

**THE PRACTICES AND CHALLENGES OF ENGAGING WOMEN HOUSE-HOLDS IN
FUNCTIONAL ADULT LITERACY PROGRAMME: IN JIMMA ZONE**

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ABSTRACT

The practices and challenges of engaging women house-holds in functional adult literacy programme: in jimma zone

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The purpose of this study was to assess practices that enhance the engagement of women households in functional adult literacy, assessing factors those hinders it and identifying the strategies that are employed to engage women households in FAL program of the Jimma zone. The study used a descriptive case study method, because it was found convenient to portray existing situation about practices and challenges to engage women households in FAL programme. The research included 1 woreda and 1 special zone, the study participants were selected purposefully. 410 representative respondents composed of 374 women households, 11 facilitators, 15 central management committee member at kebele level, 4 experts from woreda education office and women affair office, 4 member of woreda steering committee and 2 experts from local NGO office. All of them account 30% of the total population of the study area. Three data gathering tools namely observation check- list, interview and questionnaire had been employed in order to gather necessary data of the study which were composed of close ended and open ended items were applied in the research. The data analysis technique was applied as that of the qualitative research. The data gathered through interview observation and questionnaire was processed through three concurrent flows of activity of the qualitative analysis system which include data reduction, data display and conclusion drawing. It was performed using quantitative percentage analysis and qualitative thematic analysis. Major findings of the research were arranged as follows: Practices were; recognition of FAL as a means of eradicating poverty, The availability of different declaration, Awareness created to the minds of women by influential bodies, Supportive legal acts to organize women at different level, Acknowledgement of women's work load by stake holders, Need assessment made at different places and time including others. Challenges were: Heavy work load, Health problem, Lack of sufficient time, Poverty, Failure to receive family or husbands approval, needs to be at home to perform domestic chores, family care, High rate of illiteracy amongst women, Domestic violence against women, Lack of access to educational institute, Lack of qualified adult trainer and contents, Shortage of budget, Problem of coordinating the programme etc. Strategies applied to the FAL programme included: Accounting the strategies developed by women, Merging literacy with saving and credit activity, Understanding the women perspective, respecting the culture and belief of women, Pushing women toward leader ship using attractive teaching methods and appropriate contents and Others. Recommendation forwarded by the researcher are: Learners, Facilitators, Governments, NGOs, and Stake-holders civil societies should be dig out the available opportunities and exploit appropriately to break-out the shell of illiteracy that hamper the achievement of the Millennium Development Goal, The challenges encountered in the FAL programme may be avoided when curriculum developer and Scholars in the related fields Government, NGOs, Civil Societies , the Riches and Stake holders put their contribution sufficiently to solve the problem of; the quality of education, Lack of awareness ,Shortage of budget, Monitoring and evaluation of FAL programme, Low salary payment for Facilitators Including material supplies. Thus, everybody whom concern about FAL should apply the strategies and policy of government at the grass-root level.

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ACRONYMS

ABEC: Adult Basic Education Center

ALE: Adult Learning and Education.

CSA: Central Statistical Agency.

DFID: Department For International Development.

ESDP: Education Sector Development Programme

FDRE: Federal Democratic Republic of Ethiopia

FAL: Functional Adult Literacy.

LABE: Literacy and Adult basic Education

MoE: Ministry of Education

NAES: National Adult Education Strategy.

NGO: Non Governmental Organization.

GTP: Growth and Transformation Plan

OSSREA: Organization for Social Science Research in Eastern and South Africa

PASDEP: Plan for Accelerated and Sustained Development to End Poverty

SIDA: Swedish International Developmental Agency.

UNESCO: United Nations Educational, Scientific and Cultural Organization.

UNDP: United Nation Development Programme.

CHAPTER ONE

1. INTRODUCTION

This chapter deals with the research problem and its approach. It included the main body of the research like; Background of the study, Statement of the problem, objectives of the study, Significance and Scope of the study, including definition of key terms and Organization of the study

1.1 BACKGROUND OF THE STUDY

World education is a non-profit organization dedicated to improve the lives of the poor through education, economic and social development programmes. Education is also critical for empowering women. Educated women become more effective agents, able to improve both their own well-being and their family's well-fare. They are better equipped to extract the most benefit from available services and existing opportunities and to take advantages of alternative opportunities, roles, and support structures. These empowering effects of women's education are manifested in a variety of ways, including increased income-earning potential, ability to bargain for resources within the house-hold, decision making autonomy, control over their own fertility, and participation in public life. But as is the case with economic benefits the social context in which educational opportunities are increased for girls and women also affects the extent to which they benefit from the education (Malhotra, Pande and Grawn, 2003.as cited in Nancy Birdsall, et.al, and 2005).

According to the DFID(2011),Operational plan 2011-2015,their vision is to protect the most vulnerable Ethiopian's, consolidate development gains, help to achieve the MDG and seize the opportunities to make their support more transformational, accelerating Ethiopia's graduation from aid dependency. They will make the impact of the UK's support more transformational by complementing existing programmes: Putting girls and women front and center of all they do. Across the programme they will work to build assets, create economic Opportunities and promote voice and political empowerment.

As the plan of DFID indicates in its discussion, the empowering women are through the functional adult literacy.

Women are marginalized in the development process owing to their low level of education. With regard to this Aggrey in Kwesiga, (2002:101), as cited in Debeli Hundessa, (2011) stated that:

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

(Debeli, 2011:3)

Regarding the necessity of women’s education Hyde(1989:9);as it was cited in Genet(2009),Tariku(2010),and Debeli(2011) pointed out that: women’s education is being viewed as critical, not only for its contribution to literacy and learning but also for its contributing to health, nutrition, family planning and economic growth. However, while the social, economic and political development of any country is directly or indirectly dependent on women education, they are not given due attention in different development activities especially in education. They are taken as the invisible work force, unacknowledged back bone of the society who are all crucial to keep the socio economic alive.

According to the 2007 National population and housing census ,there were 36,528,543 adults in Ethiopia between ages 15-55,and according to the 2009/10 UNESCO/EFA global monetary report, the adults’ national illiteracy rate is 64%(male,50%,female77%) In which there are 23,270,767(male 8,992,983 and women 14,277,784) illiterate adults. For this reason, increasing the literacy rate is inevitably one of the main objectives of the ongoing growth and transformation plan (GATP) and ESDP IV. The focus will shift towards functional adult literacy (FAL) to ensure the active participation of the newly literate population into social and economic development with an overall frame work to promote adult education with special focus on women.

As it is portrayed in ESDP iv (2010) under the fourth component : the government organize a 2/two/ year literacy programme for all illiterate adults .Disparities in adult literacy rate between males and females and between regions have decreased .All illiterate adults will have followed literacy classes (over a two year period)organized by the regions and other stake-holders.

Even though the above mentioned practices were existed to the women, still there is a challenge that hampers the literacy of women. As Tebeje stated:

“In a country like Ethiopia where the government is burdened with the role of providing social services ,which includes the education of more than 75 million people ,and where the society is so diverse in its culture ,economic activity and level of education, that addressing learning needs of individuals is not an easy task.” (MoE 2006, b: 5)

According to the FDRE ministry of education report on development and the state of ALE, 2008, the future challenges for adult learning and education include:

1. High population and meager resources.
2. Low number of qualified citizens in adult education.

According to the CSA, as of 2005 in Oromia National regional state the data of adult literacy rate indicate 61.5% for men and 29.5% for the women. This data show as there is high number of illiterate women than men in the above mentioned regional state. To alleviate this illiteracy problem the Ethiopian government focused on functional adult literacy programme that aims to empower adult member of the society to actively take part in the national development and poverty reduction strategies (MoE, 2006).

The above discussed information and facts were an input to conduct the research on the title” *The practices and challenges of engaging women house-holds in the functional adult literacy: in Jimma zone*” Which is an urgent issue to the researcher to conduct the study on it.

1.2. STATEMENT OF THE PROBLEM.

The universal declaration human rights affirmed the essential dignity and integrity of all human beings. Yet in far too many case, women’s rights are more limited than those of men. The situation is particularly difficult for rural women who are often denied the most basic economic and social rights to property, to find decent work and to have an educated and good health. Without this basic right it is difficult for rural women to develop their own capacities fully and make a decent living as agriculturalist, entrepreneurs or wage owners. (MoE, 2002; cited in Tariku, 2010:2)

The problem of illiteracy is very vast, series and complex illiteracy became an obstacle to the development of political, social, cultural and economical aspects. In the practicing of all what we have mentioned above, particularly in Oromia national regional state, the Jimma zone adults are suffering from this series illiteracy problems. Specifically those who affected one are from the women house-holds. The living condition of women could improve only when they have basic knowledge, skills and development ideas (Bernard Sandhaas (editor) 2007:3)

The student researcher did not focused on dealing all issues referred previously as the illiteracy problem, Rather than that he had concentrated his attention on the gap that is still exist in the problem of women literacy which leads any lay man and/or women to ask different question, that have not got an answer until this day. This and other related issues initiated the student researcher to engage him-self in conducting research by the title of:

“The practices and challenges of engaging women house-holds in functional adult literacy programme: in jimma zone”

Accordingly, the research aimed at investigating opportunities and challenges of engagement of the illiterate adult women house-holds in functional adult literacy programme and to search an answer for the following questions.

These questions are:

- What practices are available to engage adult women house-holds in the FAL programme?
- To what extent the challenges hamper the engagement of adult women house-holds in the FAL programme?
- Which strategies/mechanism/are being used to engage women house-holds in the FAL programme?

1.3. OBJECTIVES OF THE STUDY

1.3.1. GENERAL OBJECTIVE

The overall purpose of the study was to investigate factors that enhance the engagement of women house-holds in functional adult literacy, assessing factors those hinders it and identifying the strategies that are employed to engage women house-holds in FAL programme in the zone under discussion .

1.3.2. SPECIFIC OBJECTIVES

The study seeks:

- ❖ To identify the practices that contribute to participate women house-holds in the FAL programme.
- ❖ To point out the challenges that hinder the engagement of the women house-holds in the FAL programme.
- ❖ To identify the strategies/mechanisms/that serve the engagement of women house-holds in the FAL programme.
- ❖ To create an awareness on how to identify the socio-cultural problems of the women, through the functional adult literacy.
- ❖ To call the attention of the stake-holders towards the engagement of women house-holds in the functional adult literacy.
- ❖ To implement the government policy of functional adult literacy programme at the grass-root level.

1.4. SIGNIFICANCE OF THE STUDY

This research may be give benefit for those women in the area under discussion, besides to this the research may be important for the women in the woredas and zones of Oromia region and other regions those still didn't start functional adult literacy in practice, not only this but also

give benefit to Ethiopian women. In addition to the above mentioned significance, it may be contribute to some extent to the women house-holds in the world.

The research may become valuable and contribute its own share to the society. Thus, the research helps to call the attention of the concerned body towards the engagement of all women house-holds to the FAL programme. Besides to this the study:

- ✓ Will open up a venue that identifies a practices and challenges to engage women house-holds in the functional adult literacy. So that the concerning body might get clear insight in to the prevail problems to the stake-holders which help them to gear their concentration towards enhancing the engagement of women.
- ✓ May serve as good input for policy makers to set the strategy how to engage women house-holds in the functional adult literacy.
- ✓ Will contribute a lot to a good understanding about the exploiting of the existing opportunities and avoid challenges on the engagement of women in different regions of the Ethiopia.
- ✓ Since the application of functional adult literacy is the burning issue and dynamic researcher may get benefit from this research study in that it will contribute additional information to the existing findings that can serve as a point of reference material or a base for further study.

1.5. DELIMITATION OF THE STUDY AREA/SCOPE OF THE STUDY/.

The performance of functional adult literacy programme practices seems to be a national agenda these days. All regional states in Ethiopia are attempting to engage women house-holds in the FAL programme as part of national capacity building strategy and thereby making efforts. Jimma zone has 18 woredas and one special zone (Jimma town). Even though the functional adult literacy programme concerns each and every adult in the zone, the study was focused only on one woreda and one special zone of the Jimma zone's, women house-holds, those were practicing the functional adult literacy. Therefore, the study area specifically fallen at Manna woreda and Jimma town. Manna woreda is found in jimma zonal administration that belongs to the Oromia national regional state. Its distance from Addis Ababa is 378 km to the south west. It

is found on the Jimma town to Aggaro town asphalt road. Jimma town is found in Jimma zone. It is the capital (center) town of the zone. It is the special zone of the Oromia national regional state. Its distance from Addis Ababa is 356 km to the south-west.

The researcher selected the specific study area due to the reason that he was born in that specific location and he had experienced well about the prevailing problems like illiteracy and other facts. Thus, the researcher tried his best to familiarize the reader of this research by showing the full information and data as the following:

Based on the 2007 Census conducted by the CSA, this Zone has a total population of 2,486,155, an increase of 26.76% over the 1994 census, of whom 1,250,527 are men and 1,235,628 women; with an area of 15,568.58 square kilometers, Jimma has a population density of 159.69. While 137,668 or 11.31% are urban inhabitants, a further 858 or 0.03% are pastoralists. A total of 521,506 households were counted in this Zone,

Mana woreda: Mana is one of the 180 woredas in the Oromia Region of Ethiopia. Part of the Jimma Zone, Mana is bordered on the south by Seka Chekorsa, on the west by Gomma, on the north by Limmu Kosa, and on the east by Kersa. The administrative center of this woreda is Yebu. The landscape of Mana includes mountains, high lands and plain land divided by valleys. Mountains include Weshi and Bebella. Rivers include Aniso, Doha, Wanja, Yebu and Sogido. A survey of the land in this woreda shows that 89.1% is arable or cultivable (86.1% was under annual crops), 2.7% pasture, 2.8% forest, and the remaining 5.4% is considered swampy, degraded or otherwise unusable. Khat is an important cash crop. Coffee is another important cash crop for this woreda; over 5,000 hectares are planted with this crop. Its Woreda population was 169,099(CSA, 2007).Oromo account 82.6% and Afan Oromospoken as a first language.

JIMMA Town: Jimma, also *Jima*, (Italian Gimma) is the largest city in southwestern Ethiopia. Located in the Jimma Zone of the Oromia Region, it has a latitude and longitude of 7°40'N 36°50'E/ 7.667°N 36.833°E. The town was the capital of Kaffa Province until the province was dissolved. Prior to the 2007 census, Jimma was reorganized administratively as a special Zone. The present town was developed on the Awetu River by Italian colonialists in the 1930s. At that time, with the goal of weakening the native Ethiopian Church, the Italians intended to make Jimma an important center of Islamic learning, and founded an academy to teach fiqh.

Based on the 2007 Census conducted by the Central Statistical Agency of Ethiopia (CSA), this Zone has a total population of 120,960, of whom 60,824 are men and 60,136 women. With an area of 50.52 square kilometers, Jimma has a population density of 2,394.30 all are urban inhabitants. A total of 32,191 households were counted in this Zone.

1.6. LIMITATIONS OF THE STUDY

The study was designed to focus on the Practices and challenges of engaging women households in FAL programme: in Jimma zone .While the researcher conducted the research there were problems encountered him: those problems were included;

- ↓ Financial constraint influenced him to omit pilot study that test the validity of tools and hampered the deep and detail group discussion.
- ↓ Scarcity of reference books (lack of up-to-date literature in the area).created the shortage of information.
- ↓ Problem of getting genuine responses from some stake-holders due to suspicion/fearing/ of the prevailing political situation
- ↓ Time born situation in the study cite, like; most of the women are too busy to collect (pick) coffee. The government concentrated on the natural resource rehabilitation by working on check dams and erosion prevention through digging canal, terracing and excavating the farm land, which is largely stolen the attention of the women house-holds.

1.7. DEFINITION OF KEY TERMS.

Adult: the word can refer to a stage in the life cycle of the individual; he or she is first a child, then a youth, then an adult. It can refer to status, an acceptance by society that the person concerned has completed his or her novitiate & now incorporated fully in to the community. It can refer to a social subset: adults as distinct from the children (Rogers, 2000:34).

Adult education: According to the widely accepted perspective given by UNESCO (1997), term defined as “the entire body of ongoing learning process, formal or otherwise, whereby people regarded as adults by the society to which they belong develop their abilities, enrich their knowledge, and improve their technical or professional qualifications or turn them in a new direction to meet their own needs and those of their society” (p.1). It is education for adults could be of different levels from literacy to graduate degrees extended from non-formal to formal contexts.

Challenge: events occur to hamper (resist) some activities, difficulty, demanding or stimulating task, an assertion, and a verdict.

Engagement: is a participation (a process that consciously applies collective undertakings to examine a common concern or problem),it is an empowerment process in which people in partner ships with those able to assist them ,identify problems & needs and increasingly take responsibility to plan, manage, control, and asses the collective actions that are taken by the community(Gboku,2007:19)

Functional adult literacy: is the newly introduced programme of adult learning system including the practical life experience or real life style of the learner. (NAES, 2008)

Functional literacy: The process enabling a person to become not only literate, but also capable of performing adult tasks with in his/ her socio economic and political setting.(Bhola,1979:162)

Fiqh: is the Islamic educational academy. (Yalew, 1976)

Gender: the significance of being male or female in a given society & its corresponding attributes, roles & positions (Nafukho, 2005:87)

Illiteracy: Most people think of literacy as a simple question of being able to read. But while a young child who can work her way through a basic picture book is considered to have age-appropriate literacy levels, an adult who can only read at the most fundamental level is still functionally illiterate.

Literacy: Is both behavior and conceptualizations related to the use of reading and/or writing. (Street, 1993 as cited in Tuijman 1996:80)

Life-long-learning: which is often associated with adults refers, in fact, to a Comprehensive and visionary concept which includes formal, non-formal and informal learning which extended

throughout the lifespan of an individual to attain the fullest Possible developments in personal, social and vocational and professionals life. It views education in its totality, and includes learning that occurs in a home, school, community, and workplace, and through mass media and other situations and structures for acquiring and enhancing knowledge, skills, and attitudes. (MoE, 2006 as cited in MoE, 2008 national report of development and the state of ALE)

Non formal education: is any organized systematic educational activity carried outside the established formal school system to provide selected types of learning to particular sub groups of population. It is like a formal education in the deliberate and systematic transition of knowledge attitude and skills, but the stress is on skills. It avoids the technology of formal schooling permitting a more diverse and flexible deployment of space time and material. It accepts a relaxation of personal qualification in response to the structure of work place. (Tuijman, 1996:22)

Nongovernmental organization: Nonprofit making or voluntary organizations established outside governmental control by private citizens involves in advocacy and philanthropic work and activities (Nafukho et al, 2005:59)

Stake-holders: Individuals and groups involves in and affected by the programme effort including programme developers, implementers managers, donors, supporters and adult learners (Gboku,2007:123)

1.8. ORGANISATION OF THE STUDY ✓

This paper had consisted of five chapters: The first chapter reveals the introduction part that includes the main body of the research like; back-ground of the study, statement of the problem objectives of the study, significance of the study, scope of the study, definition of key terms and organization of the study.

Chapter two dealt with, review of related literature that includes; introduction, main body and summary about women house-holds and their engagement in functional adult literacy.

Chapter three dealt with methodology and design of the research including with research design, sources of data, the population, the sample and sampling technique, instruments of data collection, data analysis techniques and other related issues.

Chapter four discussed about data analysis and data interpretation. The chapter discusses more about research findings, back ground of the respondents, challenges and practices that exist in engaging the women house-holds in the functional adult literacy at the especial area under investigation.

The last chapter, chapter five dealt with summary of major findings, conclusion (gist of the major findings and that shows the stand of the researcher and the implication), recommendation (suggestion and policy implication) addressed by the researches.

CHAPTER TWO

2. REVIEW OF RELATED LITERATURE

When I am talking about the related literature, it is very decisive to focus on the precise and related view of other scholars. Thus, the researcher presented the related literature by reviewing and reshaping to fit accordingly to the title under discussion. The following information and data's are all about the practices and Challenges to engage women house-holds including its strategies.

This chapter had included the introduction, Body and summary. It may attract the attention of the readers of this research work. Let us see them according to their procedure:

2.1. NOTION AND PURPOSE OF EDUCATION.

Education is an artificial creation, unlike the natural learning processes. Harold Wiltshire draws a distinction between the two when he describes education as being ;planned processes of learning undertaken by intent, the sort of thing that is commonly goes on in class rooms and that involves some who thought. In much discussion of adult education, the word is used loosely. certainly there is a sense in which anything that happens to us, certainly we learn from our experiences. If we intend to learn we behave differently; we join a class or buy an instruction manuals, we adapt the role of student and submit ourselves to planned process of tuition (Wiltshire in Rogers 1977). Education is planned learning contrived and purposeful learning opportunities. The aim of all planning, preparation and review is to promote and to direct learning. Education may therefore be seen as the provision of organized conditions for learning to take place, a means of providing learner support. It is aimed at maximizing effective learning (Rogers, 2000).

The World Education for All (EFA) initiative was adopted and launched in Jomtien, Thailand, 1990. Ten years later, in April 2000, the world education forum in Dakar, Senegal, reviewed progress in the EFA initiative and adopted a set of six goals to be met by 2015. Two of the goals (Goals 3 and 4) refer to youth and Adult literacy, basic and continuing education. However all goals are interrelated: the education of youth and Adult s is related to all other EFA goals: Early

child-hood care and education, universal primary education for children, eliminating gender disparities and improving educational quality (FDRE-MoE, 2008).

According to the book serious research report of the OSSREA(2009:69) :Education enables citizens to be more productive both at their work places and at their homes (Lee 1988).without education it is difficult for women to exercise their other rights and meet their aspirations for adequate livelihood ,negotiating power in marriage ,participation in political decision-making and a fair chance in the modern economy for their children. Education is an investment that stays with a woman throughout her life, is hers to use as she wishes, and can't be taken away.

According to the research report serious of OSSREA (2010:145) cited as; Education plays a key role as it influences ones participation in various development activities at house-hold, community and national levels. Education strengthens people's ability to meet their needs and those of their families by increasing their productivity and potential to achieve higher standards of living. Education is one of the critical areas of concerns identified on the fourth World conference on women in 1995 as priority areas for action. The Beijing platform for action emerging from that conference, states that education is both the human right and an essential tool for achieving equality, development and peace.

As the speech delivered by Nelson Mandela: "Education is the great engine of personal development .It is through education that the daughter of a peasant can become a doctor ,that a son of a mine worker can become the head of the mines ,that a child of a farm worker can become the president of a great nation .It is what we make out of what we have ,not what we are given ,that separates one person from another"" Education is the most powerful weapon which you can to change the world' (Njonjo, 2010)

2.2. FUNCTIONAL ADULT LITERACY

2.2.1. DEFINITION AND DEVELOPMENT STAGE OF BASIC LITERACY CONCEPT

According to, IIZ-DVV(2008)Newsletter,No,20/21,Under the title of historical development, definition, and practices of functional adult literacy in focus on adult and non formal adult education in Ethiopia: Literacy has been considered something to which every person is entitled to just as the universal declaration of human rights, In 1948, defined education as a fundamental

right. The following points indicate the development stage of literacy from time to time, it emphasis on different nature of the literacy. We can identify the intention of literacy according to the time:

- ❖ *Before 1960's, literacy as a set of technical skills/stand alone skills,*
- ❖ *In 1970's, "conscientization "literacy methods by Poulo Freire including cultural and socio political concerns*
- ❖ *1980's to 1990's, literacy as a set of practices defined by social relations and cultural processes*
- ❖ *In 1990's, literacy concept of" basic learning needs" education for all*
- ❖ *In 2000's, literacy as a key element of lifelong learning in its lived context or a social practice contributing to broader lifelong learning purposes, linking such a plural notion of citizenship, cultural identity, socio economic development, human rights and equity, these proclamations call for the context sensitive and there with learner centered provision of literacy along with the establishment of literate environments. (IIZ-DVV, 2008)*

According to the Literacy mission Authority of India(2010),Saakshar Bharat scheme ,the Definition of Functional literacy is stated as the followings: Functional adult literacy in context of the programme implies achieving self reliance in Reading, Writing Arithmetic(numeracy),and becoming aware of the cause of one's deprivation and moving towards amelioration of their condition through organization and participation in the process of development ;acquiring skills to improve the economic status and general well being creating an aware and responsible citizenry(Imbibing values of national integration) communal harmony ,conservation of the environments ,women's equality, and productive etc...

2.2.2. BASIC CONCEPTS AND RATIONALE OF FUNCTIONAL ADULT LITERACY

According to the Newsletter prepared by IIZ-DVV, 2008, No, 20/21:16 Shows, that; there are two basic concepts of functional adult literacy: 1. Literacy as reading and writing acquired at a

level of enough competence to be put to use and actually put to productive use that is more theoretical approach. 2. Literacy as reading and writing (literacy education) plus knowledge and skills in other fields that is more practical approach.

As Newsletter, printed by IIZ.DVV, 2000, No, 7:46 indicate that, as a reaction to the conventional approach, functional approach, and functional literacy comes in to being. Functional means something which is relevant, meaningful and practical utility. FAL is a process of correlation development purposes with educational programmes and inputs. It is not merely a literacy programme. It is functional education aiming at: knowledge, understanding, agricultural know how, farming skills, changes in attitude and motivation for problem solutions. It is a means of developing the total personality of the illiterates. It is a method of training and educating illiterate adults for development purposes, and literacy skills come only as a part of developing their general skills by increasing their communication skills. The major goals of functional adult literacy are;

- *To help socio-economic and socio-cultural development of the community:*
- *To prepare the individuals and communities to participate in development activities and in the life of the local government;*
- *To promote knowledge and attitude change which may enable illiterates to perform efficiently all those functions which are necessary for them*

2.2.3. HISTORICAL HIGH LIGHTS OF FUNCTIONAL ADULT LITERACY IN ETHIOPIA

When we talk of literacy education for adults in Ethiopia we think mainly of two programmes: The work oriented experimental literacy programme from 1967 to 1971 and in particular the national literacy campaign from 1978 to 1991. Since 1991 there has been a programme that had varying names but was predominantly called non formal (adult) basic education (NFABE) that was meant not only for children but also for youth and adults above the age of 15. It has been mentioned in all three ESDP under different heading the current alternative basic education (ABE). Despite the attempted link of literacy with other often economic projects in the work oriented experimental literacy programme, all these programme were and are still aiming at

teaching the 3R's, Reading, Writing and Numeracy more or less as standalone technical skills. The learners in these programmes were treated and thought like children not as adult learners with their own characteristics as learners (Ambissa, 2008 as cited in Sandhaas, 2004). But there were remarkable differences between these programmes in terms of an availability of facilitators, training and material development (Mammo, 2007). It is therefore not by chance that the NFABE programme has been soon considered as a failure and therefore been given little attention by MoE and regional education bureaus.

The women association of Tigray was the first major organization in Ethiopia concerned with literacy that has been trying to modify their traditional approach by adding and including elements of the Functional Adult Literacy approach and has thus provided a valuable model for other stake-holders (Bernd Sandhaas, 2004).

At the same time a group of mainly NGO's ,Women and regional development associations and a few government offices(Tigray region education bureau & Community skill trainings centre in Oromia) started the establishment of FAL pilot project in five regions. In the mean time around fifteen (15) pilot projects are established supported by DVV international by means's of training and funding in order to run the FAL programmes for their target groups in the main women (IIZ/DVV, 2006).

Most of these FAL partners will also participate in the newly started "Integrated Women's Empowerment Programme(IWEP)" that DVV international is implementing with MoE Under all regions and a great number of stakeholders and intermediaries(Sandhaas, 2008).

A shorten version of 42 page paper was launched by the MoE in February 2008 as National Adult Education Strategy/NAES/ (MoE, 2008).The strategy which has been distributed by the MoE puts FAL in the centre of the national adult education programme (MoE, 2008). Since that traditional literacy activities are now called "Functional Adult Literacy".

Regarding to the definition of basic literacy and functional literacy were subsequently streamlined as follows:

- ✓ A person is literate, who can with understanding both reading and write a short simple statement on his everyday life.

- ✓ A person is functionally literate, who can engage in all these 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).

According to the Newsletter printed by IIZ-DVV, 2008 No.20/21: 17 indicate that literacy has different implication, as of the following:

Literacy has: a) political, cultural and social aspects, b) Vision of literacy as conscientizaion, human liberation and development and social & economic transformation. c) Meaningful acquisition, development and use of reading and writing (also for numeracy purposes) in everyday life, as a tool for self expression, information communication, and as a means to improve one's life and to contribute to family, community and national transformation and development.

Current understanding of FAL: a) As reading and writing that a person requires and uses in the various tasks and engagements in everyday life, b) Has an applied, real life orientation and recognizes people's changing needs and aspiration, c) Implies a range of skills, practices and abilities some of which are undertaken by individuals, some in mutual support, and others collectively in groups.

According to ESDP III, the definition of FAL in Ethiopia is:

- FAL covers various areas of life skills in order to enable the population as a whole to participate in the development process,

- FAL is by that equivalent in meaning to the adult and non formal education programme.

Adult and non formal education programme; is basically focused on literacy, numeracy and other relevant skills to enable learners to develop problem solving abilities and change their lives. FAL in common usage is defined as, the acquisition and use of reading and writing to learn practical knowledge and skills useful for other aspects of life, such as agriculture, health, civic education etc....

RATIONALE OF FUNCTIONAL ADULT LITERACY: According to IIZ/DVV international, Newsletter NO,20/21 indicated on page 24,a society ,which is not able to communicate in reading and writing and unable to handle basic informed decisions and operations(business, agriculture , health ,environment and democracy) in daily life ,is severely affected in its overall social development.

Adults particularly those people in poor life situation hardly learn for the sake of learning but mainly seek main survival skills, which would enable them to fight the vicious circle of poverty.

The essences and degree of functionality and the need for it are directly related to the relevance and appropriateness of the programme to successfully challenge the various life problems. FAL (functional adult literacy) for poverty reduction thus goes far beyond organizing basic literacy classes. FAL is a participatory approach, which motivates the learners to continue searching for knowledge and skills. FAL helping the learning groups to gain self confidence and a sense of empowerment and to improve their own living conditions out of their own effort. It involves a wide range of localized basic livelihood activities characterized by participation and goal orientation.

2. 3. FUNCTIONAL ADULT LITERACY AND WOMEN

2.3.1. WOMEN'S RESPONSIBILITIES AND DEVELOPMENT

STATUS OF WOMEN HOUSE-HOLDS: In most society women have inferior status & are subordinate to men. There are variations and expectations, but quite often women are shy of speaking to men. And yet poor rural women are a poor and deprived class with in a class. They often work very long hours, and they are usually paid less than men. Rural single women, females heads of house-holds, and widows include many of the most wretched and unseen people in the world .Women work long hours both at domestic tasks and outside the home. returns to the family labor are low, and in the slack seasons often very low, if indeed there is any work then at all. The house-hold has no land, or has land which doesn't assure or barely assures subsistence or which is rented or share cropped. The house-holds borrow from neighbors, kin and traders, and it is in short term or long term debt. Clothes are few and worn until they are very old. House-holds are poorer by loss of assets. The effects of physical incapacity are two-fold. First, the weakening or loss of labor and earning power of an adult reduces or stops the

flow of income and food in to the house-holds. Single-adult female headed house-holds are most vulnerable, but in larger households too, effects can be severe especially if more than one member is incapacitated (Robert Chambers, 1995).

According to the OSSREA,2006,Gender issues research report serious,No,23 on page 95 , states that the Status of women in Jimma zone looks like the following: The primary sphere of jimma zone women is the home and their stereotyped roles are those of a wife and a mother as is almost universally the case among traditional societies .As wives ,women belong in the home and shoulder the responsibility of nurturing children, food preparation and taking care of the domicile .The house-hold chores includes fetching water from the rivers and ponds preparing and distributing food, cleaning the home, laundering, milking ,taking care for and socializing children ,and taking care of the young ,weak and pregnant animals.

Outside the home stead, they may participate and give a hand in light agricultural works like weeding and gathering coffee beans, whenever the need arises. In addition, they undertake the responsibilities of taking small scale house-hold products such as vegetables, dairy products, khat, and food crops to small local markets. This should not be taken to mean that women have an upper hand in the domestic sphere.Though women carrying the burden of performing the over-whelming majority of activities within the home-stead the men wield total authority in the family and domestic economy.

WOMEN'S RESPONSIBILITY IN THE SOCIETY: Women accept that there is a” cultural and not natural division of labor. ”women are not educated & hence these are their obligations. Women do not want to be labeled lazy. They make and sell local drinks because they need some money to buy house hold consumer items such as oil, salt or fire wood. The men do not supply these. Women point out that they just as much if not more than men by saying:

“We work more than men. We help men on the farm, nobody acknowledges that. We cook and wash, fetch water go to market and take care of the children. In-spite of these, we still do not get what we want not at home, not in the community. The only thing that we organize for is to participate in ‘baltina’ where we prepared food and drinks for various reasons. This has been going on

for years, and it goes on now. "Women's responsibility with in the community on the other hand is limited (Aklilu Kidanu and Dessalegn Rahmato, 2000).

ROLES OF WOMEN IN THE DEVELOPMENT: The roles that women play are different in any given society, and their situation is determined by the legislation, religious norms, economic status, or class, cultural values, ethnicity and types of productive activity of their country, community and house-holds. Women are usually responsible for domestic work; the care of children, family health, cooking and providing food and other house-hold services. In most societies they also play a major role in the productive activities of the family; in farming, paid domestic labors, services, Industries and income-generating activities. In some societies they also have clear community roles (Wallace and March (editor), 1991).

2.3.2. STATE OF ILLITERACY

According to the UNESCO institute for statistics (UIS) 140 million of the 862 million were illiterate young people (aged 15 to 24).in 2000 over 104 million children did not have access to schooling. As well there is a marked gender dimension to adult illiteracy and girls are less likely than boys to have schooling. Two thirds of illiterate adults were women. In 2000 there were 236 million more illiterate women than men. The stark reality is that one in five adults on the planet and tens of millions of school aged children do not read and write (UNESCO's UNLD, 2004:6)

Not only the above study indicates the rate of illiteracy of women but also there is another study that portrays the women's illiteracy level, as the following: The two-third of the 774 million Adults illiterates' worldwide are women, the same proportion for the past 20 years and across most Regions.

The global youth literacy rate has increased to 89 per cent, while the gender gap has declined to 5 percentage points. Gaps between girls' and boys' primary enrolment have closed in the majority of countries, but gender parity is still a distant goal for some.72 million children of primary school age are not attending school, out of which over 39 million (or 54 per cent)are girls. While secondary school enrolments show improvement, fewer countries are near gender parity than for primary education. In tertiary enrolment, men's dominance has been reversed globally and gender disparities favor women, except in sub-Saharan Africa and Southern and Western Asia. Women in tertiary education are significantly underrepresented in the fields of

science and engineering; however, they remain predominant in education, health and welfare, social sciences, and humanities and arts. Worldwide, women account for slightly more than a quarter of all scientific researchers – an increase compared to previous decades but still very far from parity. Use of access to the Internet grew exponentially in the past decade, narrowing the gender digital divide – however, women still do not have the same level of access as men in most countries, whether more or less developed (UNESCO Institute for Statistics, 2009).

Illiteracy appears to be the most serious as it largely determines how other problems (disease, poverty, famine and militarism) are approached and dealt with. In situation where there is a wide spread illiteracy there is usually wide spread famine Unsanitary living condition, operation and exploitation (Alemayehu, 1988). Illiteracy should be addressed through adult education in an effort to transform the rest of the serious problems. Adult education can help to prevent and eliminate gender disparity and gender related social problems (violence against women and children female genital mutilation and sexual abuse).

Wagner(2003), has stated that: according to the UNESCO, there were an estimated 962 million illiterates in the world in 1990 ,885 million in 1995, and an estimated 887 million in 2000, constituting 27% of the adult population in the developing countries .Of these illiterates the majority are women .in some countries accounting for up to two thirds of adult illiteracy(Nafukho et al,2005).

Regarding to the Features of illiterate women different researches have been taken place in different areas indicates that: Women constitute the majority of today's 900 million illiterate in the world. Although the proportion of illiterates is decreasing, the proportion of women among the illiterates is not .According to UNESCO statistics, women represented 58% of the world illiterates in 1960, 59% in 1970(UNESCO 1971:29), and 63% both in 1980's & 1990(UNESCO, 1995:2-5) .The increase in illiteracy rates among women is noticeable in all developing regions and reflects mainly the greater place by men in accessing reading and writing skills. Regions with high illiteracy rates tend also to be places with substantial gender gaps in these rates.

STATE OF ILLITERACY IN ETHIOPIA: There have been ups and downs in the developments and implementation of literacy programme in Ethiopia. Many agree that the literacy campaign through development (1974 to 1975) is remembered as the best time when a concerted effort

was made to up lift the literacy state in the country and to eradicate illiteracy. There after the literacy programme was run with less intensity by the MoE. It could be said that the literacy programme was virtually stopped as a major educational programme beginning 1992. However there were some woreda education offices and NGO's who were running functional adult literacy at micro level. After 1992, as a result of decentralization of education system, the adult education department was reduced to a panel level. This was done with the belief that apart from developing policy guide lines and capacity building, the actual development and implementation of adult education programmes could be handled entirely by regions (Bernd Sandhaas (editor), 2006).

Most of the women who are illiterate tend to be poor and live in rural areas, although with the pattern of increasing migration from rural to urban areas; cities are developing deep pockets of illiteracy. Major sources of illiteracy for them are their failure to have attended school, a condition that continues today.

Illiteracy prevails among rural women, because it is women who, according to the dominant sexual division of labor, must assume responsibility for domestic work and raising children. In societies with limited technologies for access to fuel and water, women's and girls house-hold chores consume a great deal of time & energy. In addition men's control of women's sexuality is translated in to a limited mobility for women, which prevents them from developing social networks in which access to print is important. With most of their social contacts being with women of their own community, who also tend to illiterate, and their own socialization into accepting a private role for themselves, many of these women have internalized the conviction that they should not seek basic literacy skills.

Increasingly, research indicates that the literacy versus illiterate dichotomy is very imprecise. Although in rural areas, many women may be totally unable to read and write, in many urban areas "illiteracy" covers a wide range of limited abilities in reading and writing (Storm quest (1997) as cited in Wagner et al(editors),1999)

ADULT ILLITERACY: Illiterates perform worse than people who went to primary school in various neuropsychological variables, such as ability to use ready data or deductive reasoning,

short term memories, categorization, Visio-spatialdiscrimination numerical abilities, and abstract speech(Herbert Hinzen/edit./,2006)

We can ask different question our self to know more about the women education, out of these let us try to answer the following question by saying; what is known about thinking process of illiterates?

Unschoolled people perform as they have throughout history, and most of them have no cognitive deficiencies. However literate people have neural net works that are missing from the brains of unschooled people. These are related to attention span, memory data use and ultimately decision making.

The brain of adult illiterates differ from those of literate people; a different brain architecture (illiterates show less dominance of the left hemisphere in language), Differential language development (though illiterates have normal language development they often don't understand how individual sounds make up words), Limited understanding of drawings (ability to identify three dimensional figures, recognizing and naming pictures of objects .women may be at a particular disadvantages),Computational limitations(illiterates perform less well than schooled people in numerical tasks),Short term memories (illiterates may have prodigious long term memory ,but poorly perform tasks involving short term memory),Later maturation neuropsychological skills ,Differential use of data (They may categorize concepts different from schooled people ,and may be less likely to use higher order and lower order categories(Herbert Hinzen/edit./,2005)

Literacy acquisition and elders: If older people remain healthy, their intellectual abilities and skills related to language learning do not decline physical factors associated with aging may play a more critical role than cognitive factors in the ability of elders to benefit from literacy instruction .Both visual acuity and the extent of the visual field often decline with aging. Some learners may be experiencing hearing loss from repeated exposure to noise or a decrease in hearing acuity that interferes with ability to discriminate central sounds from back-ground noises (Garrett, 1992 as cited in Wagner, et al, 1999)

2. 3.3. WOMEN AND EDUCATION

BENEFITS OF FUNCTIONAL ADULT LITERACY FOR WOMEN: Functional adult literacy contributes a lot for the women house-holds these benefits for women is as following:

1. *GENDER AND LIFE LONG LEARNING:* Literacy is the right of every human being (Alemayehu, 1988) and the informed and effective participation of women and men in every sphere of life is needed if humanity is to survive and meet the challenges of the future (Humburg declaration, UNESCO, 1997 as cited in Nafukho, et al, 2005).

2. *WOMEN EDUCATION:* Education has a dual role for women. In the first place women need education themselves in order that they may have access to better jobs, particularly in the areas of science and technology; raised standards of women's education benefit the whole community. Therefore, women must have access to education and training at all levels and this education must be practical and well adapted to women's needs, particular importance should be given to education in the fields of health, nutrition and legal rights, while training should specially equip women in the fields of science and technology.

The second function of education, which is mentioned in all areas discussed by forward looking strategies, is to eradicate the stereo typed views of women so prevalent in both developed and developing nations (Tina Wallace, et al/editor/1991).

Like every aspect of conservative education, education means socialization into the existing customs, beliefs and norms .women's sub-ordination is therefore an unquestioned component of the socialization in to adult-hood. Conservative socialization serves to reproduce the existing, historical patterns of gender relations, as it also serves to reproduce all social and reproductive relations between the generations (Hinzen/edit./, 2008)

3. *WHY WE EDUCATE WOMEN?* This is the question we raise to look for answer. We educate them as that of ;UNESCO, has expressed the quensequense of neglect and discrimination of females in the following way; "Women bear the main responsibility for the well being of their family and play the major role in efforts to improve health and nutritional standards and to introduce family planning practices. They are also the principal educators of the coming

generations. In the poorest strata of society, whether rural or urban, women perform economic functions which are essential to society and crucial for their family's survival. Education of girls and women is thus a priority, whether one's criterion is economic development or greater equity, women are a major productive as well as the only reproductive force of society, and at the same time, are often the poorest of the Poor."(UNESCO, 1989 as cited in IIZ/DVV 2001, News Letter, No, 8:5)

3. CREATING LITERATE ENVIRONMENTS: The creation of literate environment is one of the targets of the United Nation's literacy decade and is an aspect of the Dakar renewed vision of literacy for all. It is also the third strategies embraced by the UN General assembly in article ten of the resolution on the UNLD. Literate environment constitute a range from attempts to create infra-structures in societies or communities that encourage popular reading and writing, through to the creation of groups of volunteers who work together for the love of the printed word.

In 1999 the ministry of Gender, labor and social development with support from the World Bank commissioned an evaluation of this programme and found that :the literacy programmes had equipped the learners with practical knowledge ,especially in the areas of agriculture ,crop and animal husbandry and hand crafts other benefits included ,stronger participation in the governance of their communities in terms of frequency and in the significance of roles played adoption of better health practices ,especially through better personal and environmental sanitation and establishing successful income generating activities. (UNESCO's UNLD, 2004)

2.3.4. FACILITATING FUNCTIONAL ADULT LITERACY

FUNCTIONAL APPROACHES OF ADULT LITERACY: Functional approach or Development oriented approaches to literacy are, perhaps, the most common among both NGO and governmental programmes; often called "Functional literacy programme, they refer to the inclusion of development oriented programme components or learning contents about health practices Agriculture ,Marketing ,Environmental issues and other so called life or lively hood skills (Lind,2008:98).

TRANSFORMATIVE LITERACY KNOWLEDGE: Poor and marginalized rural and urban women stand to gain from information on basic reproduction functions, such as nutrition and health; information on family planning that will give them some modicum of control over their bodies is

also essential. It is also true that in the lives of many poor women, literacy is seen as less urgent than the satisfaction of basic needs for themselves and their families.

Women join literacy programmes in the pursuit of diverse objectives. Adult literacy programmes are characterized by students of various ages ,often ranging in age from sixteen to seventy five ,since women's lives are strongly linked to their life cycle (women's responsibilities vary as the function of the age of their children and thus their own age. Some young women may see literacy programmes as the spring boards for a return to formal schooling, Mothers of young children may see literacy classes as an opportunity to improve their spelling & acquire knowledge to help their children's schooling, and older women may see it a congenial social space to make and meet with friends .The notion of emancipatory knowledge to alter the social relations of gender may be alien to many of these women and may also be initially rejected by them. Programme designers here face the challenge of conveying emancipatory knowledge in a context that is not readily friendly to these efforts (Lind, 2008:274).

PRINCIPLES OF FUNCTIONAL ADULT LIETRACY: The question is: has anything changed or have we just renamed an old approach? Despite the fact that different meanings exist even within our neighboring countries (Okech, 2007). It is generally agreed that Functional adult literacy is characterized by a number of principles, Such as: Emphasis on learning needs ,adult learning needs must be assessed prior to any curriculum development, Recognizes people's changing needs and aspiration ,Mother tongue as language of instruction ,Integration of subject matter ,Integration of learning and life ,Integration of service providers, Trained and remunerated staff, Facilitators must be chosen according to their qualification and motivation, Active and learner centered teaching methods, Production and utilization of different learning materials ,Flexible and learner-oriented time and duration, Continual participatory assessment of learning achievement,evolvable and capable of intermedieries.((IIZ/DVV international,2008; Newsletter,No,22/23:25).

2.4. THE PRACTICES THAT HELP TO ENGAGE WOMEN HOUSE-HOLDS IN FUNCTIONAL ADULT LITERACY

2.4.1. PRACTICES WHICH HELP IN ENGAGING WOMEN HOUSE-HOLDS IN FUNCTIONAL ADULT LITERACY

There are so many opportunities available to engage women households in our country. Let us see the discussion deeply:

Promote and increase the chances of success-full literacy programmes include: Community support from local leader, The curriculum relevant related to the social and political context into which the women are working, Components of the education for men and other members of the family and society in general, Programmes which promote confidence in the women ,Teacher training strategies which address the particular needs and learning difficulties faced by women and girls ,Mobilization of the commitment to the programmes at small local levels, Creative organization approaches ,Awareness-raising on civic and social right, Clearly defined priorities and objectives(Tuijman(edit.)1996)

To achieve the outcomes governments need to make informed choices from a range of options to suite their particular situations in terms of governance ,finance and costs and delivery Regarding the allocation of budget for adults literacy programme international trends show that government is responsible to cover the programme costs by using different options; eg. The 2007 Abuja international work shop on adult literacy called on governments to dedicate at least 3% of their national education sector budget to adult literacy programme. The central component of expenditures incorporates the remuneration of facilitators and other different items directly related to the programme (DFID, 2008)

On teaching arrangements, ESDP provides that teaching will be a voluntary activity organized at school, ABECs and Kebele level. In the programme it is further explained, will utilize teachers, ABECs facilitators, and literate adults, secondary and tertiary level students. While the main investments will be in the provision of literacy readers training manuals and in the training of literacy volunteer teachers (MoE, 2008)

An assessment of adult needs for reading materials in Jimma and Illubabor zones ,conducted in 1996 by code Ethiopia revealed ; female adults preffered development related culture health & agriculture related issues language as home economics , Female and male adults have not shown significant difference in their preference for approaches of the reading materials with respect to presentation ,language and illustration ,Male and female adults equally appreciated clear and precise presentation ,some times in the form of poems conversations and histories, Both groups suggested ideas presented in written forms to be alignment by figures ,charts, pictures and etc...(CODE,1997).

2.5. CHALLENGES OF FUNCTIONAL ADULT LITERACY TO ENGAGE WOMEN HOUSE- HOLDS

2.5.1. CHALLENGES AFRICAN WOMEN FACE IN LITERACY

Common challenges of functional adult literacy: There are common problems and challenges that literacy and other non formal education programmes often face .Both typically attempt to serve the disadvantaged groups of society :poor, disproportionately female residents of rural and remote areas and urban slums .Maintaining adequate quality in the learning process and it's results ,gaining recognition as equivalent of formal programme ,and ensuring necessary political and financial support are the common problems that bedevil literacy and other non-formal programmes ,particularly those designed as basic education or alternative primary education(A.Wagner , et al(edit.),1999)

There are different challenges that encounter the illiterate women house-holds in Africa that include the detail explanation as the following: A. challenges facing women in Africa B. Obstacles to the participation in literacy and C. Obstacles to literacy acquisition. Let us see them one by one;

A.CHALLENGES FACING WOMEN IN AFRICA: There are many problems experienced by women in Africa, which are common, despite their varying contexts. This problem include: The continuing underdevelopment of women, the high rate of illiteracy amongst women ,the high level of exclusion of women regarding access to education and training in both the formal and non formal sectors ,especially at higher level, an increase of domestic violence against women and children ,the increase inequality between women and men linked to religious traditions

cultural backgrounds as well as the global rise in fundamentalism, the lack of access to learning opportunity in various categories such as health civic rights increase the social burdens experienced by women education entrepreneurial training ,the lack of women in leader-ship to articulate the interest of women's development(Pandy,1999)

B.OBSTACLES TO THE PARTICIPATION IN LITERACY: Although the majority of literacy students tend to be adult women, they face a number of constraints on attendance and completion. The process of literacy acquisition is gendered because women face more problems becoming literate than men: failure to receive their husbands approval for attending the classes, their need to be at home to perform continues domestic chores and their responsibility vis-à-vis children and sick family members .This set of duties tends to make women's attendance in literacy class irregular and subject to interruption when domestic responsibilities intensify. It is obvious that as long as the sexual division of labor continuous, women's participation in literacy programme will be restricted by their domestic and family related responsibilities (A.Wagner , et al(edit.), 1999)

C.OBSTACLES TO LITERACY ACQUISITION: Research contrasting women's responses to questions about their ability to read and write to with their performance in actual test has found that many of the self identified readers have very weak abilities. This results to some extent from the women's modest consumptions of literacy, often taken to represent a desecrate task such as signing one's name, reading street and bus signs ,reading names and prices of products in the markets ,understanding a brief phrase ,reading and writing notes for family members(Storm quest 1997)

It is becoming increasingly clear that literacy skills, particularly those acquired late in life, need every day practices if they are to be retained .Individuals whose occupations do not require literacy skills stand a weak chance of developing literacy fluency. Few materials are read among the poor. In urban areas these might consist of books linked to religious affiliation and news papers and journals borrowed from friends and relatives .Often the only books illiterate mothers have available to them are their children's text books(A.wagner ,et al(edit.)1999)

2.5.2. CHALLENGES AND CONSTRAINTS OF FAL

Innovative approaches are bound to face practical constraints and challenges. In this case ,the first is to apply participatory planning methods .Participatory planning goes far beyond informed about a programme and requesting acceptance .It requires skills ,which smoothly encourage dialogue ,clarification of doubts ,readiness to involve peoples and learn from them, take and share responsibilities ,set plans and develop a system of triangulation. The challenges face the FAL programme includes: Demand driven programme is not so much supported by Woreda ANFE experts, A learner centered approach and dialogue are new to many of the Facilitator. Integration of literacy and life skill in daily learning requires special preparation of materials and lessons, Relevant literacy materials are lacking very widely, Literacy instructors or facilitators should be convinced about the benefits of FAL programme (IIZ-DVV/dvv international, 2008).

Women have often been subject to literacy programmes not planned by them or reflecting their needs; consequently there is a high dropout rate and poor programme results. It would appear from the literature that the challenges to be addressed include practical, educational and socio cultural aspects. 1. Practical problems include:(a) lack of time ;(b)location of classes entailing traveling difficulties ; (c)lack of practical special provision to help women concentrate on literacy 2.Educational problems includes: (a)the available reading materials are not designed for women;(b)promotion of literacy linked to projects for income generation which may fail ;(c) technical skills programmes can simply add to women's existing work load.3.socio-cultural problems include:(a) little exposure to popular language other than the mother tongue, particularly in rural areas ;(b)women's isolation from literate environments;(c)cultural attitudes eg. Men forbid women to visit the literacy class;(d)failure of most programmes to integrate literacy down to the village level .Most African women ,for example have no been able to attend school and school still look alien to African societies which function according to the norms and tempo's of village traditions(Oglesby as cited in Tuijman(edit.),1996)

2.5.3. BARRIERS TO WOMEN PARTICIPATION IN FUNCTIONAL ADULT LITERACY

Women have few rights to education, employment, health care, land and productive resources in many societies. In addition women have heavy workloads both within the homes and in their

productive activities. Very little new technology has been developed for use by women in domestic or agricultural work; and yet women's heavy work load undermines their health, and limits their ability to become involved in organizing, meeting to gather, decision making and other aspects of social development. Even when technology is introduced; example, mills or water pumps, it is usually taken over by men, thus removing the process from women's control. Women are seldom able to benefit in terms of increased time for the rest income earning activities. Heavy workloads, their domestic responsibilities, their restriction to low paid and unsecured seasonal work, their lack of land /animal rights combined with "macho" attitudes upheld through education, religion and the mass media, are all major barriers to women.

Women had to carry all the domestic responsibility whenever they participated in the public domain, be it in paid jobs, community organizations, or political parties. Women of the poorest groups did paid work as a result of economic pressures but found themselves discriminated against and facing opposition from their partners and other members of the households. Most were seriously over worked and tired –in practice, a women's average working day is 14 hours, sometimes up to 17 and they had little time to take part in other activities and/or participate fully in community organization (Wallace and March (edit.), 1991)

Core problems in adult and non formal education : thirty years of experiences in the promotion of institutional and programme capacities of African partner organization of IIZ/DVV unveil persistent core problems some are; Lack of qualified adult educators and trainers on all operational level, Absence of needs oriented, short term up grading coerces for trainers facilitators, programme organizer and planner, Lack of adequate training and learning facilities, Considerable deficits in availability and access to suitable teaching learning and reading materials as well as to other media such as Radio broad-cast, Deficiencies in the planning and organizational capacities which tend to be operated in a top down approach, Deficiencies in the use of participatory methods and participatory monitoring and evaluations to assure relevance of conceptions & contents to apply appropriate methods and approaches and to verify the achievement of the desired impacts is rarely mastered (Habtamu et al, 1999)

2.6. STRATEGIES TO ENGAGE WOMEN HOUSE-HOLDS IN FUNCTIONAL ADULT LITERACY

2.6.1 STRATEGIES TO ENGAGE WOMEN HOUSE-HOLDS IN FUNCTIONAL ADULT LITERACY

Strategies differ largely according to the individual adult learner, social context and Available Learning projects. It should differ according to the adult learners' needs Problems, circumstances and contexts.

Brook field (1986) proposes the theory of structuring programmes around learners need and abilities .This theory emphasizes the following consideration:

Engaging in needs assessment is a crucial step, Contextualizing the programmes objectives, Developing a clear philosophical rationale to guide practices is a necessity for developing useful programmes, Acknowledging and working towards cultivating enhanced proficiency is in another requirement, Evaluating the extent to which programmes contribute to meeting the goal of learners, present and future needs immediacy of usage of contents, Availability of resources to meet the expressed and unexpressed needs, Commitment to flexibility and changes , The qualities of facilitator used, Evaluation determines the strengths and weakness of programmes and can be used to make amendments, Patricia Cross (1981) proposes the following possibilities to increase level of participation of adult learners:

Raising the self confidence of adult learners, Building positive attitudes towards education, Effective strategies for meeting goals & expectations of learners, Responding to learners life transition ,Creating opportunities for interaction ,Removing barriers to adult learning, Providing accurate information and feed-back(Fasokun et al ,2005).

2.6.2. WOMEN'S WAY OF KNOWING, CULTURAL BELIEFS AND PRACTICES

Women do have their own way of knowing, cultural beliefs and practices .There are different evidences that indicate the above mentioned realities ,Let us see the work of different scholars: Based on the theoretical and empirical work of Perry, Kohilberg and Gilligan, Belenky, Clinchy Goldberger, and Tarule (1986) grouped women's perspectives on Knowing in to five major categories:

1. Silence – a position in which women experiences them as mindless & voiceless and subject to the whims of external authority (They are passive)

2. Recieved knowledge – a perspective from which women convince of themselves as a capable of receiving ,even producing knowledge from the all knowing the external authorities but not capable of creating knowledge on their own(They listen to the voices of others)

3. Subjective knowledge - a perspective from which truth and knowledge are conceived of as personal, private and subjectively known or intuited (The locus of truth shifts to the self)

4. Procedural knowledge – a position in which women are invested in learning and applying objective procedures for obtaining and communicating knowledge (This position takes to two forms)

5. Constructed knowledge – a position in which women view all knowledge as contextual experiences themselves as creators of knowledge ,and value both subjective and objective strategies for knowing (This stage is characterized by the development of an authentic voice) (Caffarella,1999)

Follow women’s existing knowledge: we must take in to account the strategies developed by women. Women have always been very ingenious in, for example, the area of credit and savings or organization. (Wallace and March (edit.), 1991)

CULTURAL BELIEFS AND PRACTICES: The women values respecting elders and religious leaders not working on holidays ,respecting parents and guests ,helping one another in plowing and harvesting ,exercising social feasts ,frequently going to Mosque or church for prayers. FAL programmes have also address cultural practices and beliefs .Care has to be made not to violet and discourage the culture of every community .Those undesired cultural practices and beliefs need to address be carefully addressed without showing any hostility to them(Sandhaas (edit.),2006).

Evidence from successful projects which have evaluate the outcomes indicate that those adult education programmes for women which stands the greatest chance of making valuable and lasting impacts on the lives of women learners are those which:

(a).Value and draw on women's experience and seek to develop their self motivation and self confidence, (b).Employ and promote cooperative learning rather than hierarchical teaching approaches, (c).Acknowledge the practical constraints under which the women are attempting to learn and accommodates those in the education format adopted, (d).Acknowledge the women's previous education experiences and attempt to compensate for these.(e).Work through the women's own social net works. The major success of informal learning is due to women taking responsibilities for their own learning and learning from each other (Tuijman (edit.), 1996)

Important condition for FAL programme success: Political will, clear understanding and determination at all level. Cooperation and coordinated efforts among all stake-holders. Motivated, trained and committed man power .Continuous capacity building among the practitioners at all levels. Adult learning and training materials in local languages (localized and life related) (IIZ-DVV/DVV international/, 2008 Newsletter No, 20/21:29)

Summary of the main points and conclusion to the review of related literature

To sum up the whole situation in this chapter the researcher sorted out important points under the chapter in to three main parts; the first one is the practices that help to facilitate the functional adult literacy for women house-holds, the second important issue is the challenges that hamper the activity of functional adult literacy for women households, and the last important point is the issue of strategies to apply the functional adult literacy for adult women house-holds. Let us see them one by one respectively:

I. Practices those are indicated in this chapter looks like the following;

1. Different international organizations like UNESCO, WORLD BANK, International Money Fund and other NGO (National and international) gave the recognition to Functional adult literacy programme as it is the means to bring development and alleviate poverty.

2.different declarations and acts were proposed to engage women in development role by empowering them through functional adult literacy; example, EFA goal, MDGs ,Abuja international work-shop(2007), ESDP I,II,III,IV ,NAES and GTP.

3. The awareness created in the minds of women on the whole world to bring mental shift. vis-à-vis: Gender equality, Equal right to possess wealth amongst women and men, Right to education

,Right to equal work opportunity and payment amongst women and men, Affirmative action taken by developed and developing nations, etc....

4. Concentration given by international & national Government and Non Governmental Organization that concerning the contribution of educated women to bring the desired change.

5. The legally supported acts to organize women at different level; Women affair, Women association, women self help groups etc...

6. The acknowledgement of women's work load, and working on the gender equality to share their burden.

7. Need assessment on adult education in different time and places, example. Code Ethiopia 1996 in Oromia region at Jimma and Ilubabor zones, DVV international in Amhara regional state in 2006, Women Association of Tigray, etc.....

II. The challenges those were facing the women households in the programme of Functional adult literacy following processes are portrayed as follows:

Few right to education, Heavy work load (sexual division of labor),and little new technology example; Mills and water pump, Health problems, Lack of sufficient time, Low payment and in secured seasonal work, Poverty, Lack of quality learning ,Lack of recognition (unrecognized learning task),Less political support(in practical or tangible),Less financial support, Failure to receive their husbands approval, Their needs to be at home to perform domestic chores, Family care(children, sick and old family member),Lack of relevant learning content to the real life situation, Lack of reading material access, High rate of illiteracy amongst women ,Domestic violence against women and children, Lack of access to learning opportunities, Lack of women in leader-ship to articulate their interest, Demand driven programme is not so much supported by woreda Adult education experts, A learner centered approach is new for facilitators, Facilitators and instructors convince the benefit of adult literacy, Lack of qualified adult educators and trainers, deficiencies in the planning and organizational capacities ,and Rarely mastered participatory monitoring and evaluation to assure relevance of conceptions & content to apply appropriate methods & approaches.

III. Strategies to increase the engagement of women house-holds in the programme of functional adult literacy include:

Following women's existing knowledge, Account the strategies developed by women themselves , Merging the literacy with credit and saving organization, Understanding women perspective on knowledge, Respecting the women cultural practices & beliefs, Carefully addressing those undesired cultural beliefs and practices without showing any hostility to them,

To give a conclusion on this chapter the researcher suggests the fulfillment of the following decisive condition to the FAL programme;

- ✓ Strong political will clear understanding and determination at all level.
- ✓ Cooperation and coordinated efforts among all stack-holders.
- ✓ Motivated trained and committed man power.
- ✓ Continues capacity building among the practitioners at all level.
- ✓ Adult learning and training in local languages (localized and life related) must be available.
- ✓ FAL teaching material should be distributed as sufficient as the number of learners and facilitators.

CHAPTER THREE

3. RESEARCH DESIGN AND METHODOLOGY

In this chapter the study forwarded the procedures used in gathering, analyzing and interpreting the data .Also procedures to identify the Practices and challenges to engage an women households including the strategies that was implemented to engage the women households in FAL programme in Jimma zone.

3.1. RESEARCH DESIGN

The study used a Qualitative case study method and Descriptive case study design, because it would be found convenient to portray existing (prevailing) situation about practices and challenges of engaging illiterate women in the functional adult literacy programme in wider area under discussion. The method was particularly appropriate to define the nature of the women engaged in functional adult literacy. The method was believed to generate relevant data pertain the effectiveness of study the problem under discussion. The title of the study was conducive largely to descriptive examinations, providing and rich to explore.

A case study is a descriptive technique in which you report on a single case or a few cases .The term “case” refers to the object of study. A case can be just about anything .It can be the life of a person, a behavior or an event .However you define the “case’ to be studied you can use the case history method to your advantage in several ways. A case history can be useful that, it does not quantify as an experimental research design. Because you don’t manipulate any variables, you can’t determine the causes for the phenomena described (Bordens, 1988).

The study is classified as qualitative when it’s purpose is primarily to describe a situation, phenomenon, problem or event; the information is gathered through the use of variables measured on nominal or ordinal scale; if analysis is done to establish the variation in the situation; the historical enumeration of events, an accounts of different opinions peoples have about an issue and a description of the living conditions of the community. Descriptive research aims at to describe what is prevalent regarding; a group of people, a community, a phenomenon, a situation, a programme and an outcome. Its main theme is to describe what is prevalent,

example; socio economic characteristics of residents of a community, needs of a community, effects of living in a house with domestic violence (Ranjit, 1990).

3.2. SOURCES OF DATA.

The data for the study was obtained from both primary and secondary data sources. Specifically the researcher had selected 410 individuals as sample population and as immediate sources of data. Out of this: 374 were women house-holds and 11 facilitators, 15 central management committee members at the kebele level and the rest 10 were experts from different offices. The primary sources of data were those obtained through questionnaire, interview and observation. To acquire adequate information and insights in the area of the study relevant literature had consulted and the available document constituted techniques as secondary sources that employed about the engagement of the illiterate women house-holds in FAL programme.

3.3. THE POPULATION, THE SAMPLE AND SAMPLING TECHNIQUES.

A.THE POPULATION

In Jimma zone there are eighteen (18) woredas and 1 special zone. But the researcher selected one woreda and one special zone. Women house-holds in Manna woreda and women house-holds in Jimma town (especial zone) were part and parcel of study population of the research problem. To indicate the study population it was preferred to saw the specific study area population in to two.

A. Manna woreda, the researcher selected the case of seven (7) kebeles from the existing 24 kebeles of Manna woreda. From those 7(seven) kebeles the target groups were indicated as following: 644 women house -holds were incorporated under 36 self help group, 19 female facilitators, 49 central management committee, 12 woreda steering committee, 3 experts from the woreda women affairs, 2 experts from woreda education office and agricultural development bureaus, 4 experts from one local NGO office those were primary partner of the illiterate women house-holds in the FAL programme.

B. Jimma town :In the special zone the student researcher has taken 600 illiterate women house-holds who were incorporated in 30 self help groups,15 facilitators,1 special zone education

office expert, 1 expert from special zone women affair office, 1 expert from the participant local NGO of the special zone, were enrolled in the sample population.

To sum up the researcher used 1352 individuals as total population. Out of this: 1244 were women house holds and 36 facilitators, 49 central management committee members at the kebele level and the rest 25 were experts from different offices.

B. THE SAMPLE AND SAMPLING TECHNIQUES

SAMPLE OF THE STUDY POPULATION: The data for the study was obtained from the 30% of the total study population those were attending the Functional Adult Literacy programme and their stake-holders. The sample of study accounted that included 374 women house-holds in specific study area. They were incorporated in 66 self help groups. They were 11 facilitators those engaged in the functional adult literacy programme to help and facilitate the learning process of women house-holds. All of these facilitators are female. Fifty (15) central management committee members were from the stake holders to run the functional adult literacy programme for the women house-holds in the specific study area under discussion.

To create conducive environment the administrative bodies had taken their own share by representing four (4) woreda steering committee members. Four (4) experts from the stake holder government offices (woreda education offices & woreda women affair offices) were selected as a study population. Not only this, but also two (2) experts from the local NGO's (Facilitator for Change) were included in the sample population of the research. As the above mentioned information indicated the sample of the study population included 410 individual respondents as a sample population for the study of the problem under discussion. Those all individuals were sorted from the total women house-holds and their stake-holders by calculating their total population with 30% to get the individual those represented them.

SAMPLING TECHNIQUES: According to Picciano (2011) various sampling techniques could be used depending on the type of research to be conducted. The two major types are probability sampling and non-probability sampling. When probability sampling is difficult, that is, if not possible to enumerate the population element, non-probability sampling would be applied. The major forms of non-probability sampling are: purposive sampling, accidental sampling, and quota sampling (Donald, 1990).

The above mentioned elements were very important point that led the researcher towards selecting the non-probability sampling as the best technique of sampling for the title under discussion in the selected study area as a researcher.

The sampling technique for the study was non-probability sampling, particularly purposeful (purposive) sampling technique, because of its low cost and convenience to this research title. The researcher used the sampling method to draw conclusion about populations from samples. In order to do that the researcher had used the sample population which enabled to determine population characteristics by directly observing only a portion (sample) of the population.

3.4. INSTRUMENTS AND PROCEDURES OF DATA COLLECTION

Three data gathering tools namely; Observation, Interview and questionnaire had employed in order to gather necessary data for the study. In order to make a better and relevant data the questionnaire and interview question were composed of close ended and open ended items. Regarding the procedures of data collection and tool preparation; Its procedure was arranged according to that of the data was collected by using instruments under discussion prepared in English and translated in to “*AFAN-OROMO*” and distributed for the selected population and concerned personality. The questionnaire and interview questions included general information about the purpose of research conducted and about the title under discussion.

As Dillman (1978) cited in Bordens, 1988, distinguished among three types of closed ended question: closed ended with ordered alternatives, close ended with unordered alternatives, & partially open ended would be applied in this research. Interview questions were enrolled. The close ended items in Likerts scale and where the respondents indicates their agreement of, or disagreement on 5(five) point scale, which were relevant to various issues and address in the research question. The researcher was tried his best to relate the above mentioned instruments with related literature as the following arrangement;

Observation: is one way to collect primary data. Observation is a purposeful, systematic and selective way of watching and listening to an interaction or phenomenon as it takes place. There are many situations in which observation is the most appropriate method of data collection. It is appropriate in situations where full and/ or accurate information can't be elicited by questioning

because respondents either are not co-operative or are not aware of the answers because of that it is difficult for them to detach themselves from the interaction. In summary when you are more interested in the behavior than in the perception of individuals or when subjects are so involved in the interaction that they are unable to provide objective information about it observation is the best approach to collect the required information (Ranjit, 1999:105-106). The observation also has the following advantages; A researcher has the first hand experience with participant, researcher can record information as it occurs, unusual aspects can be noticed during observation, useful in exploring topics that may be uncomfortable for participants to discuss (Creswell, 2009)

By depending on the above information the researcher preferred to use in non-participant observation, Ranjit (1999) tried to explain it as follows: Non participant observation is when a researcher doesn't get involved in the activities of the group but remain a passive observer, watching and listening to its activities and drawing conclusions from this.

Interview: Interview is one of the main data collection tools in qualitative research. It is a very good way of accessing people's perceptions, meanings, and definition of situations and construction of reality. Interviewing is basically about asking questions and receiving answers. There is much more to it than that: interviewing has a wide variety of forms and the multiplicity of uses. The most common types of interviewing is individual, face to face, verbal interchange. But it can also take the form of face to face group interviewing, mailed or self administered questionnaires & telephone surveys. It can be structured, semi-structured, or unstructured. It can be used for marketing purposes, to gather political opinion for therapeutic resistor to produce data for academic analysis. It can be used for the purpose of measurement or its scope can be the understanding of an individual or a group perspective. An interview can be a one time, brief exchange, say five minutes over the telephone or it can take place over multiple, lengthy sessions, sometimes spanning days, as in life history interviewing (Fontana and Frey, 1994:361 as cited in Keith, 2004)

An interview has an advantage like: it is more appropriate for complex situations and sensitive areas as the interviewer has the opportunity to prepare a respondent before asking the sensitive question and to explain complex ones to respondents in person, it is useful for collecting in depth information by probing. Hence in situations, where in depth information is required,

interviewing is the preferred method of data collection, information can be supplemented from responses with those gained from observation of non-verbal reaction, and questions can be explained put in a form that is understood by the respondents, it has a wider application used with almost any type of population likes: children, handicapped, *illiterate* or the very old (Ranjit, 1999). Besides to this an interview has the advantage like; Useful when participants cannot be directly observed, participants can provide historical information, allows control over the line of questioning (Creswell, 2009)

Questionnaire: is a survey instrument used to collect data from individuals about themselves, or about a social unit such as a household or a school. A questionnaire is said to be standardized when each respondent is to be exposed to the same questions and the same system of coding responses. The aim here is to try to ensure that differences in responses to questions can be interpreted as reflecting differences among respondents, rather than differences in the processes that produced the answers. Standardized questionnaires are often used in the field of education to collect information about various aspects of school systems.

The questionnaire prepared for the women house-holds was filled by asking them orally. The main way of collecting this information is by asking people questions – either through oral interviews (face to face or telephone), or by self-administered questionnaires, or by using some combination of these two methods. (Maria Teresa siniscalco & Nadia Auriat, 2005)

A questionnaire has an advantage like: it is less expensive (as you do not interview respondents, you save time and human& financial resources), It is comparatively convenient and en expensive particularly when it is administered collectively to a study population, it is an extremely in expensive method of data collection, it offers greater anonymity (as there is no face to face interaction between respondents and interviewer, this method provide greater anonymity, in some situations when sensitive questions are asked it helps to increase the likelihood of obtaining accurate information)(Ranjit,1999).

The data from respondents were gathered by means of interview, observation, questionnaire and check list prepared by English .the interview were to the woreda steering committee and central management committee at the kebele level they are let provide their information. The observation checklists were to gather the information FAL centre & its activity. The questionnaires were to the women house-holds ,facilitators and office experts ,they are let

provide their information .All tools were thoroughly translated in to Afan Oromo to avoid language barriers ;after which all responses were translated in to English(Medium of study).

3.5. DATA ANALYSIS TECHNIQUES

The data analysis technique was applied as that of the qualitative research. All questionnaires were returned back with full information intended from respondents. Besides to this 15 central management committee member and 10 woreda steering committee members were fully responded an interview questions.

The data gathered through interview, observation and questionnaire were processed through three concurrent flows of activity of the qualitative analysis system which included: Data reduction, Data display and conclusion drawing or verification (Huberman and Miles. 1992).Which is discussed as following;

- 1, Data reduced: as forms of analysis that sharpened sorted, focused, discarded and organized data in such a way that “final” conclusions was drawn and verified.
- 2, Data displayed: had been took places as an organized, assembly of information that permitted conclusion drawing. It included; types of matrices, graphs, net works, and charts.
- 3, Conclusion drawn: the processing of displayed data enabled to note regularities, patterns, explanation, possible configuration, causal flows and perceptions to give explanation/meanings to these observations, so the data analysis took place at all levels of data reduction, display and conclusion drawing. Data was cleaned and analyzed by tabulation system. The result would have been presented in the written form.

Data collected through questionnaire, interview and observation including document analysis was tallied, organized and tabulated, so as to make it manageable for analysis. Frequency and percentages were used for analysis. Interpretation was done based on the findings by using tables .Summary, conclusion and recommendation was be discussed by having their own chapter.

CHAPTER 4

4 .PRESENTATION AND ANALYSIS OF DATA

This chapter deals with data presentation and analysis essentially consists of the sub –reports of qualitative and quantitative data thoroughly. The chapter describes the study result obtained from the selected sample population (respondents) and attempts have been made to analyze the results in terms of the reviewed literature works. Hence, the procedures followed from data collection to organization and interpretations are presented as follows.

4.1 BACKGROUND OF THE RESPONDENTS

There were 374 questionnaire distributed to women households, besides to these 11, and 10 questionnaire were distributed to community facilitator and stake Holder office experts respectively.

Number of the respondents participated and supply response to the questionnaire and interview questions are listed below

4.1.1. TYPES OF SAMPLES AND RESPONDENTS

The smple population of the research was selected and represented carefully from the total population, this represenntation procedures were briefly explained in the table 1,as the followings.

Table1. Summary of target population and sample size

No	Target population	Total population size	Selected sample size(30% of total population)	% of sample population
1	Women households	1244	374	91.22
2	Community facilitators	34	11	2.7
3	Central management committee members of the kebele	49	15	3.66
4	Woreda steering committee member and office experts	25	10	2.44
Total sample population			410	100

The above table indicated the whole participants used as a respondents to the developed data gathering tools. The respondents were 30% of the total population those were 1244 women households, 34 facilitators, 49 central management committee, 25 woreda steering commute and

25 office experts including offices' head/leaders/. Out of these 374(91.22%), 11(2.7%), 15(3.66%), 10(2.44%) were the selected respondents respectively.

4.1.2. BACKGROUND OF THE RESPONDENTS OF THE QUESTIONNAIRE.

The background of the questionnaire respondents were from three groups of sample population, namely; women house holds, community facilitators and stake holder offices. Their Characteristics frequency and percentage details datas were presented in the table 2.

Table2. Background of respondents of the questionnaire

No	Characteristics		WH – H		CF		Stakeholder offices	
			Frequency	%	Frequency	%	Frequency	%
1	sex	Male	0	0	0	0	8	80
		Female	374	100	11	100	2	20
2	Age	Below 20	0	0	0	0	0	0
		21-30	127	33.5	9	81.81	2	20
		31-40	168	44.92	2	18.18	5	50
		Above 40	79	21.13	0	0	3	30
3	Marital status	Single	30	8.02	5	45.45	2	20
		Married	284	75.96	6	54.54	8	80
		Divorced	27	7.22	0	0	0	0
		Widow	35	9.36	0	0	0	0
4	Educational level	An able to Read /write	153	40.9	0	0	0	0
		Read/write	147	39.3	0	0	0	0
		1-4	55	14.7	0	0	0	0
		5-8	19	5.08	1	9.09	0	0
		9-12	0	0	7	63.63	1	10
		Certificate	-	-	1	9.09	1	10
		Diploma	-	-	2	18.18	2	20
		Degree	-	-	0	0	6	60
5	Work experience	1-10	-	-	11	100	2	20
		11-20	-	-	0	0	5	50
		21-30	-	-	0	0	2	20
		31-40	-	-	0	0	1	10
6	Place of residence	Rural	320	85.56	6	54.54	0	0
		Urban	54	14.44	5	45.45	10	100
7	Distance from FAL center(time it takes)	Below 30'	346	92.51	-	-	-	-
		30' - 1:00	25	6.69	-	-	-	-
		1:00 – 1:30	3	0.008	-	-	-	-
		1:30 – 2:00	0	0	-	-	-	-
		Above 2 hour	0	0	-	-	-	-

Key of the table2

WHH = Women HouseHolds

CF = community facilitators

The above table indicated the sex, age, marital status, educational level, work experience, place of resident and distance from the FAL center. Let us see them one by one:

The female respondents of women house holds and community facilitators account for about 374 (100%) and 11(100%) respectively but in the stakeholders office experts, they accounts 2(20%).The male respondents are absent in the case of women households and community facilitators, but they accounts 8(80%) of the stakeholders and office experts.

There was no respondent aged below 20 years, but according to the age break-down done by the researcher in the age group of 21-30 years the respondents from women house-holds, community facilitators, and stake-holder office experts were accounted 127(33.95%), 9(81.81%)and 2(20%) respectively. While the age grouped between 31 to 40 Years respondents from women households, community facilitators and stakeholder office experts accounted 168(44.92%, 2(18.18%) and 5(50%) respectively. The respondents who were in the age group of above 40 years from the women households, community facilitators and stakeholder office experts accounted 79(21.13%), 0(0%) and 3(30%) respectively.

When I see the arrangement of the respondents according to their marital status; 30(8.02%), 5(45.45%) and 2(20%) of women households, community facilitators and stakeholder experts respectively occupied by single, while the married respondents of women households. Community facilitator and stakeholder office experts accounted 284(75.96%) 6(54.54%) and 8(80%) respectively. But the case of divorced and widowed existed only within the respondent of women house holds by accounting 27(7.22) and 35(9.36%) respectively.

From the respondent of women households 153(40.9%) are not able to read and or write single letter, but 147(39.3%) are able to read and/ or write their name and some letters not more than 10/12 spelling while 55(14.7%) women were experienced the 1-4 (elementary school) level. And only 19(5.08%) women were passed the school life from grade 5 to 8. The respondent from community facilitators was only 1(9.09%) is in the category of grade 5 to 8. At the certificate levels we do have a data of 1(9.09%) and 1(10%) for community facilitators and stakeholder office experts respectively. While at the diploma level there are 2(8.18%) and 2(20%) for community facilitator and stakeholder office experts respectively. Finally there are 6(60%) respondents from stakeholder office experts' holed their B.A/B.SC degree.

Facilitators and stake holder office experts are arranged according to the following: 11(100%) and 2(20%) accounted under 10 year experience for facilitators and stakeholder office expert respondent respectively. 5(50%) of office experts have 11-20 years of work experience and 2(20%) of the office experts have 21-30 year of experience. The rest respondent 1(10%) is the most experienced one who was included from 31-40 year work experience.

The rural dwellers accounts 320 (85.56%) and 6(54.54%) for women households and community facilitators respectively, the urban dwellers accounted 54(14.44, 5(45.45%) and 10(100%) for woman households, Facilitators and office experts respectively.

The immediate response from the illiterate women household indicated that 346(92.51%), 25(6.69%) and 3(0.008%) were dwelled at the distance of less than 30 minutes, from 30 minutes to 1:00 and from 1:00 to 1:30 respectively. As the respondents home distribution there is no journey beyond a 1 ½ an hour to reach FAL center and vice-versa.

4.1.3. BACKGROUND OF THE RESPONDENTS OF THE INTERVIEW GUIDES

The backgrounds of respondents of an interview guides were presented in detail by including their characteristics, frequency and percentage data's as indicated in the table3.

Table 3 Background of respondents of interview guide

1	Characteristics		CMC		WSC	
			Frequency	%	frequency	%
1	Sex	Male	11	75	7	70
		Female	4	25	3	30
2	Age	Below 20	1	8.4	0	0
		21-30	6	37.5	3	30
		31-40	3	20.84	5	50
		Above 40	5	33.4	2	20
3	Marital status	Single	4	29.17	1	10
		Married	11	70.84	9	90
		Divorced	0	0	0	0
		Widowed	0	0	0	0
4	Educational level	1-4	2	12.5	-	-
		5-8	4	29.17	-	-
		9-12	6	41.67	-	-
		Certificate	0	0	-	-
		Diploma	3	16.67	6	60
		degree	0	0	4	40

Key

CMC = central management committee of the kebele

WSC = woreda steering committee

The above table indicated that the information and data of interview question respondents which included their sex, age, marital status and their educational level.

The respondents from central management committee and woreda steering committee accounts 11(75%) and 7(70%) respectively are male respondents. But female respondents account 4(25%) and 3(30%) respectively.

Depending on the grouped age category the respondents from central management committee and woreda steering committee accounted 1(8.4%) and 0(0%) respectively under the age category of below 20 years. While 6(37.5%) and 3(30%) respectively categorized under the age group of 21-30 year. Respondents from each group categorized under the age group of 31-40 years accounted 3(20.84%) and 5(50%) respectively. Those respondents from each of the sample group who passed above 40 years of age accounted 5(33.4%) and 2(20%) respectively

From the respondents of central management committee and woreda steering committee 4(29.17%) and 1(10%) accounted for single respectively, 10(70.84%) and 9(90%) categorized under the married group respectively. While there is no divorce and widow case for each of the sample group.

From the respondents 2(12.5%) are experienced the school life in grade 1-4 accounted for central management committee 4(29.17%) are learned from grade 5-8 from the central management committee. While 6(41.67%) are reached at the stage of grade 9-12 from central management committee.

There are no certificate and degree level respondents from the central management committee. But 3(16.67%) and 6(60%) accounted for central management committee and woreda steering committee respectively are the diploma holder.

4.2. AVAILABLE PRACTICES TO ENGAGE WOMEN HOUSEHOLDS IN FAL PROGRAMME

The researcher presented the question to respondents and achieved the following responses that are arranged in the table and interpreted accordingly.

4.2.1. LANGUAGE SKILLS PROVIDED TO THE FAL LEARNERS

The language skills (reading and writing skills) including basic computational skills were provided in the FAL class to learners. These 3 'Rs and numeracy skill are very decisive to achieve the intended goal from the FAL programme .The learners can develop these skills through practical life. The following table deals more about skills from FAL class.

Table4. Skill of language and numeracy provided in the FAL programme

Item	Frequency	%	Remark
Reading skill	88	23.53	
Writing skill	120	32.09	
Basic computational skill	166	44.39	

The above tables shown us the skill provided to the women households in the functional adult literacy program. SO the data depict (show) the response of the respondents according to what they acquired within the FAL programme. Reading skill provision was accepted by 88(23.53%) of the respondents and the writing skill provision was accepted by 120(32.09%) of the women households, while the numeracy skill provision attracted the attention of 166(44.39%) of women households. The idea which is indicated below is appropriately fit the above findings:

It has been mentioned in all three ESDP under different heading the current alternative basic education (ABE). Despite the attempted link of literacy with other often economic projects in the work oriented experimental literacy programme, all these programme were and are still aiming at teaching the 3R's, Reading, Writing and Numeracy more or less as standalone technical skills. The learners in these programmes were treated and thought like children not as adult learners with their own characteristics as learners. (Ambissa, 2008 as cited in Sandhaas, 2004).

The woman households acquired the reading, writing and numeracy, skill from the FAL programme. Most of the respondents were agreed to the provision of numeracy skill rather than reading and writing skills.

4.2.2. CONTENTS OF THE FAL CLASS

The FAL class contents must be derived from the learners daily life experiences. In functional adult literacy, there is no constant and rigid curricular frame work, except the over all skeleton of FAL curriculum frame work. This help to derive the contextualized contents accordingly to fit the learners need. The contents and its detail discussion were stated in the following tables.

Table 5 contents of the FAL class

Item	Frequency	%
A. About identity	374	100
B. About family	374	100
C. About work	374	100
D. About health	374	100
E. About agriculture	374	100
F. About environmental protection	374	100
G. Income generating activity	374	100

From the table 5 presented above we can see that the contents of the FAL programme included: about identity, family, work and health that help the women households with in their daily life. Besides to this the contents included the activity about agricultural work, environmental protection and income generating activities that initiate the women households to participate in practical work. 374(100%) of the illiterate women households were commonly participate as a part of developing their general skills by increasing their communication skills. All of them agreed on each of the contents provided to them in the FAL class. As Newsletter, printed by IIZ.DVV, 2000, No, 7:46 indicate that,

Functional means something which is relevant, meaningful and practical utility. FAL is a process of correlation development purposes with educational programmes and inputs. It is not merely a literacy programme. It is functional education aiming at: knowledge, understanding, agricultural know how, farming skills, Changes in attitude and motivation for problem solutions. It is a

means of developing the total personality of the illiterates. It is a method of training and educating illiterate adults for development purposes, and literacy skills come only as a part of developing their general skills by increasing their communication skills.

To conclude the contents presented to the women households may fully support them within their daily life. That indicate the functional adult literacy focused on practical life experience which may use to change the life style of the learner, thus the contents were selected carefully to meet the need of illiterate women households.

4.2.3. SKILL TRAINING PROVISION TO PARTICIPANT WOMEN.

There were different basic skill training programmes arranged to capacitate the FAL learners, particularly; vegetable plantation, trade, poultry and fattening of cattle and sheep were provided to the FAL participants' .The detail was discussed as follows in the table 6 below.

Table 6 .skill training provision

Item	Frequency	%
A. Vegetable plantation	102	27.3
B. Trade	157	41.98
C. Poultry	38	10.16
D. Fattening	77	20.59

The data indicated in the table 6 above tell us about the skill training providing to women households. The detailed discussion looks like the following: from the respondents 102(27.3%) trained on how to plant vegetation, 157(41.98%) were trained on trade. While 38(10.16%) of respondents were trained on poultry and 77(20.59%) were trained on fattening activity. According to the integrated FAL curriculum frame work indicated as the following:

Since the adult participant is volunteer ,she chooses contents that she consider useful and vital for her .Attention must be paid in this process to the national vision, national development ,development of a democratic tradition, as well as package around urban and rural

infrastructure development ,the environment ,job creation ,micro and small industries, etc...(MoE,2011:16)

The researcher concludes that most of the respondent acquired the skill training on vegetable plantation and trade. This may help the women households to participate in income generating activities so that they may empower economically and socially. Even though poultry and fattening are very attractive to the local market except some respondents, most of them are not interested to engage themselves on it.

4.2.4. MEDIUM OF INSTRUCTION IN THE FAL CLASS

The medium of instruction in the FAL class must avoid the language barrier in order to access all FAL learners .Regarding to the medium of instruction to the conducted research in the area under discussion, the obtained result was stated accordingly in the following table.

Table7. Medium of instruction

Respondents	Afan oromo		Amharic		Both(Afan oromo and Amharic)		Other	
	Freq	%	Freq	%	Freq	%	Freq	%
Illiterate women households	316	84.49	0	0	58	15.50	0	0
Community facilitators	6	54.54	4	36.36	1	9.09	0	0

The table 7 shown above indicates that, a medium of instruction in the FAL programme. The detail explanation of the table is presented as the following: from the respondent group of women households and community facilitator 316(84.49%) and 6(54.54%) were accounted for Afan Oromo language respectively. 0(0%) and 4(36.36%) were in favor of Amharic language respectively. While 58(15.50%) and 1(9.09%) of respondents from each of the above mentioned groups agreed on both (Afan Oromo & Amharic) language as a medium of instruction. As the table data show us there is no other language used to the FAL programme.

As the Ethiopian National bench marks for FAL indicated at #3:

Functional Adult Literacy programmes should be given in the mother tongue of the learners and /or in the working language of the Region. (MoE, 2004 EC)

The researcher concluded that the medium of instruction as that of the provincial government office language that may help to reach agreement. But in the town they use Amharic language to solve the language barrier. Thus, most of the respondents agreed on the Afan Oromo as medium of instruction.

4.2.5. MATERIAL AVAILABILITY IN THE FAL CENTER

Materials and infrastructure availability is very decisive to perform the FAL programme appropriately. So that the intended goal may achieve it's target, Government and stake holders including NGOs should think over the material availability in the FAL center .Depending on the above facts the table 8, below dealt with all about the tangible material provision in the FAL center.

Table 8, material availability in the FAL center and frequency of using it

8A.The material availability

Items	Yes		No		Respondents
	Freq	%	Freq	%	
A. Text books	263	70.32	111	29.71	Women house-holds
B. Writing guides	355	94.92	19	5.08	
C. Reading guides	357	95	17	4.54	
D. Credit and saving book accounts	257	68.72	127	33.96	
E. Text book (facilitators)	7	63.63	4	36.36	Community Facilitators
F. Modules	7	63.63	4	36.36	
G. FAL manuals	10	90.09	1	9.09	
H. Fillip charts	11	100	0	0	
I. Facilitators guide	10	90.09	1	9.09	
J. Lesson plan	11	100	0	0	
K. Teaching aids	11	100	0	0	

8B. teaching materials used frequently in the FAL class

Items	Always		Sometimes		Never		Respondents
	Freq	%	Freq	%	Freq	%	
A. Text books	9	81.81	0	0	2	18.18	Facilitators
B. Reading guides	5	45.45	4	36.36	2	18.18	
C. Writing guides	6	54.54	4	36.36	1	9.09	
D. Saving account book	8	72.72	3	27.27	1	9.09	

The table 8A and 8B under table 8 above tell us about the material availability and frequency of using these materials. The detail was discussed below. The text book availability was supported by 263(70.32%) of illiterate women households and rejected by 111 (29.71%). The text book is frequently used in the FAL centre, but 2(18.18%) of facilitators denied its functionality while 9(81.81%) of facilitators were supported its functionality. The writing guides are available at the FAL center this idea was supported by 355(94.92 %)(and rejected by 19(5.08%) of the illiterate women households. regarding its usability 6(54.54%) of facilitators supported the idea while 4(36.36%) and 1(9.09%) of facilitators were suggested sometimes and rejected it respectively. There are reading guides at the FAL center, in which this idea was accepted by 355 (94.52%) and rejected by 17(4.54%) of illiterate women households. The functionality of these reading guides were supported by 5(45.45%) and rejected by 2(18.18%) while 4(36.36%) of facilitators suggested sometimes. Credit and saving book account is still here in the FAL center, in which 257(68.72%) were accepted and 127(33.96%) were denied from women households. Its usability was accepted by 7(63.63%) and 3(27.27%) by saying always and sometimes respectively. While 1(9.09%) of facilitators denied it. Besides to the above mentioned teaching materials there were modules, FAL manuals fillip charts, facilitators guide, lesson plan and teaching aids at the FAL center in which 11 facilitators were commented on it and rated in frequency and percentage in the table indicated above.

As that of the FAL curriculum frame work says:

Material that must be sufficiently available at each learning centre include Such as –written training materials that serve the facilitators ,community etc.-Black board, dusters & chalk. -text books. –Facilitators guide/manuals,-support books/references.- Registers ,exercise books-pencils ,pen ,rulers Meters. –Materials and /or equipment listed for practicing the FAL as in the curriculum.(MoE, 2011:14)

The researcher concluded these data as follows: there were different materials which is decisive to FAL program promotion. But there are scarcities in number to fully depend on it. Thus, the facilities in the FAL center need an attention to bring an intended development goal. Not only are those but also there a shortage of reading printed materials which serve the newly included literate women house-holds.

4.2.6. TRAINING PROVIDED TO COMMUNITY FACILITATORS ✓

Training of facilitators on the FAL programme is a corner stone to hit the target proposed by the concerning bodies' .Trained facilitators enhance the FAL programme development. Due to the quality and quantity of the training provided to the facilitators the proposed goal may be achieved or not. Depending on this fact the following table was dealt all about the provision of training to community facilitators.

Table 9 training provided to community facilitator

Items	Yes		No		Respondents
	Freq	%	Freq	%	
Have you trained (participated/ in any training or work shop related to the FAL programme?	10	90.09	1	9.09	Community Facilitators
A. Giving training of trainees	5	50	5	50	Stake-holder offices
B. Training of FAL facilitators	7	70	3	30	
C. Provision of FAL education	6	60	4	40	
D. Provision of FAL materials	7	70	3	30	

The table 9 indicated above deals about the training provided to community facilitators. The detail was discussed as follows: from the facilitators those are included in this research is a respondent 10(90.69%) were attended on the training that related to the FAL programme. But 1(9.09%) is not participated in any of the training or work-shop that related to the FAL programme.

When we analyze the contribution of the stakeholder offices concerning the provision of training and workshop on the FAL programme we do have the following facts. Training of trainees was provided by 5(50%) of and 5(50%) which is accepted and denied by experts respectively.

Training of FAL facilitators was provided by 7(70%) of stakeholder offices but 3(30%) of stakeholder office experts refused to give the training. From the stakeholder offices 6(60%) and 7(70%) were provided FAL education and FAL material respectively. While 4(40%) and 3(30%) were not volunteer to provide the FAL education and FAL materials respectively.

According to the Oromia National regional government education Bureau:

Facilitators are the back-bone of the program. As it has been observed in many parts of Oromia the training provided for the facilitators be it in terms of quality and duration shows certain limitations and constraints. Lack of facilitators and the high mobility of facilitators are also creating working challenged the remuneration for the facilitators is raised as major bottleneck of the program P.15

The researcher concluded it as following: The provisions of training to facilitators still need a great attention. Even though there are a limited amount of trainings were provided it lacks quality and quantity .Not only this but also the turn- over of the trained facilitators widened the gap to achieve the sated goal

4.2.7. RANKING ORDER ARRANGEMENTS OF AVAILABLE PRACTICES BY FACILITATORS AND STAKE HOLDER OFFICES

The practices were there, with the FAL programme at the conducted research area .The priority matrix is very important to sort out and use these practices to engage women households accurately, So that the women households fully participate in FAL. The sequential arrangements of these practices were more explained under table 10A and 10B.

Table10. Ranking order arrangements of practices by facilitators and stake-holder offices experts

10. A. Order arranged by facilitators

Items	Rank arranged and number of respondents.						Rank
	1	2	3	4	5	6	
A. Recognitions of FAL as means of eradicating poverty	0	2	2	3	0	4	6
B. The availability of different declaration	5	1	0	5	0	0	1
C. Influential bodies created awareness in women's mind	3	2	1	1	0	4	6
D. Supportive acts to organize women at different level	2	0	5	2	2	0	3
E. Stake holders acknowledged the work load of women	1	1	3	0	6	0	5
F. Need assessment made at different place and time	0	5	0	0	3	3	2

Table10A. Above indicated that the practices that may help to engage women households in FAL programme. The detail discussion presented as the following: The availability of different declaration ranked 1st, needs assessment made at different place and time occupied the 2nd place rank order, supportive acts to organize women at different level ranked at the 3rd level, the 5th ranked item was the acknowledgment of women's work load by stake-holders. Lastly the 6th place ranked items are recognitions of FAL as means of eradicating poverty and influential bodies created awareness in women's mind.

10B. Order arranged by stake-holder office members

Items	Rank arranged and number of respondents.						Rank
	1	2	3	4	5	6	
A. Recognitions of FAL as means of eradicating poverty	4	0	1	0	2	3	1
B. The availability of different declaration	2	3	2	1	1	1	2
C. Influential bodies created awareness in women's mind	2	1	2	2	3	0	5
D. Supportive acts to organize women at different level	0	3	1	3	2	1	2 or 4
E. Stake holders acknowledged the work load of women	0	1	3	2	1	2	3
F. Need assessment made at different place and time	2	2	1	1	1	3	6

The above table indicated that the arrangement of stake-holder office members on practices to engage women house-holds in FAL programme. The detail presentation is as that of the following: recognition of FAL as a means of eradicating poverty ranked 1st, while the 2nd rank ordered one is the availability of different declaration. Acknowledgement of women's work load by stake-holders ranked at the 3rd place. Supportive acts to organize women at different level ordered at the 4th place. Awareness created in women's mind by influential bodies occupied the 5th order ranking level. The last rank was given to the need assessment made at different place and time.

Conclusion: The arrangement sated by facilitators and stake-holders are completely different. This indicates that there is no common understanding about practices to engage women households in FAL progrmmme between these two respondent groups. In addition to the aforementioned facts there is a gap of information in between the both groups.

4.3. CHALLENGES THOSE ARE ENCOUNTERED THE IMPLIMENTATION OF FAL TO ENGAGE WOMEN HOUSE HOLDS IN THE PROVIDED PROGRAMME

The researcher presented a question to the respondents that concerns the challenges of engagement of women households and arranged accordingly in the tables as follows:

4.3.1. FAL CLASS ATTENDANCES OF THE WOMEN HOUSEHOLDS

Without the consistently and fully participation in the FAL class the women households do not bring the behavioral change intended in the programme .The regular class attendance of the women households were followed seriously by facilitators and stake holder offices .What so ever the case, there was high dropout rate recorded in the FAL centers of the area under investigation. The detail was discussed in the following tables under 11A, 11B and 11C.

Table11, regular class attendance of the women households and the age group subjected to drop out.

11A. Women’s response

Items	Frequency	%
A. No I was absents sometimes from class	171	45.72
B. Yes, I attend class regularly	78	20.86
C. Indeed I attend most of the time	70	18.72
D. I was completely dropped out	55	14.71

11. B Facilitators response

Respondents	Strongly agree		Agree		Undecided		Disagree		Strongly disagree	
	Fre.	%	Fre.	%	Fre.	%	Fre.	%	Fre.	%
The level of drop out in FAL class is low	0	0	0	0	2	18.18	3	27.27	6	54.54

11C. Age group of those are subjected to drop out

Items	Frequency	%
A. Below 20 years	0	0
B. 21 to 30 years	3	27.27
C. 31 to 40 years	2	18.18
D. Above 40 years	6	54.54

The three tables under table 11 above portray that the regular class attendance and the age groups those are vulnerable to drop out from the illiterate woman households. The detail discussion of the tables is presented below.

From the respondents 171(45.72%) were absent from the FAL class sometimes, 70(18.72%) were attended most of the time on the FAL class. While 78(20.86%) were attended the class regularly, 55(14.71%) were completely dropped out from the FAL class.

The community facilitators commented on the dropout rate as the following. They suggested on the absence of dropout of the women households from the FAL class. They are fully opposed the agreement on that there is low drop out from the FAL class, 2(18.18%), 3(27.27%) and 6(54.54%) were accounted for undecided, disagree and strongly disagree respectively. This indicate that there is a high dropout rate of the Illiterate woman households from the FAL class

According to the women households age group the most vulnerable to the dropout suggested by community facilitators were above 40 years those accounted for 6(54.54%), while the age group from 31 to 40 years accounted for 2(18.18%), the age group from 21 to 30 years were accounted for 3(27.27%).The following idea best fit with the above mentioned facts

Women have often been subject to literacy programmes not planned by them or reflecting their needs; consequently there is a high dropout rate and poor programme results. It would appear from the literature that the challenges to be addressed include practical, educational and socio cultural aspects.(Oglesby as cited in Tuijman(edit.),1996:607-608)

The researcher concluded that: the FAL class attendances of the women households show us there was high absenteeism from the FAL class. Not only this but also their absenteeism for few numbers of days. Even though there was some regularly attending women households on the FAL class there were a Sever dropout of women households from the FAL class. The most vulnerable to the dropout were old women aged above 40 years.

4.3.2. RANKING ORDER ARRANGEMENT OF THE CHALLENGES OF ENGAGING WOMEN HOUSE HOLDS IN FAL PROGRAMME.

The priorities of challenges were arranged accordingly in the area under discussion .The women house holds, facilitators and stake holder offices were arranged sequences of these challenges according to their own view points. The detail explanation was presented under table 12A, 12B and 12C.

Table12. The arrangement of ranks of the challenges of participation for Women House Holds in FAL program

12A. order arranged by learner (women households)

Items	Rank arranged and number of respondents											Rank
	1	2	3	4	5	6	7	8	9	10	11	
Heavy work load	20	52	81	78	28	19	9	26	12	45	4	3 or 4
Health problem	103	34	36	30	31	25	28	17	45	16	9	1
Lack of sufficient time	36	60	102	49	33	26	11	27	18	6	6	3
Poverty	79	23	28	47	43	40	28	12	11	10	53	1
Family or husband impact	59	22	42	31	41	42	44	26	19	12	36	1
Needs to be at home to perform domestic chores	44	29	30	74	41	32	36	37	18	19	14	4
Family care	13	80	18	25	65	41	37	38	24	15	18	2
illiteracy amongst women	5	35	14	13	25	44	48	55	73	33	29	9
Violence against women	1	7	10	13	40	62	49	54	52	57	29	6
Lack of access to learning	7	3	4	6	16	23	50	39	71	10 7	48	10
Lack of qualified personnel and contents	7	29	9	8	11	20	34	43	31	54	128	11

According to the table 12A above the rank arrangement lay on the highest frequency of the respondents. Thus, heavy work load is the item sequenced on the 3rd rank and even there is higher frequency of respond on the 4th rank. Health problem was arranged on the 1st rank. Lack of sufficient time was also allocated on the 3rd rank. Poverty was sated an arrangement of order on the 1st rank. Family and husband impact was also allocated on the first rank. The need to be at home to perform domestic chores was ranked on the 4th place.

Family care becomes arranged on the 2nd rank. High rate of illiteracy amongst women was arranged on the 8th rank. Violence against women was arranged on the 6th rank order. Lack of access to education was arranged on the 10th rank order, and finally lack of qualified personnel and contents was arranged on the 11th rank order.

To conclude it, as that of the priority matrix the poverty, health problem and family and husband impacts are the fundamental challenger against women's participation, lack of time, heavy workloads are the challenge come next to the fundamental challenges and the need to be at home to perform domestic chores the violence against women, illiteracy amongst the women, lack of access to education and lack of qualified personnel and contents are the challenges those need a careful attention.

12B. Priority order arranged by facilitators

Items	Rank arranged and number of respondents.											Rank
	1	2	3	4	5	6	7	8	9	10	11	
A. Heavy work load	1	3	1	0	0	2	0	0	2	0	2	2
B. Health problem	3	1	0	3	1	1	2	0	0	1	0	1
C. Lack of sufficient time	1	1	1	2	2	0	2	2	0	0	0	4 or 5
D. Poverty	2	2	2	0	2	0	1	0	1	1	0	1 or 2
E. Finally or husband impact	1	1	2	0	0	3	1	1	1	1	0	6
F. To beat home for domestic chores	1	2	2	1	1	0	1	2	0	1	0	2 or 3
G. Family care	0	1	1	1	2	0	3	1	2	0	0	7
H. Illiteracy amongst women	0	0	2	2	0	3	0	2	1	1	0	6
I. Violence against women	0	0	0	0	3	0	1	0	1	4	2	10
J. Lack of access to learning	1	0	0	2	0	1	1	3	1	1	1	8
K. Lack of qualified personnel & contents	1	0	0	0	0	1	0	0	2	1	6	11

The above table indicated that the ranking order of challenges by facilitators. The detail of the discussion is presented as following: a heavy work load ranked 2nd health problem ranked at 1st level, lack of sufficient time leveled at 4th or 5th rank order, poverty ranked 1st or 2nd level, family impact ranked at 6th level. The needs to be at home to perform domestic chores leveled at 2nd or

3rd rank order, family care ranked at the 7th level, illiteracy amongst women leveled at 6th rank order, violence against women ordered at the 10th rank level, lack of access to learn leveled at the 8th rank order, while lack of qualified personnel and contents ordered at the last (11th) ranked level.

12 C. Priority order arranged by office experts

Items	Rank arranged and number of respondents.											Remark
	1	2	3	4	5	6	7	8	9	10	11	
A. Heavy work load	2	0	3	2	1	0	1	1	0	0	0	3
B. Health problem	0	1	1	2	1	0	2	1	1	1	0	4
C. Lack of sufficient time	0	0	3	2	2	1	1	1	0	0	0	2
D. Poverty	3	1	0	1	0	2	0	0	1	1	1	1
E. Family or husband impact	2	3	0	1	1	2	0	1	0	0	0	2
F. To be at home for domestic chores	2	3	1	1	1	1	1	0	0	0	0	2
G. Family care	0	1	2	1	0	2	2	0	0	2	0	6 or 7
H. Illiteracy amongst women	0	1	0	0	1	0	2	4	0	1	1	8
I. Violence against women	1	0	0	0	1	1	0	0	4	0	3	9
J. Lack of access to learning	0	0	0	0	1	1	0	2	1	4	1	10
K. Lack of qualified personnel & contents	0	0	0	0	1	0	1	0	3	1	4	11

From the above table we understand the rank order arrangement sated by office experts, let as see the detail discussion as the following explanation poverty ranked 1st the 2nd ranked factor

may become lack of sufficient time and family impact, including with needs to be at home to perform domestic chores, heavy work load ranked at the 3rd level the 4th ranked item is health problem, family care arranged at 6th or 7th rank order, illiteracy amongst women ranked at 8th level, violence against women occupied the 9th place, lack of access to learning leveled at 10th place, while lack of qualified personnel and contents took the 11th rank order place.

Conclusion: The arrangement set by 3 groups of the respondents show us a little bit difference amongst the response of respondents, what so ever the case almost all of them agreed the arrangement of items as that of the following

Poverty ranked 1st by all of the respondents including health problem needs to be at home to perform domestic chores ranked 2nd by 2/3 of respondents, while heavy work load arranged at the 3rd place by 2/3 of the respondent and finally items like lack of access to education and lack of qualified personnel and contents occupied the rank of 10th and 11th respectively by all respondents.

4.4 STRATEGIES FOLLOWED TO ENGAGE WOMEN HOUSE HOLDS IN FAL PROGRAMME

There are different strategies used to engage women house-holds in FAL programme. The researcher presented the question to the respondents and got the following answer which are arranged in the table accordingly:

4.4.1. RELATION SHIP BETWEEN THE FAL CONTENT AND WOMEN'S DAILY LIFE.

The FAL contents and women house-holds daily life must have the relation and coherences .The contents of FAL were derived from the common experiences of Adult women. There were 7 types of contents title that expected to be relating with women's daily life. The next table may clarify it in depth.

Table 13 Relationship between FAL content and women's daily life

Respondents	Very high		High		Medium		Low		Very low	
	Fre q	%	freq	%	Freq	%	Fre q	%	Fre q	%
A. Agriculture	141	37.7	79	21.13	69	18.45	46	12.3	39	10.43
B. Health education	265	70.86	65	17.37	34	9.09	7	1.87	3	0.008
C. Skill training	121	32.36	84	22.46	76	20.32	49	13.10	44	11.76
D. Trade	191	51.06	126	33.67	42	11.23	13	3.48	2	0.005
E. Concept literacy numeracy	197	52.67	125	32.42	47	12.57	4	1.06	1	0.002

The above shown table 13 indicated that the relationship between FAL content and women's daily life. The detailed discussion is presented as the following. 220(58.83%) have said that there is high relationship between the agricultural activity 69(18.45%) replied by favoring the medium relationship by agricultural activity while 85(22.73%) have said that there is low relationship between agricultural activity. Regarding to the health education 330(23%), 34(9.09%) and 10(1.878%) were replied by saying that the content of health education have a relation of high medium and low respectively. The case of skill training is explained as that of 205(54.82%) , 76(20.32%) and 93(24.86%) replied by saying the relation between skill training contents and women's daily life is high, medium and low respectively. The trade content presented in the FAL programme do have the relationship of high, medium and low by accounting 317(84.73%), 42(11.23%) and 15(3.48%) respectively.

The integration of concept, literacy and numeracy activity within the FAL class room accounted 322(86.09%), 47(12.57%) and 5(1.062%) related with women's daily life highly, medium and low respectively.

According to the Integrated FAL curriculum frame work says:

The following content/thematic areas have been identified and suggested in the life skills package context. Agriculture, health, civics & ethics, environmental conservation & protection, gender, income generation and critical thinking and social life. On the basis of these major areas serving as starting points, detailed contents /themes which are likely to satisfy adult needs and are acceptable to the majority of learners are suggested. (MoE, 2011:16-17)

The researcher concluded the relationship between contents and women's daily life as that of the data indicated in the table most of the contents have high relationship with the women's life. The relationship may help to bring intended change by empowering the women to pool out them from the vicious circle of poverty.

4.4.2. PARTICIPATION LEVEL OF WOMEN HOUSE-HOLDS IN THE ACTIVITIES OF FAL PROGRAMME

Functional Adult literacy is a participatory learning which transferred in to practice through daily life. Different activities were included in the FAL programme. Thus, the learners took place in performing different activities. Table 14 dealt with each of the activities and rate of participation.

Table14. Participation level of women households in the activities of FAL programme

Respondents	Very high		High		Medium		Low		Very low	
	Fre	%	ferq	%	Freq	%	Fre	%	Fre	%
A. Selecting learning topic	52	13.9	121	32.35	74	19.79	47	12.57	80	21.39
B. deciding the date& lesson	152	40.65	100	26.74	73	19.52	27	7.22	22	5.89
C. Deciding the FAL center	191	51.1	109	29.15	64	17.12	7	1.87	3	0.008
D. Preparing rules & regulation of FAL	260	69.52	86	22.99	21	5.62	7	1.87	0	0

The above Table 14 shows us the level of interference of women households with in their own issue while they are participating at the FAL programme; let us see the details of the implication of the data. From the respondents 173(46.25%), 74(19.79%), 127(33.96%) accounted by favoring the selecting of learning topic rate as of high, medium and low respectively. when we rate the level of deciding the date and the lesson of FAL class 252(76.39%), 73(19.52%) and 49(13.11%) replied by saying high, medium and low respectively. The rate of deciding the FAL center is accounted 300(80.25%) 64(17.12%) and 10(1.878%) for high, medium and low respectively. Regarding to the participation rate in preparing rules and regulation of FAL the respondents rated high, medium and low with 346(92.51%), 21(5.62%) and 7(1.878%) respectively. The following ideas are directly related to the above mentioned facts, Let us see it:

Evidence from successful projects which have evaluate the outcomes indicate that those adult education programmes for women which stands the greatest chance of making valuable and lasting impacts on the lives of women learners are those which:

(a). Value and draw on women's experience and seek to develop their self motivation and self confidence, (b). Employ and promote cooperative learning rather than hierarchical teaching approaches, (c). Acknowledge the practical constraints under which the women are attempting to learn and accommodates those in the education format adopted, (d). Acknowledge the women's previous education experiences and attempt to compensate for these .(e). Work through the women's own social net works. The major success of informal learning is due to women taking responsibilities for their own learning and learning from each other." (Tuijman (edit.), 1996)

The researcher concluded it as the following: The participation level of the women household is high, but some of the respondents are not fully participated in the activities, besides to this few of the respondents were not take part in the activities. As the FAL programme needs more participation, the women may benefit more from the programme. Thus, the data portrayed high interference level for learning topic, data & lesson, FAL centre and rule and regulation forming decision.

4.4.3. BENEFITS GAINED FROM FAL.

The FAL programme contributed a lot to the FAL learner's .The women house holds suggested that they gained benefits from the programme provided and rated the benefit obtained from the programme. The detail was discussed under 15A, and 15B below.

Table15. Benefit gained and the extent of the benefit obtained from the FAL programme

A. Benefit from the FAL programme.

Items	Frequency	%
A. Yes	374	100
B. No	0	0

B.The extent of benefit gained from the FAL programme

Respondents	Very high		High		Medium		Low		Very low	
	Fre	%	ferq	%	Freq	%	Fre	%	Fre	%
A. New knowledge	257	68.72	59	15.78	40	10.69	16	4.28	2	0.005
B. Basic computational skill	223	59.63	75	20.05	63	16.85	13	3.48	0	0
C. Reading skill	226	60.43	48	12.84	76	20.32	22	5.89	2	0.005
D. improvement of family health	250	66.85	60	16.05	52	13.91	9	2.41	3	0.008
E. income generating skill	252	67.38	74	19.79	45	12.04	3	0.008	0	0
F. Developing self confidence.	247	66.05	63	16.85	40	10.69	5	1.34	19	5.08

The above 2 tables under table 15 indicated the fruit fullness of the FAL programme and the extent of the benefit acquired from the FAL programme. Let us see the detail explanation of both tables. In the first table the respondents of women households fully agreed to the fruitfulness of the FAL programme by accounting 374(100%) and 0(0%) yes and no respectively.

From the 2nd table we have data's indicated the extent of benefits obtained from the FAL programme. From the respondents 316(84.5%), 40(10.96%) and 18(4.285%) respond to high, medium and low respectively on getting new knowledge. Those responded on benefit gained in basic computational skills accounted 298(79.68%), 63(16.85%) and 13(3.48%) replied as high, medium and low respectively. Women households who responded on obtaining reading skill accounted 274(73.27%), 76(20.32%) and 24(5.895%) for high, medium and low respectively. Regarding to the improvement of family health the response from women households indicated that 310(82.9%), 52(13.91%) and 12(2.418%) accounted for high, medium and low respectively. In the case of income generating skills the rate of benefit is set as that of 328(87.17%), 45(12.04%) and 3(0.008%) accounted for high, medium and low respectively, while the respondents replied on developing self confidence accounted 310(82.9%), 40(10.69%) and 24(6.42%) for high, medium and low respectively. The participants witnessed by saying:

We benefited a lot of things from the newly presented education style. We can't read or write any letter before, But now we identify the letters of our name, we can read the numbers on our saving and credit book which prevented us from being cheated by others on our birr amount. We really benefited from the FAL programme to have keeping our neatness, clear dirty things from our environment and programming our time effectively and appropriately. (March 12, 2004 EC)

The researcher concluded it as the following: most of the women households were benefited in a high rate from the FAL programme by obtaining new skill, basic computational, skill, reading skill, improved family health, income generating activity and developed self confidence. But some of the respondent replied by supporting they are semi-benefited from the FAL programme, while few of them are replied by saying they are not benefited sufficiently from the FAL programme.

The FAL program may be very important to empower the women in bringing the intended economical, social, political and cultural development of the world.

4.4.4. WOMEN HOUSE HOLDS RECRUITMENT IN TO FAL

Different factors were presented in the conducted research regarding to the factors initiated women house holds to be engaged in the FAL programme .The detail of the recruitment in to the FAL were discussed under the table 16 below.

Table16. Factors initiated women households to be engaged in the FAL programme

Items	Yes		No	
	Freq	%	Freq	%
A. I have got awareness about FAL	258	68.98	116	31.02
B. the government policy pushed me to participate in the FAL programs	128	74.23	246	65.78
C. NGO's offered me a chance to learn FAL	313	83.69	61	16.31
D. My organization immersed in to FAL program	126	37.69	248	66.32
E. My family supported me to learn FAL	130	34.76	244	65.24

From the table 16 above we can identify facts about the factors that initiated the women households to be engaged in the FAL programme. The respondents those have awareness about the FAL accounted 258(68.98%) but the rest of the respondents replied by saying no accounts 116(31.02%). The government policy pushed to participate in the FAL programme 128(34.23%) of the respondents while 246(65.75%) were denied the contribution of the government policy in their engagement. NGO's offered a chance to learn FAL for 313(83.69%) of the respondents, but from the respondents 61(16.31%) replied the NGO's did not offered a chance to be engaged in the FAL programme. 126(33,69%) of the respondents declared that their organization immersed them in FAL programee, but 248(66.32%) of the respondents supplied by saying no. from the respondents 130(34.76%) said that their family member supported them to be engaged in the FAL programme, but most of them that accounted 244(65.24%) replied that there was a support from their family member to be

engaged in the FAL programme. The finding was may be true according to the FAL implementation guide lines:

Recruitment into FAL shall be voluntary; no person shall be put under any pressure to join the programme. Instead, dialogue and persuasion shall be used to motivate adults and youths to enroll. (MoE, 2011:8)

A researcher concluded that as the following. The factors initiated most of the participant of the FAL programme: the invitation from the NGO’s by giving a chance to be enrolled in the FAL programme, but some of the women households were participated in the FAL programme by the help of pushing factor like; the government policy their organization (women’s association & women’s affair) and their family member supported them to be engaged in the FAL programme.

4.4.5. SUPPORT PROVIDED FROM STAKE HOLDERS TO COMMUNITY FACILITATORS

Community facilitators need supports from stake holders to perform their duties appropriately. With out the participation of stakeholders in the accomplishment of the tasks of the FAL programme, the programme may fail to achieve its expected goal. The detail discussion was presented under table 17 as the followings.

Table 17 stake holder’s support provided to community facilitator

Items	Yes		No	
	Freq	%	Freq	%
A. Elders	3	27.27	8	77. 72
B. Religious leaders	2	18.18	9	81. 81
C. Local leaders	10	90.09	1	9.0 9
D. Kebele and woreda administers	10	90.09	1	9.0 9
E. Stake holder in the government and non-government organization	10	90.09	1	9.0 9

The table 17 indicated above shown that the support provided to the community facilitators from the stakeholders. The detail of the contributor was discussed as following: the facilitators supported by elders accounted 3(27.27%. while those hadn't got any contribution from them were 8(72.72%). 2(18.18%) were used the volunteer contribution of religious leaders, while 9(81.81%) were not benefited from these leaders. Local chiefs (leaders) contributed a lot that account 10(90.99%) but 1(9.09%) were not used the effort of these contributors. kebele and woreda administrators contributed much for the 10(90%) facilitators, but 1(9.09%) of facilitators didn't consumed the contribution from these government structure. Stake holders offices from government offices and non –government organization contributed to 10(90.09%) of facilitators, while 1(9.09%) were not benefited from these party. According to the FAL implementation guide lines:

Those responsible for implementing FAL in a particular cite Shall work with groups ,gebele leaders ,village elders ,and ethnic nationality leaders to identify and enter into dialogue with potential learners to secure their willingness to learn. They shall then, encourage these volunteers to come together to organize for their FAL. (MoE.2011:8)

The researcher concluded this point: the FAL programme needs high effort from the whole members of the society through the line stretched from government, non-government organization and civil societies. So each and every body with in the country should contribute their own share. Thus, the strategy delivered from the central government of Ethiopia gave the lion share to the decisive and sensitive part of the society which is include elders, religious leaders, local chiefs, kebele and woreda administrative, governmental and non – governmental stake-holders. But the facilitators still exploited fewer efforts from the concerned body. Community sensitization activity lacks attention from owners of this work.

4.4.6. ACTIVITIES DONE IN THE FAL CLASS.

Activities done in the FAL class presentation includes; concept, literacy and Numeracy. These activities applied with in the single session of the FAL class. They are inseparable activities one from another .These activity was discussed in the table 18 below.

Table 18. Activities done during the FAL class

Item	Frequency	%
A. Concept	1	9.09
B. Literacy	1	9.09
C. Numeracy	1	9.09
D. All	8	72.72

Table 18 shown above indicated the activities done during the FAL class. In the FAL class the activities take place in order to enhance the progress of FAL program. From the respondents of facilitator 1(9.09%) apply one the concept formation activities, 1(9.09%) focused only on the literacy improvement while 1(9.09%) of facilitators concentrated their attention on numeracy counting, most of facilitators those account 8(72.72%) used the integrated activities that include all (concept, literacy and numeracy) activities at a time in the FAL class. As of the FAL implementation guide lines:

The skills of reading writing and numeracy shall be offered integrated with in the subjects/themes .All themes /topics and learning and teaching shall carry out short gender and HIV/AIDS messages appropriate for adults. (MoE, 2011:16)

The researcher concluded the above activities as the following: The activities those may take place within the FAL class should include the concept, literacy and numeracy at a time during a single FAL class. They are inseparable activities to provide lesson in order to empower them by creating integrated short and precise ability for women households in the FAL class.

4.4.7. TEACHING METHODS USED IN THE FAL CLASS

The method of teaching applied in the FAL class is different from the other teaching learning process. It is the teaching method which determines the effectiveness of the programme. The

facilitators must adjust themselves and their teaching methods according to the Adult learners. The detail was discussed under the table 19 below.

Table19. Teaching method used in the FAL class

Item	Frequency	%
A. Learner centered	5	45.45
B. Teacher centered	1	9.09
C. Both	5	45.45

Table 19 indicated above show us the methodology that help the facilitators and women households with in the FAL class to promote the FAL programme. The detail discussion on the table is as that of the following.

5(45.45%) of facilitators used the learners centered method, while 1(9.09%) facilitators applied the old (traditional) teaching method which is called the teacher-centered method. Most of the facilitators those accounted, 5(45.45%) used the integration of both learner centered and teacher centered method at a time within a single FAL class. As the Integrated FAL curriculum framework says:

The reading, writing and numeracy skills cut across these contents. Expressed differently, these are threads going through the contents .As argued earlier the contents are identified from the life of the adult and by the adults. The contents are not static; the process of learning –teaching in reverse direction, transforms them. (MoE, 2011:14)

The researcher concluded it as the following. The teaching method that applied in teaching learning process plays a great role to achieve a setted goal. The facilitators were used the applied and the recommendable teaching methods.

The only thing that the researcher suggest on this point is ,those facilitators who used the learner center alone may be productive, but it is not so much fruitful as that of facilitators used an integration of both learner centered and teacher centered at a time with in the FAL class.

4.4.8. AN EVALUATION PROCEDURES AND METHODS OF EVALUATION FOR THE FAL PROGRAMME.

The monitoring and evaluation process is one of the decisive parts which help to cross check the implementation of FAL programme. Besides to this the strong and weak side of the FAL programme may be measured by using monitoring and evaluation. So, the FAL programme has its own ways of evaluation to its implementation .Let us see its detail in the table 20 as follows:

Table20. An availability of evaluation procedure and methods of evaluation

A. Evaluation procedures

Item	Yes	No		
	Freq	%	Freq	%
Do you have a mechanism to evaluate the impact of FAL?	9	81.81	2	18.18

B. How to be evaluating the progress of learners

Item	Yes	No			Respondents
	Freq	%	Freq	%	
A. Following their daily progress	10	90.09	1	9.09	Facilitators
B. Observing the way learners behave	10	90.09	1	9.09	
C. Accessing continuously	6	54.54	5	45.45	
D. Giving final examination	5	45.45	6	54.54	
E. Internal evaluation	2	20	8	80	Office experts
F. External evaluation	0	0	10	100	
G. Both	6	60	4	40	

C. Central theme of the evaluation

Item	Yes		No	
	Freq	%	Freq	%
A. General organization	1	10	9	90
B. Working procedure	3	30	7	70
C. Observable progress	6	60	4	40
D. Teaching methods	5	50	5	50
E. student participation	5	50	5	50

The three tables under table 20 shown above indicated the availability of evaluation procedure and methods of evaluation in the FAL programe. The detail of the discussion is presented as the following. The respondent from facilitators replied their response regarding the availability of evaluation procedure by favoring yes ,accounted 9(81.81%) while 2(18.18%) of them denied the presence of evaluation procedures.

The method of evaluating the progress of learners by following the learners daily progress accounted 10(90.09%) favored yes while 1(9.09%) denied the method. By observing the way learners behave was a method accepted by 10(90.09%) of the respondents, the refused respondents account 1(9.09%) to the method. 6(54.54%) and 5(45.45%) of respondents accepted and denied the continues assessing method respectively, the method of giving a final examination was supported by 5(45.45%) of the respondents while the rest 6(54.54%) were rejected it.

As that of the response from office experts internal evaluation accounts 2(20%) but 8(80%) of respondents did not agree on it. External evaluation was denied by all respondents which accounted 10(100%), the most respondents those accounted 6 (60%)

were agreed on using the above two evaluation system respondents refused to use the method.

The central theme of evaluation as expressed by office experts looks like: Generally organization was denied by 9(90%) of the respondents while 1(10%) were accepted it. Working procedure was denied by respondents who accounted 7(70%) but 3(30%) were approved it. Most of respondents those accounted 6(60%) were favored observable progress while 4(40%) of them was not volunteer to accept this way. The teaching methods were treated 5(50%) as accepted and 5(50%) as rejected. Not only teaching method but also student participation was equally treated by accounting 5(50%) acceptance and 5(50%) rejection.

According to the FAL implementation guide line :

Components of learning to be assessed include; Reading skill, writing skill, computational skill, speaking skill adequacy of practical application and other practical knowledge & skills.

Methods of assessment include: Observation, dictation, question & answer, skill and practical activities, group discussion, various computations (Agriculture, Health etc.....) and debates. (MoE, 2011:28-29)

The researcher concluded this table as following. The facilitators do have a mechanism to evaluate the impact of FAL. This mechanism may not be a uniform throughout the whole FAL center. Most of them were used the method of following the learners progress and observing the way learners behave, others preferred to use continuous assessment and the rest gave their attention to give final exam.

Both internal and external evaluation used by intermingling them at a time for a single round. The theme of these evaluations inclined to words observable progress, teaching method and student participation, while general organization and working procedure was not so much attractive to the respondents.

4.4.9. RANKING ORDER ARRANGEMENTS OF APPLICABLE STRATEGIES BY FACILITATORS AND STAKE HOLDER OFFICES

The priorities of strategies were arranged by community facilitators and stake-holders .The arrangement sequenced for these strategies took place according to the feeling of these two respondent groups. The detail explanation was presented under the table 21A and 21B.

Table21. Ranking order arrangements of strategies by facilitators and stake-holder office experts
21A. order arranged by facilitators

Items	Rank arrangement and number of respondents.							Rank
	1	2	3	4	5	6	7	
A. Accounting the strategies developed by women house holds	1	1	5	1	2	0	1	3
B. Merging literacy will credit & saving	2	6	1	0	0	1	1	2
C. Understanding women perspectives	4	2	2	1	1	0	1	1
D. Respecting the women's culture & belief	3	1	2	2	2	0	1	1
E. High political interaction with FAL of women	1	0	0	3	3	2	2	4 or 5
F. Pushing women towards the leadership	0	0	1	0	3	5	2	6
G. Taking affirmative action	0	1	0	4	0	3	3	4

The above table indicated the arrangement of strategies to engage womenhouse-holds in the FAL program the detail information presented as followings. The 1st ranked items were the understanding women perspectives and respecting the women's culture and belief, while the 2nd order ranked item was merging literacy with credit and saving. According the strategies developed by women occupied the 3rd ranking place. The fourth ranked items were taking

affirmative action and high political interaction with in the FAL of women. The last rank was given to pushing women towards the leadership.

21B. order arranged by stakeholder office members

Items	Rank order							Remark
	1	2	3	4	5	6	7	
A. Accounting the strategies developed by women house holds	1	1	2	0	0	5	1	6
B. Merging literacy will credit & saving	1	0	4	4	1	0	0	3 or 4
C. Understanding women perspectives	8	0	0	0	1	0	0	1
D. Respecting the women's culture & belief	0	5	4	1	0	0	0	2
E. High political interaction with FAL of women	0	0	0	3	5	1	1	5
F. Pushing women towards the leadership	0	1	0	1	1	1	6	7
G. Taking affirmative action	0	2	0	1	2	3	2	6

The above table indicated the strategies arrangement by stake holder office members to engage women households in FAL programme. The detail presentation is as that of the followings. Understanding the women perspectives ranked 1st while respecting the women's culture and beliefs occupied the 2nd rank. The 3rd and 4th ranked item is merging literacy with credit and saving. Mean while high political interaction with in FAL of women arranged at the 5th ordered level. There were two items ranked at the 6th place which are accounting the strategies developed by women and taking affirmative action. The last rank was given to pushing women towards the leadership.

Conclusion: there were no similarity of arrangement of strategies by the facilitators and stake holder office members except the item under letter "C". This indicates that there is little common understanding about the FAL strategies in between two groups. There is a gap of awareness between both groups of respondent.

CHAPTER 5

5. SUMMARY, CONCLUSION AND RECOMMENDATION

5.1. SUMMARY AND FINDINGS.

This chapter dealt with summary of major findings, conclusion (gist of the major finding and stands of the researcher) recommendation (suggestion and policy implication) addressed by the researcher.

The overall purpose of the study was to investigate practices that enhance the engagement of women households in functional adult literacy, assessing factors those hinders it and identifying the strategies that are being used to engage women households in FAL program of the Jimma zone. The researcher for-warded 3 research questions to acquire the necessary data these are: 1. What practices are available to engage adult women households in the FAL programme? 2. To what extent the challenges hamper the engagement of adult women households in the FAL program? 3. Which strategies /mechanism/are being used to engage women households in the FAL program?

The study used a Qualitative method and descriptive case study design, because it was found convenient to portray existing situation about practices and challenges to engage women households in FAL programme.

There were 1 woreda and 1 special zone, the study participants were selected purposefully. 410 representative respondents composed of 374 illiterate women households, 11 facilitators, 15 central management committee member at kebele level, 4 experts from woreda education office and women affair office, 4 member of woreda steering committee and 2 experts from local NGO office. All of them account 30% of the total population of the study area. Their characteristics indicated under tables 1-3. Three data gathering tools namely observation, interview and questionnaire had been employed in order to gather necessary data of the study which were composed of close ended and open ended items were applied in the research. The data analysis technique was applied as that of the qualitative research. The data gathered through interview, observation and questionnaire had been processed through three concurrent flows of activity of the qualitative analysis system which include data reduction, data display and

conclusion drawing. It was performed using quantitative percentage analysis and qualitative thematic analysis.

Major findings of the research are arranged as follows:

1. The women house holds acquired skills of reading, writing and basic computational skill which accounted 88(23.53%) , 20(32.09%) and 166(44.39%) respectively
2. The contents of the FAL class learning include about the learners identity, family work health agriculture, environmental protection and income generating activities which are fully 374 (100%) claimed by respondents.
3. The skill training provided to the learner included with their acceptance accounted vegetable plantation 102(27.3%), Trade 157(41.98%), poultry 38(10.16%) and fattening 77(20.59%)
4. The medium of instruction in FAL class is afan Oromo, Amharic and mixed of both which are accounted 316(84.49), 0(0%) and 58(15.50%) respectively.
5. There are several materials available in the FAL centers which are utilized frequently. Among these: Text book witnessed by 263(70.32%) learner and 9(81.81%) facilitator accepted its continuous usage. The writing guides witnessed by 355(94.92%) learners and 6(54.54%) facilitator accepted it's functionality. Reading guides witnessed by 355(94.92%) learners and 5(45.45%) facilitator accepted it's usability. Credit and saving book witnessed by 257((68.72%) learners and it's usability was accepted. Besides to these teaching materials there were modules, FAL manuals fillip charts, facilitators guide, lesson plan and teaching aids at the FAL center.
6. The facilitators were trained how to teach FAL before service for about 10 days. However the facilitators who were serving under woreda education bureau were poorly trained at the area under discussion. The trained facilitator accounted 10(90.09%) and the rest did not participate in any training. Stake holder offices were agreed the provision of training by accounting 5(50%) acceptance and 5(50%) rejection.
7. The women house-holds fail to attend FAL class regularly. There was high number of learners' absenteeism. Not only absenteeism but also there is a sever drop-out rate from

the FAL class, in which absenteeism accounted 171 (45.72%) and the drop-out rate commented on it by facilitators accounted 9(81.81%).

8. Content of FAL and the women's daily life have high relationship, individually the respondents suggested on it, by classifying as a) agriculture high 58.83, medium 18.45% and low 22.73% b), health education, high 88.23% medium 9.09% and 1.878% c). skill training, high 54.82% medium 20.32% and low 24.86% d). Trade, high 84.73%, medium 11.23% and low 3.485% . e). concept, literacy and numeracy skill, high 86.09% medium 12.57% and low 1.062%

9. Participation level of women households in the activities of FAL program is high. The respondents suggested individually by classifying as: a) selecting learning topic; high 173(46.25%) medium 74(19.79%) and low 127(33.96%) . b) decision of date and lesson; high 252(67.39%), medium 73(19.52%) and 49(13.11%) c) FAL center selection; high 300(80.25%) medium 64(17.12%) and low 10(1.878%) d) rules and regulation driving; high 346(92.51%) medium 21(5.62) and low 7(1.878%).

10. The participants of FAL programme benefited a lot of things from participating the FAL class. The benefits offered were presented one by one as the following:

a) New knowledge acquired; 316(84.5%) high, medium 40(10.69%) low 18(4.285%)
b) basic computational skill; high 298(79.68%) medium 63(16.85%) low 13(3.48%).
c) reading skill; high 274(73.27%) medium 76(20.32%) low 24(5.89%)
d) family health improvement; high 310(82.9%), medium 52(13.91%) and low 12(2.418%).
e) income generating skill; high 328(87.17%) medium 45(12.04%) and low 3(0.008%)
f) self confidence development; high 310(82.9), medium 40(10.69%) and low 24(6.42%).

11. There are different factors initiated illiterate women house-holds to be engaged in the FAL program. From these factors the main components are two. These are

1. Having an awareness about FAL accepted by 258(68.98%)
2. NGOs offered them a chance to learn FAL suggested by 313(83.69%)

12. The facilitators were working with local leaders ,kebele administrator and NGO which contributions accounted 10(90.09%) for each of them, while local elders and religious leaders less contributed in the FAL programme which accounted 3(27.27%) and 2(18.18%) respectively.

13. Most of the facilitators those accounted 8(72.72%) used the integrated activities that included all (concept, literacy and numeracy) activities at a time in the FAL class.

14. The method of teaching applied in the FAL class was learner center which is accounted 5(45.45%), teacher centered (traditional) accounted 1(9.09%) and mixed of both learner and teacher center accounted 5(45.45%)

15. The availability of evaluation procedures claimed by 9(81.821%) facilitators. The method of evaluating the effect of FAL on learner included; following daily progress of learner which accounted 10(90.09%) observing how the learners behave also accounted 10(90.09%) while continent assessment accounted 6(54.54%) and final examination accounted 5(45.45%). As that of the office experts; internal evaluation which accounted 2(20%), external evaluation accounted 10(100%) and 6(60%) used the mixture of internal and external evaluation.

5.2. CONCLUSION

There were several practices available to engage women households in the FAL program. These are tangible and observed at the area under discussion. Let us see them in detail. There are ample women house-holds with in different age group. The FAL center is nearest to the learners dwelling please; there are high numbers of educated human resource to facilitate FAL. Illiterate women are eager to acquire reading, writing and numeracy skill; the contents were selected carefully to meet the need of women participants. There is an access to give skill training on agriculture, health, income generating activities of bad social practices. The medium of instruction is their mother tongue and regional office work language. There are different materials available in the FAL center to enhance FAL programme implementation. There are stakeholders to the FAL implementation which composed of local elders, religious leaders, local chiefs, Government structure at woreda and kebele level, government offices and NGOs.

Besides to the above mentioned facts there were other sources of practices like recognitions of FAL as a means of eradicating poverty in countries, availability of different declaration and acts. Awareness created to the women, acknowledgments of work load on women. Need assessment made at different place and time.

Even though there are ample practices there in the area under discussion, there were several challenges encountered to engage illiterate women in FAL programme. These challenges include:

1, high rate of absenteeism of learners from the FAL class during winter to collect/pick/ coffee and earn their daily life. 2. Several drop out from FAL class due to birth giving and disease of malaria, the aged women refuse to be engaged by considering they have no hope to bring change by enrolling in the FAL programme. Some of them were dropped-out due to lack of awareness to migrate to wards abroad.

Not only the aforementioned challenges encountered but also women were faced problems like; heavy work load, health problem, lack of time, poverty, failure to receive family or husband approval, need to be at home to perform domestic chores, family care high rate of illiteracy amongst women, lack of access to education, domestic violence against them, and lack of qualified adult educator/ trainers/ and contents.

There were strategies applied to engage women house-holds in Jimma zone. From these strategies the researcher observed in the conducted study was listed as follows:

- The contents were selected carefully to fit the women's daily life.
- Discussion on FAL issue with participant learners and persuasion
- The gained benefit from FAL programme
- Considering women's contribution to FAL.
- Participating the stakeholders at different level
- Using participatory teaching method and merging concept literacy and numeracy at one class session.
- Evaluating the strength and weak sides. There were also accounting the illiterate women's strategies, merging literacy with credit and saving, understanding women perspectives, respecting the women's belief and culture, political interference with FAL of women, pushing women towards power applied to enhance the engagement.

5.3. RECOMMENDATION

Depending on the study, the following recommendation can be made:

1. There are several practices available to engage illiterate women house-holds in FAL programme. So the measure should be taken by the concerning bodies listed below:

- The learner should aware of their own benefit and Urge the government and stake holders to implement the FAL programme sated in the policy at a consistence & full potential. The learner should participate courageously in the programme without any hesitation to make them free from illiteracy.
- The facilitators should improve their ability to feed appropriate knowledge for women households through reading different reference materials .They should be dedicated to break out the shell of illiteracy which covers the eyes and minds of illiterate women by exploiting the existing opportunities.
- The Government should follow the implementation of FAL programme up to the grass-root level and look for the existed opportunities by using it's structure at bottom level. There is a gap between the report handed over to the zone, Region & country level and reality on the ground / grass root level/. Thus, the government should take a corrective measure through cross checking and continous follow up.
- The NGOs Should give their attention towards those marginalized poor illiterates women house-holds and cross check the amount of money directly received by the targeted groups and should search for these opportunities existed there to implement the FAL programme at the area under discussion.

2. There were challenges encountered the process of engaging illiterate women households in FAL programme. These are: The curriculum of FAL is followed the top to Bottom approach, Lack of Awareness ,Shortage of budget ,Scarcity of teaching materials supply, Lack of consistency, Lack of monitoring and evaluation ,Lack of quality training to community facilitators, Low salary payment .

Depending on the above mentioned challenges the corrective measure should be taken as following:

- The curriculum developers and scholars in the related fields must use the information from the targeted population at the grass root level and follow the Bottom to Up approaches.
 - The government, NGO and civil societies should work on awareness creation through mass media and printed materials hierarchically and consistently.
 - The government, NGOs and the riches should allocate the needed amount of money to achieve the Millennium Development Goals by eradicating illiteracy.
 - The government, NGOs, Civil societies and stake holders must participate in applicable plan which may implemented for a long period of time.
 - The education Bureau found at different level should duplicate the material and improve the provision of materials.
 - The Regional government must take the responsibility to monitor and evaluate the implementation of FAL and put the right person at the right place with clarified duties.
 - NGOs and Education Bureaus posted at different level should prepare short and precise training contents .Facilitators must participate on the provided training attentively .The civil service offices at all level should be revise the amount of salary payment to facilitators and arrange the lunch allowance to Development Agents in Health and Agriculture including the teachers from regular schools.
3. The strategies existed concerning the FAL programme implementation should be exploited appropriately to get effective results from FAL programme by concerning stake-holders.

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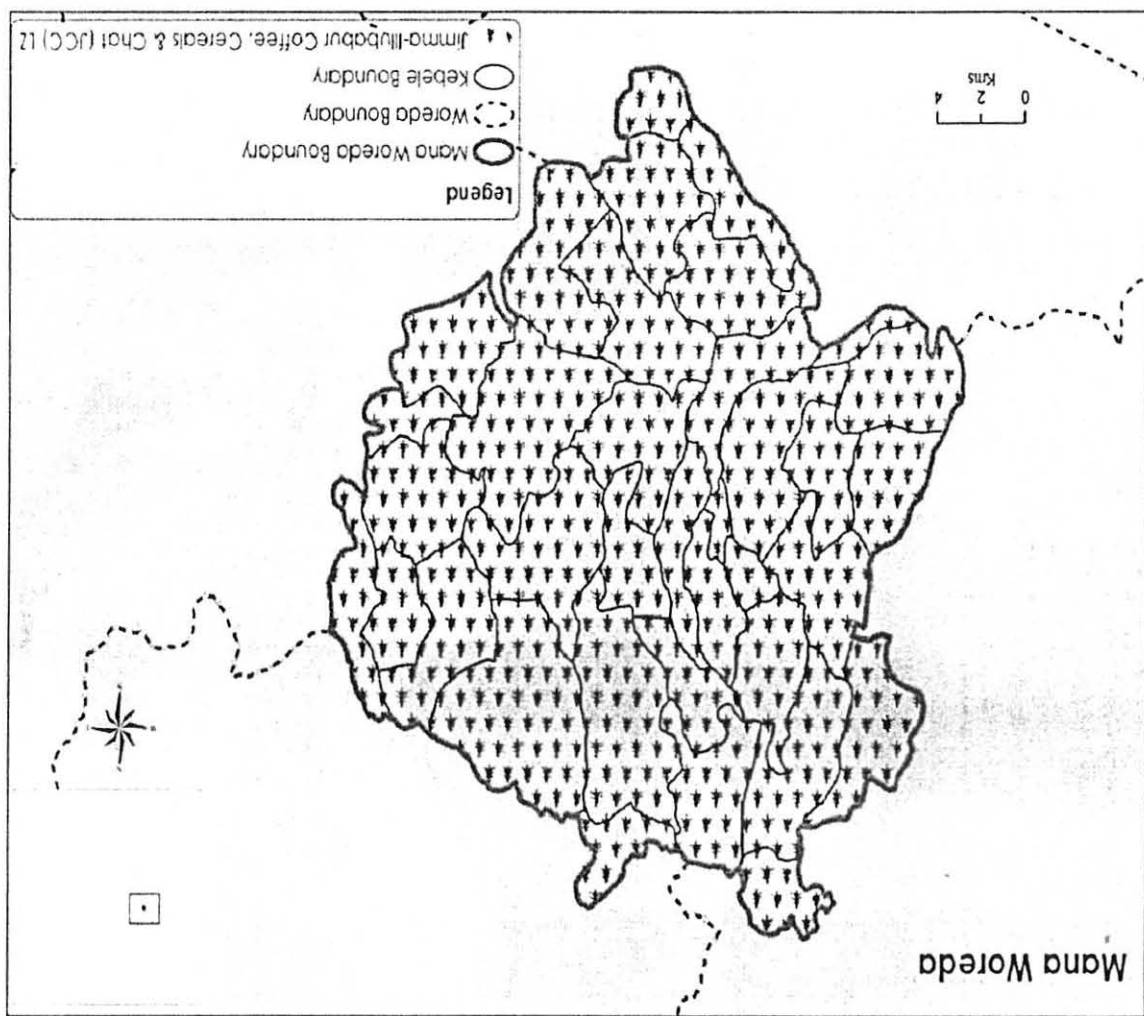
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APPENDIX

APPENDICES
APPENDIX 1

MAP OF THE WOREDA, ZONE AND REGION
APPENDIX 1. MAP OF MANNA WOREDA



APPENDIX 2. MAP OF JIMMA TOWN

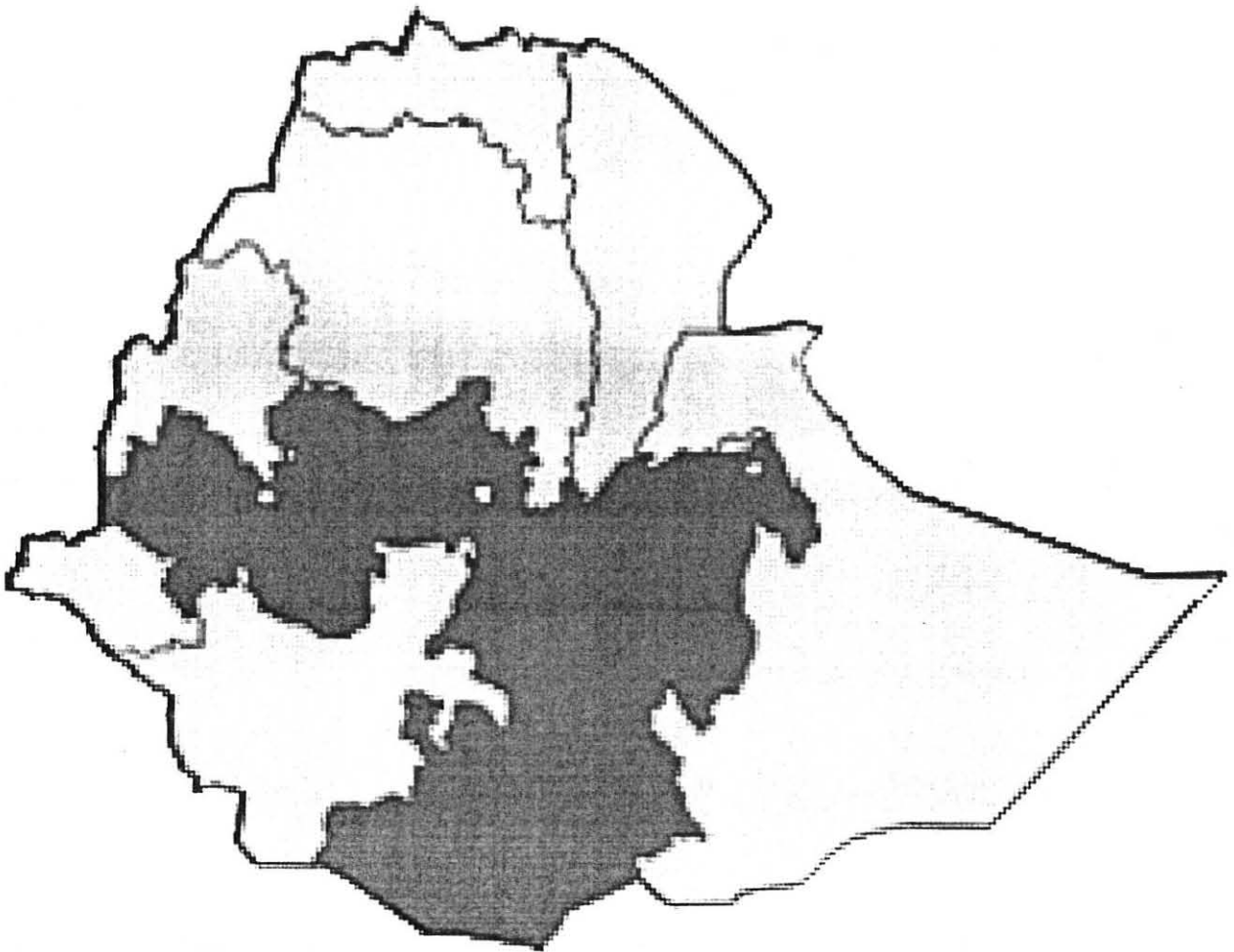
JIMMA IS LOCATED IN SOUTH WESTERN ETHIOPIA



Jimma Location within Ethiopia

Coordinates: 7°40'N 36°50'E / 7.667°N 36.833°ECoordinates: 7°40'N 36°50'E / 7.667°N 36.833°E Country Ethiopia Region Oromia Zone Jimma **Population** (2005) - Total 159,009
Time zone EAT (UTC+3) Area code(s)

APPENDIX 3. MAP OF OROMIA AND JIMMA ZONE



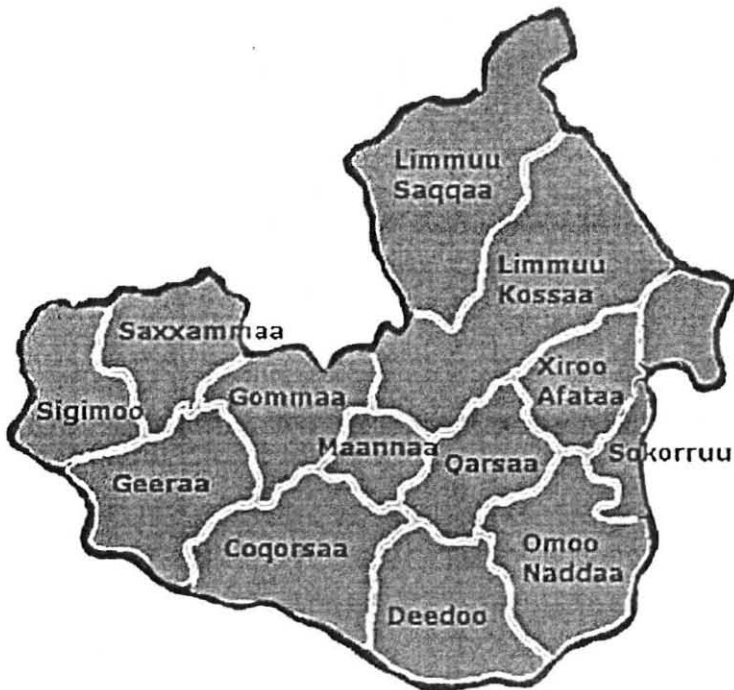
Map of Ethiopia showing Oromia Region Country Ethiopia Capital Addis Ababa (FINFINNE). **Area** - Total 353,632 km² (136,538.1 sq mi) **Population** (2005) - Total 27,158,471 - **Density** 76.8/km² (198.9/sq mi) ISO 3166 code ET-OR

<http://en.wikipedia.org/wiki/File:Ethiopia-Oromia.png>

MAP OF OROMIA NATIONAL REGIONAL STATE



MAP OF THE JIMMA ZONAL ADMINISTRATION



APPENDIX 4

ADDIS ABABA UNIVERSITY

SCHOOL OF POSTGRADUATE STUDIES

COLLEGE OF EDUCATION AND BEHAVIORAL STUDIES

DEPARTMENT OF CURRICULUM AND TEACHERS'

PROFESSIONAL DEVELOPMENT STUDIES

PROGRAMME OF ADULT AND LIFE-LONG LEARNING

QUESTIONNAIRE TO BE FILLED BY PARTICIPANTS OF FAL PROGRAMME

Objective of the questionnaire

The questionnaire is designed to gather data on the prevailing situation of the study entitled the practices and challenges of engaging women house-holds in functional adult literacy programme: In Jimma zone. To assess the impact of the situation on the engagement of women house-holds in the FAL programme. The data will be used in the study that aims at identifying practices, major problems and strategies /mechanisms /that serve to engage women house-holds in the FAL programme accordingly. To this end your responses to question item is badly wanted for the success of the research study. I kindly request your contribution in filling the questionnaire honestly and responsibly. Finally, I assure you that all your responses will be kept confidential.

Thank you!

Dear respondents!

- Before you start to fill the questionnaire listen carefully while the data collector read each and every question to you, then give your response.
- It is unnecessary to write your name.
- Encircle the letter that indicates your responses, and /or put the “√” “sign for the questions that are followed by alternative.
- Some of the questions can have more than one correct answers .Thus you are entitled to choose more than one correct answer.
- Specify questions those enrolled the alternative” others”.

- Please give an accurate order for the ordering questions as you prioritized sequences.

Questionnaires to be filled by learner (target women)

Please read/listen/ the following question carefully and answer by putting “√” “encircling the letter that best fit your responses.

1. Age _____, A. Below 20 years B.21-30years C.31-40 years’ d. Above 40 years

2. Marital status _____.A. single B. Married C. Divorced D. Widowed

3. Educational level _____ A. unable to read & write B, Able to read &write
C. Below grade4 D .below grade 8 E Above grade 8

4. Distance from your house to your FAL center:

A. Less than ½ hour B. 30 minute to 1 hour. C 1:00 to 1:30 D.1:30 to 2:00 E. above 2 hours

5. The place you live now is----- A. Urban B .Village

6. Which of the following functional adult literacy programme was provided?

A. Reading skills B. Writing skills C. basic computational skills

7. Regarding the topic/content/of the lesson, which one is provided to you?

	Yes	No
A. About identity	<input type="checkbox"/>	<input type="checkbox"/>
B. About family relation	<input type="checkbox"/>	<input type="checkbox"/>
C. About work	<input type="checkbox"/>	<input type="checkbox"/>
D. About health	<input type="checkbox"/>	<input type="checkbox"/>
E. About agriculture	<input type="checkbox"/>	<input type="checkbox"/>
F. About environmental protection	<input type="checkbox"/>	<input type="checkbox"/>

G. Income generating activity

8. Skill training provision to you in the programme:

A. Vegetable plantation B. Trading C. Weaving D. Poultry E. Fattening

9. What is the duration of your learning in FAL programme.

A. How many hours per day? -----

B. How many days per week? -----

C. In what time of the day it takes place? -----

D. How much time it takes to accomplish one level? -----

E. On which day do you have the FAL class? -----

10. What is the medium of instruction?

A. Afan Oromo B. Amharic C. Both D. Others

11. How much is the FAL programme lesson is related to women's daily life?

Very high High medium low Very low

A. Agriculture

B. Health education

C. Skill training

D. Trade

E. Concept, Literacy & numeracy

12. Have you participated in the following activities? Rate your participation.

Very high High Medium Low Very low

A. Selecting learning topic /content/

- B. Deciding the date and the lesson
- C. Deciding the FAL center
- D. Discussing on the importance of FAL
- E. Preparing rules and regulation of FAL

13. Is the FAL programme participation, fruit-full to you? A. Yes B, No

14. If your answer for question No, 13 is "yes" Which benefit have you got from the lesson?

Very high High Medium low Very low

- A. New knowledge
- B. Basic computational skill
- C. Reading skill
- D. Improvement in family health
- E. Income generating skill
- F. Developing self confidence

15. What motivated you to be engaged in the FAL programme?

Yes No

- A. I have got awareness about FAL
- B. The government policy pushed me to participate in the FAL programme
- C. NGO's offered me a chance to learn FAL
- D. My organization immersed me in to FAL programme
- E. My family member supported me to learn FAL
- F. Due to accessibility of FAL programme

16. Can you attend the class regularly? Encircle your answer.

- A. No, I was absent sometimes from the class.
- B. Yes, I attend regularly.
- C. Indeed I attend most of the time.
- D. I was completely dropped out.

17. Do you use the following material in the FAL class?

Yes No

- A. Text books

B. Writing guide

C. Reading guide

D. Credit & saving book account

E.Others, _____

18. Order the following according to your tangible challenge to participate in FAL program me.

- _____ A. Heavy work load
- _____ B. Health problem
- _____ C. Lack of sufficient time
- _____ D. Poverty
- _____ E. Failure to receive family or Husband approval
- _____ F. Need to be at home to perform domestic chores
- _____ G. Family care (child, sick & old family member)
- _____ H. High rate of illiteracy amongst the women
- _____ I. Domestic violence against women & children
- _____ J. Lack of access to learning opportunities
- _____ K. Lack of qualified adult educator, trainers & content

APPENDIX 5.

**ADDIS ABABA UNIVERSITY
SCHOOL OF POSTGRADUATE STUDIES
COLLEGE OF EDUCATION AND BEHAVIORAL STUDIES
DEPARTMENT OF CURRICULUM AND TEACHERS'
PROFFESIONAL DEVELOPMENT STUDIES
PROGRAMME OF ADULT AND LIFE-LONG LEARNING
QUESTIONNAIRE TO BE FILLED BY FACILITATORS OF FAL
PROGRAMME**

Objective of the questionnaire

The questionnaire is designed to gather data on the prevailing situation of the study entitled the practices and challenges of engaging women house-holds in functional adult literacy programme: in Jimma zone. To assess the impact of the situation on the engagement of women house holds in the FAL programme. The data will be used in the study that aims at identifying practices, major problems and strategies /mechanisms /that serve to engage women house-holds in the FAL programme accordingly. To this end your responses to question item is badly wanted for the success of the research study. I kindly request your contribution in filling the questionnaire honestly and responsibly. Finally, I assure you that all your responses will be kept confidential.

Thank you!

Dear respondents!

- Before you start to fill the questionnaires read carefully each and every question & give your correct answer.
- It is unnecessary to write your name.
- Encircle the letter that indicates your responses, and /or put the “√” “sign for the questions that are followed by alternative.
- Some of the questions can have more than one correct answers .thus you are entitled to choose more than one correct answer.
- Specify questions those enrolled the alternative” others”.
- Please give an accurate order for the ordering questions as you prioritized sequences.

- There are an open ended question that should be responded by writing the correct answer .So write what you believed a correct answer shortly.
- If you find space provided is insufficient to write your answer, you can use the back page of the questionnaire. But don't forget to write question's number.

Please read each of the following questions carefully and answer each of them accordingly to the above mentioned instruction.

General information

Zone. _____, Woreda _____ Kebele _____ FAL center _____

Age _____ Sex _____ Educational level _____ Field of study _____

Experience year _____ -

1. Have you trained / participated /in any training or work-shop related to FAL programme?

- A. Yes B. No

2. What is medium of instruction for the FAL programme you are facilitating?

- A. Afan-Oromo B. Amharic C. Both D .Other languages

3. Which method of teaching you apply in FAL class /

- A.Learner centered B. Teacher centered C. Both

4. What are the activities in educational contents in the class you apply?

- A. Concept B. Literacy C. numeracy D. All

5. With whom do you work to increase the engagement of illiterate women house-holds?

Yes No

- | | | |
|--|--------------------------|--------------------------|
| A. Elders | <input type="checkbox"/> | <input type="checkbox"/> |
| B. Religious persons | <input type="checkbox"/> | <input type="checkbox"/> |
| C .Local leaders | <input type="checkbox"/> | <input type="checkbox"/> |
| D. Kebele & woreda administrators | <input type="checkbox"/> | <input type="checkbox"/> |
| E. Stake holders in the government & NGO's | <input type="checkbox"/> | <input type="checkbox"/> |

6. Teaching materials you use in the FAL class:

	Yes	NO
A. Text book	<input type="checkbox"/>	<input type="checkbox"/>
B. Modules	<input type="checkbox"/>	<input type="checkbox"/>
C. FAL manuals	<input type="checkbox"/>	<input type="checkbox"/>
D. flip charts	<input type="checkbox"/>	<input type="checkbox"/>
E. Facilitators guide	<input type="checkbox"/>	<input type="checkbox"/>
F. Lesson plan	<input type="checkbox"/>	<input type="checkbox"/>
G. Teaching aids	<input type="checkbox"/>	<input type="checkbox"/>
H. Others _____		

7. Do FAL participants/ women households/ use the following materials? How do you rate it?

Rating

	Yes	No	always	Some-times	never
A. Text books	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B. Reading guides	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C. Writing guides	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D. Saving account book	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
E. Others _____					

8. Teaching materials that are available in the FAL center:

	Yes	No
A. Chalk boards	<input type="checkbox"/>	<input type="checkbox"/>
B. Posters	<input type="checkbox"/>	<input type="checkbox"/>
C. Locally available resources	<input type="checkbox"/>	<input type="checkbox"/>
D. Philip charts	<input type="checkbox"/>	<input type="checkbox"/>
E. Broachers	<input type="checkbox"/>	<input type="checkbox"/>

F. Learners bench

G.Others _____

9. Do you have a mechanism to evaluate the impact of FAL programme on women house-holds?

A. Yes

B. No

10. If your answer to question no, 9 is "Yes" how can you evaluate the learner's progress?

Yes

No

A.Following their daily progress

B.Observing the way learners behave

C.Assessing continuously

D.Giving final examination

11. If your answer to question No, 9 is "NO", why? Specify it .

12. Order the following opportunities that helped to engage the women house-holds according to the priority you give for them.

_____ A. Recognitions of FAL as means of eradicating poverty

_____ B. The availability of different declaration

_____ C. Awareness created in women's mind by influential bodies

_____ D. Supportive acts to organize women at different level

_____ E. Acknowledgment of women's work load by stake-holders

_____ F. Need assessment made at different place & time

13. Order the following according to your tangible challenge to participate in FAL programme.

_____ A. Heavy work load

_____ B. Health problem

_____ C. Lack of sufficient time

_____ D. Poverty

- _____ E. Failure to receive family or Husband approval
- _____ F. Need to be at home to perform domestic chores
- _____ G. Family care (child, sick & old family member)
- _____ H. High rate of illiteracy amongst the women
- _____ I. Domestic violence against women & children
- _____ J. Lack of access to learning opportunities
- _____ K. Lack of qualified adult educator, trainers & content

14. Order the following strategies according to the priority you give to them:

- _____ A. accounting the strategies developed by illiterate women
- _____ B. merging literacy with credit & saving activity
- _____ C. Understanding women perspective
- _____ D. Respecting the women's culture and belief
- _____ E. High political interaction with FAL of Women
- _____ F. pushing women towards the leadership
- _____ G. Taking Affirmative action

15. The level of drop out in FAL programme is low.

A. Strongly agree B. Agree C. Undecided D. Disagree E. strongly disagree

16. If there is a drop out, which age groups are more subjected to the dropping out?

A. below 20 B. 21 to 30 years C. 31 to 40 years D. Above 40 years

17. Are there any efforts from the concerned bodies to encourage women to actively participate in the FAL programme?

A. yes

B. No

General comments

1. What are the practices to the engagement of women house-holds in FAL programme?

2. What are the major problems that encounter in the implementation of FAL regarding womenhouse-holds?

3. What measures should be taken to solve the problems in the engagement of women house-holds in the FAL programme?

APPENDIX 6
ADDIS ABABA UNIVERSITY
SCHOOL OF POSTGRADUATE STUDIES
COLLEGE OF EDUCATION AND BEHAVIORAL STUDIES
DEPARTMENT OF CURRICULUM AND TEACHERS'
PROFFESIONAL DEVELOPMENT STUDIES
PROGRAMME OF ADULT AND LIFE-LONG LEARNING
QUESTIONNAIRE TO BE FILLED BY OFFICE EXPERTS

Objective of the questionnaire

The questionnaire is designed to gather data on the prevailing situation of the study entitled the practices and challenges of engaging women house-holds in functional adult literacy programme: in Jimma zone. To assess the impact of the situation on the engagement of women house-holds in the FAL programme. The data will be used in the study that aims at identifying practices, major problems and strategies /mechanisms /that serve to engage women house-holds in the FAL programme accordingly. To this end your responses to question item is badly wanted for the success of the research study. I kindly request your contribution in filling the questionnaire honestly and responsibly. Finally, I assure you that all your responses will be kept confidential.

Thank you!

Dear respondents!

- Before you start to fill the questionnaires read carefully each and every question & give your correct answer.
- It is unnecessary to write your name.
- Encircle the letter that indicates your responses, and /or put the “√ “ sign for the questions that are followed by alternative.
- Some of the questions can have more than one correct answers .thus you are entitled to choose more than one correct answer.
- Specify questions those enrolled the alternative” others”.
- Please give an accurate order for the ordering questions as you prioritized sequences.
- There are open ended questions that should be responded by writing the correct answer .So write what you believed a correct answer shortly.

- If you find space provided is insufficient to write your answer, you can use the back page of the questionnaire. But don't forget to write question's number.

Please! Read each of the following questions and fill them accordingly, by encircling or putting the sign of "√" as you are enquired to give responses.

General information:

Zone _____ Woreda _____ Kebele _____ Age _____

Sex _____ Educational level _____ field of study _____

Service year _____ your current position _____

1. Name of your organization _____

2. Type of the organization: A. Government B. NGO

3. If your organization is Non- governmental which of the following is it?

A. International B. Local C Religious D. Charity club E. Others

4. Your area of operation:

A. National B. Zonal C. Woreda D. Kebele E. Others

5. Level and duration of the FAL programme led by your organization:

A. Level I Duration _____

B. Level II Duration _____

C. Level III Duration _____

6. Sources of resources for your organization: Economic income;

A. Community cooperation

B. outside donation

C. Government subsidy

D. Participants fee

E. Generated income

F Government budget

7. What is percentage/%/ of the annual budget your organization allocated for FAL education?

○ Administrative _____ %

○ Programme cost _____ %

8. Human power of your organization:

Male _____ Female _____

9. Out of those mentioned in no. 8's man powers those working on the FAL programme:

Female _____ Male _____

10. Status and number of FAL facilitator

Status	Number
A. Contract worker	_____
B. Part time worker	_____
C Employed	_____
D Volunteers	_____
E.Others.	_____

11. Facilitator selecting criteria you were applied:

	Yes	No
A. As criteria sent from central government offices	<input type="checkbox"/>	<input type="checkbox"/>
B. As rules & regulation of the NGO's office	<input type="checkbox"/>	<input type="checkbox"/>
C. As an application from the volunteers As relative and intimacy	<input type="checkbox"/>	<input type="checkbox"/>
D. Others _____		

12. Answer the following question by saying "yes "or" NO" concerning your organization's contribution to the FAL programme

	Yes	NO
A. giving training of trainees	<input type="checkbox"/>	<input type="checkbox"/>
B. Training of FAL facilitators	<input type="checkbox"/>	<input type="checkbox"/>
C. Provision of FAL education	<input type="checkbox"/>	<input type="checkbox"/>
D. Provision of FAL materials	<input type="checkbox"/>	<input type="checkbox"/>
E. Others _____		

13 How do you evaluate the FAL programme ?

	Yes	No
A. Internal evaluation	<input type="checkbox"/>	<input type="checkbox"/>
B. External evaluation	<input type="checkbox"/>	<input type="checkbox"/>
C. Both	<input type="checkbox"/>	<input type="checkbox"/>

14. What is the central theme of your evaluation?

	Yes	No
A. General organization	<input type="checkbox"/>	<input type="checkbox"/>
B. Working procedures	<input type="checkbox"/>	<input type="checkbox"/>
C. Observable progressive	<input type="checkbox"/>	<input type="checkbox"/>
D. Teaching methods	<input type="checkbox"/>	<input type="checkbox"/>
E. Student participation	<input type="checkbox"/>	<input type="checkbox"/>

15. Is there cooperating bodies with you to run the FAL programme for women?

A. Yes

B. No

16. If your answer for the question No, 15, is "Yes" then with whom you are cooperating?

	Professional assistance	Financial assistance	Material support
A. International bodies			
B. National bodies			
C. NGO'S			
D. Associations			
E. Others			

17. Indicate the no, of women who completed the FAL programme(Reading, Writing & Numeracy)

2010	2011	2012

18. Indicate the number of women who have got skill training

Trade(IGA)			
Agriculture			
Home management			
Other skills			

19. Order the following practices that helped to engage the women house-holds according to the priority you give for them.

- _____ A. Recognitions of FAL as means of eradicating poverty
- _____ B. The availability of different declaration
- _____ C. Awareness created in women's mind by influential bodies
- _____ D. Supportive acts to organize women at different level
- _____ E. Acknowledgment of women's work load by stake-holders
- _____ F. Need assessment made at different place & time

20. Order the following challenges according to your tangible activity to participate women in FAL programme.

- _____ A. Heavy work load
- _____ B. Health problem
- _____ C. Lack of sufficient time
- _____ D. Poverty
- _____ E. Failure to receive family or Husband approval
- _____ F. Need to be at home to perform domestic chores
- _____ G. Family care (child, sick & old family member)
- _____ H. High rate of illiteracy amongst the women
- _____ I. Domestic violence against women & children
- _____ J. Lack of access to learning opportunities
- _____ K. Lack of qualified adult educator, trainers & content

21. Order the following strategies to engage women house-holds, according to the priority you give to them:

- _____ A. accounting the strategies developed by women house-holds
- _____ B. merging literacy with credit & saving activity
- _____ C. Understanding women perspective
- _____ D. Respecting the women's culture and belief
- _____ E. High political interaction with FAL of Women
- _____ F. pushing women towards the leader shi
- _____ G. Taking Affirmative act

General comment.

1. What are the practices in the engagement of adult women house-holds ?

2. What are the major problems that are hampering the engagement of the women house-holds?

3. What measures should be taken to solve the problems in the engagement of women house-holds?

4. Which sectors / stake holders / are involving & what they are contributing to the FAL programme?

APPENDIX 7

AN INTERVIEW GUIDE TO CENTRAL MANAGEMENT COMMITTEE MEMBERS OF THE KEBELE

General information

Sex _____ Age _____ Educational level _____ marital status _____

1. What is the meaning of FAL to you and your family?
2. What is the current level of women's participation in FAL programme in your kebele?
3. What is your role to encourage the participation of women house-holds in FAL programme?
4. Is there any effort to create awareness concerning the importances of FAL for lively hood in your Kebele?
5. What contribution do you think women's participation will provide to countries development?
6. What are the main factors affect the participation of women house-holds in FAL programme in your Kebele?
7. What measures do suggest to be taken to improve women house-holds participation?

APPENDIX 8

AN INTERVIEW GUIDE TO OFFICE EXPERTS

General information

Age _____ Sex _____ Educational level _____,

Marital status _____, your Current responsibility, _____.

1. How do you understand the term FAL in general?
2. What is the current role of your office to the increasing the engagement of women households in FAL programme in your woreda
3. Are there qualified facilitators in your woreda?
4. How is the FAL programme for women house-holds scheduled in your woreda?
5. Are there any encouraging efforts to engage women house-holds & actively participation in FAL programme in your woreda?
6. Is there any attempt to conduct research works to identify the rate of illiteracy particularly that of women households in your woreda?
7. What are the main challenges you faced while trying to engage women house holds in the FAL programme?

APPENDIX 9

OBSERVATION CHECK LIST AT THE KEBELE & AT THE FAL CENTER LEVEL

ZONE _____ WOREDA _____ - Kebele _____

FAL center name _____ Name of Facilitator _____

No,	Observation points	1	2	3	4	5	remarks
1	Facilities of the FAL center: -Teaching room -Furniture -Light intensity in the class -Toilet						
2	Condition of FAL center: -Well constructed -Attractive -Near to learners house -Safety area						
3	Teaching methods of Facilitators: -Learners centered -Teachers centered -Mixed approach						
4	FAL materials : -Facilitators manual -Basic teaching aids -Learners book -Teaching aids						

5	<p>Women's participation:</p> <ul style="list-style-type: none"> -Number of women in the class -Dropout rate -Women's participation in the class -Asking progress of them selves -Challenges against women participation in the class 								
6	<p>Miscellaneous observation point</p> <ul style="list-style-type: none"> -strategies facilitator follow to handle learners -strategies used in daily lesson plan to participate women -Different documents of participants(Attendance sheet ,files, saving book) -Factors affecting the attention of learners in the FAL class -Others 								

NOTE: 5==Excellent 4=Very good 3=Good 2= Fair 1=Poor

APPENDIX 10
UNIVERSITII FINFINNEETTI
MANA BARUMSA EEBBA BOODAA KAN
KOLLEJJII SIRNA BARNOOTAA FI QO'ANNAAMALA
MUUMMEE SIRNA BARNOOTAA FI QO'ANNAAM FOYYAA'INSA
OGUMMA BARSIIISUMMAA
SAGANTAA BARNOOTA GA'EESSOTAA FI UMURIIGUUTUU
BAR-GAAFFII HIRMAATTOTA SAGANTAA BARNOOTA GOCHA
IRRATTI XIYYEEFFATEEN GUUTAMU

Kaayyoo gaafannoo kanaa

Bargaaffiin kun kan qophaahheef waa'ee qo'annaa mata duree “muuxannoo fi gufuuwwan dubartoota mana bulchan sagantaa barnoota gocha irratti xiyyeeffate keessatti hirmaachisuuf nama qunnaman, godina Jimmaa keessatti” kan jedhu irratti ragaa sassaabuun haalota jiran adda baasuu fi dhiibbaa haalawwan kun dubartoota hinbaratin hirmaachisuu irratti uumuu danda'an sakatta'anii fala kaa'uuf. Ragaan kun kan funaanamuuf muuxannoo ,Rakkoolee gufachiisoo fi Toftaalee sakatta'uunhirmaannaa dubartootni hinbaratin sagantaa barnoota gocha irratti xiyyeeffate keessatti qaban ol-guddisuudha. Ragaa kana guutuun qo'annoo gaggeeffamu kanaaf baay'ee baay'ee barbaachisaa waan ta'eef ,ragaa dhugaa fi qabatamaa ta'e akka guuttan kabajaan isin gaafataa iccitiin odeeffannoo isin kennitanii haala kamiinuu nama biraatti akka hin agarsiifamne eegamaadha. Wolumaagalatti ragaalee isin irraa barbaadamu hunda obsaan akka guuttanii xumurtan amaanaa guddaa isin irratti gatuun,tumsa gootaniif ulfaadhaa.

GALATOOMAA!

KABAJAMTOOTA ODEEFKENNTOOTAA!

Bargaaffii kana deebisuun duratti gaaffilee dhihaatan sirriitti dhaggeeffachuun /dubbisuun hubadhaa.

- Maqaa keessan barreessuun barbaachisaa miti.
- Deebii ta'a jettanii kan murteessitan, irratti maruun yookiin mallattoo “√” kaa'uun deebisaa.
- Gaaffileen tokko-tokko deebii tokkoo ol qabaachuu ni danda'u, kan deebii isiniif ta'u tokkoo ol filachuu ni dandeessu.
- Deebiiwwan filannoo” kan biroo “ jedhu bakka isin qunnametti, ibsa barbaachisaa kennuu hin dagatinaa.
- Gaaffilee tartiiba qabachuu qaban akka ofii keessanii hubattanitti duraa-duuba lakkofsaa kennaafii.

GAAFANNOO HIRMAATTOTAA

Gaaffilee asii gadii sirriitti eega dhaggeeffatteen booda deebii sirrii ta'e akka armaan olitti ajajamtetti deebisi.

1. Umurii _____ A. waggaa 20 gadi. B. waggaa 21 – 30. C. Waggaa 31 -40 .
D. Waggaa 40 ol.
2. Haala gaa'ila _____ A. qophaadha. B. heerumtee. C. Hiikamte.

D.Du'aan adda baate.

3. Barumsa _____ A. Barressuu fi dubbisuu hin dandeessu B. Barreessuu fi dubbisuu ni dandeessi. C.Kutaa 4' ffaa gadi D.Kutaa 8' ffaa gadi E. kutaa 8' ffaa ol.

4. Mana jireenyaa keetii fi buufata barnoota gochaanii gidduu fageeny jiryu.

A.Sa'aa wokkaa gadi B. Sa'aa 1:00 gadi C.sa'aa 1:00 – 1:30 D.Sa'aa 1:30- 2:00
E.Sa'aa2:00 ol.

5 Bakki jireenya hirmaattuu kan ammaa _____ A. Baadiyyaa. B. Magaalaa.

6. Sagantaa barnootaa gocha irratti xiyyeeffate keessaa kan isiniif kennamu isa kami?

A.Ogummaa dubbisuu. B.Ogummaa barreessuu. C.Ogummaa shallaggii.

7. Mata-duree barnootaa isiniif kennamu keessatti Kan dhihaatu kami?

Eeyyee Lakkii

A.Waa'ee Eenyummaa.

B.Waa'ee Maatii.

C.Waa'ee Hojii.

D.Waa'ee Fayyaa

E.Waa'ee Qonnaa.

F.waa'ee naannoo.

G.Madda galii guddisuu.

8. Leenjii ogummaa isiniif kenname keessaa kan irratti hirmaatte isa kami?

A.Kuduraa fi mudura dhaabuu B.Hojii daldalaa C. Hindaanqoo horsiisuu

D.Horii furdisuu.

9.Dheerinni yeroo sagantaa barnoota gocha irratti xiyyeeffatee kennamuu hammam?

A.Guyyaa tokkotti sa'aa hammam barattu? _____

B.Torban keessa guyyaa hammam barattu? _____

C. Guyyaa barnootichaa woqtii akkamii barattu? _____

D.Marsaa tokkoof barnooticha barattanii xumuruuf ji'a hammam isinitti Fudhata? _____

E.Torbee keessa guyyaa maalii fi maalii barnooticha irratti hirmaattu? _____.

10. Afaan barnootni ittiin isiniif kennamu isa kami?

A. Afaan Oromoo B. Amaariffa C. Lamaaniin D. Kan biroo.

11. Hariiroon sagantaa barnoota gocha irratti xiyyeeffatee kun jiruu fi jireenya dubartootaa Woliin qabu hammam?

Baay'ee olaanaa olaanaa G. galeessa Xiqqoo B.xiqqoo

A. Qonna ilaalchisee.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B. Fayyaa ilaalchisee.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C. Leenjii Ogummaa	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D. Hojii daldalaa irratti.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
E. Yaad-rimee, Qubee fi Lakkoofsa irratti.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

12. Gochawwan kanaa gadii keessatti hirmaatteetaa? Safaraan yoo shallagdu.

B. olaanaa Olaanaa G. galeessa Xiqqoo B. xiqqoo

A. Mata duree barnootaa filachuu.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B. Guyyaa barnootaa fi gosa barnoota Kennamu murteessuu.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C. Buufata barnootaa filachuu.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D. Seera ittiin bulmaataa tumuu.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

13. Sagantaa barnoota gocha irratti xiyyeffate irratti hirmaachuun kee bu'aa siif buuseeraa?

A. Eeyyee

B. Lakkii

14. Deebiin kee inni gaaffii 13'ffaa "eeyyee" yoo ta'e bu'aa hammamii argatte?

B. olaanaa olaanaa g. galeessa xiqqoo B. xiqqoo

A. Beekumsa Haaraa.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B. Ogummaa bu'uura shallaggii.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

- C.Ogummaa dubbisuu.
- D.Foyya'Ina fayyaa maatii.
- E.Ogummaa madda galii guddisuu.
- F.Ofitti amanamummaa guddisuu.

15. Sagantaa barnoota gocha irratti xiyyeeffate keessatti akka hirmaattu maaltu dadammaqina siif kenne?

- | | Eeyyee | Lakkii |
|---|--------------------------|--------------------------|
| A.Hubannoo gahaa waa'ee barnootichaa irratti argadheera. | <input type="checkbox"/> | <input type="checkbox"/> |
| B.Imaammata mootummaatu sagantaa barnootichaatti na galche. | <input type="checkbox"/> | <input type="checkbox"/> |
| C.Dhaabbata miti –mootummaatu carraa barnootichaa kanaa naaf kenne. | <input type="checkbox"/> | <input type="checkbox"/> |
| D.Woldaa an keessatti ijaaramee jirutu itti na hirmaachise. | <input type="checkbox"/> | <input type="checkbox"/> |
| E.Maatii kootu akkan barnooticha hirmaadhu na deeggare. | <input type="checkbox"/> | <input type="checkbox"/> |
| F. Waan carraan barnootichaa jiraateefan itti hirmaadhe. | <input type="checkbox"/> | <input type="checkbox"/> |

16. Guyyaa hunda barnoota kennamu irratti ni argamtaa? Itti maruun deebii kee kenni.

- A. Lakkii; gaafa tokko- tokko irratti hin argamu.
- B.Eeyyee, guyyaa hundumaa irratti nan argama.
- C.Dhuguma ,guyyaa caalu irratti nan argama.
- D.Dhuma isaatuu dhiisee manatti deebi'eera.

17. Meeshaalee asii gadii keessaa yemmuu barnootni kennamu isa kamitti fayyadamtu?

- | | Eeyyee | Lakkii |
|-----------------------------|--------------------------|--------------------------|
| A.Kitaaba barnootaa. | <input type="checkbox"/> | <input type="checkbox"/> |
| B.Qajeelfama barreessuu. | <input type="checkbox"/> | <input type="checkbox"/> |
| C.Qajeelfama dubbisuu. | <input type="checkbox"/> | <input type="checkbox"/> |
| D.Galmee qusannoo fi liqii. | <input type="checkbox"/> | <input type="checkbox"/> |

E.Kan biroo yoo jiraatan ibsi, _____

18. Wantootni asii gaditti tarreeffaman gufuu barnoota irraa dubartoota hambisaniidha. Akka cimina isaaniitiin duraa duuba naqii tartiiba qabsiisi.

_____ A.Hojii ulfaataa.

_____ B. Rakkoo fayyaa.

_____ C.Hanqina yeroo.

_____ D.Hiyyummaa.

_____ E.Maatii fi abbaan manaa eeyyamu diduu.

_____ F.Hojii mana keessaa fixuuf qe'ee ooluu.

_____ J.Maatii kunuunsuu (daa'ima, dhukkubsataa fi dulloomaa).

_____ H.Dubartootni hin baranne waan ta'eef.

_____ I.Jeequmsa dubartoota fi daa'immani irratti raawwatamu.

_____ J.Carraan barnootaa hamma barbaadame diriiruu hafuu.

_____ K.Ogeessi barnoota ga'eessotaa, leenjiftootni fi mata dureen rakkoo hiikuu danda'u dhabamuu.

APPENDIX 11
UNIVERSITII FINFINNEETTI
MANA BARUMSA EEBBA BOODAA KAN
KILLLEEJII BARNOOTAA FI QO'ANNAAMALAA
MUUMMEE SIRNA BARNOOTAA FI QO'ANNAAMFOYYAA'INSA
OGUMMA BARSIIISUMMAA
SAGANTAA BARNOOTA GA'EESSOTAA FI UMURIIGUUTUU
BAR-GAAFFII HAALA-MIJEESITOOTAAN GUUTAMU.

Kaayyoo gaafannoo kanaa

Bargaaffiin kun kan qophaahheef waa'ee qo'annaa mata duree “muuxannoo fi gufuuwwan dubartoota mana bulchan sagantaa barnoota gocha irratti xiyyeeffate keessatti hirmaachisuuf nama qunnaman, godina Jimmaa keessatti” kan jedhu irratti ragaa sassaabuun haalota jiran adda baasuu fi dhiibbaa haalawwan kun dubartoota hinbaratin hirmaachisuu irratti uumuu danda'an sakatta'anii fala kaa'uuf. Ragaan kun kan funaanamuuf muuxannoo, Rakkoolee gufachiisoo fi Toftaalee sakatta'uunhirmaannaa dubartootni hinbaratin sagantaa barnoota gocha irratti xiyyeeffate keessatti qaban ol-guddisuudha. Ragaa kana guutuun qo'annoo gaggeeffamu kanaaf baay'ee baay'ee barbaachisaa waan ta'eef ,ragaa dhugaa fi qabatamaa ta'e akka guuttan kabajaan isin gaafataa iccitiin odeeffannoo isin kennitanii haala kamiinuu nama biraatti akka hin agarsiifamne eegamaadha. Wolumaagalatti ragaalee isin irraa barbaadamu hunda obsaan akka guuttanii xumurtan amaanaa guddaa isin irratti gatuun, tumsa gootaniif ulfaadhaa.

GALATOOMAA!

KABAJAMTOOTA ODEEFKENNTOOTAA!

Bargaaffii kana guuttanii deebisuun duratti gaaffilee dhihaatan sirriitti dubbisuun hubadhaa.

- Maqaa keessan barreessuun barbaachisaa miti.
- Deebii ta'a jettanii kan murteessitan, irratti maruun yookiin mallattoo “√” kaa'uun deebisaa.
- Gaaffileen tokko-tokko deebii tokkoo ol qabaachuu ni danda'u, kan deebii isiniif ta'u tokkoo ol filachuu ni dandeessu.
- Deebiiwwan filannoo” kan biroo “ jedhu bakka isin qunnametti, ibsa barbaachisaa kennuu hin dagatinaa.
- Gaaffilee tartiiba qabachuu qaban akka ofii keessanii hubattanitti duraa-duuba lakkofsaa kennaafii.
- Gaaffileen deebii barreeffamaa barbaadan waan jiraniif ,deebii sirrii ta'e gabaabinaan barressaa.
- Barreeffamaaf iddoon duwwaan isinii kenname yoo hanqate dugda-duuba woraqaa bargaaffii kanaa fayyadamuu ni dandeessu. Garuu dugda irratti yemmuu katabdan lakkoofsa gaafichaa barreessuu hin dagatinaa.

Gaafannoo haala – mijeessitootaa

Maaloo! Gaaffiiwwan kanaa gadii sirriitti dubbisii deebii ta'a kan jette , akka ajaja asii olitti darbeen kaa'i.

Odeeffannoo wolii-gala.

Zoonii _____ Aanaa _____ Ganda _____ Buufata barnootaa ati
irratti hojjetu. _____ Saala _____ Umurii _____
Sadarkaa barumsaa _____ Gosa barnootaa _____.
Muuxannoo hojii Waggaa _____ .

1. Leenjii waa'ee barnoota gocha irratti xiyyeeffateen wolqabatu hirmaattee leenjifamtee
beektaa? A.Eeyyee B.Lakkii

2. Afaan ati ittiin barnoota hordoftoota sagantichaatiif kennitu isa kami?

A.Afaan Oromoo B.Amaariffaa C.Lamaaniin D.Kan biro _____.

3. Mala baruu-barsiiisuu is kamitti fayyadamtee barnoota gocha irratti xiyyeeffate
Dhiheessita?

A.Kan barataa giddu-galeeffate B.Kan barsiisaa giddu galeeffate C. Lamaanuu

4.Gocha mata-duree barnoota dhiheessitu keessatti raawwatamu kamiin daree keessatt
fayyadamta?

A.Yaad-rimee B. Barreeffama C Shallaggii D. Hundumaa

5.Hirmaannaa dubartoota mana bulchaniin ol guddisuuf eenyuu wajjin
Hojjatta?

Eeyyee Lakkii

A.Jaarsolii biyyaa .

B. Abbootii amantaa.

C.Gaggeessitoota gandaa.

D.Bulchiinsa gandaa fi aanaa.

E.Qaama dhimmichi ilaallatu kan mootummaa fi

miti mootummaa.

6.Meeshaaleen barnootaa ati daree barnoota gocha irratti xiyyeeffate keessatti fayyadamtu isa
kami ?

Eeyyee

Lakkii

A.Kitaaba barnootaa.

B.Moojuloota.

C.Maanuwaalii barnoota Gochaa .

D.Filiip Chaartii.

E.Qajeelcha haala mijeessitootaa.

F.Karooora barnoota guyyaa.

G.Meeshaalee deeggarsa barnootaa.

H.Kan biro, _____

7. hirmaattotni barnoota gocha irratti xiyyeeffate hordofan meeshaalee asii gadii keessaa isa kamiin fayyadamu ? hamma dhimma itti bahu?

Eeyyee Lakkii yeroo hunda altokko-tokko homa

A.kitaaba barnootaa.

B.Qajeelfama dubbisaa.

C.Qajeelfama barreessaa.

D.Galmee qusannoo fi liqii.

F.Kan biroo _____

8. Meeshaaleen barumsaa kan buufata barnoota keessanii irratti argaman kam fa'a dha?

Eeyyee

Lakkiii

A.gabatee gurraacha.

B.Poostaroota.

C Loocalloo naannootti argamu.

D.Filip-chaartii.

E. Broosharoota.

F.Teessoo barattootaa.

G. Kan biroo _____

9.Dhiibbaa sagantaan barnoota gocha irratti xiyyeeffate dubartoota mana bulchan irratti uume mala ittiin madaaltu qabdaa? A.Eeyyee B.Lakkii

10. Deebiin kee inni gaaffii 9'ffaa "Eeyyee "yoo ta'e, fooyya'ina hirmaattotaa akkamiin madaalta?

	Eeyyee	Lakkii
A.fooya''Ina hirmaattotaa guyyaa guyyaan duukabu'uu.	<input type="checkbox"/>	<input type="checkbox"/>
B.Haala hirmaattotni agarsiisan ilaaluu.	<input type="checkbox"/>	<input type="checkbox"/>
C.Madaallii wolitti fufaa gochuu.	<input type="checkbox"/>	<input type="checkbox"/>
D.Qormaata dimishaashaa kennuufii.	<input type="checkbox"/>	<input type="checkbox"/>

11. Deebiin kee kan lakkoofsa 9'ffaa yoo"Lakkii" ta'e maaliif? Ibsi.

12.Muuxannoowwan dubartoota mana bulchan hirmaachisuuf faayida qabeessa ta'an kanaa gaditti tarreffamaniiru,Akkuma ulfaatina isaanii kennituutiin duraa duubaan naqii tartiiba qabsiisii deebisi.

_____A.Barnootni Gochaan baratamu akka toflaa hiyyummaa balleessuutti
Fudhatama.

_____B.Labsii fi seerri adda addaa barnoota gochaa deeggaru jiraachuu.

_____C. Qaama fudhatama qabuun hubannoon sammuu dubartootaa keessatti
uumamuu.

_____D.Sadarkaa adda addaa irratti dubartootni wol ijaaruu akka danda'anu
qajeelfamni godhu jiraachuu.

_____E.Hojiin ulfaataan dubartootni qaban qaama dhimmichi ilaallatuun
hubatamuufii.

_____F. Qorannoon fedhii adda addaa bakkaa fi yeroo gara garaatti gaggeeffamuu.

13. Wantootni asii gaditti tarreeffaman gufuu barnoota irraa dubartoota hambisaniidha. akka cimina isaaniitiin duraa duuba naqii tartiiba qabsiisi.

_____A.Hojii ulfaataa.

_____B. Rakkoo fayyaa.

_____ C.Hanqina yeroo.

_____ D.Hiyyummaa.

_____ E.Maatii fi abbaan manaa eeyyamu diduu.

_____ F.Hojii mana keessaa fixuuf qe'ee ooluu.

_____ G.Maatii kunuunsuu (daa'ima, dhukkubsataa fi dulloomaa).

_____ H.Dubartootni hin baranne waan ta'eef.

_____ I.Jeequmsa dubartoota fi daa'immani irratti raawwatamu.

_____ J.Carraan barnootaa hamma barbaadame diriiruu hafuu.

_____ K.Ogeessi barnoota ga'eessotaa ,leenjiftootni fi mata dureen rakkoo hiikuu

Danda'u dhabamuu.

14. Toftaalee dubatoota ittiin barsiisan kanneen asii gadiitti tarreeffaman akka duraa duuba ati naqxuutiin Tartiiba qabsiis.

_____ A.Toftaa dubartootni hin baratin baasanitti fayyadamuu.

_____ B.Mala liqii fi qusannaa Barnootichaan wolitti hidhuun barsiisuu.

_____ C.Haala xiyyeeffannaa fi fedhii dubartootaa hubachuu.

_____ D.Aadaa fi amantii dubartootaa kabajuu.

_____ E.Sagantaa barnootichaa sochii siyaasa biyyattii waliin wol simsiisuu.

_____ F.Dubartoota gara gaggeessummaatti fiduu.

_____ G.Gargaarsa addaa/Affimative action/ dubartootaaf gochuu.

15. Harcaatiin dubartootaa Kan sagantaa barnootichaa hordofanii Xiqqaadha.

A.Baay'ee sirrii dha B. Sirrii dha C. Hin murteessu D.sirrii miti E.Baay'ee sirrii miti

16. Harcaatiin yoo jiraate garee umurii kam keessa jiru irratti hammaatee mullata?

A.Waggaa20 gadi B. Waggaa21- 30 C.Waggaa 31-40 D.Waggaa 40 ol

17. Qaamni dhimmichi ilaallatu adda addaa akka dubartootiin ciminaan sagantaa barnoota gocha irratti xiyyeeffatee irratti hirmaatan dadammaqsanii jajjabeessuun gumaata godhaniiruu?

A. Eeyyee

B. Lakkii

Yaada dimishaashaa

1. Muuxannoon akka dubartootni mana bulchan sagantaa barnoota gocha irratti xiyyeeffate irratti hirmaatan gochuu keessatti isin qunname maal?

2. Gufuuwwan sagantaa barnoota gocha irratti xiyyeeffate irratti akka Dubartootni

mana bulchan itti hinhirmaanne taasisanii hojii keessatti isin rakkisan maal fa'a dha.

3. Toftaan rakkoolee hirmaannaa dubartoota mana bulchani sagantaa barnoota gocha irratti xiyyeeffate irratti qaban ittiin cabsinu maal maal fa'a?-----

APPENDIX 12
UNIVERSITII FINFINNEETTI
MANA BARUMSA EEBBA BOODAA KAN
KILLLEEJII BARNOOTAA FI QO'ANNAAMALAA
MUUMMEE SIRNA BARNOOTAA FI QO'ANNAAMFOYYAA'INSA
OGUMMA BARSIIISUMMAA
SAGANTAA BARNOOTA GA'EESSOTAA FI UMURIIGUUTUU
BAR-GAAFFII OGEESSOTA WAAJJIROOLEETIIN GUUTAMU

Kaayyoo gaafannoo kanaa

Bargaaffiin kun kan qophaahheef waa'ee qo'annaa mata duree “muuxannoo fi gufuuwwan dubartoota mana bulchan sagantaa barnoota gocha irratti xiyyeeffate keessatti hirmaachisuuf nama qunnaman, godina Jimmaa keessatti” kan jedhu irratti ragaa sassaabuun haalota jiran adda baasuu fi dhiibbaa haalawwan kun dubartoota hinbaratin hirmaachisuu irratti uumuu danda'an sakatta'anii fala kaa'uuf. Ragaan kun kan funaanamuuf muuxannoo, Rakkoolee gufachiisoo fi Toftaalee sakatta'uun hirmaannaa dubartootni hinbaratin sagantaa barnoota gocha irratti xiyyeeffate keessatti qaban ol-guddisuudha.

Ragaa kana guutuun qo'annoo gaggeeffamu kanaaf baay'ee baay'ee barbaachisaa waan ta'eef, ragaa dhugaa fi qabatamaa ta'e akka guuttan kabajaan isin gaafataa iccitiin odeeffannoo isin kennitanii haala kamiinuu nama biraatti akka hinagarsiifamne eegamaadha.

Wolumaagalatti ragaalee isin irraa barbaadamu hunda obsaan akka guuttanii xumurtan amaanaa guddaa isin irratti gatuun, tumsa gootaniif ulfaadhaa.

GALATOOMAA!

KABAJAMTOOTA ODEEFKENNTOOTAA!

Bargaaffii kana guuttanii deebisuun duratti gaaffilee dhihaatan Sirriitti dubbisuun hubadhaa.

- Maqaa keessan barreessuun barbaachisaa miti.
- Deebii ta'a jettanii Kan murteessitan, irratti maruun yookiin mallattoo “√” kaa'uun deebisaa.
- Gaaffileen tokko-tokko deebii tokkoo ol qabaachuu ni danda'u, kan deebii isiniif ta'u tokkoo ol filachuu ni dandeessu.
- Deebiiwwan filannoo” kan biroo “jedhu bakka isin qunnametti, ibsa barbaachisaa kennuu hin dagatinaa.
- Gaaffilee tartiiba qabachuu qaban akka ofii keessanii hubattanitti duraa-duuba lakkofsaa kennaafii
- Gaaffileen deebii barreeffamaa barbaadan waan jiraniif, deebii sirrii ta'e gabaabinaan barressaa.
- Barreeffamaaf iddoon duwwaan isinii kenname yoo hanqate dugda-duuba woraqaa bargaaffii kanaa fayyadamuu ni dandeessu. Garuu dugda irratti yemmuu katabdan lakkoofsa gaafichaa barreessuu hin dagatinaa.

Maaloo! Gaaffiiwwan kanaa gadii sirriitti dubbisii deebii ta'a kan jette akka ajaja asii olitti darbeen kaa'i.

ODEEFFANNOO WOLIIGALAA

Zoonii _____ Aanaa _____ Ganda _____ saala _____
Umurii _____ Sadarkaa _____ barumsaa _____ gosa _____ barumsa _____ ittiin
eebbifamte _____ Bara tajaajilaa _____

1. Maqaa waajjiraa _____
2. Gosa waajjirichaa A. Kan mootummaa B. miti mootummaa
3. Waajjirri kee miti mootummaa yoo ta'e kan asii gadii keessaa isa kami? Kan _____
A. Biyyoolessa B. Naannoo C. Amantii D. Wol-gargaarsaa
E. Kan biroo _____
4. Sadarkaan waajjirri kee hojii itti raawwatu
A. Biyyoolessa B. Zoonii C. Aanaa D. Ganda
E. Kan biroo _____

5. Marsaa fi yeroon turmaata /duration/sagantaan barnoota gocha irratti xiyyeeffatee itti fudhatu akka waajjira keetiitti hammam?

- A. Marsaa tokkoffaa yeroo _____
B. Marsaa lammaffaa Yeroo _____
C. Marsaa sadaffaa yeroo _____

6. Madda leecalloo /resources/ waajjira keetii Kan akka galii diinagdee eessaa argattu?

- A. Gargaarsa ummataa irraa
B. Kennaa biyya alaa irraa
C. Deegarsa /subsidy/ mootummaa irraa
D. Buusii miseensotaa irraa
E. Galii ofii uummate irraa
F. Bajata idilee mootummaa irraa

7. Baay'inni bajata waajjirri kee sagantaa barnoota gocha irratti xiyyeeffate gaggeessuuf qabeef % hammam?

Bulchiinsaaf /Hoji adeemsistuu/ _____ %

Baasii sagantaa barnootichaaf _____ %

8. Humni Nama waajjira keetii hammam?

Dh _____ Du _____ ID. _____

9. Humna namaa qabdan lakkoofsa 8 `ffaa irratti ibsame keessaa kan sagantaa barnoota gocha irratti xiyyeeffate irratti hojjatu hamma?

Dh_____ Du_____ ID._____

10. Haala qacaraa fi lakkoofsa haala mijeessitootaa

Haala hojjatootaa	Baay'ina
A.Hojjataa kontraataa	_____
B.Sa'aatiin kan hojjatan	_____
C.Qacaramtoota dhaabbataa	_____
D.Tajaajila tolaa	_____
E.Kan biroo	_____

11. Ulaagaan /criteria/filannoo haala mijeessitootaa akka isin ittiin filattaniin.

	Eeyyee	Lakkii
A.Ulaagaa caasaa motummaa gara oliitii gadi ergameen.	<input type="checkbox"/>	<input type="checkbox"/>
B.Qajeelfamaa fi seera miti-mootummaa irraa dhufe.	<input type="checkbox"/>	<input type="checkbox"/>
C.Iyyannoo fedhii tajaajiltoota tolaanii.	<input type="checkbox"/>	<input type="checkbox"/>
D.Firummaa fi wol-beekumsaan.	<input type="checkbox"/>	<input type="checkbox"/>
E.Kan biroo	_____	_____

12. Bu'aan waajjirri kee sagantaa barnoota gocha irratti xiyyeeffateef buuse maali?

	Eeyyee	Lakkii
A.Leenjii leenjiftoota kennuu.	<input type="checkbox"/>	<input type="checkbox"/>
B.Leenjii haala mijeessotaaf kennuu.	<input type="checkbox"/>	<input type="checkbox"/>
C.Sagantaa barnootichaa dhiheessuu/kennuu/.	<input type="checkbox"/>	<input type="checkbox"/>
D.Meeshaalee sagantichaaf ta'u dhiheessuu.	<input type="checkbox"/>	<input type="checkbox"/>
E.Kan biroo	_____	_____

18. Baay'ina dubartootaa leenjii ogummaa argatanii tarreesi

Gosa leenjii	Bara 2002	Bara 2003	Bara 2004
Hojii daldalaa			
Qonna			
Qabiinsa mana keessaa			
Ogummaa kan biro			

19. Muuxannoon dubartoota mana bulchan hirmaachisuuf faayida qabeessa ta'an kanaa gaditti tarreffamaniiru, Akkuma ulfaatina isaanii kennituutiin duraa duubaan naqii tartiiba qabsiisii deebisi.

- _____ A. Barnootni Gochaan baratamu akka toftaa hiyyummaa baleessuutti fudhatama.
- _____ B. Labsii fi seerri adda addaa barnoota gochaa deeggaru jiraachuu.
- _____ C. Qaama fudhatama qabuun hubannoon sammuu dubartootaa keessatti Uumamuu.
- _____ D. Sadarkaa adda addaa irratti dubartootni wol ijaaruu akka danda'anu qajeelfamni godhu jiraachuu.
- _____ E. Hojiin ulfaataan dubartootni qaban qaama dhimmichi ilaallatuun Hubatamuufii.
- _____ F. Qorannoon fedhii adda addaa bakkaa fi yeroo gara garaatti gaggeeffamuu

20. Wantootni asii gaditti tarreeffaman gufuu barnoota irraa dubartoota hambisaniidha. akka cimina isaaniitiin duraa duuba naqii tartiiba qabsiisi.

- _____ A. Hojii ulfaataa.
- _____ B. Rakkoo fayyaa .
- _____ C. Hanqina yeroo.
- _____ D. Hiyyummaa.
- _____ E. Maatii fi abbaan manaa eeyyamuu diduu .
- _____ F. Hojii mana keessaa fixuuf qe'ee ooluu.
- _____ G. Maatii kunuunsuu (daa'ima, dhukkubsataa fi dulloomaa).
- _____ H. Dubartootni hin baranne waan ta'eef.

- _____ I.Jeequmsa dubartoota fi daa'immani irratti raawwatamu.
- _____ J.Carraan barnootaa hamma barbaadame diriiruu hafuu.
- _____ K.Ogeessi barnoota ga'eessotaa, leenjifootni fi mata dureen rakkoo hiikuu
Danda'u dhabamuu.

21. Toftaalee dubatoota ittiin barsiisan kanneen asii gadiitti tarreeffaman akka duraa duuba ati naqxuutiin Tariiba qabsiis.

- _____ A.Toftaa dubartootni hin baratin baasanitti fayyadamuu.
- _____ B.Mala liqii fi qusannaa Barnootichaan wolitti hidhuun barsiisuu.
- _____ C.Haala xiyyeeffannaa fi fedhii dubartootaa hubachuu.
- _____ D.Aadaa fi amantii dubartootaa kabajuu.
- _____ E.Sagantaa barnootichaa sochii siyaasa biyyattii woliin wol simsiisuu.
- _____ F.Dubartoota gara gaggeessummaatti fiduu.
- _____ G.Gargaarsa addaa/Affimative action/ dubartootaaf gochuu.

YAADA DIMISHAASHAA

1. Muuxannoon akka dubartootni mana bulchan sagantaa barnoota gocha irratti xiyyeeffate irratti hirmaatan gochuu keessatti isin qunname maal?

2. Gufuuwwan sagantaa barnoota gocha irratti xiyyeeffate irratti akka Dubartootni itti hin hirmaanne taasisanii hojii keessatti isin rakkisan maal fa'a dha.

3. Toftaan rakkoollee hirmaannaa dubartootaa mana bulchaniis sagantaa barnoota gocha irratti xiyyeeffate irratti qaban ittiin cabsinu maal maal fa'a?

4. Seektaroota mootummaa isaan kamtu hojii sagantaa barnoota gocha irratti xiyyeeffate irratti qooda fudhachuun isin bira dhaabbate? Maal buusan?

APPENDIX 13

QAJEELFAMA AF-GAAFFII KAN MISSENSOTA KOREE QINDEESSITUU GANDAATIIF
DHIHAATU

ODEEFFANNOO WOLIIGALAA

Saala _____ Umurii _____ Sadarkaa barumsaa _____

Haala gaa'ila _____.

1. Atii fi maatiin kee Sagantaa barnoota gocha irratti xiyyeeffateef hiika maal jedhu kennituuf?
2. Yeroo ammaa kana hirmaannaan dubartootni sagantaa barnootichaa keessatti godhaa jiranu akka ganda keessaniiti maal fakkaata?
3. Sagantaan barnoota gocha irratti xiyyeeffatee jiruu fi jireenyaa ofii foyyeessuuf akka barbaachisu hubannaan akka ganda keessaniitti uumamaa jiru ni jiraa?
4. Gaheen ati dubartoota gara sagantaa barnootichaatti hirmaachisuuf gumaachite maal?
5. Hirmaannaan dubartootaa guddina biyyaa keessatti buutee hammam qaba?
6. Akka ganda keessaniiti wontootni hirmaannaa sagantaa barnootichaa keessatti dubartoota irratti gufuu ta'u maal maal fa'a dha?
7. Tarkaanfiin hirmaannaa dubartoota akka sagantichatti hammataman ol-guddisuuf fudhatamuu qabu maal maal fa'a dha?

APPENDIX 14

QAJEELFAMA AF-GAAFFII KAN OGEESSOTA WAAJJIRAATII DHIHAATU

ODEEFFANNOO WOLIIGALAA

Saala _____ Umurii _____ Sadarkaa barumsaa _____

Haala gaa'ilaal _____

Itti gaafatamummaa amma qaban _____

1. Sagantaa barnoota gocha irratti xiyyeeffatee akkamitti hubattu?
2. Gaheen waajjirri keessan hirmaannaa dubartoota sagantaa barnoota gocha irratti xiyyeeffate keessatti qaban ol guddisuuf taphate sadarkaa aanaa kanaatti maal fakkaata?
3. Haala mijeessitootni gahumsa qaban sadarkaa aanaa keessaniitti jiruu?
4. Akka aanaa kanaatti karoorri sagantaa barnoota gocha irratti xiyyeeffatee akkamitti qophaaha?
5. Sochiin dubartoota sagantaa barnoota gochaanii keessatti akka hirmaatan dadammaqsuu fi kakaasuu akka Aanaa kanaatti ni jiraa?
6. Qorannoo waa'ee baay'ina namoota hin baratin hafanii keesumaammoo dubartoota irratti gochuuf qophiin godhamaa jiru ni jiraa?
7. Dubartoota sagantaa barnoota gocha irratti xiyyeeffatee keessatti yemmuu hirmaachifan rakkoon qabatamaan isin mudate maal fa'a dha?