

In the above quotation, its first parts underline the fact that people act by imitating the actions of literates. It also stresses on literate family environment where reading and writing come part of daily domestic chores and family life and this perhaps the most powerful means to motivate, make use and further develop habits of literacy skills. In the second half part, it indicates that illiterates living in literate community are enforced to model their behavior after the literate members. Finally, according to the last sentences of this quotation, literacy is easier when there is role model than otherwise.

From this, it can be conclude that availability of literate environment coupled with role model put forward success in literacy.

Related to this, “studies from Pakistan have concluded that learners must have had some exposure to written language, see the need for reading or heard of other illiterates who have

achieved success through literacy before they apply themselves to the lengthy task of becoming literate” (ICAE, 1979 cited in Lind and Johnston, 1990: 61).

### **2.2.2. Poverty**

Poverty is another impediment to the literacy efforts by adult female learners. Lind (2008: 32) has stated that economic development has helped to promote literacy, especially through universal primary Education (UPE). According to her, poverty goes hand in hand with poor literacy skills and use. She further argued that, poor health including HIV/AIDS, deficient nutrition, lack of water and electricity, poor and crowded housing conditions, insufficient access to media and other information channels, poor infrastructure, low income and similar problems associated with poverty make it difficult for adults to attend education programs regularly.

Similarly, Nafukho, Amutabi and Otunga (2005: 80) have argued that “if prospective students have a weak financial base they are unlikely to seek education”.

As mentioned earlier, many studies have shown that although motivation for literacy is strong, one of the barriers preventing many of the potential learners from participating as well as leading to high drop-out rates and irregular attendance of enrolled adults in general and adult females in particular is poverty. Lind (2008: 84) has stated:

*At individual and family levels poverty is an overall constraint. Poor people, especially women, simply cannot afford nor have time to read or write for pleasure or other purposes. Lack of access to water and electricity and long distance to clinics and other public institutions or services, 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.*

Therefore, when planning literacy strategies, careful measures need to be taken to implement it in the context of development. In relation to this, Lind (2008: 33) strongly believed and has stated that “literacy programs should not necessarily start in the poorest areas with the lowest literacy rates if there is no other on going development work being undertaken”.

### **2.2.3. Harmful Traditional Practices (HTPs)**

The existence of HTPs in any society, including Ethiopia, adversely affect not only the health of people but also goals of equality, political and social rights of individuals and the process of economic development at large. There are a number of HTPs that contribute to adult females dropping out from FAL programs. Two of the most substantial ones to be discussed here are: work prohibition/taboo and attitudes of men.

#### **2.2.3.1. Work Taboo**

To facilitate our pace of understanding let's first define what we mean by HTPs. "Harmful traditional practices are those practices which are incompatible with accepted scientific theories and practices" (NCTPE/EGLDAM, 1998: 4).

*Ye Ethiopia Goji Limadawi Dirgitoch* Aswogaj Mahiber (EGLDAM the former NCTPE) has conducted a BLS and FUS in 1998 and 2008 respectively. The results of the surveys made indicated that over 140 different types of HTPs are found in Ethiopia. EGLDAM has categorized these HTPs in to different groups one of which is work prohibition/taboo to men and women. Here we will consider work prohibited to men as it will meet the issue raised.

To this end, an analysis of type of work restriction to men by region and frequency of mention, Ethiopia: 1997 by NCTPE (1998: 83; Table 3.94) and EGLDAM (2008: 107: Table 3.9.4) indicated that the works prohibited to men are:

1. Food preparation related:
  - Backing injera (164)
  - Preparing wot (102)
  - Kitchen work (103)
  - Cooking (95)
  - Preparation of ensete/kocho (2)
  - Grinding and/or pounding (59)
2. Other domestic duties
  - Fetching water (85)
  - Spinning/weaving (75)
  - Child rearing (78)
  - Work in the house (1)

N.B: Numbers in parentheses indicate frequency of mention in Amhara Region.

Such HTP directly lead to sexual (gender) division of labor in which reproductive works are predominantly left for women. These works are usually manual and labor intensive and their resultant effects are excessive workload accompanied by lack of time and fatigue to women. These conditions undoubtedly cause dropouts as revealed by many studies mentioned earlier.

Related to this point, Lind and Johnston (1990: 113) have argued and wrote:

*The most immediate practical constraint is the lack of time. Female learners are overburdened with domestic tasks, i.e., not only child rearing, but also working and cleaning, fetching of water and fire wood, farming and culturing and undertaking other subsistence and income-bringing activities. Just the fact of giving birth frequently, often every two years, leaves little time and energy for additional projects like literacy, for literacy class attendance and learning this means frequent interruptions. Even when mothers attend classes they often bring their smallest children. Concentration on learning is obviously weak ended when babies and toddlers are to be looked after during the lesson. These constraints are the manifestations of the sexual division of labor and the reproductive role of women that impose upon them subordination and heavy domestic duties.*

Moreover, an analysis of the percentages of responses of the factors militating against active participation rural women in Nigeria by Omoruyi (1999: 84; Table 1) indicated that excessive work load, fatigue, lack of time and family commitments are among factors militating against active participation of women in development-oriented educational programs.

Similarly, Bown (1990); have argued that lack of time and workload are reasons to dropouts.

#### **2.2.3.2. Attitudes of Men**

Men's attitudes are another HTP which influence women literacy class attendances. That is, women are directly discouraged by the attitudes of men often including the male teacher, to their capacities in the classroom. Moreover, husbands and guardians at time even completely forbid women to take part in literacy classes (Rivia, 1983 cited in Lind and Johnston, 1990: 114).

A vivid example of male opposition was described by Mugo (1989) cited in Bown (1990: 24). According to Mugo, most husbands are not willing to send their wives to literacy classes.

Moreover, they often discourage their wives reading a book at home, describing the activity as a reflection of idleness and sign of unwomanly conduct and hence most often warned them that they should never again to be caught at any time of day or night reading a book. This was, in the views of husbands, a kind of thing done by school children and not by grown up married women. Husbands even beaten their wives seriously if they are found reading.

Similarly, Bown (1990); Lind and Johnston (1990) and Lind (2008) have argued that negative attitudes of literacy teachers and resistance among husbands are common reasons for women dropouts.

### **2.3. Program Related Factors**

In addition to personal and socio-economic impediments, institutional factors are also others militating against the full participation of adult females in literacy classes. There are a number of factors relating to adult education institutions or programs that may contribute to drop-outs of adult female learners. Four very substantial factors, as were guessed by this study questions, are irrelevance of the learning contents; poor methods of teaching; inadequacy of the teaching materials and poor co-ordination among stakeholders.

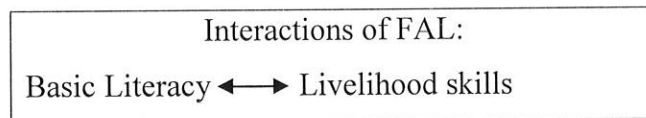
#### ***2.3.1. Irrelevance of the Learning Contents***

The FAL curriculum contents should be need-based and hence need to be derived from livelihood skills and integrating it with the livelihood training and, therefore, should not based on “using standard literacy materials to prepare people to train for livelihood” (Oxenham et al., 2002: 3). According to them, the strategy for diversity is very important because:

*The livelihoods and sets of livelihoods that the very poor undertake are notably diverse. So are the environments in which they work. So, to are the possibilities of enhancing those livelihoods and developing new ones. Managing these diversities class for flexibility, imagination and resourcefulness, and for institutions that can respond appropriately.*  
(Oxenham et al., 2002: 42-43)

They concluded that such a strategy will avoid reliance on packages of standard curricula and fixed training centers with fixed equipment and permanent corps of specialists.

Samuel (2008: 25) also pointed out that the FAL “curriculum (sets of need-based organized learning contents) contains reading, writing and innumeracy, a wide range of life skills and non-formal need based skill trainings”. According to him, basic literacy and livelihood skills are taught interdependently. That means not only that basic literacy leads to livelihood skills and vice versa but also both aspects are mutually interrelated as shown below.



*Source: DVV Newsletters No. 20/21, 2008: 25*

Similarly, Lind (2008: 92) has argued that “literature and handbooks almost always accentuate the importance of a curriculum that is relevant and useful to learners’ every day life”.

Julius Nyerere, the former president of Tanzania, had also similar argument to the above ideas.

According to Nyerere, “adult education should be directed to helping people help themselves and for it appropriated as part of life integrated with life and inseparable from it” (Smith, 2002 cited in Nafukho, Abutabi and Otunga, 2005: 51). According to them, “this means that a typical adult education program aims to help learners to solve problems that confront them in their daily lives as well as to help others improve their lives”.

Contrary to the above premises, most FAL programs, in practice, adapt centrally prepared curriculum dictated by the providers’ objectives. Supporting this point, Lind (2008: 74) has stated that:

*Whatever the rationale for a literacy program is, the curriculum is often more influenced by the objectives of the providers than by the demands of the learners themselves. This is against the basic principle of adult education, i.e., the knowledge and motivations of the learners should be the starting point for learning programs.*

An important challenge, according to the above quotation is to respond to the demand and motivation for literacy among expected target groups. Such curriculum is irrelevant to the learners.

Various studies revealed that the irrelevance of learning contents matters adults, more so than children. This is because adults, unlike children, need to know why they need to learn something before they will take the time to learn it. Learning contents should also be based on real-life applications. According to Knowles (1984) cited in Dessu (2008: 24) and Nafukho, Abutabi and Otunga (2005: 12), “when designing a curriculum for adult learners, courses should be organized around the acquisition of skills necessary for one to earn a living. These skills may include computer skills, farming skills and teaching skills”.

Thus, if contents are designed against these and other remaining learning principles (responsibility for decision taken, learners’ experiences, coping with real life and motivation to learn), it undoubtedly attribute to dropout. Lind and Johnston (1990: 61-62) have pointed out that when there is no immediate material gains associated with literacy, the disillusioned participants start to dropout of the program. Similarly Rogers (1991b) cited in Abadzi (1994: 18), states that “according to some writers, dropout may also be due to a lack of concern for participants’ desires and a lowering of their self-esteem”.

### ***2.3.2. Poor Methods of Teaching***

Adult education (AE) in general, FAL for adult females in particular requires a systematic methodological approach. Many authorities in the field of AE today recommend that participatory methods are preferred compared with a more formal and traditional approaches. Since participatory approach encourages active involvement of adults in the learning process, adults in general and adult female learners in particular have the opportunity to make significant decisions about their learning. According to Naya and Rao (2004: 198), “the greater the range of decisions that pupils can be involved in, the greater the degree of personal responsibility which they are encouraged to develop, the more likely it is to the progression in learning will occur”. So too, in FAL for adult females.

According to Keweloh (1974: 43), in participatory method, the relation between facilitator and participants are not of authoritarian character, rather it must be in a form of partnership.

In practices, however, most facilitators are observed employing the traditional teacher-centered approaches which do not take into account the active participation of the adults in the learning process. Such approaches are poor in meeting the adults' needs and hence discourage attendances.

Thus, it is possible to conclude that one of the program based factors contribute to dropout for adult females from FAL classes are poor methodologies used by the facilitators. Related to this, Abadzi (1974: 7) has stated that the main factor research has identified which associated with dropout have been quality and interest facilitators. According to comings, Shrestha and Smith (1992) cited in Abadzi (1994: 7), if the facilitators show up in class and treat people well, then dropout rates significantly lower than 50 percent should be expected.

Similarly, Laubach (1947); Freire (1972) and Sjostrom (1982) cited in Lind and Johnston (1990: 63) have stated that "a superior and patronizing attitude discourages motivation, while a democratic, open and involved attitude, treating the learners as equal adults and creating an atmosphere of confidence, is found to have a positive influence on attendances and results". Moreover, as Lind and Johnston (1990: 63) argued, one of the reasons given by illiterates for dropping out is the discouraging teaching methods used by the facilitators. According to them, the attitudes of facilitators are held to be essential for participation and for sustaining motivation so that discouraging dropping out.

Nafukho, Amutabi and Otunga (2005: 79) further argued that content, delivery may be easier for facilitator if the learners are literate, but with illiterate learners facilitator need to be tactful in the use of instructional procedures. If the facilitator is lacking in this respect, the learners will be easily discouraged.

Thus, they recommended that "in order to adult educators to meet the need of learners, they must be aware of two important terms associated with teaching and learning: pedagogy and andragogy" (Nafukho, Amutabi and Ottuuga, 2005: 9). According to them, while pedagogy refers to the art and science of teaching children, andragogy refers to the art and science of helping adults learn.

### ***2.3.3. Inadequacy of Teaching Materials***

Functional adult literacy (FAL) is not given in a vacuum. There should be an appropriate place sufficiently equipped with varied literacy materials to respond to each individual's need. Many lists are possible: curriculum, training manuals (for ToTs and facilitators), facilitators guide, primers, and follow up readers, posters, flash cards, blackboards (portable or fixed), chalks (white and colored), slides and film strips, radio, tape recorders, wall newspapers, mobile library, technical sheets (forms) and many others (Tefera, 1974; Samuel, 2008 and Lind, 2008).

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 classes resourceful. In relation to this, Lind (2008: 93) has stated that since literacy acquisition is contextual, the teaching and learning should be based on locally literacy practices and locally available materials.

In most FAL programs, however, "relevant literacy materials are lacking very widely" (Samuel, 2008: 29). According to him, most ANFE experts and facilitators assume printed materials to be a necessary condition to begin a program. Moreover, localizing the already existing few adult literacy materials is also a problem. As he discussed, most experts and facilitators usually give children's texts to adults which are irrelevant to their needs.

Thus, limited resources for promoting literacy in adult literacy programs has led to poor results (Lind, 2008: 37). Moreover, Abadzi (1994: 7) has argued that inadequate logistics exacerbate the problem of dropout in many literacy projects. That is, UNESCO tend to supply resources at the start and under supply them in later stages of implementation. Then, all the projects evaluated by UNESCO/UNDP showed a large scale back of the targets due to difficulties in the starting centers. As a result large differences between the target and achievements were frequent and in the order of 10 to 50 percent (for example, form 51, 000 adults to about 5,000 in Madagascar).

### ***2.3.4. Poor Coordination Among Stakeholders***

Functional adult literacy (FAL) in general and FAL for adult female in particular requires, more so than formal education, needs strong coordination among stakeholders ranging from the central government down to the local level. In this regard, “governments have normally taken the lead by defining the policy frameworks and providing resources” (Lind, 2000: 115). And she continued and argued that ministries of education normally are, and should be responsible for the literacy and adult education policies and at the same time collaboration with other sectors among the public, private and civil institutions.

According to Lind (2008), partnerships are crucial. “Nonetheless, most adult or non-formal literacy activities in the world are fragmented, uncoordinated small in scale and limited to narrow-target groups. They are often run by NGOs, local communities or other civil society organizations such as churches, without guidance or support from national public policies” (Lind, 2008: 119).

Related to the need for co-ordination among stakeholders, Oxenham et al (2002: 3), have stated that “experience seems to have produced a strengthening consensus that programs that are well negotiated with their prospective learners in association with local authorities and leaders are likely to be more effective than programs that are simply put on offer”.

## **CHAPTER THREE**

### **3. DESIGN OF THE STUDY**

This part presents the approach of the study, sources of data, sampling techniques, tools of data collection, data collection procedures and the procedure for data analysis and interpretation.

#### **3.1. Approach of the Study**

The approach of study employed for this study was mix of quantitative survey and qualitative instrumental case study in combination, using concurrent strategy, because:

- This approach allows triangulation which ensures the authenticity of the findings obtained through various tools.
- Moreover, mixed method guarantee all possibilities, i.e. it is more flexible to adapt to the nature of data sources and hence very important for the problem under study.
- Quantitative survey like qualitative method is suitable for identifying and understanding the major problems by gathering and analyzing the data.
- Instrumental case study was chosen because the focus of the researcher was on an issue or concern, i.e., the causes of dropouts.

#### **3.2. Sources of Data for the Study**

Since the study was mixed approach, multiple sources of information were used. Accordingly, the first data sources for the study were sample participants which included:

Group 1: Sample dropout adult female learners (25 in number)

Group 2: Selected facilitators (16 in number of which 3 were males)

Group 3: Representative of EDA coordinators (4 in number, of which 1 was male)

Besides, documents such as quarterly and annual reports, correspondence letters official documents and physical plant of the centers were used as data sources because:

- The first data sources (Group 1-3) were the direct and/or indirect beneficiaries of the study and hence were played important roles in supplying sufficient information required for the study better than distant sources.
- Documents and other data sources were also important and accessed the previous information required for the study. Moreover, it was cost effective and time saving as compared to interviews and FGDs.

### **3.3. Population of the Study**

The population of this case study comprised all dropout adult females of the two Woredas under study totaled 96 of which 51 were found in Debre Berhan Woreda and 55 were found in Tarma Ber Woreda. Besides, 15 facilitators (8 males and 7 females) and 3 females coordinators from Tarma Ber and 14 facilitators (3Males and 11 females) and 1 male coordinator from Debre Berhan were included in the population of this study.

In sum, the total population of the study was 129 of which 117 were females and 12 were males.

### **3.4. Sampling Techniques**

The type of sampling technique used was multi stage sampling, because:

- The pull factors that attracted the researcher to choose this technique was the type of the study which was multiple methods in approach, and
- It was found more suitable for potential circumstances that enforced the researcher to include required samples from the target data sources.

Accordingly, sampling techniques used for different groups of the first data sources were presented below.

#### ***3.4.1. Selecting Sample Dropout Adult Female Learners***

A total number of 25 (20%) adult female learners were taken as a sample for the study all of which were drop-outs. The selection was held using convenience and purposive sampling techniques.

- The reason for limiting the number of sample adult females to 25 was because of the nature of data collection tool used. That is, since most of the samples were illiterates,

interview was used and hence conducting interview is very difficult if the number of sample is very large,

- Convenience case sampling was used because this technique represents individuals from which the researcher can access and easily collect data.
- Purposive sampling was used for two reasons.
  1. To focus on drop-outs
  2. It is widely accepted that adult females generally lack assertiveness and thus may affect the purpose of the study. Hence, samples that were believed to be more assertive were purposefully selected.

### ***3.4.2. Selecting Facilitators***

From the 6 study centers, 2-5 facilitators per center totaled 16 (3 males and 13 females) were selected using accidental sampling technique because of the mobile (permanently moving) nature of the facilitators.

### ***3.4.3. Selecting EDA Sample Coordinators***

This group was also believed to be another important source of informations for the study. Thus, any 4 available officials were selected using accidental sampling technique.

### ***3.4.4. Selecting Assistants for Data Collection***

The assistants were selected using purposive sampling technique based on the educational background, previous data collection experiences, services in the EDA project and skills of interpersonal communications. Accordingly, one female coordinator and two facilitators (1M and 1F) totaled 3 assistants were selected and their detailed descriptions are presented below.

- a) ***Educational Backgrounds***: The selected coordinator has diploma while both facilitators have certificate (Table 4.3).
- b) ***Previous Data Collection Experiences***: All the assistants have previous data collection experience similar to this study.
- c) ***Services in EDA project***: All the assistants are on services since the beginning of the FAL project in 2006. Moreover, the selected coordinator was a “Women Empowerment Worker”.

d) **Communication Skills:** All the assistants were believed to have good interpersonal communication skills as proved by the researcher prior to the start of the data collection.

*Note that:* The information from a-c were obtained from their curriculum vitae.

### **3.5. Data Collection Means and Tools**

The data collection tools employed for this study were observation, questionnaires, interview guides, focus group discussion guides and checklist.

#### **3.5.1. Observation**

Observation was one means of data collection. As to the why of observation, it was for developing personal judgment (by seeing, touching etc) for the researcher and pin-pointing what were actually there and what were not. In doing so, checklists were used to collect data. Moreover, both informal and purposeful observations were used to get detailed description of the study setting.

#### **3.5.2. Questionnaires**

Questionnaires were prepared and delivered to 16 facilitators and 4 coordinators. Both questionnaires have two major parts. The first parts covered some necessary personal particulars like age, sex, marital status, occupation etc with open-ended questions.

The second parts were focused on collecting the required information concerning the problem under study. Hence, both close-ended and open-ended items were used.

#### **3.5.3. Interview Guides**

Interview guides questions to be asked were prepared in similar pattern with the questionnaires. The participants included were all the sample dropout adult females totaled 25 interviewees. To gather the desired information from the participants, structured interview were used.

#### **3.5.4. Focus Group Discussion Guides**

Focus group discussions were used to follow-up the data gathered through individual interviews, observation and questionnaires. Hence, selected 8 sample dropout adult female learners, 4

females facilitators and 2 coordinators, were separately participated during focus group discussions. To do so, open-ended items were prepared and used to collect data.

### ***3.5.5. Checklists***

This was planned for checking the availability of all necessary inputs for FAL program. Thirteen lists of questions with two alternatives were prepared and used to collect data.

**NB.** All tools were prepared in Amharic and later on translated into English during data analysis.

## **3.6. Steps of Data Collection**

The data for the study were collected using two steps: pilot test and actual data collection for the main study.

### ***3.6.1. Pilot Test***

The purpose of the pilot test was to try-out the prepared tools of data collection. Hence, all the instruments (tools), except checklist, of data collection proposed for the study were pilot tested administered by the researcher to 10 (4 males and 6 females) Debre Berhan High School Students and 5 illiterate adult females in the same locality.

Based on the feedback obtained from the pilot test and comments and amendments provided by colleagues, essential corrections were made before the final versions were prepared. Accordingly, corrections were made on wordings that appeared vague during pilot test and all week items appeared were deleted (Omitted).

### ***3.6.2. Data Collection Procedures for the Main Study***

Data collection was carried out both by the researcher and selected assistants using the prepared tools. The assistant data collectors were strictly told not to interfere while the interviewees responded to the questions asked. However, they were advised to ask probing questions. Accordingly, the following procedures were employed.

#### ***3.6.2.1. Observation***

Both informal and purposeful observation of the FAL centers and the surrounding areas were carried out by the researcher at different times as need arised. In recording observation, continuous field notes were taken using checklists, photographs and other special personal note taking systems.

#### ***3.6.2.2. Questionnaires***

The prepared questionnaires were coded and administrated to the selected 16 facilitators (Q 002/2001) and 4 coordinators (Q 003/2001) by the researcher and the respondents were told to submit their responses within three days. Accordingly, all respondents completed and returned the questionnaires.

#### ***3.6.2.3. Interviews***

The prepared interview questions were coded as Q 001/2001 and 25 (83.3%) dropout adult female learners were interviewed both by the researcher and assistants. Responses were recorded either by writing what an interviewees were said or by using tape recorder.

#### ***3.6.2.4. Focus Group Discussions***

Seven FGDs were held in 4 centers each consisted a minimum of 2 and maximum of 6 persons. Two males and 19 females, altogether 21 participants were participated in FGDs. The FGDs were held using different interview guides prepared and coded for different groups separately with 10 dropout adult female learners (using FGD Q 1/2001) 9 facilitators (using FGD Q 2/2001) and 2 coordinators (using FGD Q3/2001).

The researchers together with assistants carried out FGDs where the researcher acted as a facilitator/chair person and an assistant served as rapporteure. In addition tape recorder was used.

#### ***3.6.2.5. Checklist***

Checklist was conducted by the researcher using lists of questions prepared for this purpose. Meanwhile, available documents were also studied.

### **3.7. Data Analysis and Interpretation**

During this stage, prior to the analysis and interpretation, data obtained through the prepared tools were edited, organized and made ready for analysis. Then two major data analysis and interpretations were employed.

Firstly, after all the filled in data collection tool through questionnaires were returned to the researcher, tally work was done manually on tally sheet prepared for this purpose. Then, it was followed by converting the data into tables. Simple percentage calculations were carried out and used for data analysis and interpretation.

Secondly, data obtained through interviews, FGDs and observation were also edited and organized and then narrated and interpreted qualitatively.

**Table 3.1: Summary of Woredas, Learning Centers and Respondents**

Name of study Woredas		Name of Centers	Number of Respondents		
			Dropouts	Facilitators	Coordinators
	Debre Berhan	Faji	3	2 (1F, 1M)	1M
		Gango Karafino	3	5(3F,2M)	
		Zanjira	1	2F	
			6	2F	
	Tarma Ber	Armania	5	2F	3F
		Debre Sina	7	3F	
<b>Sub-Total</b>	<b>2</b>	<b>6</b>	<b>25</b>	<b>16</b>	<b>4</b>
<b>Total</b>	<b>2</b>	<b>6</b>	<b>45</b>		

*N.B. 'F' Stands for Female and 'M' for Male*

**Table 3.2: Summary of Types of Respondents, Selection Techniques and Tools of Data Collections**

Major Groups	Target	Size	Selection Technique	Tool for Data Collection
Dropout adult female learners	Dropouts non-WORTH group	13	Convenience and purposive	Q001/2001 and FGD Q1/2001
	Dropouts WORTH Group	12		
Facilitators	Facilitators	16	Accidental	Q002/2001 and

				FGD Q2/2001
Coordinators	Supervisors and one head	4	Accidental	Q003/2001 and FGD Q3/2001

### 3.8. Ethical Considerations

Codes of Ethics adopted for this study were as follows:

1. Authorize recommendation letters were used to get permission from authorities of the study sites.
2. Cultures of the local areas (sites) were respected.
3. The address of the researcher and the sponsorship for the study were specified.
4. The purpose of the study was explicitly stated. And good awareness creation on it was explicitly stated. That is, the participants were told that the study has no other purpose than the intended objectives.
5. The time and place for both questionnaire and interview and focus group discussion were arranged on agreement basis between the researcher and the participants.
6. The participants' names were not mentioned.
7. The participant's rights were respected.

Examples:

- The participants' right to participate voluntarily, the right to withdraw at any time, and the right to give or deny responses were respected.
8. The responses of the participants were kept confidential.
  9. The data were interpreted using accurate and sufficient information.
  10. Credibility, good sense of humor and other good communication and interpersonal relationships were adopted.

## CHAPTER FOUR

### 4. DATA ANALYSIS AND INTERPRETATION

In this chapter, short situation analysis of the study zone and its two sample woredas, description of sample population and data analysis and interpretation are presented.

#### 4.1. Situation in North Shoa Zone, Debre Berhan Woreda and Tarma

##### **Ber Woreda**

To begin, before discussing any aspect of an area, knowing a bit about the area under study regarding such facts like its location, area, environment, population etc, have paramount importance to facilitate easy visualization of an area. Accordingly, the following paragraphs present a bird's-eye view on North Shoa of Amhara Region and its two sample study woredas.

##### *4.1.1. North Shoa Zone of Amhara Region*

North Shoa (Semen Shewa) Zone of Amhara Region is one of the 11 Zonal Administrations in Amhara Region. It is located between  $8^{\circ}38^1-10^{\circ}42^1$  latitude and  $38^{\circ}41^1-40^{\circ}03^1$  longitude. It covers a total area of 15900. 97 square kilometers. It is sub-divided in to 22 woredas and has two city administrations (See Appendix C).

Topographically, North Shoa comprised varied land forms which includes rift valley, plateau and high mountains with elevation that ranges between 1500-4000 meters above sea level and this gave it to have varied climatic conditions which includes, from high altitude to low, Wurch (Alpine), Dega (Temperate), Woina Dega (Sub-tropical) and Kolla (Tropical). (Source: North Shoa Cultural and Tourism Bureau).

The total population (Urban + Rural) of North Shoa is 1,839,089 of which 929445 are males and 909644 are females. In terms of settlement, 215039 (105063 Males and 109976 females) people

are living in urban and 1624050 (824382 males and 799668 females) people are living in Rural area (population and housing census, 2007: 64). This population distribution indicates that more people are living in rural and the number of females in urban areas are higher than the number of males which is not true for rural areas. Moreover, as it is true to other parts of Ethiopia in general and Amhara Region in particular, two types of rural settlements are found in North Shoa. These are temporary settlement in lowland areas and permanent settlement in highland areas dominated by scattered settlement.

Economically, rural settlements are almost totally agricultural while in urban areas non-agricultural activities are dominant.

Educationally, encouraging results have been obtained in North Shoa in terms of enrollment at all levels in formal education while the non-formal ones is, in the researcher's opinion, still in its embryo stage.

Having these facts of North Shoa Zone in mind, let's proceed to two of its sample study Woredas: Debre Berhan and Tarma Ber. The two Woredas are about 60 kilometers apart. These Woredas share many of the facts of the zone discussed earlier and hence have a lot in common and some differences as well in terms of topography, climate, agricultural production, population distribution and etc. The descriptions of the two Woredas are as follows.

#### ***4.1.2. Debre Berhan Woreda***

Debre Berhan Woreda is confined to Debre Berhan Town. The Town was established and acquired its present name in 1446 E.C. By King Atse Zerayaekob. Its former name was Debre Aeba. At present the town is the center of both the Debre Berhan Woreda and Zonal administrations.

Topographically, the Woreda is a plainy plateau with dega climate which shows seasonal variations.

According to population and housing census (2007: 64), the total population of Debre Berhan Woreda is 65214 of which 31658 are males and 33556 are females totally occupying the town kebeles with some rural elements surrounding the town.

Economically, the Woreda comprised both agricultural activities in the surrounding part of the town and non-agricultural activities ranging from simple petty trade up to factory products, for example Debre Berhan Blanket Factory products, in the central part of the town. Moreover, Debre Berhan is commonly known by its variety Areque (local Drink) production. To mention some varieties: Normal Areque, Ye Kosso Areque, Ye Mar Areque, Ye Shinkurt Areque and etc.

Educationally, Debre Berhan Woreda is the most developed of all the Woredas in the Zone. It has many institutions ranging from kindergarten to university.

#### ***4.1.3. Tarma Ber Woreda***

Tarma Ber Woreda is the 2<sup>nd</sup> sample study Woreda. Its capital city is Debre Sina which was established in 1929 E.C, during the Italian occupation. It is located near the foot of the escarpment down looking the rift valley. Debre Sina alike Debre Berhan is known in areque production. Besides, it is known for accommodating its visitors with variety of fruits like banana, orange, lemon, sugar cane etc. as well as tosign (highland bush with good smell) and Kollo (partially burnt barley grain). According to Tarma Ber Woreda Cultural and Tourism Bureau, the Woreda has a total area of 632.2 square kilometers which is sub-divided into 23 kebeles of which 19 kebeles are rural and the rest 4 are urban kebeles.

Topographically, the Woreda comprised two distinctive landforms the plateau and the rift valley separated by the western escarpment of the Ethiopian Rift Valley. Its general elevation ranges between 1200-3400 meters above sea level. Based on its altitude-temperature relations, the Woreda has 3 temperature (climatic) zones. These are Dega (28%), Woina Dega (18%) and Kolla (54%).

According to population and house census (2007: 64), the total population (urban + rural) of Tarma Ber Woreda is 86011 of which 43596 are males and 42415 are females. Its total rural

population is 75711 of which 38737 are males and 36974 are females and the urban population totaled 10300 constituting 4859 males and 5441 females.

Economically, agriculture is the dominant economic activity since majority of the its population are living in rural areas. There are also non-agricultural activities in urban centers.

## 4.2. Description of the Participants (Samples)

The participants of this study included drop out AFLs, facilitators and coordinators. The following sections thus concerned with the descriptions of each sample groups.

### 4.2.1. Characteristics of the Respondents

#### A) Sex Distribution

**Table 4.1: Number of Male and Female Respondents**

Sex	Frequency	%
F	41	91.1
M	4	8.9
<b>Total</b>	<b>45</b>	<b>100</b>

The data in table 4.1 show that 41 of the respondents, representing 91.1 percent were females. The remaining 4 respondents or 8.9 percent were males. This indicates that the number of females respondents were more than male respondents.

#### B) Age Distribution

**Table 4.2: Classification of Respondents by Age and Sex**

Age Group	Respondent Groups											Total	%
	Dropouts N=25		Facilitators N=16				Coordinators N=4						
	F		M		F		M		F				
	f	%	f	%	f	%	f	%	f	%			
Below 20 years	3	12										3	6.7
20-30 years	8	32	3	18.75	10	62.5	1	25	3	75	25	55.6	

31-40 years	10	40			3	18.75					13	28.9
41-50 years	3	12									3	6.7
Above 50 years	1	4									1	2.2
<b>Total</b>	<b>25</b>	<b>100</b>	<b>3</b>	<b>18.75</b>	<b>13</b>	<b>81.25</b>	<b>1</b>	<b>25</b>	<b>3</b>	<b>75</b>	<b>45</b>	<b>100</b>

As can be seen in Table 4.2, from the first group of dropout respondents, 3 of the respondents or 12 percent are below the age of 20 years. On the other extreme, only 1 respondent or 4 percent is above 50 years of age. The remaining fall between 20-50 years of age. Group two (facilitators) and group three (coordinators) respondents fall in the age group 20-30 except 3 female facilitators representing 18.75 percent of the group fall between the age group 31-40 years.

In sum, the data further show that the largest number (25) of the total respondents representing 55.6 percent fall between the age group 20-30 years followed by 13 respondents or 28.9 percent have the age between 31-40 years and 3 respondents or 6.7 percent have either below 20 years of age or between 41.50 years of age. Only 1 respondent or 2.2 percent has above 50 years of age.

### *C) Educational Levels of Respondents*

**Table 4.3: Classification of Respondents by Education Level**

Education Level	Respondent Groups											Total	%
	N= 25 Dropouts		N= 16 Facilitators				N= 4 Coordinators						
	F		M		F		M		F				
	f	%	f	%	f	%	f	%	f	%			
Diploma	-	-					1	25	2	50	3	6.7	
Certificate	-	-	3	18.75	8	50					11	24.44	
Grade 10/12	-	-			1	6.25			1	25	2	4.44	
Below Grade 10/12	-	-			2	12.5					2	4.44	
Semi-illiterate	11	44									11	24.44	
Illiterate	14	56									14	31.11	
Not specified	-	-			2	12.5					2	4.44	
<b>Total</b>	<b>25</b>	<b>100</b>	<b>3</b>	<b>18.75</b>	<b>13</b>	<b>81.21</b>	<b>1</b>	<b>25</b>	<b>3</b>	<b>75</b>	<b>45</b>	<b>100</b>	

As indicated in table 4.3, respondent groups vary in terms of their educational level. From these respondent groups, the educational status of adult female dropouts found to be under semi-

illiterate (44%) and illiterate (56%). In the same table, the educational level of facilitators varied from lower grade to certificate level. Among these, 12.5% of respondents are below grade 10/12. But only 1 (6.25%) respondent answered as she has grade 10/12 educational level. Half (50%) of facilitators replied that they are certified. Regarding the program coordinators, 20 (50%) responded as they have diploma and 1 person (25%) is grade 10/12.

**Table 4.4: Marital Status of Respondents**

Marital Status	Respondent Groups				Total	%
	Women dropouts N=25		Facilitators N=16			
	f	%	f	%		
Married	13	52	3	18.75	16	39.02
Unmarried	5	20	13	81.25	18	43.90
Divorced	7	28	-	-	7	17.07
<b>Total</b>	<b>25</b>	<b>100</b>	<b>16</b>	<b>100</b>	<b>41</b>	<b>100</b>

As shown in table 4.4, respondent groups of facilitators and women dropouts have different characteristics with regard to their marital status. Specifically, among the respondents of women dropouts, majority (52%) of them are married. But only 5 (20%) of dropouts are unmarried. The remaining 7 (28%) of dropouts are divorced. Thus, from table 4.4, one may infer that marital status would be one reason for women's dropout since husbands have negative influence on women participation in adult literacy program (Lind and Johnson, 1990). But the opposite phenomenon was observed on the marital status of facilitators. That is, few facilitators (18.75%) are married. However, majority of them (81.25%) are unmarried.

**Table 4.5: Respondents by Place of Residence and Settlement**

Place of residence (settlement)	Respondent Groups				Total	%
	Women dropouts N=25		Facilitators N=16			
	f	%	f	%		
Urban permanent	9	36	7	43.75	16	39.02

Urban temporary	3	12	4	25	7	17.07
Rural permanent	8	32	1	6.25	9	21.95
Rural temporary	5	20	4	25	9	21.95
<b>Total</b>	<b>25</b>	<b>100</b>	<b>16</b>	<b>100</b>	<b>41</b>	<b>100</b>

The place of residence and learners settlement condition would be one reason for female dropout from FAL program. Table 4.5 have shows this fact. From the respondent groups, about 12 (48%) of women live in urban areas. From these, 9 (36%) permanently live and 3 (12%) live temporarily. On the other way, 13 (52%) of women dropouts live in rural areas. Specifically, about 8 (32%) them live permanently and 5 (20%) temporarily. Hence the findings of table 4.5 show that more female dropouts live in rural areas. This implies that place of residence or distance would be one influential factor for female dropout.

### **4.3. Analysis and Interpretation of Data**

This section deals with the analysis and interpretation of the selected filled in quantitative and qualitative data that are directly related to the basic questions of the study. The basic questions raised were based on the prevailing situations observed in the FAL project sites embracing Debre Berhan and Tarmaber Woredas. As thoroughly stated earlier in the statement of the problem, the prevalence of dropout was serious in both Woredas even though the situation was more serious in Debre Berhan Woreda. Therefore, in this section, which is the heart of the study, each raised question has been answered through the analysis of data obtained categorized under: personal, socio-economic and program related factors (constraints).

#### ***4.3.1. Data Pertaining to Personal Related Factors***

Under this sub-topic, data concerning lack of awareness of the meaning and importance of literacy and FAL and lack of motivation for FAL attendance by target groups were analyzed as follows.

**Table 4.6: Responses Concerning Dropouts Awareness of the Meaning and Importance of Literacy and FAL**

Response	Respondent Groups				Total	%
	N= 16 Facilitators		N= 4 Coordinators			
	M	F	M	F		
A) Yes, they do	-	5(31.25)	-	-	5	25
B) No, they don't	3 (18.75)	7(43.75)	1(25)	2(50)	13	65
C) Difficult to decide	-	1(6.25)	-	1(25)	2	10
<b>Sub-total</b>	<b>3(18.75)</b>	<b>13(81.25)</b>	<b>1(25)</b>	<b>3(75)</b>	<b>20</b>	<b>100</b>
<b>Total</b>	<b>16(100)</b>		<b>4(100)</b>		<b>20</b>	<b>100</b>

*Note that:- Figures in parentheses represent percentages; and this works true for other tables in this study*

The data in table 4.6 show that five of the respondents (facilitator and coordinators), representing 25 percent of the total said “Yes, they do” indicating that dropout adult female learners had clear understanding on the meanings and importance of literacy and FAL. Thirteen respondents, representing 65 percent said “B, No, they don't” indicating that dropout adult female learners had no clear understanding on the meanings and importance of literacy and FAL. Only two respondents representing 10 percent said “C, difficult to decide” whether or not dropout adult female learners had clear understanding on the meanings and importance of literacy and FAL.

Based on the responses for alternative “B, No, they don't”, both group of respondents were asked whether or not they think that this lack of clear understanding on the meaning and importance of literacy, might be the cause for dropout. The responses obtained were presented below in table 4.7.

**Table 4.7: Participants' Responses Regarding Lack of Awareness on the Meaning and Importance of Literacy and FAL as a Cause for Dropout**

Responses Category	Respondent Groups								Total	%
	Facilitators (N=16)				Coordinators (N=4)					
	Male		Female		Male		Female			
	f	%	f	%	f	%	f	%		
Yes	3	18.75	7	45.75	-	-	-	-	10	50
No	-	-	-	-	1	25	1	25	2	10
Difficulty to decide	-	-	-	-	-	-	1	25	1	5
No response	-	-	6	37.50	-	-	1	25	7	35
<b>Sub-total</b>	<b>3</b>	<b>18.75</b>	<b>13</b>	<b>81.25</b>	<b>1</b>	<b>25</b>	<b>3</b>	<b>75</b>	<b>20</b>	<b>100</b>
<b>Total</b>	<b>16</b>				<b>4</b>				<b>20</b>	<b>100</b>

As indicated in table 4.7 above, half (50%) of both respondents replied that lack of awareness and clear understanding on the meaning and importance of literacy and FAL can be a cause for women's dropout. Two respondents (10%) reported as they do not think it as a cause. But only one (5%) of the respondents replied that it is difficult to decide. In both cases, it seems that lack of awareness might not be the cause for dropout. Table 4.7 also shows that seven (35%) of respondents refrained from giving responses.

Similarly, the findings of qualitative data obtained from interview and FGDs indicated that the meaning and importance of literacy and FAL are not clear for them. Among the participants, about 21 (84%) of the interviewees confirmed that they do not know the meaning and its importance. That is, sample answers given by each member of this group of participants for the question "How do you understand concepts like literacy and functional adult literacy?" were:

*"I don't know."*

*"How could I know? Because I am illiterate."*

*"I have a problem of understanding."*

*"I know nothing even a letter."*

In addition to this, their answers for the question “what is the importance functional literacy for women in your opinion?” were almost the same with the above answers. That is, all interviewees reported that they know nothing about the importance of FAL for females.

For the same question (Q1) four interviewees representing 16% of the target groups replied differently. Their responses as mentioned by each interviewee were:

*“I don’t have problem of understanding the meaning.”*

*“I know it.”*

*“I know it because I have learned up to grade 5 when I was young.”*

*“I know it because educated is better than uneducated.”*

*“Understanding is there.”*

Similarly, all members of this group reported that FAL is important for females in many ways. And sample responses given by each member of this group for Q2 on the importance of FAL for females were:

*“It is important for forming friends.”*

*“It is important for interpersonal communication.”*

*“It is important for differentiating Christian restaurant from Muslim.”*

*“It is important for identifying pharmacy.”*

*“It is important for knowing when the house rent is paid.”*

*“It is important for knowing our rights.”*

*“It is important for signing.”*

The, problem of awareness on the meaning and importance of FAL/literacy as mentioned by FGD and OM were treated from two angles:

#### **A) Problems Encountered**

- General Ignorance
- Self-denial
- Absence of initiating conditions

#### **B) Solutions**

- Educate the target groups continuously
- Avoid self-denial by self-initiation
- Provision of initiating conditions

Moreover, large number of the discussants (18 or 85.7%) in all FGDs held addressed that there has been problem of clear understanding of the meaning and importance of FAL/Literacy by the target groups.

In sum, from the quantitative analysis made in table 4.6 and qualitative analyses of interviews and FGDs, it can be conclude that dropout adult females lacked clear understanding of the meaning and importance of literacy and FAL as supported by the largest percentages: 65% of the facilitators and coordinators respondents, 84% of dropouts and 85.7% of FGDs discussants. Moreover, based on the findings of table 4.7, it can be conclude that lack of awareness on the meaning and importance of literacy and FAL can be one major cause for adult female's dropout in the study areas as a greed by the largest percentage (50%).

These findings of the current study were consistent with the previous findings of Abadzi (1994) indicating that unless adults clearly know the meaning and advantage of FAL and literacy, they would have high probability to withdraw from it.

**Table 4.8: Responses Concerning the Extent of Motivation of Dropouts for Learning**

Responses Category	Respondent Groups												Total	%
	Facilitators (N = 16)						Coordinators (N = 4)							
	Male		Female		Sub total		Male		Female		Sub total			
	f	%	f	%	f	%	f	%	f	%	f	%		
High	1	6.25	5	31.25	6	37.5	-	-	-	-	-	-	6	30
Medium	-	-	3	18.75	3	18.75	-	-	-	-	-	-	3	15
Low	2	12.5	5	31.25	7	43.75	1	25	3	75	4	100	11	55
<b>Total</b>	<b>3</b>	<b>18.75</b>	<b>13</b>	<b>81.25</b>	<b>16</b>	<b>100</b>	<b>1</b>	<b>25</b>	<b>3</b>	<b>75</b>	<b>4</b>	<b>100</b>	<b>20</b>	<b>100</b>

Understanding learners' motivation, expectations and how they would like to learn are important variables to retain them in literacy and FAL program. However, as it can be seen in table 4.8 above, more percentage that is, 43.75 percent of facilitators and all of the program coordinators (100%) indicated that the level of learners' motivation was low. From the total respondent groups, about 11 (55%) said that women trainees have low level of motivation. Contrast to this, only 6 (30%) of two respondent groups replied that women have high motivation. Surprisingly, only three (15%) of the two respondent groups answer as women adult learners have medium

level of motivation. As a whole, the quantitative data obtained from the facilitators and program coordinators indicated that lack of motivation would be one of the factors influencing women to dropout the FAL program.

Similarly, the qualitative data obtained from women participants using the structured interview and FGDs supported the quantitative findings mentioned above. Specifically, majority of the participants in the FGDs and interview stated that they had no motivation to learn due to various reasons. Quoting some of the commonly mentioned reasons were:

- *“There is no encouraging condition to continue.”*
- *“Even though we learn, there is no job.”*
- *“Our children and family will be at risk.”*
- *“Nothing we will bring even though we learn.”*
- *“Education is for children, not for adult women.”*

These data implied that women adult learners had no motivation to learn or continue their learning. This is because many such have been influencing them to pursue their education.

The findings of both quantitative and qualitative data seem to be consistent with each other and with the previous literatures stated by (Chauhan, 1998; Knowles, Holton and Swanson, 1998; and Lind, 2008). According to these writers, motivational factor is central for adult learners to continue their education.

#### ***4.3.2. Data Pertaining to Socio-economic Related Factors***

Under this sub-topic, data concerning scarcity of literate environments and role models, poverty and HTPs were analyzed as follows.

**Table 4.9: Participants’ Responses concerning on the Scarcity of Suitable Literate Environment**

Responses Category	Respondent Groups												Total	%	
	Facilitators (N = 16)						Coordinators (N = 4)								
	Male		Female		Sub total		Male		Female		Sub total				
	f	%	f	%	f	%	f	%	f	%	f	%			

Enough	-	-	1	6.25	1	6.25	-	-	-	-	-	-	1	5
Not enough	2	12.5	7	43.75	10	62.50	1	25	2	50	3	75	12	60
Not at all	1	6.25	5	31.25	6	37.50	-	-	1	25	1	25	7	35
<b>Total</b>	<b>3</b>	<b>18.75</b>	<b>13</b>	<b>81.25</b>	<b>16</b>	<b>100</b>	<b>1</b>	<b>25</b>	<b>3</b>	<b>75</b>	<b>4</b>	<b>100</b>	<b>20</b>	<b>100</b>

One of the major reasons for women dropout as stated in the literature was scarcity of literate environment both in the training center and in the home (Lind and Jonston, 1990; Lind, 2008). In line with this, table 4.9, above shows that majority of the respondents 12 (60%) in the two groups together supported as the availability of suitable literate environment is not enough. Specifically, 10 (62.50%) of facilitators and 3 (75%) of program coordinators responded as ‘not enough’. Inspection of table 4.9 also indicated that from the two respondent groups, 6 (37.50%) of facilitators and 1 (25%) of coordinators replied that there was no suitable literate environment both in the training centers and at home at all. The analysis of data on the same issue further indicated that about 7 (35%) of both facilitators and coordinators together responded as there was no any suitable literate environment for women learners. From the same respondent groups, only one person (5%) said that the existence of suitable literate environment is enough.

Based on the data given in table 4.9 above, one can conclude that scarcity of a literate environment would be one factor for women’s dropout. This is because majority of the facilitators and program coordinators responded as there was no suitable literate environment.

Evidently, women participants during interview ascertained the scarcity of literate environment and role models in their localities by their responses for the question “Do you have suitable literate environments and role models both in a outside of your home? (say enough, not enough or not at all).” The responses obtained show that eighteen (72%) of the participants replied “not enough” and four (16%) of the target group replied “not at all” while three (12%) replied that it is enough. From these responses rates it can be concluded that there existed scarcities of literate environments and role models in the area studied as it was supported by majority (18 or 72%) of the interviewees. The most repeated stated issues by women participants were:

*“There is no sufficient books, no light, no library no role models. Besides, our husbands are not voluntary to our education. How it could be possible to learn for a woman at night without light...?”*

In this quotation, there is enough evidence to consider that scarcity of suitable psychological and physical literate environments are critical problems. In any case, existence of such environment would have a greater hindrance on women to withdraw from their learning as clearly stated in the literature part (Lind & Johnston, 1990; Lind, 2008).

**Table 4.10: Participants' Responses Concerning on the Level of Economic Constraint (Poverty) as a Cause for Women Dropout**

Responses Category	Respondent Groups												Total	%
	Facilitators (N = 16)						Coordinators (N = 4)							
	Male		Female		Sub total		Male		Female		Sub total			
	f	%	f	%	f	%	f	%	f	%	f	%		
Medium	1	6.25	3	18.75	4	25	-	-	-	-	-	-	4	20
Low	2	12.5	10	62.5	12	75	1	25	3	75	4	100	16	80
<b>Total</b>	<b>3</b>	<b>18.75</b>	<b>13</b>	<b>81.25</b>	<b>16</b>	<b>100</b>	<b>1</b>	<b>25</b>	<b>3</b>	<b>75</b>	<b>4</b>	<b>100</b>	<b>20</b>	<b>100</b>

As it can be observed in table 4.10 above, the level of economic constraint (poverty) of women dropouts was rated by the respondents of facilitators and program coordinators. Consequently, the general condition of frequency counts and percentage proportions indicated that women dropouts are suffering from economic constraint. Separately 12 (75%) of facilitators and all the program coordinators (100%) rated that the economic status of dropout women is low. Together, about 16 (80%) of respondents rated as low. From the same respondents groups, only 4 (25%) of facilitators and only about 4 (20%) of the total respondent groups rated it as medium. Astonishingly, there was no any person in both respondent groups rated women's economic status as high.

Thus, the quantitative findings revealed that economic constraint (poverty) would be considered as a factor for limiting women's active participation and forces them to dropout.

Similarly, the qualitative results of interview and FGDs have strengthened the quantitative data. This could be seen from the responses obtained through interviews and FGDs. For example, dropout participants in the interview responses for the question "can your income sufficiently support both your house consumption and educational expenses?" indicated that their income couldn't sufficiently support their house consumption and educational expenses. The responses they individually mentioned were:

*"I have economic problem."*

*"I have nothing, my life is much lower than the other."*

*"My income is very low, I earned from Areque selling."*

*"The source of my income is from Kubet selling and hence very low. And what ever it is where to go?"*

*"My source of income is subsistence agriculture with no extra food."*

*"It is not sufficient, I engaged in additional work to supplement my subsistent life."*

*"I am a mother of 5 children without helper and any source of income and hence I am leading a miserable life."*

The conclusion made based on the above quotation was that the economic levels (status) of the target groups are generally low. As a result most participants insistively mentioned that they are unable to overcome their poverty so that they need due support if they are to be educated.

The above issue as treated in the FGDs is presented as follows.

**A) Problem encountered**

- All target groups were found poor

**B) Solution /s/**

- Increasing productivity by devising different income-generating activities.

This finding is consistent with the previous research findings of Lind (2008); Nafukho, Amutabi and Otunga (2005) stated in the literature. According to these writers, both at the individual and family levels, poverty (economic constraint) is a potential factor for high drop out rates and irregular attendance of women adult learners in Africa. Hence, while planning a FAL program, careful pre-assessment measures and alleviation strategies need to be taken to implement it in context of development.

**Table 4.11: Participants' Responses on Existence of Harmful Traditional Practices as a Factor on Women Adult Learners to Dropout FAL Program**

Responses Category	Respondent Groups						Total	%
	Facilitators (N = 16)			Coordinators (N = 4)				
	Male	Female	Sub total	Male	Female	Sub total		

	f	%	f	%	f	%	f	%	f	%	f	%		
Yes	2	12.5	8	50	10	62.5	1	25	3	75	4	100	14	70
No	1	6.25	5	31.25	6	37.5	-	-	-	-	-	-	6	30
<b>Total</b>	<b>3</b>	<b>18.75</b>	<b>13</b>	<b>81.25</b>	<b>16</b>	<b>100</b>	<b>1</b>	<b>25</b>	<b>3</b>	<b>75</b>	<b>4</b>	<b>100</b>	<b>20</b>	<b>100</b>

As displayed in table 4.11 above, majority of the respondents in both sample groups replied that harmful traditions are practiced against women adult learners. Quantitatively, about 10 (62.50%) of facilitators and 4 (100%) of program coordinators noted that women are suffering from harmful traditions. On the contrary, only 6 (37.5%) of respondents replied as there is no practice of harmful traditions.

Unlike the quantitative data, results of both FGDs and interviews indicated that harmful traditional practices are not their recognizable problem for pursuing their education. The major reason for this was that in the first case, women did not believe that the actions and deeds considered to be harmful by EGLDAM, are not harmful. Rather they are right and useful deeds and actions according to women participants. For instance, as discussed in the literature review, work taboo and negative attitudes of husbands and the society towards their wives and female education respectively were considered as HTPs. These were not accepted by the target groups. As a result, the responses given by the majority, with few exceptions, of the interviewees for the question “What are the common HTPs in you locality?” were:

*“There is no HTPs today, this was absent (disappeared) in the past.”*

*“Gender division of labor is an accepted cultural boundary for male and female, it is not a taboo, rather breaking it is a taboo.”*

Moreover, respecting the husbands and the community’s pressure were seen as good traditions to properly conform to the local culture. Among these practices as mentioned by the target groups were:

*“Be Loyal to husbands.”*

*“Fear and respect of what others would say.”*

*“Engaged in domestic chores.”*

*“Early marriage.”*

*“Not get enrolled for education after marriage.”*

From the above quotations one can easily conclude that deep-rooted cultures are not easily changed and considered as HTPs. Rather they are considered as right and useful in the society.

From the above discussion, there is enough evidence to conclude that the qualitative findings are not consistent with the quantitative data. Moreover, it was not in line with the previous research findings conducted by (Lind & Johuston, 1990; EGLDAM, 2008). However, the quantitative findings were generally in conformity with the previous literatures mentioned above.

### 4.3.3. Data Pertaining to Program Related Factors (Constraints)

Under this sub-topic, data concerning irrelevance of the learning contents, poor methods of teaching, inadequacy of teaching materials and poor coordination among stakeholders were analyzed as follows.

**Table 4.12: Participants' Responses on the Relevance of FAL training Contents to the Needs of women Adult Learners**

Responses Category	Respondent Groups												Total	%
	Facilitators (N = 16)						Coordinators (N = 4)							
	Male		Female		Sub total		Male		Female		Sub total			
	f	%	f	%	f	%	f	%	f	%	f	%		
A. Yes, I do	-	-	1	6.25	1	6.25	-	-	-	-	-	-	1	5
B. No I do not	3	18.75	9	56.25	12	75	1	25	3	75	4	100	16	80
C. Difficult to decide	-	-	3	18.75	3	18.75	-	-	-	-	-	-	3	15
<b>Total</b>	<b>3</b>	<b>18.75</b>	<b>13</b>	<b>81.25</b>	<b>16</b>	<b>100</b>	<b>1</b>	<b>25</b>	<b>3</b>	<b>75</b>	<b>4</b>	<b>100</b>	<b>20</b>	<b>100</b>

Effective training would be conducted if FAL contents had been designed in response to the existing working conditions of women adult learners. That is, the FAL training contents should be realistic in providing an opportunity for learners to do what they are being thought. In spite of this, results of table 12 above showed that majority of the respondents in both sample groups, 16 (80%) replied as they do not think that the training contents are relevant. Separately, 12 (75%) of facilitators and all coordinators (100%) ensured this. Surprisingly, only 1 person (5%) of the total respondents believed as the contents are relevant. Besides this, only about 3 (15% of the total respondents) replied as it is difficult to decide. Any way, by doing simple inspection on table

4.12, one may conclude that the provision of irrelevant training contents and materials could be one reason for females dropout as indicated by majority of the respondents.

As noted by participants during interview and focus group discussions, the training contents were not much responsive to their actual life situations. Expressing in their words:

*“Since we are poor, we need various livelihood skills training such as wood work, metal work, decorations, and design etc. But now we are engage in producing local areque.”*

*“Gult market is our common occupation to get some money for our daily use.”*

*“Since we are poor, we are engaged in kubet selling to cover our subsistent lives.”*

This qualitative data implied that the FAL contents delivered are not responsive to the learners’ training needs. And hence, they were not successful, as a result they were discouraged and dropped out. Besides, from the document analysis made and data obtained through FGDs, the books used for FAL program in the area studied were “*ሀ ሀ ፊደሎችን ማወቅ*”, “*ሽያጭ በተለል ዘዴ*” and “*የብልፅግና ዘዴ*”. The contents of these books were much responsive to the program objectives rather than to the learning needs of each individual learner as the target groups are neither homogenous nor get ready for the same specific learning needs. This again revealed that the learning contents are irrelevant.

Here, the findings of qualitative and quantitative data seemed to be consistent with each other and with the previous literature of (Oxenham et al, 2002; Samuel, 2008). According the to earlier researchers, the FAL curriculum contents should be based on the identification of the felt needs of the target groups and hence need to be derived from livelihood skills and integrating it with the livelihood training. But the situation observed from the quantitative and qualitative data on the current study was not in line with this principle.

**Table 4.13: Responses on the Involvement of Facilitators in Pre-Service Training**

Responses Category	Respondent Groups						Total	%
	Facilitators (N = 16)			Coordinators (N = 4)				
	Male	Female	Sub total	Male	Female	Sub total		

	f	%	f	%	f	%	f	%	f	%	f	%		
A. Yes	3	18.75	13	81.25	16	100	1	25	3	75	4	100	20	100
B. No	-	-	-	-	-	-	-	-	-	-	-	-	-	-
<b>Total</b>	<b>3</b>	<b>18.75</b>	<b>13</b>	<b>81.25</b>	<b>16</b>	<b>100</b>	<b>1</b>	<b>25</b>	<b>3</b>	<b>75</b>	<b>4</b>	<b>100</b>	<b>20</b>	<b>100</b>

As indicated in table 4.13 above, from all respondents groups, 16 facilitators (100%) and four program coordinators (100%) replied pre-service training was given for facilitators (women adult learners). But no respondents in either of facilitators and program coordinators responded as no training is given. However, as indicated in table 4.14, the duration of training was very short. As depicted on this table 4.14, the duration FAL facilitators training was very short which ranged from six months to one week. Evidently, few respondents of both facilitators and coordinators together (15%) reported that the duration of training was ranged from 4 to 6 months. On the same table, only one respondent (5%) replied that the duration of training was about one month. Contrast to this, relatively more respondents (30%) answered as pre-service training was given less than a month. But surprisingly, about 9 (45%) respondents noted that the duration of training of facilitators in pre-service program was insignificant, that was only about a week. But how in reality, a person would be a teacher by taking only one week training? Think further, they are adult trainers.

**Table 4.14: Participants Responses Regarding the Duration of Facilitators Training**

Responses Category	Respondent Groups												Total	%
	Facilitators (N = 16)						Coordinators (N = 4)							
	Male		Female		Sub total		Male		Female		Sub total			
	f	%	f	%	f	%	f	%	f	%	f	%		
4-6 months	-	-	3	18.75	3	18.75	-	-	-	-	-	-	3	15
1 month							1	25	-	-	1	25	1	5
Less than 1 month	1	6.25	5	31.25	6	37.5	-	-	-	-	-	-	6	30
One week	1	6.25	5	31.25	6	37.5	-	-	3	75	3	75	9	45
Not mentioned	1	6.25	-	-	1	6.25	-	-	-	-	-	-	1	5
<b>Total</b>	<b>3</b>	<b>18.75</b>	<b>13</b>	<b>81.25</b>	<b>16</b>	<b>100</b>	<b>1</b>	<b>25</b>	<b>3</b>	<b>75</b>	<b>4</b>	<b>100</b>	<b>20</b>	<b>100</b>

In summary, the findings of the current study on table 4.13 and 4.14 implied that even though FAL and literacy facilitator have been training in pre-service program the duration of training was not adequate to teach life experienced adult learners. Furthermore, as a central element of literacy program, it seemed that much attention has not given to facilitators training. This was in contradiction with the previous literature indicating that FAL and literacy facilitators are expected to be trained based on the same tenets of other professions.

**Table 4.15: Facilitators Participants Responses Concerning their Involvement in in-Service Training**

Have you participated in in-service training?	Respondents					
	Male		Female		Total	
	f	%	f	%	f	%
Yes	1	6.25	5	31.25	6	37.5
No	2	12.5	8	50	10	62.5
<b>Total</b>	<b>3</b>	<b>18.75</b>	<b>13</b>	<b>81.25</b>	<b>16</b>	<b>100</b>

As we have seen in table 4.14, the duration of training in pre-service program was not adequate. The FAL facilitators need further in-service training in order to effectively implement the designed program. This is because, even if a program is well constructed, there is still a strong need for good trainees to deliver the program. Facilitators should be equipped with appropriate training methods, contents and attitudes of FAL. However, results of table 4.15 did not show this reality. From the total respondents of facilitators, 6 (37.5%) replied as they have been engaged while 10 (62.5%) replied that they did not participated in on-service training. Thus, the findings in this table implied that majority of the facilitators (10 or 62.5%) did not get in service training to upgrade their knowledge, skills and attitudes. As a result, they would not be competent enough to attract and retain women adult learners in FAL and Literacy programs.

**Table 4.16: Facilitators' Responses concerning the Teaching Methods they have used to teach adult female Learners**

Types of teaching methods used	Respondents					
	Male		Female		Total	
	f	%	f	%	f	%
Lecture	2	12.5	6	37.5	8	50
Demonstration	-	-	5	31.25	5	31.25
Learner-centered participatory	1	6.25	2	12.5	3	18.75
<b>Total</b>	<b>3</b>	<b>18.75</b>	<b>13</b>	<b>81.25</b>	<b>16</b>	<b>100</b>

Though the selection of training methods in FAL program largely depends upon the nature of learning objectives, contents and context of the operating environment, literatures affirm that adult learners should be provided with a variety of learning experiences and a mix of participatory learning experiences and participatory learning methods instead of being dependent on the traditional teacher-dominated approach. In practice, however, most facilitators have used the traditional method which did not invite learners to be active participant. Table 4.16 above have ensured this fact. As it can be observed in this table, from the total respondents, about half (50%) of facilitators have used lecture method for teaching and about 5 (31.25%) of facilitators have practiced demonstration. Contrary to this, very few facilitators (18.75%) have used participatory (learner-centered) approach. From these findings, one can easily conclude that the FAL training method would be one factor for women's dropout, since the practicing methods are not learners' responsive. Further more, the findings of the current study have been consistent with findings of (Naya and Rao, 2004; Keweloh, 1974).

According to these writers, the relationship between facilitators and adult learners should be in the form of partnership for facilitating participatory and interactive learning process.

In addition to the quantitative results, qualitative findings gathered via interview and FGDs have confirmed that most of the time, facilitators have employed the traditional teaching methods. These teaching methods are not effective for FAL program.

**Table 4.17: Coordinators' Belief Concerning the Provision of Efficient Training for Facilitators**

Do you believe that the training given for facilitators was efficient to adults?	Respondents				Total	
	Male		Female		f	%
	f	%	f	%		
No	1	25	3	75	4	100
<b>Total</b>	<b>1</b>	<b>25</b>	<b>3</b>	<b>75</b>	<b>4</b>	<b>100</b>

For effective learning to take place in literacy and FAL, facilitators' competency level has a paramount importance. In turn, this competency would be maintained if facilitators have got sufficient training with regard to the principles and methods of andragogy. In spite of this, the

practical (existing reality) is quite the opposite. As indicated in table 4.17 above, among the respondent group of program coordinators, no one said ‘yes’ i.e., the training was efficient. Contrary to this, all the respondents (100%) of the coordinators replied that the training was not efficient to teach adults. This shows that much attention has not been given for facilitators’ training. This seemed to be a warning that women participation in FAL and literacy programs were at risk to continue their learning educated by unqualified facilitators.

**Table 4.18: Coordinators Perceptions Regarding the Inefficiency of Facilitators Being a Cause for Dropout**

Do you think that the inefficiency of facilitators being a cause for dropout?	Respondents				Total	
	Male		Female			
	f	%	f	%	f	%
Yes	1	25	2	50	3	75
No	-	-	1	25	1	25
<b>Total</b>	<b>1</b>	<b>25</b>	<b>3</b>	<b>75</b>	<b>4</b>	<b>100</b>

As indicated in table 4.18 above, the response of program coordinators showed that majority of them (75%) believed that the existence of inefficient facilitators could be one of the major factors for women to drop out from FAL program. From the same respondent groups, only about a quarter (25%) replied as it was not a cause. From these data, we can conclude that facilitators’ inefficiency is one hindrance factor for target groups to attend the FAL program as it is supported by the largest percentage (75%) of the respondents.

**Table 4.19: Responses on Whether or not the Teaching Materials were Sufficient for all Target Groups**

Responses	Respondent Groups								Total	%
	Facilitators (N = 16)				Coordinators (N = 4)					
	M	F	Sub total		M	F	Sub total			
			f	%			f	%		
A) Yes, they are	1	4	5	30.25	-	2	2	50	7	35
B) No they do not	2	9	11	68.75	1	1	2	50	13	65
<b>Total</b>	<b>3</b>	<b>13</b>	<b>16</b>	<b>100</b>	<b>1</b>	<b>3</b>	<b>4</b>	<b>100</b>	<b>20</b>	<b>100</b>

As depicted in table 4.19, from the respondent groups of facilitators and coordinators, majority of them responded as the provision of teaching materials were not sufficient and appropriate. In detail, 68.75 percent of facilitators and half (50%) of coordinators reported as the provision was not sufficient. Similarly, 13 (65%) of both respondent groups replied in the same way. On the contrary, about 31.25% of facilitators and 50% of coordinators reported that the provision of materials was sufficient and appropriate. That means from the total respondent groups only about 7 (35%) reported as appropriate. Thus, the results of table 4.19 indicated that the provision of teaching materials was not sufficient and appropriate. The qualitative findings obtained via interview and focus group discussion strongly supported the findings obtained above. Hence, emphasis has to be given to the provision of appropriate and sufficient teaching materials to minimize the dropout rate on adult female learners.

**Table 4.20: Responses on the Extent of Coordination Among Stakeholders**

Response	Respondent Groups								Total	
	Facilitators N = 16				Coordinators N = 4					
	Male		Female		Male		Female		f	%
	f	%	f	%	f	%	f	%		
a) Medium			6	30					6	30
b) Low (poor)	3	15	7	35	1	5	3	15	14	70
<b>Sub-total</b>	<b>3</b>	<b>15</b>	<b>13</b>	<b>65</b>	<b>1</b>	<b>5</b>	<b>3</b>	<b>15</b>	<b>20</b>	<b>100</b>
<b>Total</b>	<b>16 (80%)</b>				<b>4(20%)</b>				<b>20</b>	<b>100</b>

The data in Table 4.20 show that 6 of the respondents, representing 30 %of the respondents, said “Medium” indicated that the extent of coordination among stakeholders is medium. Fourteen of the respondents, representing 70 percent of the respondents, said “low (poor)” indicated that the extent of coordination among stakeholders is poor. Moreover, no respondent said either “high” or “any”.

Based on the responses of this largest number of respondents (14), representing the largest percentage (70%) argued, it can be safely concluded that there existed poor coordination among stakeholders.

On top of this, results obtained from interviewees responses indicated that the coordination among the stakeholders for the implementation of FAL is generally poor. Most target group interviewees addressed that the coordination is almost non-existent as they expressed by their responses for question “How was the involvement and co-ordination of the community, stakeholders, development workers etc during the implementation of the FAL program?”. The sample responses as mentioned by the target group interviewees were:

*“There is no coordination, had it been there, it would have been good.”*

*“There is no, it is poor,”*

*“There is no who make coordination strong, it is poor.”*

*“It is poor it seemed strong at the beginning and soon weakened.”*

Similarly, most discussants in the FGD and opinion makers (OM) in all centers surveyed stressed that coordination is lacking. In explaining the seriousness of the problem, the informants separately mentioned the prevailing problems and their respective solutions as indicated in Table 4.21 below.

**Table 4.21: Summaries of Problems and Solutions as Mentioned by FGD and OM**

<b>Problems Mentioned</b>	<b>Suggested Solutions</b>
<ul style="list-style-type: none"> <li>• Lack of political wills and policy framework by the government</li> </ul>	<ul style="list-style-type: none"> <li>• There must be balanced attention with formal education from the government for this sub-sector</li> <li>• There must be rules and regulation for governing the delivery of FAL</li> </ul>
<ul style="list-style-type: none"> <li>• Limited supervision and absenteeism by FAL provider (EDA)</li> </ul>	<ul style="list-style-type: none"> <li>• There must be continuous supervision</li> <li>• Avoid absenteeism and disappearance</li> </ul>
<ul style="list-style-type: none"> <li>• Low opinions for female FAL program by local authorities</li> </ul>	<ul style="list-style-type: none"> <li>• Have a positive opinion for FAL program and there by encourage adult females to pursue FAL</li> </ul>
<ul style="list-style-type: none"> <li>• Lack of motivation and self-denial by the learners</li> </ul>	<ul style="list-style-type: none"> <li>• Have strong motivation and avoid self-denial</li> </ul>
<ul style="list-style-type: none"> <li>• Lack of training and encouragement from responsible bodies for facilitators</li> </ul>	<ul style="list-style-type: none"> <li>• Have appropriate training and get necessary encouragement</li> </ul>

As can be seen from Table 4.21, issues mention on the left represent the most frequent problem that resulted in poor coordination among stakeholders while those on the right represent lesson learned (drawn).

Besides, in both Woredas studied, the study tried to approach concerned stakeholders and other development workers whether or not there are attempts to link the FAL program with their development components (plans). The obtained information showed that such linkage is non-existent. Each of the sector is focusing fragmentally on its own plan which could be integrated otherwise; and hence helped the proper implementation of the FAL program.

In conclusion, such poor coordination can cause dropout since the program lack collective efforts that grantee the sustainability of the program. This coincides with the findings of earlier studies of Lind (2008).

**Table 4.22: Reasons' Given by Dropouts for Quitting the FAL Program**

Reasons Mentioned	Responses		Remark
	f	%	
Economic problem (poverty)	10	40	
Lack of time	15	60	
Family commitment due to lack of helper (partner)	6	24	
Lack of self initiative (interest)	8	32	
Excess work load	25	100	
Husband resistance	6	24	
Self-denial	11	44	
Lack of societal support	4	16	
Living in non-literate environment	10	40	
Lack of awareness	6	24	
Inconveniency of the night program (schedule)	10	40	
Fatigue/Tiredness	10	40	
Less number of female learners	5	20	
Dislocation	5	20	
Occurrence of harassment	3	12	
Lack of light	9	36	
Lack of appropriate place for learning	5	20	
Under estimation of the FAL program given	4	16	
Unfulfilled expectation	10	40	

The data in Table 4.22 show that 10 of the respondents, representing 40 percent of the drop out adult females, indicated that economic problem (poverty) is responsible for their quitting the FAL program designed for them. Fifteen of the respondents, representing 60 percent of the dropout adult females, stated that lack of time is responsible for their quitting the FAL program. Six of the respondents or 24 percent of the respondents agreed that it is family commitment due to lack of helper as a factor for their quitting the FAL program. Eight of the respondents or 32 percent agreed that it is lack, of self-initiative (interest) that is responsible for their quitting the FAL program, Twenty five (all) of the respondents or 100 percent agreed that excess work load is their main factor for quitting their learning. Six of the respondents or 24 percent attached their dropout to husband resistance and the other 11 of the respondents or 44 percent have the opinion that their quitting the FAL program is attributable to their own self-denial. Four or 16 percent, 10 or 40 percent and 6 or 24 percent of the respondents have stated lack of societal support, living in non-literate environment and lack of awareness are respectively responsible for their quitting the FAL program.

Moreover, 10 of the respondents representing 40 percent agreed that inconveniency of the schedule is their main hindering factor while similar number of respondents and percentage stated that this is attributable to the issues of fatigue which women face as a result of the many activities they perform for their family throughout the day. Five of the respondents or 20 percent and another 5 of the respondents or 20 percent stated that less number of female learners and dislocation are respectively responsible for their dropouts. Another group of respondents representing 3 or 12 percent and 9 or 36 percent agreed that harassment and lack of light are respectively responsible for their quitting the FAL program. Five or 20 percent and 4 or 16 percent of the respondents associated their dropout with lack of appropriate place for learning and under estimation of the FAL program given respectively. Ten of the respondents representing 40 percent saw unfulfilled expectation as the main factor influencing them to pursue their FAL program. That is, they first evolved in literacy class hoping to get some sort of aid either in cash or in kind to solve their problem from EDA. But this was not happen and hence pulled them out. Needless to say, most of the respondents gave two or more different reasons, as is evident from the numbers of respondents. This coincides with the findings of earlier studies such as Osunde, A. and Omoruyi, F. (1999) and Carr-Hill, R. (2001).

Moreover, in order to identify their degree of influence, the above reasons given by adult female learners for quitting their FAL program were ranked based on frequency to ascertain their degree of seriousness, and the results of the first 1-4<sup>th</sup> major problems are presented in Table 4.23.

**Table 4.23: Rank-Order of the First 1-4<sup>th</sup> Major Problems of Dropouts for Quitting the FAL Program**

Reasons Mentioned	Frequency	Rank order
Excess workload	25	1 <sup>st</sup>
Lack of Time	15	2 <sup>nd</sup>
Self-denial	11	3 <sup>rd</sup>
Economic problem (poverty)	10	4 <sup>th</sup>
Living in non-literate environment	10	4 <sup>th</sup>
Inconveniency of the night program	10	4 <sup>th</sup>
Fatigue/Tiredness	10	4 <sup>th</sup>
Unfulfilled expectation	10	4 <sup>th</sup>

Results presented in Table 4.23 show that excess workload ranked 1<sup>st</sup> followed by lack of time and self-denial which ranked 2<sup>nd</sup> and 3<sup>rd</sup> respectively. These are followed by economic problem (poverty), living in non-literate environment, inconveniency of the night program, fatigue/tiredness and unfulfilled expectation ranking 4<sup>th</sup> equal among the overall frequencies.

From these results, it is obvious that all those reasons ranked from 1<sup>st</sup>-4<sup>th</sup> or from excess workload to unfulfilled expectation constituted the most serious problems influencing adult female learners to attend the FAL program designed for them in the study area. Moreover, the remaining reasons are also other influential factors that caused dropout.

In conclusion, as to the categories of these true voice of dropout is concerned, all those reasons indicated in Table 4.22 and/or Table 4.23 could be categorized either under personal, socio-economic or program related factors discussed so far.

## CHAPTER FIVE

# 5. MAJOR FINDINGS, SUMMARY, CONCLUSION AND RECOMMENDATIONS

### 5.1. Major Findings

In general, the analyses of the data as presented in section 4.3 revealed that:

- The FAL program operated without clear understanding of its meaning and importance by target groups. That is, dropout adult female learners generally lack awareness on the meaning and importance of literacy and FAL. Some group of respondents equate FAL to the basic literacy classes during the Dergue regime and others with ABE program. Functional adult literacy is still not clear and hence difficult to internalize its essence and apply the way it ought to be.
- Dropout adult females generally lack motivation to pursue the FAL program designed for them. This is because they have more pressing priorities related to their survival.
- Economic problem (poverty) is the major bottleneck to attend the literacy classes by dropouts in both Woredas since majority of the dropouts are poor women.
- Literate environment is lacking and hence with the absence of such environments both at home and at the center, it is very difficult to apply what is learnt. Learners cannot therefore have any way to remember and recall what they learn in FAL program.
- Harmful traditional practices (HTPs) such as work taboos, negative attitudes of husbands towards their wives' learning and negative societal attitudes towards female education in general are major factors hindering dropouts to pursue the FAL program.
- The FAL program studied operated without curriculum that is prepared based on the felt needs of the learners and as a result the learning contents were found irrelevant since they were determined by the program objectives.
- The facilitators in the program studied used purely teacher-dominated methods due to lack of training in adult education methodologies and lack of proper formal education. The facilitators, therefore, oppose the participatory approach that gives learners control over the subject they learn and over their classrooms.

- The learners lacked FAL support materials. In some centers, let alone support materials, even appropriate classroom are lacking. Besides, chalk to write with, blackboard to write on, posters, pictures etc are generally lacking.
- In the FAL program studied coordination among stakeholders is lacking.
- Unfulfilled expectations and schedule inconveniency were also additional constraints discovered while the study was conducted.

## 5.2. Summary

This study has been initiated by the prevalence of high dropout rates of adult females from the FAL program observed in the two Woredas, namely Debre Berhan and Tarma Ber, of North Shoa Zone of Amhara Region. The overall objective of the study was, to identify factors influencing adult female learners to attend the FAL program. To achieve this objective, three basic questions were raised to guide the study.

Approach of the study, sources of data, sampling techniques, tools of data collection, data collection procedures and procedures for data analysis and interpretations were treated in chapter three. Accordingly, the approach of this study was mixed method research design. Major sources of data for the study were dropout adult females, facilitators and coordinators selected by multistage sampling techniques and documents. To collect the relevant data from the participants and field work, interviews, questionnaires, FGDs, checklists and observations were used as tools of data collection. The data were collected using two steps, pilot test and actual data collection, by the researcher and assistants employing code of ethics adopted for the study.

Situation analysis and qualitative data were analyzed using words, phrases and quotations while quantitative data were analyzed using frequency counts and percentages and the major findings of the whole analyses are summarized as follows:

- 1) Concerning the personal factors influencing adult female learners to withdraw from FAL, two major reasons have been identified. These were lack of awareness on the meaning and importance of literacy and FAL among the target groups (women adult learners). The second reason (factor) was lack of motivation, owing to various reasons, to pursue their education.

- 2) With regard to the influence of socio-economic factors, analyses of data revealed that scarcity of the literate environment, economic constraint (poverty), the existence of HTPs such as work taboos, negative attitudes of husbands towards their wives' learning etc were found to be the major determinant ones. The different data sources had provided enough evidence to conclude that these three socio-economic factors had recognizable influence on women to dropout.
- 3) Analysis of both quantitative and qualitative data have shown that female adult learners are forced to dropout from the FAL program due to the interplay of program based constraints or factors. Among these, the major pressing factors identified in this study were:
  - a. Existence of irrelevant learning contents;
  - b. Scarcity and inappropriateness of the teaching materials;
  - c. Existence of unqualified and incompetent facilitators employing traditional methods.
  - d. The existence of poor coordination among stakeholders.

### **5.3. Conclusion**

So far, an attempt has been made to present and analyze the data gathered from respondents and field observations. After a careful examination of the information presented therein, the following conclusions have been drawn.

As revealed by this study, the dropout problem was found to be a major problem faced the FAL program for adult female learners in EDA functional adult literacy project in Debre Berhan and Tarma Ber Woredas in North Shoa Zone of Amhara Region. From the study made, it was found that the reasons behind it were a complex interweaving of lack of awareness on the meaning and importance of FAL/literacy and lack of motivation to learn by the target groups; scarcities of literate environment and role model; economic problem (poverty); the presence of HTPs; the irrelevance of the learning contents; the scarcities of teaching materials; poor methods of teaching used and poor coordination among stakeholders.

In summary, it can be concluded that in the study Woredas majority of the adult female learners have been forced to dropout from the FAL program due to the interactive effect of personal, socio-economic and program based factors. And the problem of dropout from FAL has been taken as one aspect of educational wastage and sign of backwardness. Finally the study would be completed by forwarding the following feasible recommendations.

#### **5.4. Recommendations**

The following strategies may be taken into consideration to rectify the existing situation of the FAL program in the study area.

1. Awareness (knowledge) of the beneficiaries on the meaning and importance of FAL/literacy have to be increased through sustainable educational work.

To effect this, the following two strategies are recommended.

##### ***Strategy 1: Adopt voluntary persuasion***

In this strategy, make FAL attendance a voluntary option and change could be effected through extensive, consistent and continuous education and persuasions. To do so, use model (exemplary) literate women friends who have benefited from education and leading better life, mass media, literate community and/or organization leaders, educational institutions to sensitize about the meaning and benefits of FAL/Literacy to the community in general and adult female leaders in particular right from the very beginning.

##### ***Strategy 2: Adopt compulsory persuasion***

As a matter of fact, the education of children at school and adults alike has no other purpose than social goals. To this end, the ultimate goal of FAL should be focused on nationally identified needs rather than individual wants. Thus, in this strategy there is no way out “people ought to learn to conform, to change their behavior in a ways which will lead to the achievement, more quickly, of national development goals” Rogers, A (1994). According to this idea and/or strategy 2, attendance in the FAL program is not a voluntary option but a social responsibility. Hence, education and persuasion need to be employed by making FAL a compulsory for all social services the illiterate adult females in need of and enrollment by itself should be considered as part of the application procedure for any social service.

2. The diversified needs and motivations of the adult female learners need to be strengthened and maintained.

Many factors more specifically poverty, lack of time due to their reproductive work they perform act as a barrier against adult female learners motivation for FAL class attendance.

Therefore, to maintain strong motivations, identifying and gradually solving the adult women's problem is a must if there is a need to help adult females to keep on learning. This could be put into practice by guiding them to improve their own productivity, sharing their-work load by avoiding the work taboos and developing other integrated development network such as kindergarten.

3. Appropriate literate environments need to be developed.

With the absence of libraries and books to read at home and at the center, it is very difficult to develop a literate environment. Therefore, there is a need to establish libraries, community learning resource centers, written media and more generally written environments. This can be effected in such a way that government, national and/or regional, stakeholders and aid organizations should be encouraged to support FAL focusing on literate environments. Moreover, make use of the learners by themselves to collect books, posters, pictures e.t.c. from the school that are not used.

4. Functional adult literacy (FAL) should be effectively and efficiently implemented in away to ensure an environment that would enable training in particular livelihoods needed in particular localities to result in higher productivity, incomes and well being of the beneficiaries.

This is the most possible way of escaping out of poverty which has vicious circle in nature. This could be effected by devising flexible income generating mechanisms. If this would happen, it could contributed to only personal economic growth but also to the present vision of our government (FDRE) which is "enlisting the country's name among the middle income countries within the upcoming two decades."

5. Harmful traditional practices (HTPs) need to be carefully addressed without showing any hostility to them.

Traditional practices be it HTPs or UTPs are those customary acts transmitted from the past generation to the next. Such deep rooted traditions are difficult to change within short period of time. Thus, systematic mechanisms should be devised to convince the community and thereby effect change gradually. That is, care has to be made not to violate and discourage the culture of the community.

6. Learning contents should be relevant and useful to learners' everyday life.

Contents are vehicles that lead to the attainment of the desired objective of each adult female learner. The problem here is that each adult female learner in a FAL class has objective of her own. This calls for having diversified contents which in turn calls for flexibility and resource fullness to respond appropriately to each adult female learner. To accomplish this properly the following points are recommended.

- 6.1. Need assessment should be concluded prior to the selection and organization of the contents.
  - 6.2. Curriculum planning process should be participatory.
  - 6.3. The beneficiaries should choose what they need to be included in the FAL contents.
  - 6.4. FAL contents should be derived from the livelihood skills and integrating it with livelihood training from the very start.
7. Participatory learner-centered teaching methods should be employed in FAL classes.

The challenges to these approaches are to put into practice with facilitators who have themselves had only limited or no training. However, the effectiveness of any course will stand or fall by its facilitators. To resolve these contradictory ideas, having sustainable training system which includes both pre-service training and in-service training for facilitators as well as training of trainers is advisable. To put this into practice it is recommended that the training programs need to be organized at Regional, Zonal and Woreda levels and hence the authorities at each level should take the responsibilities. Besides, facilitators should be sufficiently paid in order to boost their morale and thereby having qualified and motivated FAL facilitators.

8. Efforts should be made to provide basic facilities such as shelter, benches, and educational materials that include blackboards, chalk, broad range of reading materials and media such as books, newspapers, posters, filling in forms, stories, poems and etc. to promote favorable environments for FAL.

Since FAL acquisition is contextual, the teaching learning should be based on locally available FAL materials. To this end, environment have plenty to offer FAL materials. What is need is that collecting and arranging for making use of it. On the top of this, governments, local authorities and donors should supply necessary equipments and materials.

9. There should be sufficient coordination between the concerned stakeholders and providers working at various levels to ensure the effective implementation of FAL and thereby avoiding unnecessary duplication of work and wastage of scare resources.

From experience and literature it has been learnt that most non-formal or adult literacy activities in general and FAL in particular in the World are fragmented and uncoordinated. To solve this problem, central coordination combined with local responsibility and flexibility as well as mobilization of sufficient resource and involvement of all sectors of the state and civil society including media have to be encouraged and strengthened.

10. Timing and duration of instruction should be flexible.

This could be put into practice be negotiating FAL class times and duration with participants to minimize inconvenience.

11. The current Ethiopian government effort observed in giving due attention to girls education at all levels of formal education should be repeated in FAL program to ensure high participation of women thereby overcome gender disparities at all levels of FAL if MDGs and EFA goals are to be achieved.
12. There should be strong political will to allocate adequate human, material and financial resources including national and local government budget allocation and to have adequate policy framework by the government.

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# Appendix A

## አዲስ አበባ ዩኒቨርሲቲ

### ሥነ ትምህርት ኮሌጅ

1) ተግባራዊ የጉልማሶች መሠረተ ትምህርቱን ባቋረጡ ጉልማሳ ሴቶች የሚመለስ ቃለ መጠይቅ

#### መግቢያ

##### ውድ መላሾች

የዚህ ቃለ-መጠይቅ ዋና ዓላማ ጉልማሳ ሴት ተማሪዎች ተግባራዊ የጉልማሶች መሠረተ ትምህርትን እንዳይከታተሉ ተፅዕኖ የሚያደርጉባቸውን ችግሮች ለይቶ ለማወቅና ችግሮቹ ከታወቁ በኋላ ገቢራዊ ሊሆኑ የሚችሉ የመፍትሄ ሃሳቦችን ለመጠቀም ነው። የጥናቱ ውጤትም ለትምህርታዊ ምርምር ብቻ የሚያገለግል ነው። በመጠይቁ ላይ አንዳንድ ጥያቄዎች የግል ሁኔታን የሚመለከቱ ቢሆንም የምትሰጡት መረጃ ሁሉ ሚስጥራዊነቱ ፍፁም የተጠበቀ ነው። ለዚህም ማረጋገጫ አንዱ በመጠይቁ ላይ ስማችሁ አይጻፍም።

ስለዚህ የምትሰጡት መረጃ ለጥናቱ መሣካት አጅግ ወሳኝ ስለሆነ ለአያንዳንድ ደጥያቄ እውነተኛውን መልስ በመስጠት እንድትተባበሩኝ በአክብሮት እየጠየኩኝ ጊዜያችሁን መስዋዕት በማድረግ ላደረጋችሁለኝ ትብብር ምስጋናዬ የላቀ ነው።

አጥኚው

**ክፍል 1: የግል ሁኔታን የተመለከቱ የቃለ መጠይቅ ጥያቄዎች**

1. የአድራሻ ስም: ወረዳ ----- ቀበሌ ----- ሴንተር -----
2. ዕድሜ: -----
3. የጋብቻ ሁኔታ:      ያገባች               ያላገባች       ፈት       ጋለሞታ
4. የልጆች ብዛት:      ወንድ               ሴት               ድምር
5. የቀድሞ የትምህርት ሁኔታ:      ጀምራ ያቋረጠች       ምንም ያለተማረች
6. የመኖሪያ አካባቢ:              ከተማ                       ገጠር
7. መተዳደሪያ ሥራ \_\_\_\_\_
8. የአኗኗር ሁኔታ:              ቋሚ               ጊዜያዊ (ተንቀሳቀሽ)

**ክፍል 2: ተግባራዊ የጎልማሶች መሠረተ ትምህርት አሰጣጠን የተመለከቱ የቃለ-መጠይቅ ጥያቄዎች**

1. መሠረተ ትምህርትና ተግባራዊ የጎልማሶች መሠረተ ትምህርት የሚሉትን ፅንሰ ሃሳቦች እንዴት ትረጃለሽ?

\_\_\_\_\_

\_\_\_\_\_

2. ተግባራዊ የጎልማሶች መሠረተ ትምህርት ለሴቶች ለምን ይጠቀማል ብለሽ ታስቢያለሽ?

- |          |          |
|----------|----------|
| 1. _____ | 4. _____ |
| 2. _____ | 5. _____ |
| 3. _____ | 6. _____ |

3. የገቢ ምንጭሽ የቤት ውስጥ ፍጆታሽንና የትምህርት ወጭሽን ሊሸፍንልሽ ይችላል?

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\_\_\_\_\_

4. ስትማሪ የነበረው የትምህርት ይዘት ለሁሉም ጎልማሳ ሴት ተማሪዎች ፍላጎት ይስማማ ነበር ብለሽ ታምኛለሽ?

\_\_\_\_\_

\_\_\_\_\_

5. በአጠቃላይ ስለ አመቻቻችሽ ብቃት ያለሽ አስተያየት ምንድን ነው?

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

6. በትምህርት ወቅት የተሠራጩ፣ የተዘጋጁና ሥራ ላይ የዋሉ የትምህርት መረጃ መሣሪያዎች ምን ምን ነበሩ?

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

7. ከላይ የጠቀስሻቸው የትምህርት መረጃ መሣሪያዎች በቂና ለእያንዳንዱ ተማሪ ተስማሚ ነበሩ ብለሽ ታስቢያለሽ?

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

8. በቤትሽ ውስጥና አቅራቢያ ትምህርትን የሚያበረታቱ ተስማሚ ሁኔታዎች እንደማብራት፣ መፃፍት፣ ቤተ መፃፍት፣ አርአያ የሚሆን ጓደኛ ታገኛለሽ? (በቂ ነው፣ በቂ አይደለም፣ ምንም የለም በማለት አረጋግጭ)?

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

9. በፕሮግራሙ ትግበራ ወቅት የህብረተሰቡ፣ የባለድርሻ አካላት የልማት ዘርፍ ሠራተኛ ወዘተ ተሳትፎና ቅንጅታዊ አሠራር ምን ያህል ነው?

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

10. ፕሮግራሙን ከጀመርሽ በኋላ ስለትምህርቱ የነበረሽ ፍላጎት ምን ያህል ነበር?

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

11. በአካባቢያችሁ የሚዘወተሩ ጎጂ ልማዳዊ ድርጊቶች ባህላዊ ልማዶች ምን ምን ናቸው?

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

12. በአጠቃላይ ትምህርትሽን እንድታቋርጭ ያስገደዱሽ ምክንያቶች ምን ምን ነበሩ?

- 1. \_\_\_\_\_ 4. \_\_\_\_\_
2. \_\_\_\_\_ 5. \_\_\_\_\_
3. \_\_\_\_\_ 6. \_\_\_\_\_

ስለ ትብብራችሁ እጅግ በጣም አመሠግናለሁ።

# አዲስ አበባ ዩኒቨርሲቲ ሥነ ትምህርት ኮሌጅ

## 2. የፅሁፍ መጠይቅ

### 2.1. በአመቻቸው የሚሞላ የፅሁፍ መጠይቅ

#### ውድ መላሾች

የዚህ የጽሁፍ መጠይቅ ዋና ዓላማ ጉልማሳ ሴት ተማሪዎች ተግባራዊ የጉልማሶች መሠረተ ትምህርትን እንዳይከታተሉ ተፅዕኖ የሚያደርጉባቸውን ችግሮች ለይቶ ለማወቅና ችግሮቹ ከታወቁ በኋላ ገቢራዊ ሊሆኑ የሚችሉ የመፍትሄ ሃሳቦችን ለመጠቀም ነው። የጥናቱ ውጤትም ለትምህርታዊ ምርምር ብቻ የሚያገለግል ነው። በመጠይቁ ላይ አንዳንድ ጥያቄዎች የግል ሁኔታን የሚመለከቱ ቢሆንም የምትሰጡት መረጃ ሁሉ ሚስጥራዊነቱ ፍፁም የተጠበቀ ነው። ለዚህም ማረጋገጫ አንዱ በመጠይቁ ላይ ስማችሁ አይጻፉም።

ስለዚህ የምትሰጡት መረጃ ለጥናቱ መሣካት እጅግ ወሳኝ ስለሆነ ለአያንዳንድ ጥያቄ እውነተኛውን መልስ በመስጠት እንድትተባበሩኝ በአክብሮት እጠይቃለሁ።

አያንዳንዱ ጥያቄ ሲመለስ እንደ ጥያቄው መንፈስ ይሆናል። ይኸውም አንድም በተሰጠው ሳጥን ውስጥ የ “✓” ምልክት በማድረግ፣ ምርጫ ከሆነ የትክክለኛ መልሳችሁን የምርጫ ፊደል በመክበብና የእናንተን አስተያየት ለሚሹ ጥያቄዎች ደግሞ በተሰጠው ክፍት ቦታ ውስጥ መልሱን በመጻፍ ይሆናል። ከአንድ መልስ በላይ መምረጥ ይቻላል።

ውድ ጊዜያችሁን ሰውታችሁ ሁሉንም ጥያቄዎች በመሙላት ለምታደርጉልኝ ትብብር ምስጋናዬ የላቀ ነው።

አስታውሱ፣ ስም መጻፍ አያስፈልግም።

አጥኚው



6. ለጥያቄ ቁጥር 5 መልስህ(ሽ) “አዎ” ከሆነ የሥልጠናው ርዝማኔ ምን ያህል ነበር?

- ሀ. ከ3-6ወር
  - ለ. 2-3 ወር
  - ሐ. ለ1 ወር
  - መ. ከ1 ወር ያነሰ
- ሠ. ሌላ ካለ ይገለፅ \_\_\_\_\_

7. በሥራ ላይ ስልጠና ፕሮግራምስ ተሳትፈህ(ሽ) ነታውቃለህ(ሽ)?

- ሀ. አዎ
- ለ. አላውቅም

8. ጎልማሳ ሴቶችን ስታስተምር(ሪ) ብዙውን ጊዜ የምትጠቀመው (ሚው) ዘዴ የቱ ነው?

- ሀ. የገለፃ ዘዴ
  - ለ. የሠርቶ ማሳየት ዘዴ
  - ሐ. አሳታፊ ዘዴ
- መ ሌላ ካለ ይገለፅ \_\_\_\_\_

9. በትምህርት ወቅት የተሠራጩ፣ የተዘጋጅና ሥራ ላይ የዋሉ የትምህርት መረጃ መሣሪያዎች ለሁሉም ተማሪ በቂና ተስማሚ ነበሩ?

- ሀ. አዎ
- ለ. አልነበሩም

10. ለጥያቄ ቁጥር 9 መልስህ(ሽ) “አልነበሩም” ከሆነ ይህ ችግር ለጎልማሳ ሴት ማሪዎች ትምህርት ማቋረጥ ምክንያት ሊሆን ይችላል ብለህ(ሽ) ታምናለህ(ሽ)?

- ሀ. አዎ
- ለ. አላምንም

11. በአካባቢው ትምህርትን የሚደግፉ (የሚያበረታቱ) እንደ መብራት፣ ቤተመጻሕፍት፣ የሚነበቡ መጻሕፍት ወዘተ ተስማሚ ሁኔታዎች መኖርን እንዴት ትገመግመዋለህ (ሽ)?

- ሀ. በቂ ነው
  - ለ. በቂ አይደለም
  - ሐ. እስከነጭራሹ የለም
- መ. ሌላ ይገለፅ \_\_\_\_\_

12. በፕሮግራሙ ትግበራ ወቅት የህብረተሰቡ፣ የባለድርሻ አካላት፣ የልማት ዘርፈ ሠራተኛ ወዘተ ተማትፎና ቅንጅታዊ አሠራር ምን ያህል ነው?

- ሀ. ከፍተኛ
  - ለ. መካከለኛ
  - ሐ. ዝቅተኛ (ደካማ)
- መ. ሌላ ከሆነ የገለፅ \_\_\_\_\_

13. በሴንተራችሁ ትምህርቱን ያቋርጡ የጎልማሳ ሴት ተማሪዎች ለትምህርት የነበራቸው ፍላጎት እንዴት ነበር?

- ሀ. ከፍተኛ ነበር
- ለ. መካከለኛ ነበር
- ሐ. ዝቅተኛ ነበር

14. ጎልማሳ ሴት ተማሪዎች ጀምረው የነበረውን ትምህርት እንዳይከታተሉ ተፅዕኖ ያደረጉባቸው ጎጂ ባህላዊ ድርጊቶች ነበሩ?

- ሀ. አዎ ነበሩ
- ለ. የለም አልነበሩም

**ስለትብብራችሁ እጅግ በጣም አመሠግናለሁ።**

# አዲስ አበባ ዩኒቨርሲቲ ሥነ ትምህርት ኮሌጅ

## 2.2. በአማካኝ ልማት ድርጅት የፕሮግራሙ አስተባባሪዎች የሚሞላ የፅሁፍ መጠይቅ

### የተከበሩ መላሽ

የዚህ የጽሁፍ መጠይቅ ዋና ዓላማ ጎልማሳ ሴት ተማሪዎች ተግባራዊ የጎልማሶች መሠረተ ትምህርትን እንዳይከታተሉ ተፅዕኖ የሚያደርጉባቸውን ችግሮች ለይቶ ለማወቅና ችግሮቹ ከታወቁ በኋላ ገቢራዊ ሊሆኑ የሚችሉ የመፍትሄ ሃሳቦችን ለመጠቀም ነው። የጥናቱ ውጤትም ለትምህርታዊ ምርምር ብቻ የሚያገለግል ነው። በመጠይቁ ላይ አንዳንድ ጥያቄዎች የግል ሁኔታን የሚመለከቱ ቢሆንም የሚሰጡኝ መረጃ ሁሉ ሚስጥራዊነቱ ፍፁም የተጠበቀ ነው። ለዚህም ማረጋገጫ አንዱ በመጠይቁ ላይ ስምዎ አይጻፍም።

ስለዚህ የምትሰጡት መረጃ ለጥናቱ መሣካት እጅግ ወሳኝ ስለሆነ ለአያንዳንድ ጥያቄ እውነተኛውን መልስ በመስጠት እንድትተባበሩኝ በአክብሮት እጠይቃለሁ።

እያንዳንዱ ጥያቄ ሲመለስ እንደ ጥያቄው መንፈስ ይሆናል። ይኸውም አንድም በተሰጠው ሳጥን ውስጥ የ “✓” ምልክት በማድረግ፣ ምርጫ ከሆነ የትክክለኛ መልሳችሁን የምርጫ ፊደል በመክበብና የእናንተን አስተያየት ለሚሹ ጥያቄዎች ደግሞ በተሰጠው ክፍት ቦታ ውስጥ መልሱን በመጻፍ ይሆናል። ከአንድ መልስ በላይ መምረጥ ይቻላል።

ውድ ጊዜዎን መስዋዕት በማድረግ ላደረጉልኝ ትብብር ምስጋናዬ የላቀ ነው።

ያስታውሱ፣ ስም መጻፍ አያስፈልግም።

አጥኚው

**ክፍል 1 የግል ሁኔታን የተመለከቱ የፅሁፍ ጥያቄዎች**

1. የድርጅቱ ስም: \_\_\_\_\_ ወረዳ \_\_\_\_\_ ከተማ \_\_\_\_\_
2. ዕድሜ: \_\_\_\_\_
3. ምታ:      ወንድ                       ሴት
4. የትምህርት ደረጃ: \_\_\_\_\_
5. የሥራ ሃላፊነት: \_\_\_\_\_
6. የአገልግሎት ዘመን: \_\_\_\_\_

**ክፍል 2. ተግባራዊ የጉልማሶች መሠረተ ትምህርትን አሠጣጥ የተመለከቱ የፅሁፍ ጥያቄዎች**

1. ትምህርቱን ያቋረጡ ጉልማሳ ሴት ተማሪዎች ስለ መሠረተ ትምህርትና ተግባራዊ የጉልማሶች መሠረተ ትምህርት ትርጉምና ጥቅም ግልፅ የሆነ ግንዛቤ ነበራቸው ብለው ያምናሉ?  
 ሀ. አዎ                      ለ. አላምንም                      ሐ. ለመወሰን ይከብዳል
2. ለጥያቄ ቁጥር 1 መልስዎ “አላምንም” ከሆነ ይህ ችግር ትምህርቱን እንዲያቋርጡ ምክንያት ሆኖባቸው ይሆናል ብለው ያስባሉ?  
 ሀ. አዎ                      ለ. አላስብም                      ሐ. ለመወሰን ይከብዳል
3. ትምህርቱን ያቋረጡ ጉልማሳ ሴት ተማሪዎች የኑሮ ደረጃን እንዴት ይመድቡታል?  
 ሀ. ከፍተኛ                      ለ. መካከለኛ                      ሐ. ዝቅተኛ
4. ይሰጥ የነበረው የትምህርት ይዘት ለሁሉም ጉልማሳ ሴት ተማሪዎች ፍላጎት ይስማማ ነበር ብለው ያምናሉ?  
 ሀ. አዎ                      ለ. አላምንም                      ሐ. ማወቅ ይከብዳል
5. ለአመቻቸው የተሠጠ የቅድመ ሥራ ሥልጠና አለ?  
 ሀ. አዎ                      ለ. የለም
6. ለጥያቄ ቁጥር 5 መልስዎ “አዎ” ከሆነ የሥልጠናው ርዝመት ምን ያህል ነበር?  
 ሀ. ከ3-6 ወር                      ለ. 2-3 ወር                      ሐ. ለ1 ወር      መ. ከ1 ወር ያነሰ  
 ሠ. ሌላ ካለ ይገለፅ \_\_\_\_\_



# አዲስ አበባ ዩኒቨርሲቲ ሥነ ትምህርት ኮሌጅ

## 3. የትኩረት ቡድን ውይይት /FGD/

የውይይቱ ቅደም ተከተል፡-

1. አጥኚው እራስን ማስተዋወቅና መግቢያ መስጠት
2. እያንዳንዱ የውይይቱ ተሳታፊ እራስን ማስተዋወቅ
3. ጥያቄ በማቅረብ ውይይት መጀመር
4. የውይይቱ ቁልፍ ነጥቦች ላይ ማጠቃለያ በመስጠት የቀሩ ነገሮች ካሉ መጠየቅ
5. ጥያቄዎች ካላቸው መጠየቅ
6. ምስጋናና ከማቅረብ ውይይቱን መጨረስ

የኮድ ቁጥር 1/2001

### 3.2. ትምህርት ያቋረጡ ጎልማሳ ሴቶች ቡድን

የመምረጫ መስፈርት፡- እራሳቸውን መግለፅ የሚችሉ የናሙና አባላት

1. ተግባራዊ የጎልማሶች ትምህርት ማለት ምን ማለት ነው? ለጎልማሳ ሴቶች ያለው ጠቀሜታ ምንድን ነው?

- በግንዛቤ ዙሪያ ያሉ ችግሮች? የመፍትሄ ሃሳቦች

2. ጎልማሳ ሴቶች ትምህርቱን እንዳይከታተሉ የኑሮ አቅማቸው ተጭኗቸው ነበር ትላላችሁ? በዚህ ዙሪያ

ያሉ ችግሮች? የመፍትሄ ሃሳቦች

3. በትምህርት ይዘት ዙሪያ ያላችሁ አስተያየት ምንድን ነው?

- የነበሩ ችግሮች? የመፍትሄ ሃሳቦች

4. በአመቻቸውና በመማር ማስተማር ዘዴ ዙሪያ ያላችሁ አስተያየት ምንድን ነው? በዚህ ዙሪያ የነበሩ /የታዩ/

ጠንካራ ጎኖች? ደካማ ጎኖች? የመፍትሄ ሃሳቦች?

5. በትምህርት መረጃ መሣሪያ ዙሪያ ያላችሁ አስተያየት ምንድን ነው? በዚህ ዙሪያ የታዩ

ጠንካራ ጎኖች?

ደካማ ጎኖች?

የመፍትሄ ሃሳቦች?

6. የባለ ድርሻ አካላት ቅንጅታዊ አሰራር እንዴት ነበር?

ጠንካራ ጎኖች?

ደካማ ጎኖች?

የመፍትሄ ሃሳቦች?

- በመንግስት በኩል?

- በፕሮግራሙ ባለቤቶች በኩል?

- በአካባቢ ባለስልጣናት በኩል?

- በአመቻቾች እና በተማሪዎች በኩል?

7. በአካባቢው በሴቶች ትምህርት ላይ ተፅዕኖ የሚያደርጉ ጎጂ ልማዳዊ ድርጊቶች ምን ምን ናቸው።

ጎጂ ልማዳዊ ድርጊቶች?

የመፍትሄ ሃሳቦች?

8. በዕለቱ ውይይት ላይ ተግባራዊ የጎልማሶች ትምህርት አስመልክቶ የቀረ ነገር ካለ? ሌላ ጥያቄ አላችሁ?

**በውይይቱ ላይ ስላደረጋችሁት ተሳትፎ በጣም አመሰግናለሁ።**

ወረዳ \_\_\_\_\_ ሴንተር \_\_\_\_\_

የተሳተፈ ብዛት ወ \_\_\_\_\_ ሴት \_\_\_\_\_ ድምር \_\_\_\_\_

ቀን \_\_\_\_\_

# አዲስ አበባ ዩኒቨርሲቲ ሥነ ትምህርት ኮሌጅ

## 3. የትኩረት ቡድን ውይይት /FGD/

የውይይቱ ቅደም ተከተል፡-

1. አጥኚው እራስን ማስተዋወቅና መግቢያ መስጠት
2. እያንዳንዱ የውይይቱ ተሳታፊ እራስን ማስተዋወቅ
3. ጥያቄ በማቅረብ ውይይት መጀመር
4. የውይይቱ ቁልፍ ነጥቦች ላይ ማጠቃለያ በመስጠት የቀሩ ነገሮች ካሉ መጠየቅ
5. ጥያቄዎች ካላቸው መጠየቅ
6. ምስጋና ከማቅረብ ውይይቱን መጨረስ

የኮድ ቁጥር 2/2001

### 3.1. አመቻቾች ቡድን

የመምረጫ መሰፈርት፡- በኢላማ ናሙና የተመረጡ አመቻቾች

1. ተግባራዊ የጎልማሶች ትምህርት ማለት ምን ማለት ነው? ለጎልማሳ ሴቶች ያለው ጠቀሜታ ምንድን ነው?

- በግንዛቤ ዙሪያ ያሉ ችግሮች? የመፍትሄ ሃሳቦች

2. ጎልማሳ ሴቶች ትምህርቱን እንዳይከታተሉ የኑሮ አቅማቸው ተጭኗቸው ነበር ትላላችሁ? በዚህ ዙሪያ

ያሉ ችግሮች? የመፍትሄ ሃሳቦች

3. በትምህርት ይዘት ዙሪያ ያላችሁ አስተያየት ምንድን ነው?

- የነበሩ ችግሮች? የመፍትሄ ሃሳቦች

4. በአመቻቾችና በመማር ማስተማር ዘዴ ዙሪያ ያላችሁ አስተያየት ምንድን ነው? በዚህ ዙሪያ የነበሩ /የታዩ/

ጠንካራ ጎኖች? ደካማ ጎኖች? የመፍትሄ ሃሳቦች?

5. በትምህርት መረጃ መሣሪያ ዙሪያ ያላችሁ አስተያየት ምንድን ነው? በዚህ ዙሪያ የታዩ

ጠንካራ ጎኖች? ደካማ ጎኖች? የመፍትሄ ሃሳቦች?

6. የባለ ድርሻ አካላት ቅንጅታዊ አሠራር እንዴት ነበር?

ጠንካራ ጎኖች? ደካማ ጎኖች? የመፍትሄ ሃሳቦች?

- በመንግስት በኩል?
- በፕሮግራሙ ባለቤቶች በኩል?
- በአካባቢ ባለስልጣናት በኩል?
- በአመቻቸው እና በተማሪዎች በኩል?

7. በአካባቢው በሴቶች ትምህርት ላይ ተፅዕኖ የሚያደርጉ ጎጂ ልማዳዊ ድርጊቶች ምን ምን ናቸው።

ጎጂ ልማዳዊ ድርጊቶች?

የመፍትሄ ሃሳቦች?

8. በዕለቱ ውይይት ላይ ተግባራዊ የጎልማሶች ትምህርት አስመልክቶ የቀረ ነገር ካለ? ሌላ ጥያቄ አላችሁ?

**በውይይቱ ላይ ስላደረጋችሁት ተሳትፎ በጣም አመሰግናለሁ።**

ወረዳ \_\_\_\_\_ ሴንተር \_\_\_\_\_

የተሳተፈ ብዛት ወ \_\_\_\_\_ ሴት \_\_\_\_\_ ድምር \_\_\_\_\_

ቀን \_\_\_\_\_

# አዲስ አበባ ዩኒቨርሲቲ ሥነ ትምህርት ኮሌጅ

## 3. የትኩረት ቡድን ውይይት /FGD/

የውይይቱ ቅደም ተከተል፡-

1. አጥኚው እራስን ማስተዋወቅና መግቢያ መስጠት
2. እያንዳንዱ የውይይቱ ተሳታፊ እራስን ማስተዋወቅ
3. ጥያቄ በማቅረብ ውይይት መጀመር
4. የውይይቱ ቁልፍ ነጥቦች ላይ ማጠቃለያ በመስጠት የቀሩ ነገሮች ካሉ መጠየቅ
5. ጥያቄዎች ካላቸው መጠየቅ
6. ምስጋና ከማቅረብ ውይይቱን መጨረስ

የኮድ ቁጥር 3/2001

### 3.3. የአማካኝ እርዳታ ድርጅት አስተባባሪዎች ቡድን

የመምረጫ መስፈርት፡- የሚመቻቸው መጠይቁን የሞሉ አባላት

1. ተግባራዊ የጎልማሶች ትምህርት ማለት ምን ማለት ነው? ለጎልማሳ ሴቶች ያለው ጠቀሜታ ምንድን ነው?

- በግንዛቤ ዙሪያ ያሉ ችግሮች? የመፍትሔ ሃሳቦች

2. ጎልማሳ ሴቶች ትምህርቱን እንዳይከታተሉ የኑሮ አቅማቸው ተጭኗቸው ነበር ትላላችሁ? በዚህ ዙሪያ

ያሉ ችግሮች? የመፍትሔ ሃሳቦች

3. በትምህርት ይዘት ዙሪያ ያላችሁ አስተያየት ምንድን ነው?

- የነበሩ ችግሮች? የመፍትሔ ሃሳቦች

4. በአመቻቸውና በመማር ማስተማር ዘዴ ዙሪያ ያላችሁ አስተያየት ምንድን ነው? በዚህ ዙሪያ የነበሩ /የታዩ/

ጠንካራ ጎኖች? ደካማ ጎኖች? የመፍትሔ ሃሳቦች?

5. በትምህርት መረጃ መሣሪያ ዙሪያ ያላችሁ አስተያየት ምንድን ነው? በዚህ ዙሪያ የታዩ

ጠንካራ ጎኖች? ደካማ ጎኖች? የመፍትሔ ሃሳቦች?

6. የባለ ድርሻ አካላት ቅንጅታዊ አሠራር እንዴት ነበር?

ጠንካራ ጉኖች? ደካማ ጉኖች? የመፍትሄ ሃሳቦች?

- በመንግስት በኩል?
- በፕሮግራሙ ባለቤቶች በኩል?
- በአካባቢ ባለስልጣናት በኩል?
- በአመቻቸው እና በተማሪዎች በኩል?

7. በአካባቢው በሴቶች ትምህርት ላይ ተፅዕኖ የሚያደርጉ ጉጂ ልማዳዊ ድርጊቶች ምን ምን ናቸው::

ጉጂ ልማዳዊ ድርጊቶች?

የመፍትሄ ሃሳቦች?

8. በዕለቱ ውይይት ላይ ተግባራዊ የጉልማሶች ትምህርት አስመልክቶ የቀረ ነገር ካለ? ሌላ ጥያቄ አላችሁ?

**በውይይቱ ላይ ስላደረጋችሁት ተሳትፎ በጣም አመሰግናለሁ::**

ወረዳ \_\_\_\_\_ ሴንተር \_\_\_\_\_

የተሳተፉ ብዛት ወ \_\_\_\_\_ ሴት \_\_\_\_\_ ድምር \_\_\_\_\_

ቀን \_\_\_\_\_

**Addis Ababa University**  
**College of Education**

**Code No 4/2001**

**4. Observation Checklist**

Direction: Put a “√” Mark under “yes” if the characteristic is present and under “No” if it is not

<b>Characteristics to be observed</b>	<b>Yes</b>	<b>No</b>
❖ Physical plant of the center is reasonable		
❖ Average distance of the center is reasonable		
❖ Basic social services are available		
❖ Weather condition is conducive for learning		
❖ Need assessment was conducted		
❖ Program objectives were formulated		
❖ Learners' representatives were involved in the planning and evaluating process		
❖ Learning centers were well organized		
❖ Contents are relevant to the individual needs and have practical immediacy		
❖ Learning strategies and resources seem appropriate and reasonable		
❖ Advisory councils, committees, task forces etc were effectively used		
❖ Supervision services were conducted		
❖ Literacy knowledge have been used for income generating		

# Appendix B



**Sample Interview Photo 1**



- Sample Interview Photo 2

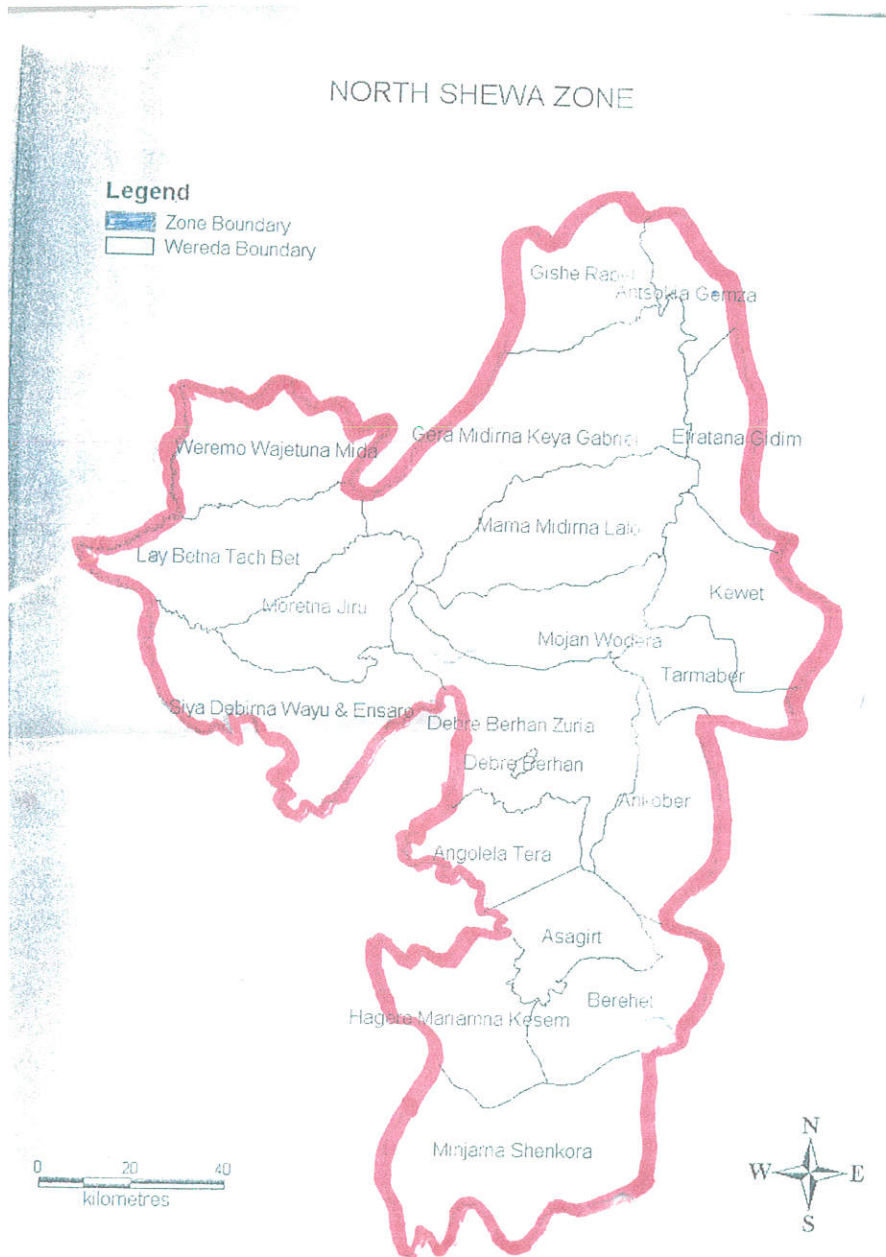


**Sample FGD Photo 1**



**Sample FGD Photo 2**

# Appendix C



**Administrative map of North Shewa  
(Source : North Shewa Education Desk)**

## DECLARATION

I the undersigned

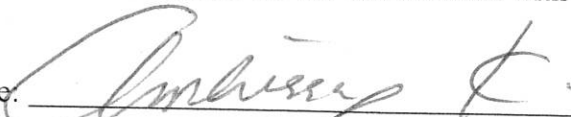
declare that this thesis is my original work and it has not been presented for a degree in any other universities. Hence, all sources and material used for this thesis have been duly acknowledged.

Name: Legesse Beyene

Signature: 

Date: 24/06/09

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

Name: 

Signature: 

Date: 24/06/09