



COLLEGE OF EDUCATION AND BEHAVIORAL STUDIES
DEPARTEMENT OF CURRICULUM AND INSTRUCTION
ADULT EDUCATION AND COMMUNITY DEVELOPMENT UNIT

**Participation of Gumuz Women in Integrated Functional Adult Literacy: The
Case of Mandura Woreda**

BY: TAMIRAT ASSEFA

June, 2018
Addis Ababa, Ethiopia

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**A Thesis Submitted to the College of Education and Behaavioral Studies
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**PARTICIPATION OF GUMUZ WOMEN IN INTEGRATED FUNCTIONAL ADULT
LITERACY: THE CASE OF MANDURA WOREDA**

I (Tamirat Assefa) declared that this thesis entitled with “*Participation of Gumuz Women in Integrated Functional Adult Literacy: The Case of Mandura Woreda, Metekel Zone, Benishangul Gumuz Regional state*” is my original work and has not been presented for a degree in any other universities, and that all sources of material used for the thesis have been duly acknowledge.”

Declared by:

Tamirat Assefa

Name of the Researcher

Signature

Date

Signed Approval Sheet by the Board of Examiners

Advisor

Signature

Date

Internal Examiner

Signature

Date

External Examiner

Signature

Date

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Acronomys

ASPBAE	Asian South Pacific Bureau of Adult Education
BGNRS	Benishangul Gumuz National Regional State
BGREB	Benishangul Gumuz Region Education Bureau
BOFED	Finance of Economic and Development Bearu
CLC	Community Learning Centers
CSA	Central statistical Agency
DA	Development Agent
EC	Ethiopian Calendar
EFA	Education For All
EMIS	Education Management Information System
ESDP	Education Sector Development Program
FAL	Functional Adult Literacy
FGD	Focus Group Discussion
HEW	Health Extension worker
HTP	Harmful Traditional Practice
IFAE	Integrated Functional Adult Education
IFAL	Integrated Functional Adult Literacy
MLWDA	Mujejeguwa Locka Women Development Association
MoE	Ministry of Education

MoFED	Ministry of Finance and Economic Development
MWEO	Mandura Woreda Education Office
NGO	Non Governmental Organization
OECD	Organization for Economic Cooperation and Development
PASDEP	Program for Accelerated Sustainable Development to End Poverty
SAIDE	South Africa Institute for Distance Education
UN	United Nations
UNESCO	United Nations Educational Scientific and Cultural Organization

Abstract

The purpose of this study was to assess the participation of Gumuz women in Integrated Functional Adult Literacy in Mandura Woreda. Descriptive survey research design was employed; both quantitative and qualitative data were gathered through questionnaire, interviews and focus group discussion. The IFAL centers were selected using stratified random sampling. The facilitators and Gumuz women learners were selected using simple random sampling techniques. The IFAL coordinators, school cluster supervisors and FGD members are selected purposively. The questionnaires were filled by 122 Gumuz adult women learners and 28 facilitators. In addition, Six (6) IFAL program coordinators and two school cluster supervisors were interviewed and 14 FGD participants were employed. Data were analyzed using descriptive statistics. The result of the study indicated that Gumuz women's participation was mainly a result of outside pressure rather than their own interest, lack of encouragement from the concerned local government, the enrolment of women was low, the rate of dropout was high and completion rate of the program was low. Based on this result, the study recommended that serious attention has to be given to employ various planned community awareness programs and allocating adequate budget to promote better Gumuz women education and providing of adequate facilities to the IFAL centers so as to improve Gumuz women education and overall effectiveness of the IFAL program in Mandura Wereda, Metekel Zone, Benishangul Region are among measures to be taken.

Key words: Integrated Functional Adult Education, Gumuz women learning, Benishangul Gumuz

CHAPTER ONE

INTRODUCTION

This chapter provides a background to the study, states the problem statement, objectives and the research questions. The scope & limitations, significance of the study and operational definitions of terms are also presented. Finally, it points out an overview of the chapters included in the thesis.

1.1. Background of the Study

Education is playing a dominant role as an instrument for large-scale achievement and revolution in all spheres of human endeavor (Rani, 2010). Specifically, purposeful education enables an individual to understand and study real life situations and develop confidence as well as provide a strong base for rational value-oriented and nation-building progress (Ololube & Egbezor, 2012). For instance, Education is the base for economic, social and political development and it has both individual and social benefits. It helps people to acquire knowledge and skills. In relation to this, the Ethiopian Ministry of Education (2008) stated that education is a key instrument for development.

Adult education is a means through which social as well as economic development can be achieved. It plays a vital role in the full dimension of development of a country. The National Adult Education Strategy of Ethiopia considers adult education, as a means of accelerating development and ending poverty thereby contributing to Ethiopia's Program for Accelerated Sustainable Development to End Poverty (PASDEP) by enhancing human resource capacity (MoE, 2006). In this strategy, it was also noted that particularly in developing countries like Ethiopia, adult education helps people to alleviate poverty by encouraging lower fertility, better health and nutrition and by increasing their productivity through technology and other methods of production.

Functional adult literacy is a flexible and adaptable system that allows adults to meet the real life of essential learning needs within the broad conceptual framework of a lifelong learning system. It is one of the types of education system which is designed in a cost-effective way and used for remedial purposes where formal education has been 'unable' to educate adult citizens, and 'illiteracy' is a problem (Manda, 2009). Thus, this program of mass education is closely related

with the ability to read, write and compete for informed and organized competence meant to aid the development of active citizenship, improved health and livelihood literacy skills. It provides basic skills and socially relevant knowledge with the stimulation of critical awareness of inequalities and harmful practices in the social, cultural, economic and physical environment (UNESCO, 2009). Moreover, (Chaudhry & Raman, 2009) stated its importance as; functional adult literacy is a determinant factor of human development which ensures the key to sustainable development with peace and stability of certain countries.

Integrated functional adult literacy (IFAL) is one of the ways of literacy programs through which adults' education is directly linked with the livelihood of the society. It is a program designed to help adults to solve their daily life problems. In addition to this, Lind (2008) stated literacy as follows: Mastering literacy is essential for living in a modern society, just as a literate population is essential for a country to compete in a globalized world. Literacy is a human right which must be given also key to achieve much poverty reduction, enhance political participation, of the poor, and empowerment of women or sensation of environmental issues.

In the effort of achieving sustainable development, participation of illiterate adult women in functional adult literacy is vital. However, they are not being involved in this education sector at large. Besides, different international conferences encourage participation of women in the education sector so as to eradicate the hindrances for women's participation. For instance, in the first United Nations (UN) Conference on Women and Development in Mexico in 1975, female education was given priority of the international development agencies including the World Bank and the United Nations agencies. Again, United Nations conference in Beijing between official delegations and non-governmental organization (NGOs) representatives was held to address the serious problems associated with female education (Bhandari & Smith, 1997).

Education of women plays a vital role in the overall development of a country (Teshome, 2006). Many studies have demonstrated the benefit of women literacy and education for a country's overall advancement. Education and Women's empowerment is a pathway for achieving all of the sustainable development goals (UNESCO, 2014). For instance, Sullerot (1974) wrote, "Without female education progress can be transmitted to each generation either not at all or very slowly, since it cannot be passed on in the home" Similarly; Ballara (1992) indicated the importance of educating women for wellbeing of the family since they play a significant role as educators of future generation, fulfill economic functions, moreover, have fundamental

importance in enhancing, their role and active participation in environmental protection and the conservation of natural resources.

In addition, Women's literacy has intrinsic value, building confidence and self-reliance (Chisholm and Hasan, 2009). Women's literacy also has instrumental value. Maternal literacy, for example, correlates with better health outcomes for women and their children, reduced child mortality, greater enrolment of children in school, and reduced poverty at the family and household level (UNESCO, 2006). Similarly, literacy is critical for empowering women. Literate women become more effective agents, able to improve both their own well-being and their family's well-fare. These empowering effects of women's literacy are manifested in a variety of ways, including increased income-earning potential, ability to bargain for resources within the household, decision making autonomy, control over their own fertility, and participation in public (Yordanos, 2014).

Furthermore, the positive effects of female literacy on earnings, gender equality and enhanced status in the family are well recognized. In addition, educated women are less likely to enter into early marriage or early motherhood or contract HIV/AIDS and other communicable diseases. Mothers who are literate are better able to understand health education and child-developmental materials that directly impact the lives of their children. (MoE, 2015b)

1.2. Statement of the Problem

The development of science and technology made the world much sophisticated, however, complicated to live in for the illiterates and unskilled. Hence, education is the major tool for social, economic, cultural and political development. In this regard, employing both formal and non-formal approaches is highly relevant to access education for out of school segment of the population. That is why The National Adult Education Strategy implemented through ESDP IV put a special policy focus on Integrated Functional Adult Education (IFAE). The two-year IFAE program for 15–60 year-olds provides mother tongue reading, writing and arithmetic skills development integrated with practical knowledge and skills. It is designed to make use of inputs from other development workers (agriculture, health, etc.) and builds on indigenous knowledge. It seeks to link numeracy and literacy skills to livelihoods and skills training in agriculture (including off-farm activities), health, civic and cultural education and requires delivery by various governmental and non-governmental service providers (MoE,2015b).

The Ethiopian government clearly stated the deceive role of educating adults as: a literate population is a precondition for any nation to become competitive within a global economy and without a significant increase in adult literacy rates, Ethiopia will not be able to achieve a middle level income status within the timeframe it has set itself (EFA, 2015). Moreover, the right to education emanates from the Ethiopian constitution which explained the right of citizens to get social services including education and one of the bases for the new education policy was equity. Yet, in spite of these concerted efforts, the rate of adult illiteracy in the country remains alarmingly high, particularly among adult women.

The number of illiterate adults was very much elevated and requires a massive effort for the government to achieve its goals. According to the (CSA.2012), there were around 20.4 million illiterate adults in the country. Moreover, current government statistical figures of Ministry Education annual abstract 2008 E.C indicated that 54% of adults in the IF AE program attended the adult literacy (IF AE) classes were male, the rest 45% were females. The Ministry of Education planned in ESDP IV to reduce this number by 95% at the end the plan period. This planned target was not successfully achieved, though significant progress was made towards minimizing the illiteracy rate. Out of the 20.4 million illiterate adults around 12 million 58.8% adults were able to write, read and perform simple arithmetic computation through participating in IF AE program during the ESDP IV period. This indicates the need for strong effort and coordination at all levels to make the remaining around 8 million 41.2% illiterate adults to become literate within the ESDP V plan period.

Achieving EFA goals was difficult specially in educating adult women. The Global educational participation trend analysis shows there is still a huge gap between the commitments made at Dakar in 2000 and the rate of progress made by various countries towards EFA Goals since then.

Besides, researches related to factors affecting participation of women in adult literacy showed that participation of women in adult literacy program has faced different factors in the context of different areas from developing countries. A survey study done in Kenya, adult women could not attend in the program. The finding of the study showed that marital status, work load and family perception were factors affecting participation of women in adult literacy centers (Mualuka et al., 2009). In addition, study conducted by Manda (2009), in Zambia revealed that age, marital status, class schedule, class room environment, work load, perception of family and perception regarding the value of education in general affect participation of women in adult literacy centers.

According to national report of (EFA, 2010) in Ethiopia, as per the 2007 National Population and Housing Census, there were 36,528,543 adults between ages 15-55. The number of illiterates also indicates that women are more illiterate than men in the country. A study, by MoFED and the Central Statistics Agency report, in 2012, indicated that the illiterate share 53.5% in the population of 15-60 year olds (40.4% of males and 65.5% of females). This is equivalent to 7.4 million males and 13.1 million females, respectively. During the years (2010/11- 2013/14) 10 million adults participated in the program, and 42% of them were women. Moreover, this figure shows how many adult participants complete the one year program and achieved only basic literacy. Only 3.5 million (3.5%) adult completed the two years IFAE program and are now considered functionally literate which show a small completion rate.

There are setbacks in achieving IFAE in Benishangul Gumuz region in terms of access to the illiterate adults and completion rate of the program. According to data from EFA National Report (2015) 17,412 (29.6%) of adult illiterates completed the two year program from 58,809 adults registered in (2010/11-2013/14) which indicates a very low performance in the region. According to data from CSA(2007) the number of illiterate adults in the region was 564,700 of which 280,644(56.1%) were female and from 2003-2007 it was planned to literate 60,000 adults but the performance indicate 41,165 which was 68.6% of the plan. This reveals low achievement in the literacy program.

This is the indication of the low performance of women's participation in IFAL program in the region. Hence, there are no studies conducted to assess the participation of Gumuz women in IFAL program in the region and the specific study area, Mandura Woreda. A study by Kifle (2016) focused on literacy and numeracy skills of learners and teachers capability in the region. There are no studies conducted to find out the IFAL program implementation in the region focusing on Gumuz women's participation. Therefore, this study is intended to assess the participation of Gumuz women in Integrated Functional Adult Literacy in Mandura Woreda, Benishangule Gumuz region.

1.3. Research Questions

The following leading questions were formulated in the study:

- ✓ How was the implementation of the IFAL program in terms of Gumuz women participation?

- ✓ What are the benefits Gumuz women got from IFAL participation?
- ✓ What challenges hinder the Gumuz women to participate in the IFAL program?
- ✓ What possible measures should be taken to tackle the challenges which faced the Gumuz women to participate in IFAL program in Mandura woreda?

1.4. Objectives of the Study

The general and specific objectives were formulated as follows.

1.4.1. General Objective

The general objective of the study is to assess the participation of Gumuz women in Integrated Functional Adult Literacy in Mandura Woreda.

1.4.2. Specific Objectives

This study specifically attempts to:

- ✓ Assess the implementation of the IFAL program in terms of Gumuz women participation.
- ✓ Point out the benefits Gumuz women got from participating in the IFAL program.
- ✓ Point out the challenges which hinder the Gumuz women to participate in the IFAL program.
- ✓ Suggest possible measures to solve the existing challenges which hinder the Participation of Gumuz women in the IFAL program in Mandura Woreda.

1.5. Significance of the Study

The findings of the study will have the following importance for the concerned parties:

The study could provide information to woreda and zone administration leaders about their status in IFAL performance, specifically in Gumuz adult women and identify their gap in managing the program. Moreover, it helps them to design solutions so as to minimize they encountered in achieving the goals of the program. Besides, it could serve as an insight for the modification of IFAL strategies, and policies for further improvement of management regarding IFAL based on the findings and suggestions. Moreover, it will serve as a springboard for researchers who want are motivated in conducting further studies on IFAL program in the region.

1.6. Delimitation of the Study

Since IFAL program is a broad area; it is very difficult to study all aspects about it. As a result, in order to make the study manageable, the study is delimited to assess the participation of Gumuz women in the IFAL program. Besides, among the seven Woredas (districts) found in Metekel zone, the study is confine to study to one district, namely Mandura.

1.7. Limitations of the Study

It is clear that a research work may not be totally free from limitation. Besides, unwillingness of a few respondents to fill in the questionnaire and return back on time; the shortage of time to collect the data were the constraints which encountered the researcher. However, by appointing the respondents and going to the area repeatedly the researcher collected the data.

1.8. Operational Definitions of Key Terms

Adult Literacy Program: is the program where the process of adult education taking place to successfully learn the skills of reading, writing and numeracy.

Adults- The National and Regional Adult Strategy Document defined adult learner is a person who is 15 years old and above (MoE, 2008; ARSEB, 2011).

FAL: is the former approach of functional adult literacy where there is no integration among the activities.

IFAL: Is an approach that begins with the daily life and experiences of adults and enables them to successfully learn the skills of reading, writing and numeracy, and encourages them to voluntarily participate in learning. It helps them acquire innovative ways of doing and producing things, and equips them with the basic knowledge, skills and values which are necessary for improved health and socio-economic conditions of adults.

IFAL Facilitators: are those who facilitate IFAL learning at the center where the program takes place or trainers who facilitate the learning program of the adult learners.

IFAL Coordinators: are those bodies that are responsible for IFAL learning program implementation at Woreda level.

Supervisors: Are those professionals who provide professional supports to the facilitators and the learners.

Woreda/district: The lower administrative hierarchy next to zone in Ethiopia.

Participation- refers to the involvement of Gumuz women in adult learning programme. In the learning context, participation is viewed as an act of taking part or having a share in a learning process. In this study, participation represents adult Gumuz women's involvement in integrated functional adult literacy centers after they registered.

Gumuz: One of the ethnic groups of Benishangul Gumuz Regional state.

Center facilitator: are those facilitators who worked full time facilitation in IFAL learning program at the center.

1.9. Structure of the Thesis

This study is organized into five chapters. The first chapter will present the introduction which includes: background of the study, statement of the problem, objectives, research questions, significance, scope and limitation of the study. Chapter two deals with literature review to enable readers to have comprehensive concept on theoretical, empirical review of related literature and research gap, Chapter three outlines the research methodology, with its rational, instruments and methods used to collect data, data sources, collection techniques and data presentation and analysis techniques in the research. Chapter four deals with data presentation, analysis and interpretation and discusses contents of data, the profile of respondents, and analysis of the findings. Finally, chapter five presents findings of the study, conclusions and possible recommendations.

CHAPTER TWO

REVIEW OF RELATED LITERATURE

2.1. Introduction

The purpose of the research was to assess the participation of Gumuz women in IFAL program in Mandura woreda, Metekel Zone, Benisangul Gumuz region. The contents are organized in topics so as to have the required review of related literature applied in conducting the research was developed and the research gap is indicated lastly. The sections included are concepts of adult literacy, FAL and IFAL, trends of FAL/IFAL in Ethiopia, the implementation of IFAL program, approaches of teaching and learning literacy, the needs, motivation and characteristics and assessment of adult learners, women enrolment and dropout from IFAL program, Importance and benefits of IFAL for adult women, empowerment of economic, political and social dimensions, challenges that affect women participation in IFAL program and solutions to reduce the challenges of women participation in the IFAL Program

2.2. Concepts of Adult Literacy

There is no standard definition exists about literacy. The definition of literacy has been the object of much debate. Thus, different writers and organizations define the concept of literacy in to different aspects. Keefe and Copeland (2011) define the concept of literacy set of five core definitional principles for literacy. These include:(1) “ all people are capable of acquiring literacy,(2) literacy is a human right and is a fundamental part of the human experience,(3) literacy is not a trait that resides solely in the individual person. It requires and creates a connection (relationship) with others, (4), literacy includes communication, contact, and the expectation that interaction is possible for all individuals; literacy has the potential to lead to empowerment,(5), literacy is the collective responsibility of every individual in the community; that is, to develop meaning making with all human modes of communication to transmit and receive information.” This definition of literacy elaborated in to different forms and has a multi-dimensional and inter-disciplinary concept.

Literacy is traditionally meant as the ability to read, write, and use arithmetic (Merriam-Webster). The modern term's meaning has been expanded to include the ability to use language,

numbers, images, computers, and other basic means to understand, communicate, gain useful knowledge and use the dominant symbol systems of a culture (UNESCO,2006). The concept of literacy is expanding in OECD countries to include skills to access knowledge through technology and ability to assess complex contexts. A person who travels and resides in a foreign country but is unable to read or write in the language of the host country would also be regarded by the locals as being illiterate.

The United Nations Educational, Scientific and Cultural Organization (UNESCO,2001) defines literacy as the ability to identify, understand, interpret, create, communicate and compute, using printed and written materials associated with varying contexts. Literacy involves a continuum of learning in enabling individuals to achieve their goals, to develop their knowledge and potential, and to participate fully in their community and wider society. (UNESCO, 2004).

Finally the notion of plurality of literacy (UNESCO,2004) was advanced stress the social dimensions of literacy is seen as comprising diverse practices imbedded in socio economic, political, cultural and linguistic contexts acquired in school and outside of school . It is also involves family and community contexts, the media various forms of technology, skills for further learning and the world of work and life in general.

Literacy is about that the acquisition and use of reading, writing and numeracy skills and thereby the development of active citizenship, improved health and livelihood, and gender equality. The goal of literacy program should reflect this understanding (global campaign for education 2005).

This definition stresses two elements: - skills (reading, writing and numeracy) and different areas of social life where literacy skills are actualized. In addition, the definition wants to explain that literacy skills and their use are inextricably intertwined.

2.3. Functional Adult Literacy and Integrated Functional Adult Literacy

2.3.1 Functional Adult Literacy

It refers to the meaningful acquisition, development and use of reading, writing and numeracy skills plus other basic knowledge and skills required by a person in everyday life as a tool for self expression, information, communication, income generation and civic participation as a means to

improve one's life and contribute to family, community and national transformation and development (MoE,2011a).

Furthermore, a relative concept definition of Functional Adult Literacy: Now it has come to have three elements:

- *Literacy* referring to reading, writing and arithmetic skills put to use;
- *Functional* dealing with economic skills taught within the context of income generating activities;
- *Awareness/empowerment* referring to awareness creation about participants' social, cultural and political life (Bhola 1994; Fordham et al 1995).

As an approach to literacy education, FAL in Ethiopia is now being understood (a) as the practice of reading, writing, and arithmetic put to some use; (b) the acquisition of these skills to learn practical knowledge and skills useful for other aspects of life, such as agriculture, health, civic education, cultural education and so on; and (c) the third element, often attracting less attention, is the active participation of the learner which leads to empowerment and programme sustainability.

2.3.2. Integrated Functional Adult Literacy

It is an approach that begins with the daily life and experiences of adults and enables them to successfully learn the skills of reading, writing and numeracy, and encourages them to voluntarily participate in learning. It helps them acquire innovative ways of doing and producing things, and equips them with the basic knowledge, skills and values which are necessary for improved health and socio-economic conditions of adults (MoE, 2011b). Teaching literacy is to be accompanied by learning technical knowledge like in agriculture, health, and income generating activities to facilitate the process of achieving a “fuller participation of adults in economic and civic life” (Hutton, 1992, p. 33).

Integrated functional adult literacy links literacy and livelihood elements. It is a practical approach that provides skill on reading, writing and counting linked with practical knowledge and skill. It is a process of correlation development purposes with educational program and inputs. In this regard, Samuel Asnake (2007) states the importance of two fold integration. At community level, the program must integrate basic literacy, life skill and income generating

activities. At the same time, the program must integrate itself in to the wider poverty reduction and sustainable development strategies in systematic way.

2.4. Trends of functional adult literacy/IFAL in Ethiopia

Prior to opening of modern education, the concept of literacy were first emerged in Ethiopia from the hands of the Orthodox Church and the mosque. The main purpose of church and Islamic Quranic education was the preparation of boys for serving churches, monasteries and mosques and other religious functionaries (Margareta & Rolf Sjostrom, 1983; Ahemed et al., 2001).

Although modern education was opened during the reign of Menelik II in 1908, it was accessible to a handful of elites (Ambesie, nd). However, historically, the foundation of adult education was laid in Ethiopia, and thereafter literacy campaigns continued to be the focus of the imperial government, Emperor Haile Silasie I (Molla, 2008). In terms of objective, the pre-1974 literacy initiatives had been limited to acquisition of simple skills of reading and writing, and later, to acquisition of functional skills-all of which were not actually successful due to critical literacy, which takes the liberation of adults at its core, is not part of the adult literacy agenda of the time (Ambessie, nd).

On the demise of the Imperial rule in 1974, the military government continued its efforts to eradicate illiteracy in the country. The most famous of these initiatives was the “National Literacy Campaign” which was the most extensive program ever (Molla, 2008). According to Ambessie (nd) and Molla (2008) mentioned three major positive efforts of the literacy campaign. These were includes: the literacy program was reported to have reached over 22 million ‘illiterate’ Ethiopians; it raised the expectations of millions of people for formal education; and about 15 local languages were used as media of literacy for the first time.

Although the literacy initiatives were used to indoctrinate and to create a submissive mass that accepted the military dictatorship, the critical emancipator role of literacy, as propagated functional literacy by Paulo Freire, had not been acceptable to the designers of the Ethiopian literacy campaigns of the period (Ambessie, nd).

With dawn fall of the military regime in 1991, emphasis has been given to resolve the problems of centralism and top-down prescriptions, particularly in basic education curricula development and implementation as well as gender issues consider in the educational policy. The transitional

government of Ethiopia has issued a new education and training policy in 1994. The education policy assumes to materialize the objectives and satisfy the countries needed for skilled human power through the improvement various modalities of formal education. The formal sub-sector comprises academic and technical training beginning from kindergarten up to the territory level while the non formal sub sector covers a range of basic education and training targeted at the adults and out of school children and dropouts (MoE, 1994).

To put into action the new policy, the government launched a 20 years education sector development program (ESDP) within the framework of the policy in four phases. The sector development program started its first phase in 1997. One of the seven objectives of the functional adult literacy program was to fighting illiteracy in the country. Accordingly, functional literacy and livelihood skills training to adults has been one of the strategies to the sector development program (Molla, 2008).

The target group is illiterate adults who need basic education and training, and the content ranges from literacy and numeracy to environment education. The functional adult literacy program aims to empower adult members of the society to actively take part in the national development and poverty reduction strategies such as basic literacy skills, agricultural training, income generating activities, basic health, gender inequality (MoE, 2008).

Towards meeting this goal, a general strategic guideline was needed and the country has introduced its first national adult education strategy in 2006. The strategy is said to be a concrete guideline to implement targets set in the Plan for Accelerated and Sustainable Development to End Poverty (PASDEP) and ESDP III towards providing functional literacy and livelihood skills training to millions of adults with special emphasis for ‘women’ (Molla, 2008). To this end, government should provide the necessary, infrastructure for life to be meaningful in the rural areas and collaborated with non-governmental organization in order to meet the transformation plan of the government and Millennium Development Goals of 2015.

To conclude that in ESDPIII, Functional Adult literacy Programme in the Federal Democratic Republic of Ethiopia is intended to link the acquisition of literacy and numeracy with development education. In the process of learning to read and write, the learner is enabled to acquire information on such subjects as agriculture, income generating activities, health, family planning and gender equality which would help families to improve their standards of living

(MOE, 2008). In relation to this in ESDP IV, Integrated Functional Adult literacy programme develop an approach that begins with the daily life and experiences of adults and enables them to successfully learn the skills of reading, writing and numeracy, and encourages them to voluntarily participate in learning. It helps them acquire innovative ways of doing and producing things, and equips them with the basic knowledge, skills and values which are necessary for improved health and socio-economic conditions of adults (MoE, 2011b).

2.5. The Implementation of IFAL Program

2.5. 1. Planning of Integrated Functional Adult Literacy Program

It is better to define the word planning before seeing the planning of IFAL program the word planning has different meaning according to its context .Different scholars define it in different ways. It can be defined as a skill of arranging or organizing activities, resources and facilitate for conducting a specific program of educational activities. Planning is the function that determines in advance what should be done. It is looking ahead and preparing for the future. It is a process of deciding the business objectives and charting out the methods of attaining those objectives. In other words, it is the determination of what is to be done, how and where it is to be done, who is to do it and how results are to be evaluated. It is a continuous effort of deciding what needs to be done by eliminating the less important work and focusing on the more important ones (Gboku & Lekoko, 2007)

The planning of IFAL program includes enhancing people's commitment to those programs, increase coverage by expanding them establishing a sustainable net working and effective monitoring and evaluating system as well as creating partnership Plunket and Attone (1986) according to a report tour to Uganda 2002 planning follows a bottom up and participatory approach with the involvement of all stakeholders including IFAL learners .Generally, planning with people for their own sake is important to ensure greater participation and commitment for a defined goal.

2.5.2. Management of Integrated Functional Adult Literacy

Management is the art and science of achieving goals through people. Management differs from administration, which is more concerned with carrying out tasks than it is with working with people (Langerman and Smith, 1979). There is enough disagreement among management writers

on the classification of managerial functions. Different authors offering different names for the functions of management. A common list for adult continuing education would include planning, organizing, staffing, leading and controlling (Langerman and Smith, 1979). Newman and summer recognize only four functions, namely, organizing, planning, leading and controlling. Fayol, (1929) identifies five functions of management, planning, organizing, commanding, coordinating and controlling. For our purpose, the following four as the functions of a manager: planning, organizing, directing and controlling. In the management of integrated functional adult literacy program different stake holders participate in the process of planning, organizing, directing and controlling activities. Management of these programs is joint responsibility of different stake holders. These include the project staff, the community, the government bodies, civil service organization, NGO, coordinators, IFAL learners and the community to involve actively in program decision process. Concerning adult education management in Ethiopia ,it was stated that realizing the importance of coordination ,a national adult education management body was established at federal level with membership of different, relevant ministries including agricultural and rural development ,health, women’s affairs, youth and sports ,labor and social affairs (MoE,2010a).

2.5.3. Organization of Integrated Functional Adult Literacy

Integrated functional adult literacy is organized in different bodies that have different roles in it. These include: community, facilitators, IFAL coordinators, supervisors, learners, PTA, and other stakeholders’. These bodies have their own duties and responsibilities in relation to it Plunked and Attone (1986) described it as a management function is concerned with assembling the resource necessary to achieve the organizations objectives and establishing the activity authority relationships of the organization.

2.5.4. Monitoring and Evaluation Adult Literacy

Monitoring lays foundation to evaluation. This is because monitoring enables people to collect information in order to conduct evaluation. Monitoring and evaluation are used as an instrument to increase the progress of the beneficiaries in the program and improve the quality of education system. In relation to the importance of monitoring, it was expressed that continuous monitoring of learners’ academic progress is very essential in order to increase academic performance and give better assistance. Monitoring is not the concern of one body, but it is the responsibility of different bodies who participate in the management system. Evaluation is the process of checking

whether the desired objectives are met or not. It gives feedback, based on the result of evaluation if the objectives are not met as planned, amendments will be done. Caffarella (2002) defined it as program evaluation is most often defined as a process used to determine whether the design and delivery of a program were effective and whether the purposed out comes was met. Generally, evaluation is very essential in order to get information about the weaknesses and strengths of the activities which are performed.

2.6. Approaches to Teaching and Learning Literacy

Literacy approaches refer to the model of planning and implementation of literacy tasks. The approaches adopted arise from the objectives of the programs. They help to choose the contents and methods to fit the aims. Some of the most important issues/questions to be considered for a literacy approach (Strategy) according to Johnston and Lind (1990) are the priority aims; groups should be included; the scale of the program, in the number of participants and period of time; motivation to be created; the framework of the organization, supervision, and the likes. Supporting this idea Lind (2008) stated three common approaches to teaching adult literacy. These include: the social awareness raising approaches, the development-oriented approach and the formal education approach.

2.6.1. Social Awareness or Liberation Approach

Social awareness approaches have been adopted mainly by NGO and Popular movements inspired by Freirean conscientization literacy perspectives. They have explicit political and social objectives. Literacy is seen as a tool for social transformation and empowering people to participate in democratic process. The objective is to overcome operation.

2.6.2. Development Oriented or Functional Approach

Development-oriented approaches refer to the inclusion of development oriented program components or learning contents about health practices, agriculture, marketing environmental issues and other livelihood skills. Integrated approaches to literacy have tried to respond to the concern of poor people wanting to break out poverty and learn how to improve their livelihoods. These approaches begin with either livelihood or literacy training and then add the other components. The practices of linking literacy to other functional or development-oriented skills are mixed. The two more common ways relating to these are: first to run literacy and income

generating activities in parallel but separately; or second, to run literacy activities first, followed by income, generation activities (Oxenham et al., 2002).

2.6.3. Formal Education or Continuing Adult Education Approach

Most adult literacy programs seem to be labeled as non-formal without linking to formal or continuing education. Frequently, this is pointed out as a weakness by researchers, Policy-makers, educators and learners themselves. Several studies, for example from South Africa and Namibia, Papen (2005) have shown that many adult literacy learners are happy with or prefer, a formal school-like approaches with textbooks, exams and certificates, with textbooks, as compared to a non-formal community oriented approach without textbooks or certificates. There is clearly a demand for bringing and leaders to formal paths of continuing education for adults who have been through non-formal literacy programs. Very little progress has been made on this. None of these approaches are complete or exclusive. They focus on different aspects and there certainly exist mixtures and variations of these approaches. All literacy programs do not necessarily fit into these categories and some can be fitted into one while they are clearly influenced in certain aspects (Johnston and Lind, 1990). One can understand from the above emphasis of different approach, using these approaches is situational where the condition in which the program is implemented directs us to choose the appropriate approach. So, it is possible to say none of these approaches are good enough by themselves.

2.7. The Needs, Motivation, Characteristics and Assessment of Adult Learners

2.7.1 The Needs of Adult Learners

Adult learners can learn when they have strong desire to learn the knowledge and skill required are related to their objectives, when they are active participant in the teaching learning situation and when they receive personal satisfaction from what they have learnt. Many adult educators tried to address the question of what adult learners want to learn. In this regard, SAIDE (2000) described about what adult learners want to learn as adult learners need opportunities to study as a level and pace that suit their individual abilities and need to study part-time while working. They need education that addresses their daily needs and their interests. They need opportunities to gain credits for their learning and to build on these credit over time. Adult learners' continuing motivation to study is often greatly influenced by their success in the course they are studying. Adults also have often accumulated a wide range of experience linked to the subjects they want

to study formally, but they have not actually gained this knowledge formally. Generally, since adults differ in their background knowledge, skills and experience, they have different needs. Some of the common needs of adult learners can be: adults want to learn communication skills; adults want to learn new skills and wisdom that enables them to improve their daily lives; Adults wants to learn skills and knowledge which are accepted by the community and can bring about mental growth and efficiency in moral and skill development, etc. Concerning to the needs of adult learners, Fasokun et al. (2005) described that facilitators should know the target audience's interests, attitudes, perceptions, self-concepts and beliefs. They should understand and appreciate why adults enroll in educational programs. Dialogue can be used to identify the needs of adult learners and the life events that promoted the needs. Witkin (1984, P.9) conclude that, "In the context of need assessment ...the term need is properly used only as a noun with the denotation of a discrepancy or gap between some desired or acceptable conditions or state of affairs and the actual or observed or perceived condition or state of affairs."

2.7.2. Motivation of Adult Learners

Motivation can be defined a force that initiates and directs behavior. It refers to anything that can cause people to behave as they do. It is the activation and energization of goal oriented behavior. Motivation can be categorized into two types. They are intrinsic and extrinsic motivation. Intrinsic motivation is a kind of motivation that comes from inside an individual, but extrinsic motivation comes from outside an individual. It could be rewards or incentives that an individual receives. Concerning to this, English (2005) stated about the two major types of motivation that intrinsic or internal motivation is a drive or force that comes from inside individuals. Motivation plays a significant role for learning to occur. Adults are motivated to learn when their lessons' objectives are related to their needs. This is because human behavior is goal oriented. Even though both internal and external motivations are used for adults, internal motivation is more valuable than external motivation. Regarding to the value of motivation, Knowles (1998) clearly stated as while adults are responsive to some external motivators (better jobs, promotions, higher salaries and the like), the most potent motivators are internal pressures (destine for increased job satisfaction, self esteem, quality of life and the like).

Here it is clear that internal motivation is more useful than external motivation. As a result, adult's curricular designers and facilitators should take into account this point as very essential. In relation to the value of motivation, Fasokun et al.(2005) described as human value of

motivation is better and more productive when the learner is self-driven, that is, the learner should really determined to learn. However, when internal stimulation is non-existent or low, external stimulation can be used. Generally, motivation should be one of the major focuses when adult curricular designers try to prepare curricular materials. Unless this central point is included in their design, the materials that are prepared will be valueless. Therefore, adult motivation should have significance importance.

2.7.3. Characteristics of Adult Learners

Adults usually have clear ideas of what they want to learn and choose to achieve career or personal goals. They do not usually have time to study full-time as they have a lot of other responsibilities, knowledge, skills and talents. In relation to the characteristics of adult learners, Heimstra and Sisco (1990) stated that adults are characterized by a special orientation to life, living, education and learning. They have a rich reservoir of experience up on which to draw with different development needs, roles than children and adolescents. They also have varying amounts of stress and anxiety. On the other hand, Fasokun et al. (2005) wrote about the characteristics of adult learners that they are highly diversified with regard to age, experience, interest, intelligence, attitude, motivation, language, gender, personality, employment, etc. They have also varying educational levels and deferent orientation to learning.

2.7.4. Assessment of Adult Learners' Performance

Assessment is an essential tool for checking the understanding of the learners and it gives feedback to the facilitators about the skills of the learners. In relation to the uses of assessment, Jarvis (2004) stated as assessment is very important for the learners as well as for teachers because the former also become aware of what they know and what they do not know or what they can do acceptable and what they need to improve upon. Assessment is a diagnostic tool. In adult learners, this includes not only testing, grading and promotion, but also reviewing and checking of contents and very importantly, the satisfaction of the participants. Assessment has different benefits. One of its uses is to maintain standards. It is also used to provide evidence of learners' attainment and as such provides evidence that they may progress to either another stage in their educational career or they may enter the career itself (Jarvis, 2004). In reference to the required literacy competencies, the aspects to be assessed are first of all the 3RS that is the ability to read, write and calculate using arithmetic operation (on the side of the learners). In FAL, the

other two more skill has major impotence. That is the ability to apply literacy skills and livelihood skills (Knowledge, skills and attitude) in daily life (functionality).

2.8. Women Enrollment and Dropout from IFAL Program

Bhola (1981) contends that illiteracy is an impediment to social and economic development and therefore an undesirable human condition that must be redressed. Hinzen and Hundsdorfer (1979) also says that in most nations the need for providing opportunities for all forms of adult learning is paramount and that all basic development is linked to learning. He further contends that education is the means to transmit from one generation to the next, the accumulated wisdom and knowledge of the society. Furthermore, everywhere in the world, Literacy is seen as a gateway to fuller participation in social, cultural, political and economic life of the nation.

Historically, the perception of adult learning and its value has varied greatly among individuals and groups. In the past, many people considered non- formal adult education as valueless and many individuals might have considered such pursuit of knowledge as self centered (Merriam, 1991). Many of these attitudes were linked to a study by Kent (1973) suggesting that older adults perceive learning from the vantage point of approximately how much time is left to live. Regardless of these popular attitudes, more recently people have come to view education of adults as important and learning theorists assert that adults learn differently and have different reasons for learning than children (Alderfer, 1992).

Beder (1991) characterized adult learners as having set habits and strong taste, a great deal of pride, a rational framework (values, attitudes etc) by which they make decisions and have developed group behavior consistent with their needs and have a strong need to apply what is learned and apply it now. Taking into consideration these characteristics, the adult learners' motivation to learn would be different from those of children. To further complicate the adult learners' situation, they also have to perform their individual culturally associated roles as husband/wife, worker and citizen and perceive themselves as responsible for their own individual life (Boshier, 1991).

Adult learning, in contrast to compulsory schooling, is a voluntary endeavour. Low literacy adults must make an active decision to improve their skills, and almost inevitably must overcome an extensive range of situational (day to day life) and institutional (rules and procedures) barriers blocking their way to improvement, including work and family commitments, lack of time,

limited funds, and lack of available instruction. Dispositional barriers (barriers from attitudes to learning) stem from the attitudes that adults have about learning, and are the least understood and potentially most important factors influencing adult literacy motivation (Porter et al, 2005).

Despite literacy's ever growing importance, many adults are disengaged from reading and writing, and have little or no interest in improving their skills. Other adults may feel that basic skills' learning has little to offer them. As Rogers (2004) argues, for learning to take hold, it must be based on adults' perceived needs, as well as their aspirations, intentions and beliefs. Policies aimed at overcoming situational or dispositional barriers to participation may face unexpected challenges. For example, one Randomized Controlled Trial (RCT) found that small financial incentives for attendance at adult literacy courses reduced rather than improved attendance, perhaps because this external incentive crowded out internal motivations for participation (Brooks et al. 2008).

Similarly, According to Merriam & Cafferella (1991) studies focusing on barriers of adult education have categorized barriers to participation to adult learning into situational (depending on a person's situation at a given time), institutional (all practices and procedures that discourage adults from participation), dispositional or psychosocial (person's attitudes about self and learning) and informational (person is not aware of educational activities available). Further categorizations based on the social structure were namely geographic conditions, demographic factors, socio economic conditions and education and cultural determinants.

According to Quigley (1997) the most frequent reasons given by new students as initial motivation to enroll in adult basic education reflect pragmatic needs that describe ultimate achievements while available dropout information indicates that a major cause for withdrawal is often affective dissatisfaction with events that occur after enrollment, on the path toward those needs.

Moreover, the other researcher a study which was conducted in Kabompo districts in North Western province in Zambia from the findings that women dropout from the literacy program a number of reasons. Among these included such factors as personal, economic, health, family, institutional and cultural back ground (Manda, 2009).

2.9. Importance and Benefits of IFAL for Adult Women

The question of women's literacy skills is of paramount importance not only for educational and cultural reasons but also because it forms the very core of modernization and development. The demands created by advancing technology today requires an increased level of knowledge, skills, understanding and ability to improve someone's living and working conditions. For example, in modern civilized society, reading and writing are considered indispensable elements for personal advancement and achievement (Jeffries, 1967).

The social, political and economic structures rest on the assumption that every citizen can communicate by means of written or printed medium. In other words, literacy is perceived as a means of building a community as well as promoting social and individual standards of living (Mutanyatta, 2004).

The women need functional literacy skills because, it gives them opportunity to learn about health and nutritional skills which benefits them as individuals and their families (Magellan, 1991). In addition, if they learn marketable skills, they will contribute to the family income and therefore improve its well being.

According to Eisemon (1988), women need literacy skills to improve their economic activities. Illiteracy therefore should not left to dominate among women for as Lucille (1981) argues, women in many countries are the majorities in terms of number and contribution in the national revenue. Germaine (1985) further observes that the importance of their contribution to life is not only at the family level but national wise. Through the ages, women has constantly been performing all sorts of tasks in their homes and taking active role in various community endeavours.

Illiteracy in most cases is an aspect of poverty, a state of deprivation, not only for human and material resources, but also of power and equal rights (Odara, 1992). They need literacy so that they can realize the crucial need for their socio-economic change. Aggrey (1997) cited by Institute of Adult Education (1973) once said;

“Educate a man and you have educate a single person, but educate a woman and you will have educate the whole family.”

According to ASPBAE (2006), The instrumental uses of literacy skills especially for women are directly both for individual and nation, that, literacy can increase independent communication, reduce vulnerability to dependence, enhance direct access to information, help the individual to engage in modern activities such as paying bills, taking out loans and more other benefits. Literate people enjoy better health, engage better in poverty eradication, they think better, gain in confidence and participate more in development activities than before getting education. It is in view of these perspectives that literacy for women in Ethiopia is must.

Integrated Functional adult literacy can be benefit adult learners and the community in different ways. It helps people to live in better life. It enables them to increase their productivity. It also enables them to practice family planning and to fight harmful traditions of the community. Moreover, it helps them to practice their rights and obligations. This leads them to build a democratic society. Adult education is founded on the needs of the beneficiaries and requires multi-sectoral activities. Adult will be encouraged to learn, only if they find the program related to their life, which is problem-solving and brings about a change in their life style. In this regard, it was described that the rationale for recognizing literacy as a right is the set of benefits it confers on individuals, families, communities and nations. Indeed, it is widely recognized that, in modern societies, literacy skills are fundamental to informed decision making, personal empowerment, active and passive participation in local and global social community (Stromquist, 2005). In relation to this, Okech (2009) said that there is several purpose of FAL. These are: functional adult literacy contributes to economic, empowerment particularly by enabling women to make their goods more effectively and that enables them to plan and implement income generation. Similarly according to Eisemon (1988), women need literacy skills to improve their economic activities.

In the social dimension, proper decision making procures promoted by FAL lead to better social welfare. Educationally and socially empowered communities are seen to participate more effectively in poverty reduction. There is evidence that better family care resulting from FAL/IFAL leads to better health, better health seeking and those parents take greater care for their children's schooling. FAL can promote universal primary education (UPE). Similarly a study which was conducted in Kabompo districts in North Western province in Zambia also made similar remarks that importance of adult literacy program to women (100%) the respondents said that social benefits of educating women included increased family income, late marriage, reduce infant and maternal rates, better nourished and healthier children and families

and greater life choices (Manda, 2009). In political dimension, socially empowered people can participate more effectively in managing society.

According to Bown (1990), Abynur and Samuel and Lind (2008) Functional adult literacy (FAL) benefits women in several ways that it: gives women power to live healthier lives; increases the appropriate use of family planning; empowers women to fight the prevailing poverty and diseases like HIV/ADS; enhances their active participation in building a democratic society; encourages them to actively involved in decision making; initiates them to exercise their rights and obligation; enables them to protect their environment wisely; enables them to diversify their income sources & increase their productivity ; can reduce child and Maternal Mortality; creates awareness about gender equality.

Education of women impacts upon infant and maternal mortality rates, improves nutrition, promotes health, reduces the likelihood of HIV / AIDS, and contributes to improved education for the next generation (UNICEF 2013, as cited in Yordanos 2014).The Millennium Development Goals (MDGs) – including the eradication of hunger, the reduction of child mortality, improved maternal health, reduction in HIV / AIDS infection, and universal primary education – are all affected by the education and empowerment of women.

Women development is one of the issues that functional adult literacy programme have to address. Adult literacy program have a dramatic impact on women's self esteem because they unleash their potential in economic, social, cultural and political spheres. Previous study revealed that functional adult literacy classes contribute to their overall empowerment through participation in income generating and community and political activities for women (Kirk, 2003). Women make to a decision in a half way that husbands not totally to allow their wives to use contraceptive and advantages of having small families in rural areas because of their learning in literacy programme is linked to health awareness (Ololub & Egbezor, 2012). Similarly, other research revealed that women literacy improves the quality of life both at home and outside of home, by encouraging and promoting education of children, especially female children, and by reducing the infant mortality rate (IZZ/DVV, 2011). For Papen (2005), functional adult literacy classes help for women raise a healthier family, apply improved hygiene and nutrition practice, and become productive both at home and work places.

Functional adult literacy release women from poverty by improving the standard of rural women's life. In relation to this, according to Rusaw (2009), training for women in poverty must address the multiple conditions that impoverish and limit women's full participation. Participation in literacy programmes, specifically, helps women to acquire more advanced reading and writing skills. For Kamuhira (2005), understanding the social dimension of literacy is central to understanding women's participation in literacy classes. These classes provide an opportunity to a large number of women to meet, to talk and to share and break their isolation which is socially structured into their lives. Moreover, for Grown (2005), literacy classes also provide women learners with a social space, away from home and offer them an opportunity to meet in a group to share their common experience about work, family and illness.

UNESCO (2010) provides a useful summary of adult literacy programme in particular helps to: ensure equal access to education, eradicate illiteracy among women, and improve women's access to vocational training, science, technology, and continuing education. It also encourages the development of non-discriminatory education and training, allocates sufficient resources for and monitors the implementation of educational reforms, and promotes women's and girl's life-long education and training.

2.10. Empowerment: Economic, Political, and Social Dimensions

Empowerment is typically conceptualized in three domains: economic, political, and social. Economic empowerment refers to the market domain, in which a person is an economic actor. Political empowerment refers to the state domain, in which a person is a civic actor. Social empowerment refers to the society domain, in which a person is a social actor (Alsop, Bertelsen, and Holland 2006; World Bank 2007).

Women's empowerment means creating the conditions for women to be able to make choices, which implies that women may have different preferences than men, but also different abilities to make choices because of gender inequalities in bargaining power and access to resources.

Economic empowerment involves improving the ability of women to access resources and employment, higher productivity and earnings, and increases in the income, assets, expenditure, and consumption they control. The legal and institutional barriers in the labor market and the way unpaid domestic work and care work are shared at the household and societal levels heavily influence this domain. By increasing access to livelihood opportunities, jobs, and income,

community development can increase women's economic empowerment, to the extent that the choices regarding infrastructure, assets, and income-generating activities respond to the needs of both men and women. Furthermore, Economic dimension key aspects of their type of empowerment are women's access to formal sector employment, self employment, borrowing, saving and access to control of economic resource. Example of economic empowerment would be an increase in women's control of house hold resource asset decision making.

Political empowerment is about participation and decision making in formal institutions, including local government, interest groups, and civil society and women's ability to set and influence the political discourse. Women's political empowerment at different levels. Although fundamental, this "lower-level" exercise of voice is not yet defined as political empowerment. At a higher level, though, women's increased participation and decision making regarding project activities and inclusive of all community members may translate into an increased ability to engage in public debate and in a more assertive relationship with power authorities, such as government administrators and local leaders and active participants in the formal political process. Furthermore, Political dimension is defined as increase the participation of women in legislative assemblies, their decision power in these assemblies, and the ability of women to publicly voice their opinions and to affect the composition of legislative assemblies. An example of political empowerment could be to ensure women's suffrage.

Social empowerment refers to women's status in society, which depends on social norms, gender roles within the household and the community, and social capital. Finally, women's increased ability to access social services and participation in community decisions can enhance their social empowerment or confidence and autonomy. Social empowerment, which involves a change in gender norms and increased voice and bargaining power of women in the household and the community. Furthermore, Social Dimension is the third group of dimension relates to women's roles as social actors in the community and in house hold.

The ultimate Development outcomes may include economic empowerment, in terms of higher income, consumption, productivity, assets and financial stability, as well as positive outcomes from better access to services (improvement in education, health, time savings, better quality of life); political empowerment, in terms of greater participation in the local political decision-making process; and social empowerment, in terms of positive changes in social relationships and gender norms.

2.11. Challenges that affect Women Participation in IFAL Program

Challenges contribute to affect participation of women in Integrated functional adult literacy can be influenced by the demographic, socio cultural, organizational (program) and personal factors.

2.11.1. Demographic Factors

Demographic factors in one or another way affect women's participation in functional adult literacy. Among different demographic factors such as age and marital status are factors that affect the participation of women in integrated functional adult literacy. Some previous studies showed that marital status was significantly affecting the participation of women in adult literacy programme. For instance, a survey study conducted in Kenya revealed that married women get permission from their husbands at the beginning when they were attend or enrolled in integrated functional adult literacy. This was because either their husbands did not perceive the value of education or they just wanted their wives to remain at home and continue with household activities. In the same document also showed divorced women could not persist in adult literacy classes because they took most of their time nursing their babies and over work load of home tasks (Mualuka et al., 2009). Similarly, a study in Nigeria found out marital status influenced women's participation in adult literacy centers. In this study, 973(74.3%) were married, 261 (19.95%) were single, 406 (3.1%) were widowed and the remaining 354 (2.7%) were separated from their spouses and hence, all of them did not participate in adult literacy (Abideen & Oladiran, 2013).

Furthermore, other research studies in Malawi conducted by Kishindo (1994) indicated that single women have had greater freedom to attend classes than married women with resident husbands who may have to contend with their husband's opposition. There is fear among some men that their wives would use to visit the literacy centre to meet with lovers. Other men, especially those who themselves have no, or little education, believe that their wives would become egotistical if they acquire the ability to read and write. It would appear that female education challenge male superiority. Similarly a study which was conducted in Kabompo districts in North Western province in Zambia also made similar remarks that married women were by their husbands not to be participated in adult literacy centers (Manda, 2009). In the contrary, Kane (2004) argued that unmarried girls' participation in education is affected by their parents due to a need to use their labour demand at home and, this in turn affects their participation in literacy class special at rural areas in Africa.

Demographic factors, notably age has been shown to impact continuation in integrated functional adult literacy program until completion. Studies looking at the impact of age on continuation and completion of adult literacy goals have been questionable and often contradictory. Watson (1983) found that age was a factor in persistence. She determined that older students were more likely to persist. Other previous study report has not been as definitive. For instance, Manda (2009) revealed that age contributes for affecting participation of women in adult literacy program at Kabompo districts in North Western province, Zambia. Similarly, According to Aggarwal (2001) the uneducated adults feel that it is too late to join literacy classes, this discourage them from participating. Some of the adult learners feel shy learning in advanced age in life. Findings from the Kenya national literacy survey (KNLS) revealed that some adult gave the reasons of not attending as being too old to attend such view hinder learners from participating.

2.11.2. Socio-Cultural Factors

Socio-cultural beliefs, customs, practices, girls' expectations and other traditions of the society play significant role in deciding to enroll or withdraw women from any education center. Many girls and women do not stay and perform at schools because of much gender related factors such as the need to perform domestic tasks to assist their mothers, poor school environment that does not take into account of females' specific needs. According to Wharton (2005), women's work is profoundly linked to their gender role and the cultural association of women with the 'inside' or the home, while a man dominates the world 'outside' the home and performs his productive role as a breadwinner. Accordingly, women are assigned at routine work load activities at home and far away from productive and community role. Thus, women involved in educational sector in general and functional adult literacy in particular is quite insignificant in number. Moreover, Lind and Johnson (1990) have found out that many traditional and new roles prevent women from full participation in literacy classes. They have listed several constraints, a primary constraint being after return from literacy class, women's undertake activities like fetching water and collect firewood, cooking, taking care of children, washing clothes, cleaning the house etc. This workload makes them tired and unable to study and they don't get time for it even if they wish to do so.

In addition, a study conducted by Mualuka et al. (2009) in Kenya investigated many factors that contributed to affect women were unable to persist in integrated functional adult literacy classes. The study also investigated factors including: women are put to work such as women fetch water

and collect firewood mainly in the rural areas; work load at home (domestic chores) such as caring for children, washing clothes, cleaning house and cooking. Furthermore, a study done in Kabompo districts in North Western province, Zambia, reports had over load tasks in home which contribute to less participation of women in adult literacy centers (Manda, 2009).

Other factors which contribute to affected women's participation in adult education programme have socialization process in the society. This process starts in the family and continues in the school, peers and in the society at large. Throughout the history and in many societies, inequalities of women and men are part and parcel of an accepted male-dominated culture. Evidently, there are serious constraints which militate against the promotion of an effective role for women in development in those societies which were bound by age-old traditions and beliefs. A literature showed that patriarchal modes and practices motivated by cultures and illiteracy hinder women's freedom to opt for various choices to assert greater mobility in social interactions (Prakash, 2003).

The ideological basis rests in the categorizations of sex into 'masculine and feminine'. This categorization serves the needs and values of the dominant group and relishes in what it considers desirable such as aggression, intelligence, force in the male and passivity, dependency virtue in female. Again, the roles assigned to women, domestic service, tending infants are limited as compared to the vast area left for men in human achievement, interest and ambition (Holmes, 2007; Wharton, 2005). This socio cultural exclusion is a barrier to girls going to school. Certain groups of girls are more likely to be excluded from school on the basis of gender socialization. The patriarchal societies always expect that girls will take on the roles of wives and mothers as well as her work place in the kitchen rather than enroll in education and training centers. Those communities do not send their daughters or wife to school or withdraw them before completion (Rani, 2010). In the same way, Bouga (1996) stated that girls are voluntary or involuntary victims of stereotypes inherited from previous generation. This writer also argued that females' family where in both rural area and sub-urban centers think girls need not be provided with schooling because women's ultimate natural duty and goal is getting married and producing children. Again, Odaga and Heneveld (1995) stressed that the educational investment behavior or decisions of most African families is based on gender differentiations, birth-order and number of siblings. These authors argued that parents often consider that boys are a better investment than girls and that they are also better at school.

This idea also supported by liberal Western feminist theorists as the socio-cultural structure of the area explicitly denotes the hold of centuries old customs, traditions and norms that are playing the role of mercenary to block women's educational involvement.

Liberal feminists focus on equal opportunity for men and women in education and all sphere of life. These feminists are also concerned with ensuring that laws and policies do not discriminate against women. They are looking forward to removal of barriers that prevent women operating effectively in public spheres on equal terms with men. (Tong, 2009). Despite the fact that several policies on affirmative action are in place, adult women are still lagging behind in all aspects. For instance, a survey study done in Kenya revealed that mis-perception of family had negatively influenced to participation of women in adult literacy centers. The study reported that adult women's learner confessed that sometimes men felt their ego was threatened when their wives attained higher educational standards and she obtains permission from their husbands at the beginning when they were attend or enrolled in functional adult literacy(Mualuka, et al., 2009).

Similarly, research findings in Ethiopia revealed that mis-perception of family towards women influenced their involvement in Functional Adult Literacy (Genet & Haftu, 2013). Further, a study conducted in Zambia particularly in Kabompo districts in North Western province, showed that family related problems (such as jealousy husband and lack of support from spouses) significantly influenced the participation of women in Adult literacy centers.

In addition, alike to gender socialization process in family which contributed to affect participation of women in adult literacy, the interaction among peers constitutes a major determinant in the gender socialization process in schools and outside at school. Some studies showed that peer perspective has its own negative message of power for participation of women in integrated functional adult literacy. For instance, research in country level in Ethiopia; reports showed that mis perception of peers was affect participation of adult women in adult literacy (Genet & Haftu, 2013).

Furthermore, the Socio - Culture factor of Gumuz Women Community:

- **Harmful Traditional Practices**

Among the Gumuz communities, traditional belief systems dictate social rule. These practices have a devastating effect on the Gumuz communities as most of them are Harmful Traditional

Practices that massively promote and perpetuate gender inequalities. Such as Early marriage, Exchange marriage (Four forms of marriage are known; Exchange (Barter) marriage, Abduction, Elopement and Presentation of dowry), Isolation during menstrual period and child birth.

- **Gender Inequality**

- ✓ **Marriage arrangements**

Marriage as a problem starts with early marriage. Moreover, tradition denies a girl/woman to make choices and decisions over her married life. But this same tradition offers many options for a man to enter into a relationship; A man can have as many wives as he can provided he has available sisters for exchange, a man can arrange marriage on loan from relatives, a man can arrange dowry for marriage, a man kidnaps a girl for a negotiated marriage, a man can inherit his deceased brothers wife, a man gets a substitute wife or a dowry back when his wife dies without bearing a child.

- ✓ **Low social status of women and heavy workload**

Gender division of labor is traditionally defined that leaves women with excessive workload. Decision making and jobs considered prestigious are taken by men while married women considered as properties of the man. They pick up all responsibilities of the household in preparing food (usually porridge which requires an arduous task of grinding grain manually), taking care of children, fetching water and collecting fuel wood. They are also responsible for field work, primarily farming. Gumuz men are largely involved in hunting. A Gumuz family survives at the expenses of a hard working Gumuz woman who should be entitled a leading role. Poor infrastructure and social services make women workload even worse. Women are subordinate to men and their rights are secondary to many other issues, Lower status of women along with early marriage, polygamy and other HTPs, household and farm duties puts a lot of pressure and responsibility on women and polygamy is a very threatening practice in the face of HIV/AIDS. (MLWDA, 2012)

Conclude that the above socio – cultural factors that contribute to the low level of Gumuz women participation in either the IFAL or Formal education in the area.

2.11.3. Organizational /Program/Factors

Education is an intensely political enterprise. Political will and recognition of the attainment of women's education remain important in boosting women enrollment rate and their persistency in adult literacy centers. Unlike formal education, functional adult literacy does not need large consume human power and finance for the eradication of illiteracy problems of adults women within a short period of time when the local government collaborates with community and other civil organizations will commitment to achieve its educational policy strategy. However, literatures showed that adult literacy programme remained peripheral to education policies and the resources allocated to it have been kept to the minimal in developing countries (Conway & Bourque, 1993).

Other studies indicate that there is a linkage between government commitment to universal primary education and female education. Nevertheless, low enrolments ratios and larger gender gaps are the characteristics of poorer countries that are also less committed to financing universal primary education in most African countries (Odaga & Heneveld, 1995). This showed that structures within the organization itself could influence learner participation especially if these are not encouraged or supportive of programmes aimed at development.

A research finding in Nigeria by Stella (2007) suggested that marginalized poor women did not attend in adult literacy centers due to their low level of income. This study, in their recommendation political champions is needed to ensure policies that support better adult education opportunities for women has to be translated into action. They also providing instructional materials like exercise books and pens and create good learning environment as a major concern. Similarly, Akanji and Oytso (2012) discovered that the facility for teaching and learning was grossly inadequate while the human resources available at the centers were adequate.

Although educators are enthusiastic about finding ways of providing reading materials, they find it hard to implement literacy programmes if they do not have relevant materials for learners which also serve as a push factor for others to register for the programme. Moreover, according to a study conducted by Lind and Johnson (1990), the problem of inadequate reading materials that are designed for women's interests and needs. They also suggested that when women have become literate, sustaining the literacy skills acquired becomes difficult because of lack of suitable reading materials designed for women.

Other constraint that affects participation of women in functional adult literacy is lack of well organized infrastructure facilities which contributed to affect a properly instructional process of adult learners in Functional Adult Literacy programme. For instance, learning cannot take place in a hostile and un-supportive learning environment such as learning taking place under the trees instead of proper classrooms. In line with this, a study conducted by Mualuka et al. (2009) showed that inconvenient class room was one of the influenced factors that directly impact on recruitment of adult learners in Kenya. They argued that adult learners taking their classes in primary school end up using small sized furniture meant for children. They emphasized that adults learn better in physical environment with adult sized furniture. This means that when adults are put in a class with wrong sized furniture, they may be discouraged and may drop out or even refuse to enroll at all. Similarly, study done in Zambia on women's participation in adult literacy programme in Kabompo districts in North Western province, made a similar remark. This study showed that poor infrastructural class room environment affected the participation of women in adult literacy centers (Manda, 2009).

Other organizational factors which contribute to affect the participation of women in adult literacy programme are class schedule problems. Adults are self reliance and have responsibility to their home. Thus, according to Kimaiga et al. (2013), adult women's different life experiences, familiarity with different inside and outside workloads, status and roles in the household are major factors affecting their participation in their education, even though they have interest to learn in the programme. Similarly, a study in Zambia on women's participation in adult literacy programme in Kabompo districts in North Western province reports indicated that inappropriate class scheduled was also one of a factor affecting the participation of adult women learners in adult literacy centers (Manda, 2009).

In addition to the above problems, some problems identified from different literacy programs, David (2001) listed as follows: deficiencies in planning the program, inadequate teaching materials, lack of coordination and delay's in implementation and decision making, the staff turnover because of low motivation and payments for coordinators and literacy teachers, inadequate training of teacher, the voluntary teaching and attendance- a strategy which leads coordinators, participants and tutors, not to take the activity seriously, and resulted high dropout, inadequate budget allocation for the program implementation.

Moreover, Language is the most important tool in classroom interaction, as it enables learners to access information through thinking and reasoning. In other words the LoI is responsible for the development of the learner's cognitive academic skills which enable the learner to grasp or master the academic content.

Effectiveness of classroom interaction with active participation of learners depends largely on the learners' proficiency level in the language of instruction and the extent to which they participate in the learning process. Moreover familiar language of instruction encourages an active learning process, it allows students to express their full range of knowledge and experience and demonstrate their competence (it encourages students to be more active in discussing, debating, asking questions, and solving problems with peers and their teachers). If the language is not familiar to learners, it removes the active part of students and hinders effective classroom interactions. In other words, language and participation are central to classroom interaction (Brock-Utne 2006 and Wolff 2006).

Further the study reports of classroom observations on the language of instruction carried out in several countries in Africa including Tanzania, South Africa, Malawi, Nigeria and Namibia just mention a few, reveal that there is a need of using familiar language in teaching and learning because the use of unfamiliar language as medium of instruction forces teachers to use traditional and teacher-cantered teaching methods which undermine teachers efforts to teach and students efforts to learn (Brock- Utne,2005)

According to Jarvis (1995), stated that education is the process of transmission of culture of people, culture is transmitted through language. The use of language in the education of adults takes place through radio, T.V. and interpersonal level of communication.

Besides, during ESDP - V the Ministry of education in Ethiopia set up the goal for the achievements of Adult and non formal education. The goal for adult and non-formal education is:

“to create a learning society by providing adult and non-formal education linked to lifelong learning opportunities that meets the diverse learning needs of all and contributes to personal, societal and economic development” (MoE,2015b: p.36)

Similarly, the achievement of these goals, MoE set up different activities, there for Regions will develop appropriate learner-centred curricula in their own languages, which will serve as lead frameworks for IFAE materials development to the woreda-level. Adult literacy curricula and programmes will be strengthened for relevance, particularly to females. (MoE, 2015b)

But still, BGRS the teacher/facilitators training curriculum and learner's module of IFAL program develop has only Amharic as a language to be medium of instruction. This discourages many adults to attend the program.

2.11.4. Personal Factors

The philosophy and practice of Adult Literacy and approaches used in the delivery of functional literacy programmes are very crucial to the way that individual learner will receive the programme. Adults learning and their perspectives are different from children learning style. Adults don't learn like children. Adults are more distinguishing in what they are willing to learn, more questioning, and more offended of being told what to learn. They need to see more clearly how what they are being asked to learn will benefit them (Knowles, 1980; Merriam, 2001).

A study conducted by Knowles (1980), adult learning theory emphasis on a shift away from pedagogy (teaching-children) to andragogy (adult experiential learning). He defines the concept of andragogy as the art and science of helping adults learn while pedagogy is the art and science of teaching children.

Merriam (2001) proposed that andragogy theory was based on five crucial assumptions seen as individuals mature as someone who (1) has an independent self concept and who can direct his or her own learning, (2) has accumulated a reservoir of life experiences that is a rich resource for learning, (3) has learning needs closely related to changing social roles, (4) is problem-centered and interested in immediate application of knowledge, and (5) is motivated to learn by internal rather than external factors. This writer perceived that adults tend to have a perspective of immediacy of application toward most of their learning. They engage in learning largely in response to pressures they feel from their current life situation. Adults' education is a process of improving their ability to cope with life problems they face now. They tend, therefore, to enter an educational activity in a problem-centered or goal oriented frame of mind.

However, some studies report that Integrated Functional Adult Literacy program design is one of the most important factors that affect adult student's persistence in the program and their interest to learn. For instance, Rogers (1999) argues that positive outcomes of traditional adult literacy programmes are restricted by limited motivation of adults to participate and failure to support transfer of skills learnt to daily lives. He outlines an alternative approach the 'real illiteracies approach' and discusses how this approach can address these issues through its emphasis on helping people to develop skills to carry out real literacy tasks in their daily lives. He contends that the approach's emphasis on using contextualized literacy activities and material drawn from

everyday life is more effective because adult learning occurs when learning takes place to meet immediate needs arising from immediate situations.

According to Timarong et al. (2006), women's lack of self-confidence and low self esteem in starting or returning to an educational programme due to social norms and mores as well as the process of acculturation and personal experiences.

Furthermore, the link between literacy and livelihoods has become a central issue. A study conducted by Manda (2009), on women's participation in adult literacy programme: a case of Kabompo districts in North Western province, Zambia showed that lack of interest or motivation, relevance/quality of available educational opportunities, inferiority complex, lack of self confidence, fear of failure, lack of exposure, traditional practices and believes and negative perception of the value of education in general were some challenges that affecting the participation of women in adult literacy centers.

Moreover, The main constraints and challenges identified during review of ESDP IV implementation include: the planned institutional system, including the National Adult Education Board, was not fully developed, which resulted in continued fragmentation of adult education provision and meant that efficient implementation, coordination, linkages between programs and monitoring was difficult, not all regional adult education boards were operating effectively and lacked dedicated experts to lead the program, so most of the learning centers did not get technical support, In most regions learning materials development was a challenge due to lack of budget, limited capacity among teacher trainers and facilitators; and most learners did not have facilitators guide and hand book for learners due to budget constraints or ineffective resource allocation by regions, lack of post-literacy strategy and curriculum framework may bring relapsing of illiteracy, adult participation in the emerging regions, and amongst women, is relatively low, lack of monitoring and evaluation and reporting skills at all levels meant that the quality of the IFAE program and their relevance to the daily lives of many participants could not be assessed effectively and low transition rates of participants from Year 1 to Year 2 IFAL program (MoE,2015b).

2.12. Solutions to Reduce the Challenges of Women Participation in the IFAL Program

2.12.1. Government Contribution on IFAL Program

Adult educations in many developing countries are planned with in the broader context of the general education policy. According to (patel 2000) cited in (Zelleke W. Meskel. 2007), in India,

the central government plays a leading role in policy formulation and planning to direct overall educational development in the country, while individual states are responsible for the expansion and growth of education in their respective areas on the basis of specific directions and guidelines provided by the central government.

In Ethiopia according to (MoE, 2010b) the new FALP policy and strategy formulated by government enable them the education sector plays its role as a tool for development by providing educational support for strategies as well as development packages and programs developed for the productive part of the society by the different organizations, eradicating poverty and ensure sustainable development so as to open up avenues for post- secondary institutions. Furthermore, the policy helps to implement beneficiaries need and development package- based educational program in a continuous and sustainable manner, by integrating adult education programs run by regions with the different development organizations and comprehensive program to eradicate the adult population which plays a direct role in national development as a tool for the different development strategies of the government , especially , agricultural, health, women and youth development packages.

Similarly, (MoE, 2015b) the main constraints and challenges identified during review of ESDP IV implementation period. To address the challenges identified, five components have been identified for this priority programme. These focus on: Expanding IFAE and post-IFAE programmes in all regions, Improving women's participation in IFAE and post-IFAE programmes, Expanding continuing education programmes in emerging regions, Improving the quality of ANFE, Creating a strong and efficient institutional system for ANFE at all levels

2.12.2. Community Contributions

The need for partnership in the provision of adult education services is well grounded in international declarations and commitments since 1960.

Communities or private sectors are individual or groups of a stakeholder that maintains a stake in an organization in the way that they possess shares. In most developing countries, IFAL centers nearby communities and private sectors play a great role for instance, in India (UNESCO, 2009) Cited in (Tekalign minalu, 2010). Report indicates that, different communities and private sectors involved in the implementation of IFAL program to identify learning materials and resources to meet the ongoing needs of the training groups. They also coordinate activities together with the

community learning centers and other organizations. Similarly, Communities contribute labour and local construction materials to put up learning centers and oversee all education/training activities there. Sometimes they also provide shelter for unpaid or meagerly paid literacy facilitators. (Sandaas, 2009)

2.12.3. Contributions Non- governmental Organizations (NGOs)

In Ethiopia, *dvv international* is supporting adult and non-formal education (ANFE) with the overall goal of contributing to the reduction of poverty and mainly by assisting the Ministry of

Education (MoE), regional education bureaus (REBs), non-governmental organizations (NGOs) and civil society organizations (CSOs). Projects and activities are carried out mainly in the following areas: (Sandhaas, 2009)

- Promotion of understanding adult and non-formal education at national and regional levels and related policies;
- Capacity building for adult and non-formal education staff at national, regional, zonal and district level in various fields;
- Development and printing of training and learning materials in different national and local languages;
- Literacy education and initial technical training for the livelihood of illiterates, semi illiterates and school dropouts.

Since mid 2001, the *dvv international* Regional Office East Africa / Horn of Africa has started documenting various events such as planning, training and other exercises as an additional service to its partners.

CHAPTER THREE

RESEARCH DESIGN AND METHODOLOGY

3.1. Introduction

This section covers the research design utilized by the researcher to answer the research questions and legitimizes why the research design was favored. It shows an intensive exhibition of the procedures utilized to arrive at the conclusions in the study. The section incorporates the study area, research design and approach, sampling, method of data collection, data gathering instruments, methods of data analysis, validity and reliability test, and ethical consideration.

3.2. Description of the Study Area

Mandura woreda is one of the seven woredas in the Metekel Zone, Beneshangul Gumuz Regional State. It is bordered by Dangur in the north and northwest, by Pawe special woreda in the northeast, by Amhara Region in the east, by Dibate in the south, and by Bulen in the southwest. The woreda has 17 rural and 3 urban kebeles. It covers an area of with an estimated 10,063 sq km and its administrative office is found in Gilgil Belese town. The total population of the study area is 40,764; out of which 21,241 are male and 19,505 are female (CSA, 2007). The Gumuz ethnic groups represent well above 87 % of the population, while other ethnic groups constitute the remaining 13%. In the rural areas the agriculture is dominantly relies upon the seasonal rainfall and uses old traditional method of farming. The farmers make their livelihood by producing food crops and Cash crops, such as sesame.



Figure 1: Map of Mandura woreda in Benishangul Gumuz

Source: Mandura woreda Education office, ESDP- V (2015/16-2019/20)

3.3. The Research Design

A research design is the arrangement of conditions for collection and analysis of data in a manner that aims to combine relevance to the research purpose with economy in procedure Kothari (2004). Since the reason for the examination is to assess the participation of Gumuz ladies in Integrated Functional Adult Literacy Program in Mandura Woreda, Benishangul Gumuz region which requests depiction of the circumstance or state that really exists at present time the research design which is suitable to undertake this investigation is descriptive survey design. Descriptive survey research design is chosen with the assumption that it is useful to get relevant data from concerned respondents on the participation of Gumuz ladies enrolled in IFAL program and to get an in depth information from vast number of respondents to make the fundamental inference.

Likewise, this plan gives a superior and more profound comprehension of a phenomenon which helps as a reality discovering strategy with sufficient and exact interpretation of findings. The aim of utilizing descriptive research as indicated by Kothari (2004) is to provide a picture of situation as they normally happen and one of the qualities of descriptive research design is to provide justification of current practices or the existing situations in a specific field of study. In this manner, descriptive research design will be utilized for it suits the research to be conducted.

3.4. Research Approach

The study employed mixed research approach. Mixed approach is a procedure for collecting, analyzing, and “mixing” both quantitative and qualitative data in a single study to understand a research problem. The basic rationale for using this approach is that one method strengths used to

offset the weaknesses of the other, and that a more complete understanding of research problem results from collecting both quantitative and qualitative data Creswell (2011). Moreover, Bryman and Bell (2003) suggests that the combination of two methods emerges as the most valid and reliable way to develop understanding of complex social reality.

Among the diverse mixed method research designs, this study made use of concurrent triangulation approach. In applying this approach, both quantitative and quantitative data were gathered simultaneously and after that the two results were contrasted to decide whether there is joining, contrasts, or some mix and had a qual - quan approach where the qualitative and quantitative data are equally emphasized. This approach is critical to triangulate the quantitative information with the qualititative data for advance improvements of the gathered information.

3.5. Data Source and Type

The data for the study was obtained from both primary and secondary sources to get adequate information about the study. The primary sources were Gumuz women learners, Woreda IFAL coordinating committee, School cluster supervisors and IFAL facilitators such as center facilitator, Teachers, Development agent and Health extension worker in the selected sample centers and the secondary data sources were documents; educational abstract, reports, profiles of learners and reports and used in order to complement the data obtained from primary sources.

Moreover, quantitative and qualitative data types were utilized to direct the investigation. Quantitative data was used to discover the degree of gumuz ladies/women's participation, and decide the major advantages whereas, qualitative data were employed to discover the challenges, discover the causes for drop out from the IFAL program and assess the perspectives of the concerned people about the execution of IFAL program.

3.6. Population, Sampling Technique and Sample Size

3.6.1 Population

According to Ngechu (2004) a population is a well-defined or set of people, services, elements, and events, group of things or households that are being investigated. The target populations of this study were 270 ; from these 8 center facilitators, 16 school teachers, 24 development agents, 16 health extension workers, 4 school cluster supervisors, 12 Woreda IFAL coordinating

committee members, and 190 Gumuz women adult learner who were attending their education, in Mandura woreda, Metekel zone, Benishangul gumuz regional state.

The population was set with the insight that the respondents have the required knowledge and experience in implementing and participating in the IFAL program and they have the information to investigate the participation of Gumuz women in the IFAL program. The area of the study was limited to Mandura woreda, Metekel zone.

3.6.2 Sampling Techniques and Sample Size

Probability and non-probability sampling techniques were employed in the study. The sampling technique used to choose the sample units was stratified random sampling method for there are kebeles near to the woreda town and far from the center. 8 kebeles/ IFAL centers (Fotomanjari, Dohanzebagona, Gedemdafile, Tunidadush, Ejenta, Edida, Wodit and Dohamaksight) were included in the study out of the 17 IFAL rural kebeles where the Gumuz ladies are living in Mandura woreda. The sample size of 8 kebeles/centers, which covers almost half of the kebeles in the woreda is representative sample and will help to manage the work of the study in terms of time and cost.

The total sample size for this study was 184. Sample respondents for filling the questionnaires were selected using probability sampling technique, simple random sampling techniques particularly through lottery method. Simple random sampling techniques can give equal chance of participation for the respondents in the population. Kothari (2004) states that “Random sampling from a finite population refers to that method of sample selection which gives each possible sample combination an equal probability of being picked up and each item in the entire population to have an equal chance of being included in the sample”(p.60).

The interviewees were selected using non-probability sampling; purposive sampling method for they are responsible in facilitating and coordinating all the activities of IFAL program implementation in the woreda. Therefore, IFAL coordinating committee and school cluster supervisors were selected using purposive sampling technique since they are small in number and expected to have adequate and relevant knowledge, their experience related to IFAL.

Determining the sample size was done by the formula developed by (Krejcie & Morgan, 1970). The result of the sample size is shown in table 1.

$$S = \frac{x^2 NP(1-P)}{d^2 (N-1) + x^2 P(1-P)}$$

Where:

S = Required Sample size

x = Z value (e.g. 1.96 for 95% confidence level)

N = Population Size

P = Population proportion (expressed as decimal) (assumed to be 0.5 (50%) since this would provide the maximum sample size).

d = Degree of accuracy (5%), expressed as a proportion (.05); It is margin of error

$$S = \frac{1.96^2 * 190 * 0.5(1-0.5)}{0.05^2 (190-1) + 1.96^2 * 0.5(1-0.5)}$$

$$S = 130$$

Table 1: Distribution of population and sample size for the study

No	Respondents	Sample kebele/center	Population	Sample size	Sampling technique	Tools employed
1	Gumuz women learner	8 center	190	130	Simple random	Questionnaire
2	Center facilitators	1 in each center	8	8	Availability	Questionnaire
3	School teachers	2 in each center	16	8	Simple random	Questionnaire
4	Development Agents(DAs)	3 in each center	24	8	Simple random	Questionnaire
5	Health extension workers	2 in each center	16	8	Simple random	Questionnaire
6	IFAL Coordinating committee(woreda)		12	6	purposive	Interview
7	School cluster supervisors		4	2	purposive	Interview
8	Gumuz women learners for FGD			14	purposive	Focus Group Discussion
	Grand Total		270	184		

3.7. Data Instruments, Procedures of Data Gathering and Analysis

3.7.1. Data Collection Instruments

For the purpose of collecting the necessary data questionnaire, interview and focus group discussion questions were set up.

3.7.1.1. Questionnaires

The questionnaire was developed based on the basic research questions and review of literature which comprises of both close ended and open-ended items. Two sets of questionnaires were prepared for IFAL facilitators and women IFAL learners. The total items for IFAL facilitators were 78; from these 69 items were close ended; 11- choice and 58 was scaled by 5 level rank, 9 - was open ended. The items for women IFAL learners were ; 8-choice, 3 -yes& no, 16 -rated by 5 level rank totally 27 were close ended and 6 were open ended items a total of 33. Questionnaires to gather quantitative data from IFAL women learners and IFAL facilitators. This is on the grounds that a questionnaire is advantageous to gather data from extensive number of respondents within brief timeframe and in financially save way. The questionnaire was first developed in English and later translated to Amharic by linguistic professional with the end goal of avoiding language barriers and to make the questions understandable to the respondents because their medium of instruction for the program in Amharic. To ensure that the questionnaire could work as expected, it was remarked by the supervisor and experts who have finished their second degree. Lastly, pilot test was done on 20 arbitrarily chosen respondents. In view of the pilot test, the survey done enhanced to make it straightforward and clear. Among the 162 distributed questionnaires, 154 were collected and 4 unusable, which makes the response rate to be 92.6% with 150 total usable questionnaires.

3.7.1.2. Semi-Structured Interview

Semi-structured interview was used to acquire qualitative data from woreda IFAL program coordinating committee and school cluster supervisors to gather detailed information and to see participants' point of view obviously. Semi-structured interview was favored in view of the preferred standpoint that it has adaptability in which new inquiries could be forwarded during the interview in view of the reactions of the interviewees. This helped to get pertinent data concerning the issue under the investigation. In order to increase the validity of the information obtained, interview was carried out with 6 IFAL co-coordinating committee members and 2 school cluster supervisors.

3.7.1.3. Focus Group Discussion Guide

Focus group discussion (FGD) is a special type of group interview (Johnson and Christensen, 2004) which is frequently used to triangulate data acquired by utilizing other collection

instruments. The researcher conducted the discussions with IFAL Gumuz lady learners from the two sample centers (Wodit and Dohanzbagona center). The two FGD groups had 7 members each with a total of 14 participants and FGD group participants were selected using purposive sampling technique. In the selection, regular attendance, marital status, family size and their learning conditions were considered. Moreover, focus group discussion (FGD) was made with 14 learners arranged in two groups, who were not included in filling the questionnaires. Interview and FGD were conducted to have clear information and triangulate the data gathered through questionnaire.

3.7.2. Procedures of Data Gathering

The Questionnaire prepared was distributed to the selected sample respondents by the researcher and data collectors after the researcher gave brief orientation to the data collectors. The IFAL; center of facilitators, Teachers, Development agent and Health extension workers were given the questionnaire so that they could fill the questionnaires by themselves. For Gumuz women learners who were unable to read and write, however, the data collectors read and fill the structured questionnaires after translating the Amharic version questioners in to Gumuz language to the respondents and understand their choice. Data cleaning and editing took place right after the data collection so as to correct errors and finally data organization, tabulation, coding, and analysis was performed. The data collected was analyzed using Statistical Package for Social Sciences (SPSS) version 21. Descriptive analysis was applied in the study.

The interview arranged for woreda IFAL coordinating committee and school cluster supervisors was conducted by the researcher himself. The researcher had initial contacts with the interviewees to make them clear about the purpose of the study. Then, during the interview, the researcher jotted down the main points given by the respondents. The researcher conducted the focus group discussions with IFAL Gumuz lady learners from the two sample centers (Wodit and Dohanzbagona center).The researcher had initial contacts with the discussion participants to make them clear about the purpose of the study. Then, during the discussion, the researcher jotted down the main points given by the discussion participants.

3.7.3. Methods of Data Analysis

Descriptive statistics was applied for organizing and summarizing quantitative data. According to McMillan and Schuhmacher (2006) descriptive statistics are used to summarize, organize, and

reduce large numbers of observations. Therefore, in this study, description of the variables so as to summarize some phenomenon was applied. The crude information was counted and organized in order to make it sensible for investigation. Based on the data collection instruments, the quantitative data was analyzed and expressed using percentage, average mean and standard deviation to present the highlight of the information. Percentages and mean score were used to determine the current Gumuz women participation of IFAL program in Mandura woreda. In addition, qualitative data obtained was analyzed and presented through narration.

3.7.3.1. Criteria to Scale Mean Scores

The analysis took place using frequency and percentage to find out the implementation of the IFAL program in relation to Gumuz women's participation and mean value and standard deviation were applied to examine the level of effect the challenges of the IFAL program and Gumuz women's learning. The mean score value range criteria was used to measure the level of influence of the factors is adopted from Robinson.J.p et al. (1991) and used for the analysis.

Table 2: Criteria to Scale Mean Scores

Range	Degree of presence/Influence
1.25 - 1.99	Very low
2.00 - 2.74	Low
2.75 - 3.49	Moderate
3.50 - 4.24	High
4.25 - 4.99	Very high

Source: Adapted for the study from- Robinson.J.p et al. (1991)

3.8. Validity and Reliability Tests

3.8.1. Validity

Validity test gives how much the composed factors measure to what they are proposed to quantify. Do the surveyed cooperation related cases truly clarify the real achievement and disappointment of IFAL program concerning the participation of ladies was tried before setting off to any further examination steps. Among the tests to be done for validity, content validity is one and common. It tests whether the constituent variables belong to the construct. According to Dunn et al, (1994) there is no statistical tool to measure content validity & an in-depth literature review is important to keep the researcher on the right track.

Hence, literature review has been done to test and assess the participation of adult learners in the IFAL program by and large and participation of ladies specifically. Moreover, the major data collection instrument, the questionnaire, was reviewed by the supervisor, adult education specialists, and experts in the pilot test, in the evaluation of 5 questionnaires were not clear to the respondents, due to that reason 3 close ended questionnaires were improved and 2 close ended totally avoided.

3.8.2. Reliability

Reliability test is done to the instrument to test whether it represent its correspondent variable. Cronbach's alpha test was done to measure the internal consistency of the questionnaire.

Table 3: Reliability Test

Questionnaire	Cronbach's Alpha	No. of Items
Facilitators	0.949	61
Learners	0.741	25

According to Nunally (1978) a value of at least 0.7 is recommended to be satisfactory coefficient for Cronbach's alpha test. Therefore, as indicated in the above table the Cronbach's alpha test result (0.949) and (0.741) facilitators and learners respectively for all the items is greater than the satisfactory test recommended (0.7). The test for all the items is attached on the annex. (See Appendix 7)

3.9. Ethical Consideration

To conduct this research, supportive letters was taken from the department curriculum and instruction, Addis Ababa University, to the regional government and the specific study area concerned organizations. Respondents were informed about the objectives of the study and the privacy of the data they give. The data was collected using questionnaire and it was done with full consent of the participants. A statement was set on the questionnaire that clearly indicates respondents' participation is only voluntary basis and they were informed not to include their names and addresses. Cautious consideration was given in regarding the rights, needs, and estimations of the participants.

CHAPTER FOUR

DATA PRESENTATION, ANALYSIS AND INTERPRETATION

4.1. Introduction

In this chapter data collected through questionnaire, interview and focus group discussion will be presented, analyzed and interpreted in a brief and structured manner. Tables and figures were utilized to present the data collected and analyzed through the appropriate statistical tools.

4.2. Demographic Information of Respondents

In this part, the general background of the respondents participated in the study is summarized with a focus on sex, age group, marital status, educational level, and occupation.

4.2.1. Sex Category of Respondents

The data summarized about the sex category of the respondents is presented in the following figure.

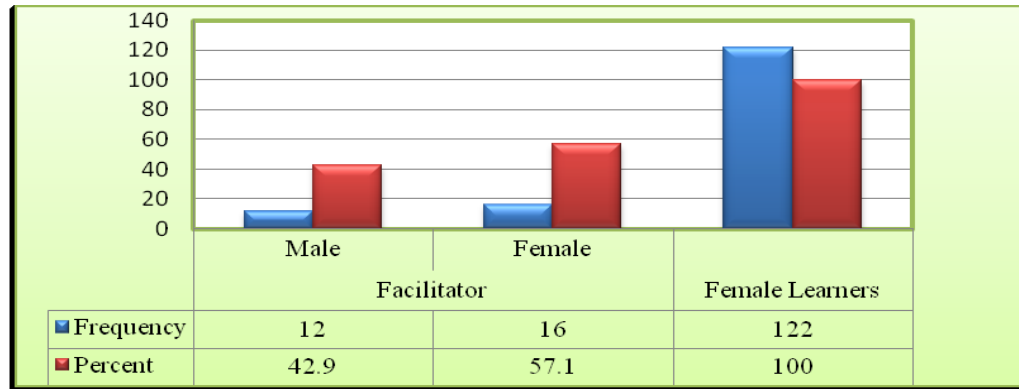


Figure 2: Sex Categories of Respondents

Regarding the sex category of respondents, figure 2 indicates that all the learners 122(100%) participated in the study were female which was done deliberately as a result of the main objective of the study. In addition, 16(57.1%) of the facilitators were female and 12(42.9%) were male. This implies the majority of the respondents were female and they are reliable source of information for the study as women, themselves, were the focus of the study.

4.2.2. Education Status of Facilitators

The data collected about the education level of the respondents (facilitators) is organized and presented in the following figure.

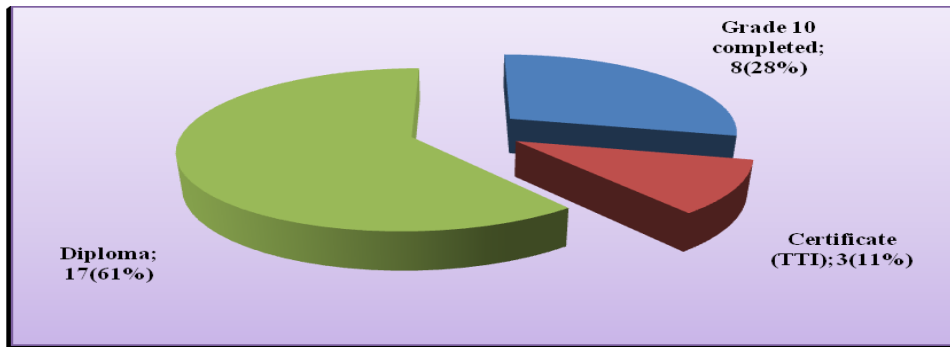


Figure 3: Education Statuses of Facilitators

Concerning the educational status of facilitators, respondents who were diploma holders have the largest portion 17 (61%) among the total respondents. 8(28%) of them were grade 10 completed and the rest 3(11%) were certificate level. From the data we can see that the majority, 20(72%) have diploma or certificate level education which indicates they have the required qualification for the level and they can easily understand the issue and respond to the questionnaire well and are reliable source of information for the study.

4.2.3. Age category of Respondents

The age of Gumuz women learners and facilitators participated in the study is summarized and presented in the following figure.

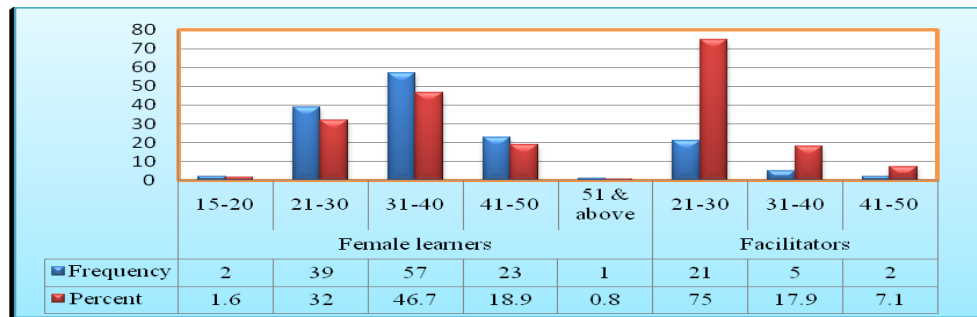


Figure 4: Age Category of Respondents

Regarding the age group of the Gumuz women learners, the larger portion 57 (46.7%) falls within the age group 31 to 40. Age group 21 to 30 includes 39(32%) of learners. The age group 15 to 20 and 51 & above contains the least number of respondents 3(2.4%). The rest 23(18.9%) were in age category of 41-50. From this we can say that the majority of Gumuz women learners' age falls in to 21 to 50 which are proper source of information. In addition, from the information about the age category of facilitators it is found that the majority 21(75%) falls in to age group 21-30 and 5(17.9%) were in the age group 31-40. The rest 2(7.1%) were in age category of 41-50. This indicates that the majority of the facilitators were in a productive age to contribute for better learning situations and appropriate source of information for the study. The strategy document recommended the age of adult literacy participants to be between 15 and 45 years old. Although interested individual beyond age 45 have no restriction to participate. The strategy document also focused on mainly to provide priority to female participation in the program as instructors and program participants. (MoE 2008, as cited in Mohammed, 2016)

4.2.4. Marital Status of Gumuz women Learners

The data gathered about the marital status of Gumuz women learners is organized and presented in figure 5.

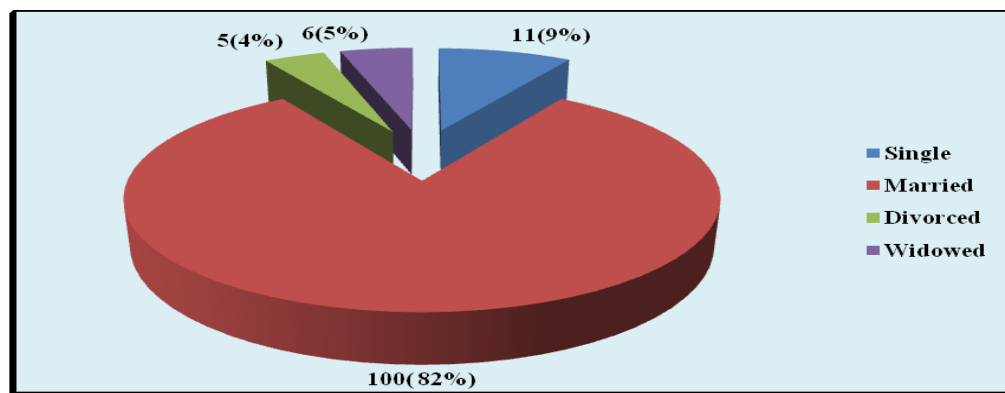


Figure 5: Marital Statuses of Gumuz women Learners

Concerning the marital statuses of Gumuz women learners, it is found out that the majority 100(82%) were married, 11(9%) single, 6(5%) widowed and the least 5(4%) were divorced. This indicates that most of the Gumuz women learners married and have multiples of responsibilities in their family and appropriate for the study.

4.2.5. Occupation of Respondents

The data obtained about the occupation of Gumuz women learners and facilitators is organized and depicted in the following table.

Table 4: Occupation of Respondents

Occupation of Respondents			
Gumuz women Learners		Frequency	Percent
	Daily laborer	9	7.4
	Petty trader	9	7.4
	Employed worker	2	1.6
	Unemployed	2	1.6
	House wife	100	81.9
Total		122	100
Facilitators of the program	Center of facilitator	7	25.0
	School teacher	6	21.4
	Health extension worker	8	28.6
	Development Agent	7	25.0
Total		28	100

Based on the data collected through questionnaire, the large portion of learners 100(81.9%) were house wife, daily laborers and petty traders contain 9(7.4%) each and the rest, 4(3.6%) were unemployed and employed workers. In addition, the current occupation of facilitators; those who works as center of facilitators, school teachers, health extension workers and development agent workers contribute almost 25% of the occupations listed. From the data it is clear that most of the gumuz women learners were house wife and the contribution of the respondent facilitators enables the collection of data from various workers and perspectives.

4.2.6. Work Experience of Facilitators

The data collected and organized about the experience of facilitators in their current jobs is organized and presented in the following figure.

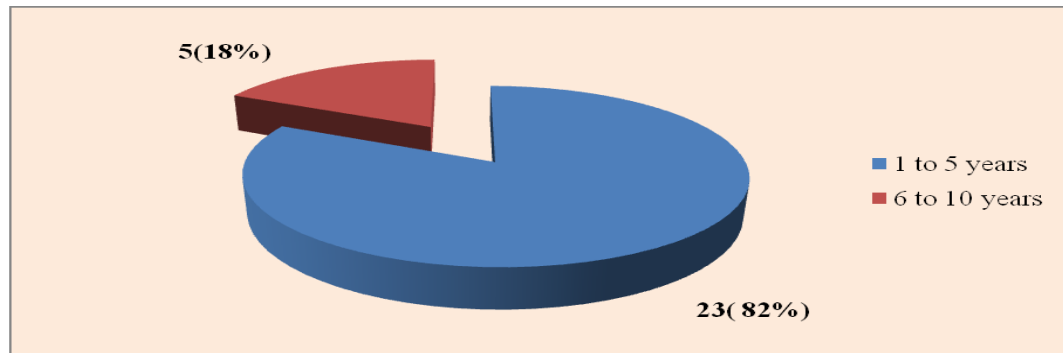


Figure 6: Service of Respondents in Current position

Based on the data collected through questionnaire, the large portion of respondents 23(82%) fall within the range of one to five years of service in their current jobs, and the rest 5(18%) have experience of 6 to 10 years. This indicates that this combination of the respondents was good enough in finding the accurate information for they have the experience to analyze the conditions taking place in the IFAL centers.

4.3. Learners and Facilitators Views Regarding their Participation on the IFAL Program

The data presented and analyzed in this part, were obtained from the respondents responses to questions presented in various forms; questionnaires, interview and focused group discussions. Gumuz women learners' and facilitators views regarding the program related to the issues of their participation are covered. The issues include the source of information, prior family participation in the program, reasons for their decision to join the program, drop out rate, Completion rate, interest and their purpose for attendance or joining the program.

4.3.1. Source of Information for Gumuz Women Learners to Join the IFAL Program

The data organized to find out the source of information the Gumuz women learners used to join the program; whether a neighborhood or family has joined the program and used as a source of information for the learners is presented in the following table.

Table 5: Source of information to join the IFAL program, views of learners

	Response	Frequency	Percent
Neighborhood	Yes	37	30.33
	No	69	56.57
	Not Sure	16	13.1
Total		122	100
Family	Yes	17	13.9
	No	98	80.3
	Not Sure	7	5.8
Total		122	100

From the data presented on the above table 5, it is found out that the majority 69(56.57%) of the respondents did not know someone from around their neighborhood who has joined the IFAL Program before them. 37(30.33%) know somebody in their neighborhood and the rest 16(13.1%) were not sure. In addition, the majority 98(80.3%) of the respondents replied “No” to the question if there was someone in the family who has joined the program. 17(13.9%) replied “Yes” and the rest 7(5.8%) replied “Not Sure” to the presence of family participation before their attendance in the program. This indicates that the attendance of the current IFAL Program Gumuz women learners was not related to their home or neighborhood mainly which further implies the less participation of Gumuz women learners in the area before the current batch students.

4.3.2. Source of Motivation for the Decision to Join the IFAL Program

The response about how Gumuz women learners joined the IFAL Program is organized and presented in the following table.

Table 6: Motivation to join the IFAL Program with the views of learners and facilitators

Respondent	Motivation	Frequency	Percent
Learners	Own request	5	4.1
	Family motivation	4	3.3
	Community motivation	1	0.8
	Motivation from local adiminstation	5	4.1
	Pressure from woreda adminstation	6	4.9
	Pressure from facilitators	101	82.8
	Total	122	100
Facilitators	Community level pressure	1	3.6
	By facilitator pressure	26	92.8
	Pressure from woreda government officials	1	3.6
	Total	28	100

As indicated Table 6, the majority 101(82.8%) of Gumuz women learners responded that they had involved in the program due to the pressure from facilitator, 6(4.9%) joined as a result of the pressure from Woreda administration, 5(4.1%) with their own request, 4(3.3%) with family motivation and the least motivation was from the community. In addition, the data from facilitators indicate that the majority 26(92.8%) replied the motivation for Gumuz women learners to join the IFAL program was the pressure from facilitators with the less contribution from the other groups goes in line with the data from Gumuz women learners. This implies that facilitators had exerted their maximum effort for the participation of Gumuz women learners in the IFAL program. On the contrary, family, community and local administration motivations were found to be less including the self motivation of the Gumuz women learners to join the IFAL program which further implies the less understanding from the majority and decisive contributors to the program in the Woreda.

Regarding the motivation of Gumuz women learners who joined to IFAL Program were, as indicated in the Interviewee and the FGD data triangulation, the participants presented that the Gumuz women learners not came to the center by their internal motivation. Not only this for registered to the program they need external pressure. i.e. Particularly the facilitators highly influence the Gumuz women learners to come the program.

4.3.3. Gumuz women Learners Drop Out from the IFAL Program

The data organized about the drop out rate of Gumuz women learners from the IFAL program is depicted in table 6 below.

Table 7: Gumuz women drop out rate from the IFAL Program, Views of facilitators

Item	Response	Frequency	Percent
Dropout rate of Gumuz women learners from IFAL program	Moderate	10	35.7
	High	6	21.4
	Very high	12	42.9

As indicated in the above table, the majority of respondents 18 (64.3%) replied “high” or “very high” and the rest 10(35.7%) rated the drop out rate as moderate. This indicates a high drop out rate of Gumuz women learners from the program which further implies drop out as a major challenge of the IFAL program implementation in the the woreda.

4.3.4. Completion Rate of Gumuz Women Learners from the IFAL Program

The following table indicates the data organized about the completion rate of Gumuz women learners from the IFAL program

Table 8: Gumuz women completion rate from the IFAL program, Views of facilitators

Item		Frequency	Percent
Completion rate of Gumuz women learners from IFAL program	Very low	7	25.0
	Low	12	42.9
	Moderate	6	21.4
	High	2	7.1
	Very high	1	3.6

As indicated in the above table, the completion rate of Gumuz women learners from the IFAL program was rated “Very low” or “Low” by the majority 19(67.9%) of the respondents. 6(21.4%) rated the completion level as “Moderate” and the rest 3(10.7%) replied “High” or “Very high”. This indicates that there was low completion rate of Gumuz women learners from the IFAL program that shows the low efficiency of the program implementation with respect to completion.

4.3.5. Gumuz women Learners Interest about IFAL Program

The data compiled and analyzed about the Gumuz women learners' interest to join the program is organized and presented in the next table.

Table 9: Gumuz women Learners interest about IFAL program, Views of learners

Item	Response	Frequency	Percent
Gumuz women Learners interest in the IFAL program	Yes	36	29.5
	No	86	70.5
	Total	122	100

Table 9, Shows that the majority 86(70.5%) of the respondents have said that they had no interest in the program, 35(29.5%) replied “Yes”. This indicates that the majority of the Gumuz women learners who are attending the program did not have interest and attending the program due to other pressures out of own interest which makes the learning difficult. However, some studies report that Functional Adult Literacy program design is one of the most important factors that affect adult student's persistence in the program and their interest to learn. For instance, Rogers (1999) argues that positive outcomes of traditional adult literacy programmes are restricted by limited motivation of adults to participate and failure to support transfer of skills learnt to daily lives. He outlines an alternative approach the ‘real illiteracies approach’ and discusses how this approach can address these issues through its emphasis on helping people to develop skills to carry out real literacy tasks in their daily lives. He contends that the approach's emphasis on using contextualized literacy activities and material drawn from everyday life is more effective because adult learning occurs when learning takes place to meet immediate needs arising from immediate situations.

4.3.6. Gumuz women Learners Purpose for Joining the IFAL Program

The purpose the Gumuz women learners had during their decision to join the program has been analyzed and depicted in the following table.

Table 10: Purpose of Gumuz women Learners to Join the Program, Views of learners

Respondent	Purpose	Frequency	Percent
Gumuz women Learners	Read and Write	60	49.2
	Developing functional skills	28	23.0
	Just to please others	5	4.1
	Not sure	29	23.8
	Total	122	100

From the data organized in the above table 10, it was found that the majority 60(49.2%) of Gumuz women learners' purpose for joining the IFAL program was read and write, 29(23.8%) did not have clear purpose, 28(23%) had a purpose of developing functional skills and the rest 5(4.1%) joined the program just to please others. This implies that there was a gap in creating awareness to the community to inform the purpose of the IFAL program and assist learners to set a wider purpose by understanding the benefits of the program. Regarding from this study, functional adult literacy the meaningful acquisition, development and use of reading, writing and numeracy skills plus other basic knowledge and skills required by a person in everyday life as a tool for self expression, information, communication, income generation and civic participation as a means to improve one's life and contribute to family, community and national transformation and development (MoE, 2011a).

Besides, MoE (2011b) IFAL is not solely the acquisition of the 3Rs; rather IFAL is an approach, process, and activity where by adults begin discussing their individual or community needs, problems, and difficulties; read words, numbers, phrases and/or sentences reflecting these; and finally begin to write, read, and calculate around them.

Regarding the focus group discussion result held with the participants it revealed that the purpose of the Gumuz women learners had during their decision to join/enroll the program has been, read and write, to calculate elementary arithmetic number, write the name of themselves and their family, to measure weight and to calculate the measurement during for selling their agricultural product in the market, and protect sanitation.

One respondent (Weste wadom), suggest that:

The reason why I participate in this program is to know the weight of my product in saling and buying in the market without the involvement of others.

(February 30/2010 E.c, Wodit kebele/Center)

4.3.7. Enrolment of Adults & Gumuz Women in the IFAL Program

The rate of enrolment of adults and Gumuz women was rated by facilitators and presented in the following table.

Table 11: Rate of enrolment of adults and Gumuz women in IFAL, Views of facilitatos

Item	Rate of enrolment					Mean	Std.Dev
	V. Low	Low	Moderate	High	V. High		
Enrolment of adults in the IFAL program	1(3.6%)	6(21.4%)	18(64.3%)	1(3.6%)	2(7.1%)	2.89	1.015
Enrolment of adult Gumuz women in the IFAL program	2(7.1%)	17(60.7%)	8(28.6%)	-	1(3.6%)	2.32	0.841

As indicated in the above table 11, the rate of enrolment of adults in the IFAL program, as rated by facilitators was (M=2.89, Std=1.015) which indicates the moderate rate of participation of adults. Whereas, the rate at which Gumuz women were being participating in the IFAL program was rated with a mean score (M=2.32, Std=0.841) which is a low level of participation. This implies that the rate at which Gumuz women are participating in the IFAL program is low that further indicates the low level of awareness of the community to the program and the less efforts made by the concerned parties. This lack of awareness was due to absence of knowledge on the contribution of IFAL program. This confirms the case for focusing ESDP V adult and non-formal education program resources on increasing female participation and completion rates is clear. Of the target 19.4 million illiterate adults targeted by the program, 12.4 million (64%) are female (MoE, 2015b).

Concerning the issue of enrollement and completion rate of the Gumuz women learners in the IFAL program, IFAL coordinators and school cluster supervisors said that; the enerollemnt of Gumuz women learners in planning their participation is at low level. In addition to this the

completion rate also very low because their no continuous attending until the end of the year with in the program.

4.4. IFAL Program Implementation with the Views of Gumuz women Learners

Table 12: IFAL Implementation in Gumuz women Learners Views

No	Issue	Level of agreement				
		S. Agree	Agree	Undecided	Disagree	S.Disagree
1.	Teachers are fit to teach the lessons	16(13.1)	27(22.1)	17(13.9)	50(41)	12(9.8)
2.	Teachers do not miss classes	4(3.3)	20(16.4)	16(13.1)	63(51.6)	19(15.6)
3.	Teachers speak your language and helps your learning	7(5.7)	35(28.7)	18(14.8)	49(40.2)	13(10.7)
4.	Facilitators coordinate the program well	6(4.9)	33(27)	18(14.8)	53(43.4)	12(9.8)
5.	The content is flexible to the needs of the learners	9(7.4)	21(17.2)	20(16.4)	58(47.5)	14(11.5)
6.	The contents are relevant to your day to day life	8(6.6)	26(21.3)	12(9.8)	62(50.8)	14(11.5)
7.	Language of instruction has not created any problem to the teaching learning process	2(1.6)	16(13.1)	15(12.3)	69(56.6)	20(16.4)
8.	The class rooms are convenient to your learning	9(7.4)	40(32.8)	22(18)	29(23.8)	22(18)
9.	The equipments in the classroom are enough for the teaching learning process	2(1.6)	11(9)	14(11.5)	64(52.5)	31(25.4)
10.	The time of teaching learning is convenient	8(6.6)	38(31.1)	26(21.3)	40(32.8)	10(8.2)
11.	The distance of the centers from your home is medium	6(4.9)	20(16.4)	17(13.9)	54(44.3)	25(20.5)

From item 1 of the above table 12, the majority of respondents 62(50.8%) disagreed about the fitness of teachers for the lessons. 43(35.2%) indicated their agreement replying “Strongly Agree” or “Agree” and the rest remained undecided. This indicates the problems related to teachers’ fitness in delivering the lessons. However, many documents show that among the factors which made adult literacy programs ineffective are related to facilitators’ limited knowledge and skills. For instance, in ESDP II (MoE 2002, as cited in Genet Gelana 2014), it was explained that low quality of facilitators and lack of incentives for the facilitators were among the factors responsible for high dropout rate in adult literacy.

Item 2 was to check whether teachers miss class or not and the majority 82(67.2%) of respondents indicated that teachers were missing classes while 24(19.7%) say teachers do not miss class and the rest were undecided. This indicates that teachers were contributing negatively

to the program by missing classes. According to Lind (1992) there is no time devoted to see the literacy component does facilitate women's full participation in literacy programmes. Such programmes are therefore faced with irregular attendance, high drop-out rates and weak results.

Regarding the teachers ability to speak the local language and help learning, the data presented in item 3 indicates that about half of the respondents 62(50.7%) replied strongly disagree or disagree. 42(34.4%) answered strongly agree or agree and the rest replied undecided. This indicates that the local language ability of teachers has affected the learning process in the IFAL program.

In item 4, 65(53.2%) of the respondents disagreed to the coordination of the program by the facilitators well. 39(31.9%) agreed to the idea "facilitators coordinate the program well" and the rest undecided which implies that the facilitators were not coordinating the program at the level that meets the targets of the program.

Item 5 was about the flexibility of the content to the needs of the learners. The majority 72(59%) disagreed and 30(24.6%) replied confirming the flexibility of the contents. Whereas, the rest, 20(16.4%) were unable to decide. This implies the problems of the contents' flexibility to the needs of the learners which is a setback in the teaching learning activity.

The relevance of the content to the day to day life of students was the 6th item presented to the respondents and the organized data indicates that the majority 76(62.3%) disagreed while 34(27.9%) replied strongly agree or disagree and the rest remained undecided. This implies the relevance of the content to the day to day life of learners was less and affected their motivation that further affects the success of the program. Supported by this study, one of the factors which attract adult learners and retain their interest in literacy programmes is its relevance to their daily pursuits (Lind, 1992). Contrary to that, women cannot effectively participate in the literacy programmes, as it is acts as an obstacle to learning. Similarly, Mbilinyi et al. (1991) argues that, the major obstacles that hinder the transformative potential of adult education for women are the continued gender streaming of women and irrelevant contents. Furthermore, Galabawa (2000) extends that, the contents which delivered in adult education programmes did not reflect the specific women problems and for that case limiting the effective participation of women in learning. These situations eliminate women from classroom participation and to the larger extent influence their performance in literacy programmes.

Regarding the effect of language to the teaching learning process, the majority of respondents 89(73%) disagreed while 18(14.7%) have shown their agreement to the less effect and the rest were undecided. Hence, language of instruction was found a difficulty to the teaching learning process. In this regard Language of instruction has been remained as a very crucial issue all over the world. According to many studies, the language of instruction is one of the problematic areas in educational centers, since the language of instruction can directly affect the teaching learning process in particular and its success in general. Instructional language therefore should be selected with much care and consideration. Further reports of classroom observations on the language of instruction carried out in several countries in Africa including Tanzania, South Africa, Malawi, Nigeria and Namibia just mention a few, reveal that there is a need of using familiar language in teaching and learning because the use of unfamiliar language as medium of instruction forces teachers to use traditional and teacher-cantered teaching methods which undermine teachers efforts to teach and students efforts to learn (Brock- Utne,2005).similarly, Brock-Utne (2000) said that ,The use of an unfamiliar language of instruction encourages the banking concept of education where students/adult are passive in the classroom (it removes the active part of students). It will be difficult to have a dialogue method kind of education as the language of instruction becomes a barrier to communication.

In the FGD the participants suggest that the medium of instruction is not conducive for us. Because our mother tangu is Gumuzanga; were as the medium of instruction is Amharic. It is so difficult to learn by second language.

The convenience of the class rooms were the issue presented to the respondents on item 8 of the above table. The summarized data indicates that 51(41.8%) pointed out the less convenience of the class rooms to their learning while 49(40.2%) has approved the convenience of the class rooms. The rest, 22(18%) were unable to decide about the issue. This implies that there is a setback about the convenience of the classrooms to the students learning.

In item 9 of the above table, the adequacy of the equipments in the classroom to the teaching learning process was presented to the students and the result analyzed indicates that the majority 95(77.9%) verified the inadequacy of the equipments which indicates the problem the teaching learning activity has faced as a result of the inadequacy of the equipments in the classroom.

According to a study conducted by Lind and Johnson (1990), the problem of inadequate reading materials that are designed for women's interests and needs. They also suggested that when women have become literate, sustaining the literacy skills acquired becomes difficult because of lack of suitable reading materials designed for women.

Regarding the convenience of the time of the teaching learning activity, 50(41%) replied strongly disagree or disagree indicated the adverse effect of time while 46(37.7%) has approved the convenience of time the teaching learning activity.class room. The rest 26(21.3%) were unable to decide about the issue. This implies that less time convenience to learners which further affect the effectiveness of the program.

The last item in the above table was the distance of the centers from learners' home and the analysis result indicates that the majority 79(64.8%) disagreed indicating there was a far distance to the IFAL center from their home and the rest 17(13.9%) were undecided. This implies the distance from home to the center was long and has affected the student learning.This an indication that the literacy class should be facilitated never the immediate neighborhood of women learners.

4.5. IFAL Program Implementation with the Views of Facilitators

In this part the implementation of IFAL program the Woreda is assessed in relation to planning, organizing, monitoring and evaluation.

4.5.1. Planning

The implementation of the IFAL program in relation to planning was assessed by facilitators and the organized result obtained is depicted in the following table.

Table 13: IFAL Implementation in relation to planning with the views of facilitators

No	Issue	Level of agreement				
		S. Agree	Agree	Undecided	Disagree	S.Disagree
	Planning related issues					
1	Need assessment was done carefully before planning	3(10.7)	3(10.7)	3(10.7)	11(39.3)	8(28.6)
2	Stakeholders participation in the planning stage was done properly including Gumuz women learners	2(7.1)	-	6(21.4)	12(42.9)	8(28.6)
3	Planning was done with the higher contribution of adult education and education experts	3(10.7)	5(17.9)	-	9(32.1)	11(39.3)
4	The plans were based on actual data	3(10.7)	7(25)	3(10.7)	10(35.7)	5(17.9)
5	The plans were presented to the concerned parties and improved as a result of their inputs	-	8(28.6)	3(10.7)	11(39.3)	6(21.4)
6	The plans considered the existing situations of the center/kebele and were implementable	3(10.7)	2(7.1)	3(10.7)	15(53.6)	5(17.9)
7	The problems of Gumuz women to participate in the program was carefully considered	1(3.6)	2(7.1)	-	8(28.6)	17(60.7)
8	The program has got the required attention from the local administration by understanding its benefits to the society	3(10.7)	5(17.9)	2(7.1)	12(42.9)	6(21.4)

Table 13 presented the analysis and summary of the data about IFAL implementation in relation to planning. From the responses about an assessment done before planning, it is clear that the majority of respondents 19 (67.9%) replied strongly disagree or disagree indicating the absence of careful need assessment before the planning process. 6(21.4%) agreed to the need assessment whereas, the rest remained undecided. Moreover, data from interview also indicates that need assessment was not properly done before planning and the data collected once was used continuously. The number of Gumuz adults was not based up on the need assessment done in the woreda. Rather, the number of Gumuz adult learners depends on the initial plan breakdown from the region. In addition, the annual number of Gumuz adults to participate in the kebele also based on the plan done that comes from at the woreda level in cotta system. This has proved the result from data collected with questionnaires that indicate absence or inappropriately done need assessment before planning.

The data presented on item 2 of the above table presented the summary of the responses about the adequacy of the stakeholders participation in the planning stage of the IFAL program and from the result it is found that the majority 20(71.5%) replied “strongly disagree” or

“disagree”.2(7.1%) replied agree and the rest 6(21.4%) were unable to decide. This implies that the planning stage of the program was done with less participation of stakeholders including the target beneficiaries, women learners, and further implies the adverse effects of less stakeholders’ participation in the program from the beginning. Interview responses also indicate absence of stakeholders, mainly, Gumuz women learners was a problem observed in the planning stage.

As indicated in item 3 of the above table, the majority 20(71.4%) replied disagree or strongly disagree to the higher contribution of adult education and education experts in the planning stage but 8(28.6%) rated to the presence of the participation of the professional. This clearly shows the contribution of the professionals in the program was low during the planning stage that further indicates the insufficiency of the program in the planning stage.

The next item was to evaluate whether the plan was based on the actual data. 15(53.6%) of the respondents disagreed while 10(35.7%) on the contrary, agreed the rest undecided. From this, it could be said that there were problems in the planning stage in relation to using actual data on the area as a base for the plan.

Item 5 of the table was to assess whether the plan was developed using the input from concerned parties and the result indicates that the participation of the concerned parties in improving the plan was low as rated by 17(60.7%). 8(28.6%) replied agree to the improvement of the plan from the participation of the parties and the rest remained undecided. This clearly shows that there was less participation of the concerned parties in improving the plans. Hence, a plan developed with some group ignoring or with less contribution from the concerned parties and their inputs has lesser probability of becoming successful.

Regarding considerations of the existing situation of the center/kebele during the planning stage, the data in item 6 indicates the disagreement from 20(71.5%) of respondents while 5(17.8%) proved their agreement to the considerations and the rest undecided. Moreover, data from interview has also revealed that since the plan for the number of participants is decided in a cotta system starting from the region to the IFAL centers it fails to consider the existing situation of the woreda and the area. This implies the consideration of the existing situation of the center/kebele during the planning stage was not done properly which indicates the problems of the implementations of the program in the area.

In the response to the considerations of Gumuz women's problems to participate in the program during the planning stage, 25(89.3%) replied "disagree" or "strongly disagree" which clearly indicates the setback of the plan which pay no attention to the main target group of the program.

The last item of the table was to assess the attention of the program from the local administration. The majority of the respondents¹⁸ (64.3%) indicated the lack of due attention from the local administration as a result of understanding the benefits of the program to the society. 8(28.6%) agreed to the attention from administration while the rest remained undecided. This implies the less attention to the program from the local administrators which further mean the implementation of the program has been put in trouble from the loose of attention from the main client.

4.5.2. Organizing

The implementation of the IFAL program in relation to organizing the program was assessed by facilitators and the summarized result gained is depicted in table 14.

Table 14: IFAL Implementation in relation to organizing with the views of facilitators

No	Issue	Level of agreement				
		S. Agree	Agree	Undecided	Disagree	S.Disagree
	Organizing related issues					
1	There was clear distribution of roles among the stakeholders	3(10.7)	5(17.9)	2(7.1)	12(42.9)	6(21.4)
2	The required budget was allocated according to the plan	3(10.7)	1 (3.6)	3(10.7)	8(28.6)	13(46.4)
3	Facilitators of the program were available in number	4(14.3)	3(10.7)	2(7.1)	12(42.9)	7(25)
4	Facilitators of the program were well trained and qualified	3(10.7)	2(7.1)	4(14.3)	10(35.7)	9(32.1)
5	There was a structure which could run the program effectively	3(10.7)	5(17.9)	3(10.7)	12(42.9)	5(17.9)
6	Equipments were available in the required amount and quality	2(7.1)	4(14.3)	5(17.9)	9(32.1)	8(28.6)

According to the data presented on item 1 of the above table 14, 8(28.6%) of the respondents indicated that there was clear distribution of roles among the stakeholders in organizing the program. 18(64.3%) disagreed to the clear distribution of roles and the rest remained undecided. This implies there was no clear distribution of roles among the stakeholders that lead to make stakeholders participation more vibrant and contribute their best to the realization of the goals in the program.

The data summarized regarding the budget allocation indicates that the budget required was not allocated according to the plan, as the majority 21(75%) of respondents replied “disagree” or “strongly disagree” to the point. Whereas, 4(14.3%) agreed to prove a proper budget allocation as to the plan and the rest 3 (10.7%) were undecided that implies the implementation of the program was suffering a budget deficiency from its commencement as the budget provision was not as to the plan.

Regarding the availability of facilitators in the program as indicated in item 3 of the above table, the majority 19(67.9%) of respondents pointed out that facilitators of the program were unavailable in number while 7(25%) show facilitators of the program were available and rest unable to decide. This signifies that the implementation of the program was started with the inadequate number of facilitators in the program that further indicate the setback in organizing the implementation of the program from its commencement.

The training and qualification of facilitators of the program was reviewed in item 4. The summarized data indicates that the facilitators of the program were not well trained and qualified as the majority 19(67.8%) of respondents shown their disagreement. 5(17.8%) agreed to the availability of well trained and qualified facilitators of the program and the rest 4(14.3%) were unable to decide. The problem of absence of well trained and qualified facilitators of the program was a big issue in the implementation of the program was the implied meaning of the analysis indicated above.

Item 5 of the above table was about the effectiveness of the structure at the woreda level in implemenatation of the program. Hence, the majority 17(60.8%) indicated their disagreement replying “Diagree” or “Strongly disagree”. 8(28.6%) agreed to the effectiveness of the structure and the rest remained undecided. This implies that the structures organized at the woreda level to run the IFAL program were not effective. As described by data from interview, this

ineffectiveness of the structure at the woreda level was resulted from the less attention given by the program coordinators and local administrators that has led to less cooperation among the stakeholders, inadequate budget allocation and poor communication of the goals of the program to the target groups and the community at large.

One of the IFAL coordinating committee suggested that:

The structure of IFAL is existed in as Skelton, not realized the actual need of the learners, there is no practical work more than signature agreement among sectors. (Melese, March 15/2010 E.c)

The last item of the above table was about the availability of equipments in the required amount and quality to the implementation of the IFAL program in the woreda. The majority 22(78.6%) has shown their disagreement to the existence of the equipments as to the level required. 6(21.4%) responded positively to prove the presence of the equipments replying agree or strongly agree. Hence, it is pointed out that from this data that availability of equipments to the required amount and quality was the reality of the IFAL program implementation in the Woreda and has affected the program negatively.

4.5.3. Monitoring and Evaluation

The implementation of the IFAL program in relation to monitoring and evaluation of the program was one of the focuses of the study and the summarized data as to the views of facilitators is depicted in the next table.

Table 15: Monitoring and Evaluation with the views of facilitators

No	Issue	Level of agreement				
		S. Agree	Agree	Undecided	Disagree	S.Disagree
	Monitoring and evaluation related issues					
1	The monitoring and evaluation was timely as to the plan	4(14.3)	4(14.3)	3(10.7)	9(32.1)	8(28.6)
2	The monitoring and evaluation had a problem solving approach	1(3.6)	5 (17.9)	3(10.7)	10(35.7)	9(32.14)
3	It was participatory	4(14.3)	4(14.3)	2(7.1)	12(42.9)	6(21.4)
4	The required level of attention was given by the local government	-	6(21.4)	4(14.3)	12(42.9)	6(21.4)
5	It has given a special attention to the participation of Gumuz women in the program	1(3.6)	5(17.9)	1(3.6)	15(53.6)	6(21.4)
6	Impact assessment was done in a planned manner	3(10.7)	4(14.3)	3(10.7)	13(46.4)	5(17.9)

Regarding the timely and as to the plan execution of the monitoring and evaluation, the data organized in item 1 of the above table 14, the majority 17(60.7%) replied “disagree” or “strongly disagree”. 8(28.6%) agreed and the rest remained undecided. This implies the monitoring and evaluation was not executed as to the plan and timely which proves the absence of organized and planned management.

The problem solving nature of the monitoring and evaluation was assessed, as presented in item 2 of the above table and the result indicates that the majority 19(67.84%) replied disagree indicating the less problems solving nature of the monitoring and evaluation executed in the IFAL program. 6(21.5%) responded stating their believe in the execution of monitoring and evaluation with a problem solving approach and the rest 3(10.7%) remained undecided. From this, it is clearly pointed out that the monitoring and evaluation has fewer problems solving approach that makes the achievement of the desired goals intricate.

Regarding the participatory nature of the monitoring and evaluation process, the majority 18(64.3%) replied “disagree” or “strongly disagree” that indicates was not participatory. 8 (28.6%) replied “agree” to show their perception as the process was participatory and the rest remained undecided. This implies the less participatory nature of the monitoring and evaluation process which have its adverse effects on the success of the IFAL program in the Woreda.

The level of attention given by the local government was addressed in item 4 of the table. The majority 18(64.3%) disagreed and indicated that the attention from the local government was not as to the required level. Whereas, 6(21.4%) replied “agree” and the rest 4(14.3%) stayed undecided. The indication of the result is that the lesser the attention given to the program by the main stakeholder the fewer the result expected from the program.

The data organized about the attention given to the participation of Gumuz women in the participation was the next item analyzed. The majority 21(75%) replied “strongly disagree” or “disagree” indicates Gumuz women were not given special attention to participate in the program. 6(21.5%) agreed and the rest undecided. Consequently, it is pointed out from this data that the less attention given to Gumuz women to participate in the program was the indication of the improper plan and management of the overall program as the women should get special attention in the Woreda.

The last item, in the above table, was to check whether impact assessment was done in a planned manner. From the result obtained, the majority 18(64.3%) replied “disagree” or “strongly disagree” indicating the impact assessment was not done in a planned manner. 7(25%) responded “agree” or “strongly agree” to the accomplishment of the impact assessment in a planned manner. This implies the deficiency in assessing the overall performance of the program so as to plan and work in a manner that will lead to better achievement of the IFAL program.

4.6. Benefits of the IFAL Program to Gumuz Women Learners

The insight on the benefits of the IFAL program has various returns to the success of learners and the program at large. Hence, Gumuz women learners and facilitators were requested about the benefits they recognize Gumuz women learners benefited from the implementation of the program and the data organized is presented in this section.

4.6.1. Gumuz women Learners' Views about the Benefit of the IFAL Program

The data organized about the benefit of the IFAL program to the Gumuz women learners in the area as to the perceptions of learners is depicted in the following table.

Note- (the 1st number in the box= frequency, the 2nd number in parenthesis= percentage (%) and in the description part; M=mean Std. =Standard deviation). Cut point: 1.25 - 1.99 -V. Low; 2.00 - 2.74- Low; 2.75 - 3.49- Moderate; 3.50 - 4.24- High and 4.25 - 4.99 - Very high. This applies for all tables.

Table 16: Benefits of the IFAL Program in Gumuz women Learners' Views

No	Benefits	Level of agreement						
		V.Low	Low	Moderate	High	V.High	Mean	Std
1.	It is connected with better health	11(9)	38(31.1)	49(40.2)	17(13.9)	7(5.7)	2.76	1.074
2.	Empower Gumuz women in their economic roles	18(14.8)	64(52.5)	33(27)	5(4.1)	2(1.6)	2.25	1.213
3.	Enable Gumuz women learners to eradicate poverty	20(16.4)	51(41.8)	43(35.2)	6(4.9)	2(1.6)	2.34	0.958
4.	Enable Gumuz women to contribute for sustainable development	23(18.9)	44(36.1)	41(33.6)	11(9)	3(2.5)	2.40	1.026
5.	Enable Gumuz women to be self reliant	16(13.1)	55(45.1)	37(30.3)	9(7.4)	5(4.1)	2.44	1.237
Av. Mean							2.44	

Regarding the benefits of the IFAL program for Gumuz women learners, as clearly indicated in Table 16, the benefit Gumuz women achieved in relation to better health was moderate for 49(40.2%) respondents, low for 49(40.1%%) and high for the rest. The mean score for better health (M=2.76, Std=1.074) lies between 2.75-3.49 which indicates moderate level benefit for Gumuz women learners. Hence, Gumuz women learners has benefited in terms of improving their/family health from the IFAL program. Based on the FGD the participants suggested that there was some way of improvement like home delivery free, house sanitation and open

defication free. When we said the health condition of as is moderate related to the pervious life of our selves. But still today we have a better health gap.

All the other benefits presented to the respondents fall in to a low level benefit with mean values; enable Gumuz women to be self reliant (M=2.44, Std=1.237), Enable Gumuz women to contribute for sustainable development(M=2.40, Std=1.026), Enable Gumuz women learners to eradicate poverty(M=2.34, Std=0.958), Empower Gumuz women in their economic roles (M=2.25, Std=1.213) respectively and the average mean value for all the items also indicate the low level benefit(M=2.44). Hence, the IFAL program developed with enormous benefits for Gumuz women and their family was not found successful in terms of enabling Gumuz women to be self reliant, in contributing to sustainable development, eradicating poverty and empowering Gumuz women in their economic roles.

4.6.2. Facilitators Views about the Benefits of the IFAL Program to Gumuz Women Learners

The data organized about the benefit of the IFAL program to the Gumuz women learners in the area as to the perceptions of facilitators is depicted in the following table.

4.6.2.1. Economic Benefits of the IFAL Program to Gumuz women Learners

The data organized about the economic benefits Gumuz women learners attained as a result of their participation in the IFAL program is presented next.

Table 17: Economic Benefits of the IFAL Program to Gumuz women , Views of facilitators

No	Issue	Level of agreement						
		V. Low	Low	Moderate	High	V. High	Mean	Std
1.	Contributes to the empowerment of Gumuz women's in economic role	6(21.43)	9(32.1)	8(28.6)	4(14.3)	1(3.6)	2.46	1.105
2.	Develop Gumuz women their attitude about securing employment for sustainable development	6(21.43)	10(35.7)	9(32.14)	3(10.71)	-	2.32	0.945
3.	Develop skills and attitude to develop productivity and achieving self reliance of Gumuz women	4(14.29)	8(28.57)	8(28.57)	7(25)	1(3.57)	2.75	1.110
4.	Helped them to develop business skills and market transaction	4(14.3)	8(28.6)	9(32.1)	3(10.7)	4(14.3)	2.82	1.249
5.	Helped them to develop knowledge and skills about agriculture	4(14.29)	6(21.43)	9(32.14)	7(25)	2(7.14)	2.89	1.166
Av. Mean							2.65	

Regarding the economic benefits Gumuz women learners could get from their participation in the IFAL program, as indicated in the above table 17, developing business skills and market transaction, knowledge and skills about agriculture, developing skills and attitude about develop productivity and achieving self reliance of Gumuz women were rated as a moderate level benefits achieved by Gumuz women from the IFAL program. The mean values (M=2.82, Std= 1.249), (M=2.89, Std= 1.166) and (M=2.75, Std= 1.110) respectively, indicated this reality. The other benefits; empowerment of women in economic role and attitude about securing employment for sustainable development were found low level benefits Gumuz women's' achieved from the IFAL program implementation with (M=2.46, Std= 1.105) and (M=2.32, Std=0.945). The average mean value (M=2.65) also indicates the low level benefits of Gumuz women in participating in the program. Hence, the economic benefits the program has targeted to improve were not being achieved to a higher level.

4.6.2.2. Political Benefits of the IFAL Program to Gumuz Women Learners

The data organized about the political benefits realized by Gumuz women learners as a result of their political participation in the IFAL program is illustrated in the following table.

Table 18: Political Benefits of the IFAL Program to Gumuz Women, Views of facilitators

No	Political Benefits	Level of agreement						
		V. Low	Low	Moderate	High	V. High	Mean	Std
1.	Helped them to ensure their right to get equal educational opportunity	4(14.29)	14(50)	6(21.43)	2(7.14)	2(7.14)	2.54	0.875
2.	Helped them to ensure their right to participate in democratic process	6(21.43)	11(39.29)	5(17.86)	4(14.29)	2(7.14)	2.43	1.03
3.	Helped them to ensure their right by improving their social value	5(17.86)	10(35.71)	8(28.57)	4(14.29)	1(3.57)	2.71	0.94
Av. Mean							2.66	

Table 18 revealed the analysis and summary of the data collected about Political Benefits of the IFAL Program to Gumuz women learners. From the responses, it is clear that all the political benefits selected to be measured by facilitators fall in to a low level range benefits to Gumuz women (M=2.00-2.74); ensured their right to get equal educational opportunity (M=2.54, Std= 0.875), ensured their right by improving their social value (M=2.71, Std= 0.94) and ensured their right to participate in democratic process (M=2.43, Std= 1.03) in decreasing order.

The average mean value (M=2.66) also indicates the low level benefits to Gumuz women learners in the items rated. This implies that Gumuz women participated in the IFAL program in the study area were not benefiting a lot from the program that would have helped them in improving their political benefits which further imply the less effectiveness of the program in achieving political dimension benefits to Gumuz women.

4.6.2.3. Social Benefits of the IFAL Program to Gumuz Women Learners

In the following table, the data summarized about the social benefits Gumuz women learners' attained from the IFAL program is depicted.

Table 19: Social Benefits of the IFAL Program to Learners, Viwes of facilitators

No	Social Benefits	Level of agreement						
		V. Low	Low	Moderate	High	V. High	Mean	Std
1	Enable Gumuz women learners to eradicate poverty an income generating activity	2(7.14)	10(35.71)	9(32.14)	7(25)	-	2.75	1.235
2	Contributed to the Gumuz women's better health	9(32.14)	6(21.43)	7(25)	4(14.29)	2(7.14)	2.43	1.043
3	Developed Gumuz women's ability to appreciate and protect their environment for sustainable development	7(25)	9(32.14)	5(17.86)	5(17.86)	2(7.14)	2.50	1.118
4	Helped them to enhance social integration among the community	8(28.57)	9(32.14)	8(28.57)	3(10.71)	-	2.21	1.015
5	Helped them(Gumuz women) to understand gender roles	8(28.57)	6(21.43)	5(17.86)	5(17.86)	4(14.29)	2.68	1.161
6	Developed their knowledge about nutrition	6(21.43)	9(32.14)	5(17.86)	6(21.43)	2(7.14)	2.61	0.830
7	Developed their knowledge about sanitation	2(7.14)	3(10.71)	7(25)	7(25)	9(32.14)	3.64	1.001
8	Developed their knowledge about HIV & AIDS	7(25)	8(28.57)	5(17.86)	5(17.86)	3(10.71)	2.61	0.981
9	Develop Literacy skill	2(7.14)	2(7.14)	5(17.86)	8(28.57)	11(39.29)	3.86	1.023
10	Can help reduce harmful traditional practice	6(21.43)	7(25)	8(28.57)	4(14.29)	3(10.71)	2.68	1.012
11	To assist children in their formal education program.	1(3.57)	3(10.71)	8(28.57)	6(21.43)	10(35.71)	3.75	0.871
Av. Mean							2.88	

The data presented in the above table reveals the intensity of the social benefits Gumuz women learners attained from the implementation of the IFAL program in Mandura Woreda. Consequently, developing literacy skill, assisting children in their formal education and developing their knowledge about sanitation are found to be high level benefits as rated by facilitators with mean scores (M=3.86, Std=1.012), (M=3.75, Std=0.871) and (M=3.64, Std=1.001) respectively, and shows that Gumuz women learners were benefiting to a higher intensity from the implementation of the program.

Enabling Gumuz women learners to eradicate poverty and income generating activity was found to have benefited the Gumuz women learners with a moderate level (M=2.75, Std=1.235). The rest anticipated social benefits were found at a low intensity; helped them to understand gender

roles (M=2.68, Std =1.161), can help reduce harmful traditional practice (M=2.68, Std =1.023), developed their knowledge about HIV & AIDS (M=2.61, Std =0.981), developed their knowledge about nutrition (M=2.61, Std =0.830), developed Gumuz women's ability to appreciate and protect their environment for sustainable development (M=2.50, Std =1.118), contributed to the Gumuz women's better health (M=2.43, Std =1.043) and to enhance social integration among the community (M=2.21, Std =1.015) respectively. The average mean score for all the items (M=2.88) indicates a moderate level benefit to Gumuz women as a category. This implies that Gumuz women participating in the IFAL program have attained some social benefits; literacy skills, assisting their children in education and sanitation at a higher level and income generating ability with a moderate intensity. But, the program has not yet achieved its purpose in assisting Gumuz women with gender roles, in reducing harmful traditional practice, knowledge about HIV, nutrition and in protecting the environment for sustainable development. Hence, Gumuz women learners, even though they were part of the IFAL implementation program have lost many social opportunities.

4.7. Challenges that Affect Gumuz Women Participation in the IFAL Program, Women Learners' Views

Table 20: Challenges of Gumuz women participation in the IFAL program, Learners' views

No	Items	Response	
		Yes	No
1.	Does your marital status affect your participation in IFAL?	77(63.1)	45(36.9%)
2.	Does your age affect your participation in IFAL?	81(66.4)	41(33.6)

In the above table, the data analyzed about the effects of marital status of women in the IFAL program indicates that marital status affected participation as 77(63.1%) replied "yes" while the rest 45(36.9%) answered "no". This indicates that the Gumuz women learner has got challenges due to their marital status in relation to their participation in the IFAL program.

Whether age affects IFAL participation of Gumuz women was assessed and presented in item 2 of the above table. The majority 81(66.4%) replied "Yes" and the rest 41(33.6%) "No". This has a clear indication of the effects of age in the program.

The challenges of women's in relation to responsibility and work load at home is analysed and the result is depicted in the following chart.

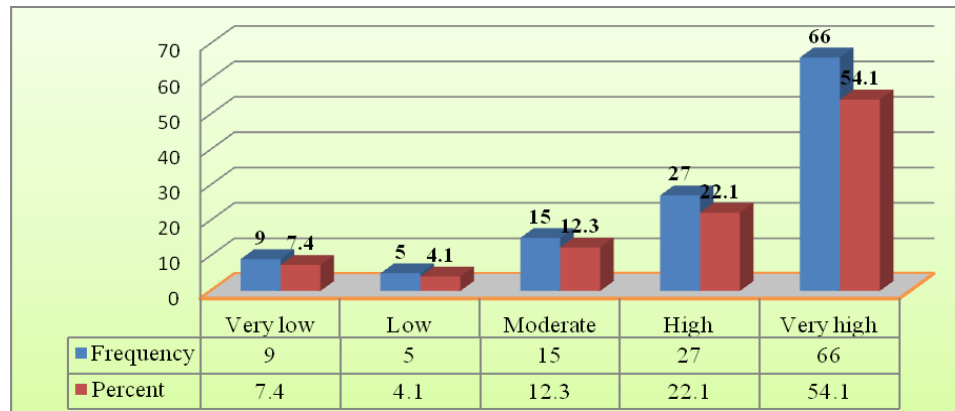


Figure 7: Responsibility and work load of Gumuz women at home, Learners views

As indicated in the above chart, the majority 93(76.2%) rated the effect of responsibility and work load at home in women's IFAL participation was high. 15(12.3%) level the challenge moderate and the rest low. This implies the effects of the work load at home have been affect in Gumuz women's IFAL participation highly.

4.8. Gumuz Women's Challenges in the IFAL Program with the Viwes of Facilitators

The responsibility and work load at home and the anticipated challenges and their level of influence for Gumuz women's participation from getting enrolled in to the IFAL program to their graduation has been assessed and illustrated in this part.

➤ Facilitators views about Gumuz women's responsibility and work load at home

Data collected to examine Gumuz women's share of responsibility and work load at home is illustrated in the following figure.

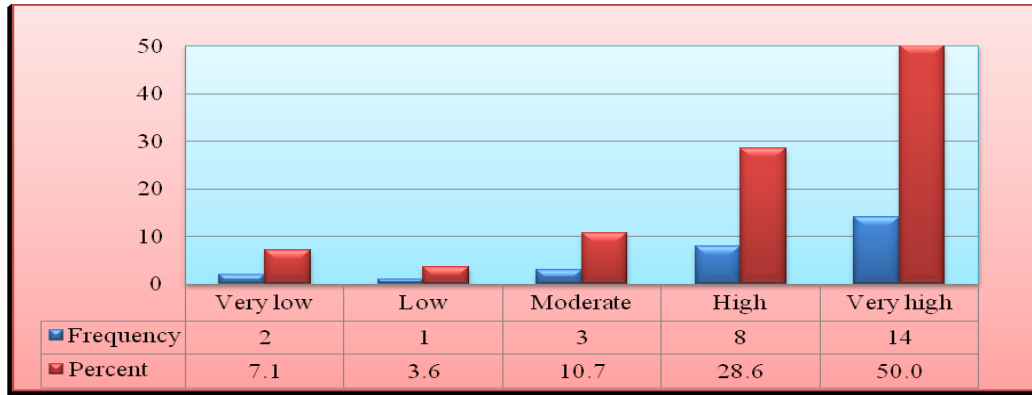


Figure 8: Responsibility and work load of Gumuz women at home, Facilitators views

As shown in the figure 8, the majority 22(78.6%) of respondents put the load on Gumuz women at home high or very high. 3(10.7%) and 3(10.7%) replied moderate and the rest low or very low respectively. This implies that the responsibility and work load on Gumuz women at is affecting their IFAL program participation due to their burden at home. Like wise, a study in Bhair Dar zuria woreda North west Ethiopia revealed that high work load affected to women's participation in Functional Adult Literacy when compare to those women who had low work load (Kassahun,2015). Furthermore, a study done in Kabompo districts in North Western province, Zambia, indicated that over load tasks in home which contribute to less participation of women in adult literacy centers (Manda, 2009).

Table 21: Challenges of Gumuz women learners in the IFAL program with the views of facilitators

N o	Challenges	Level of agreement						
		V. Low	Low	Moderate	High	V. High	Mean	Std
1	Marital status affect the participation in IFAL	-	5(17.9)	2(7.1)	15(53.6)	6(21.4)	3.79	1.321
2	Age affect the participation in IFAL	6(21.4)	9(32.1)	4(14.3)	8(28.6)	1(3.6)	2.61	1.211
3	Extent which IFAL program links women's to economic empowerment	7(25)	6(21.4)	2(7.1)	11(39.3)	2(7.1)	2.82	1.312
4	The designed curriculum do not consider the special needs of women	3(10.7)	4(14.3)	4(14.3)	9(32.1)	8(28.6)	3.54	1.412
5	The relevance of the curriculum content to women	1(3.6)	14(50)	2(7.1)	7(25)	4(14.3)	2.96	0.891
6	Distance of literacy center from home	2(7.1)	8(28.6)	5(17.9)	10(35.7)	3(10.7)	3.14	0.917
7	Lack of motivation or interest of facilitators	3(10.7)	7(25)	1(3.6)	12(42.9)	5(17.9)	3.32	1.241
8	Class schedule conflict with learners working conditions affect participation	2(7.1)	6(21.4)	4(14.3)	10(35.7)	6(21.4)	3.43	1.302
9	Inconvenient class room affect learners participation in IFAL	2(7.1)	6(21.4)	2(7.1)	14(50)	4(14.3)	3.43	1.007
10	Lack of encouragement (e.g exercise books and pens) from the concerned government affect learners participation	-	4(14.3)	1(3.6)	10(35.7)	13(46.4)	4.14	0.961
11	Lack of text book in IFAL center affect learners participation	-	3(10.7)	3(10.7)	10(35.7)	12(42.9)	4.11	1.213
12	Teachers unable to speak your local language and helps your teaching learning process affect learners participation	-	5(17.9)	4(14.3)	11(39.3)	8(28.6)	3.79	1.030
13	Lack of training (skills on helping adults) of facilitators and well equip the program	-	5(17.9)	1(3.6)	19(67.9)	3(10.7)	3.71	0.932
14	The opinion of village mates towards women education and being in school at this age	-	5(17.9)	3(10.7)	10(35.7)	10(35.7)	3.79	1.217
15	Levels of IFAL Program recognition from the community/peers, family/ for women.	1(3.6)	7(25)	2(7.1)	13(46.4)	5(17.9)	3.50	0.876
16	Child care and domestic duties	-	2(7.1)	1(3.6)	11(39.3)	14(50)	4.32	1.126
17	Need to harvest, farm, fetching water, collecting fire wood or other works	1(3.6)	-	1(3.6)	8(28.6)	18(64.3)	4.50	1.024
18	Lack of support from family members	2(7.1)	2(7.1)	3(10.7)	11(39.3)	10(35.7)	3.89	1.334
19	Lack of awareness on the IFAL Program	1(3.6)	6(21.4)	2(7.1)	11(39.3)	8(28.6)	3.68	1.034
Av. Mean							3.60	

The data presented in the above table reveals that the challenges of Gumuz women learners in the IFAL program in the influence category level “Very high” were; Child care and domestic duties (M=4.32, Std.=1.126), need to harvest, farm, fetching water, collecting fire wood or other works (M=4.5, Std.=1.024). The majority 25(89.3%) and 26(92.9%)of respondents rated high of very high level for the challenges Child care and domestic duties and need to harvest, farm, fetching

water, collecting fire wood and other works respectively. Regarding for this, Lind and Johnson (1990) have found out that many traditional and new roles prevent women from full participation in literacy classes. They have listed several constraints, a primary constraint being after return from literacy class, women's undertake activities like fetching water and collect firewood, cooking, taking care of children, washing clothes, cleaning the house etc. This workload makes them tired and unable to study and they don't get time for it even if they wish to do so.

The challenges which were found affecting women's IFAL program participation with a high level of influence were; lack of encouragement from the concerned local government (M=4.14, Std.=0.961), and lack of text book in IFAL centers (M=4.11, Std.=1.213), lack of support from family members (M=3.89, Std.=1.334), marital status affect the participation in IFAL (M=3.79, Std.=1.334), teachers unable to speak your local language and helps your teaching learning process affect learners participation (M=3.79, Std.=1.030). Moreover, the opinion of village mates towards women education and being in school at this age (M=3.79, Std.=1.217), lack of awareness on the IFAL Program (M=3.68, Std.=1.034), lack of training (skills on helping adults) of facilitators and well equip the program (M=3.71, Std.=0.932), levels of IFAL Program recognition from the community/peers, family/ for Gumuz women (M=3.50, Std.= 0.876), and the designed curriculum do not consider the special needs of women (M=3.54, Std.=1.412) were also challenges with a high level influence to Gumuz women's participation in the IFAL program.

Challenges with moderate level effect in influencing Gumuz women's participation in the IFAL program were; the extent which IFAL program links Gumuz women's to economic empowerment (M=2.82, Std.=1.312), the relevance of the curriculum content to Gumuz women (M=2.96, Std =0.891), distance of literacy center form home (M=3.14, Std=0.917), lack of motivation or interest of facilitators (M=3.32, Std=1.241), class schedule conflict with learners working conditions (M=3.43, Std=1.302) and inconvenient class room (M=3.43, Std=1.007). The only challenge found with a low level of effect on Gumuz women's participation of the IFAL program was age (M=2.61, Std=1.211).

In general, in the interviewee and FGD the respondents revealed that challenges of Gumuz women learners to participate in the program are; Child care and domestic duties, need to harvest, farm, fetching water, collecting fire wood or other works lack of encouragement from the concerned local government, and lack of text book in IFAL center, lack of support from family members,

marital status, teachers unable to speak your local language and helps your teaching learning process, the opinion of village mates towards women education and being in school at this age, lack of awareness on the IFAL Program, lack of training (skills on helping Gumuz adults) of facilitators and well equip the program, levels of IFAL Program recognition from the community/peers, family/ for gumuz women , the designed curriculum do not consider the special needs of Gumuz women and the extent which IFAL program links gumuz women's to economic empowerment.

CHAPTER FIVE

SUMMARY OF FINDINGS, CONCLUSION AND RECOMMENDATIONS

5.1. Introduction

This chapter, as a continuation of the previous chapter, which include the presentation of data, analysis and interpretation emphasizes on the summary of major findings, the concluding remarks and suggested recommendations.

5.2. Summary of Major Findings

The study was conducted with the objective to assess the participation of Gumuz women in Integrated Functional Adult Literacy Program in Mandura Woreda, Metekel Zone, Benishangul Gumuz Region. It sought to discover the implementation of the IFAL program in terms of women's participation, the benefits of the program for women and the challenges women faced to participate in the program. Descriptive statistics was employed to carry out the study for the study was intended to measure the respondents' views about the issue and determine the influence of the challenges investigated on Gumuz women education and the IFAL program in general, in the study area.

Both probability and Non-probability sampling techniques were employed to choose the respondents for the study. The sample size comprised one hundred sixty two (162) Gumuz women learners and facilitators, and analysis was done with returned and usable one hundred fifty (150) questionnaires. Fourteen (14) Gumuz women learners, who were not chosen for filling questionnaires participated in focused group discussion (FGD), and 8 interviewees included for analysis purpose from IFAL coordinating committee members and school cluster supervisors. The data collecting instruments used were questionnaires, semi-structured interview and focused group discussion. Hence, to meet the objectives of the study, the following research questions were developed. The Gumuz women learner respondents were with majority (46.7%) of age range 30 - 40, (82%) married and (81.9%) house wife. In addition, 57.1% of facilitators were female and 61% diploma holders. Hence, to meet the objectives of the study, the following research questions were developed.

1. How was the implementation of the IFAL program in terms of Gumuz women participation?
2. What are the benefits Gumuz women obtained from IFAL participation?
3. What challenges hinder the Gumuz women to participate in the IFAL program?
4. What possible measures should be taken to tackle the challenges which faced the Gumuz women to participate in IFAL program in Mandura woreda?

The objective of the research was achieved by portraying the implementation of the IFAL program in relation to Gumuz women's participation, discovering the benefits Gumuz women deserved as a result of their participation in the program and finding out the challenges Gumuz women learners faced with their influence level throughout the process of learning. On the basis of the results from data analysis the following findings are drawn:

Regarding the source of information of Gumuz women learners to join the IFAL program, the majority 98(80.3%) indicated that they did not know someone in the family who has joined the program. Their motivation, as indicated by the majority 101(82.8%) of learners, and 26(92.8%) facilitators was linked to the pressure from facilitators. This implies the efforts of facilitators for participation of Gumuz women learners in the IFAL program. In addition to, the purpose the Gumuz women learners' decision to join the program was mainly related to read and write, 60(49.2%)

Concerning the rate of participation of Gumuz women learners in the IFAL program in comparison to men, it was found that the enrolment of Gumuz women was low level participation.

Concerning the rate of Gumuz women learners drop out from the IFAL program, the majority of respondents revealed that a high drop out rate of the Gumuz women learners from the IFAL program, which further implies drop out as a major challenge of the IFAL implementation the woreda.

Concerning the rate of Gumuz women learners' completion from the IFAL program, as indicated that low completion rate of Gumuz women learners from the IFAL program that shows the low efficiency of the program implementation with respect to completion.

Regarding the implementation of IFAL program, Gumuz women learners indicate that; teachers' fitness in delivering the lessons was little and teachers were contributing negatively to women's learning by missing classes. In addition, the local language ability of teachers was found to affect the learning process and equipments in the classroom were found inadequate.

The preparation for planning; in terms of need assessment was not done in an adequate manner, less participation of stakeholders including Gumuz women learners, and lesser contributions of professionals; adult education and education experts, inappropriate consideration given to the existing situation.

Regarding the implementation in relation to organizing; there was no clear distribution of roles among the stakeholders that lead to make stakeholders participation more vibrant and contribute their best to the realization of the goals in the program and inadequacy of budget as to the plan.

In relation to monitoring and evaluation, majority of respondents indicate that the monitoring and evaluation was not executed as to the plan. Moreover, deficiency in assessing the overall performance of the program was pointed out from the inadequate impact assessment conducted in a manner that will lead to better achievement of the IFAL program.

Regarding the economic benefits Gumuz women learners could get from their participation in the IFAL program, the average mean value ($M=2.65$) also indicates the low level benefits of Gumuz women in participating in the program. Hence, the economic benefits the program has targeted to improve were not being achieved to a higher level.

Concerning the political benefits of the IFAL Program to Gumuz Women learners, the average mean value ($M=2.66$) also indicates the low level benefits to Gumuz women learners which implies Gumuz women participated in the IFAL program in the study area were not benefiting a lot from the program that would have helped them in improving their political benefits which further imply the less effectiveness of the program in achieving political dimension benefits to Gumuz women.

Regarding the social benefits; the average mean score for all the items ($M=2.88$) indicates a moderate level benefit to Gumuz women as a category. This implies that Gumuz women participating in the IFAL program have attained some social benefits; literacy skills, assisting their children in education and sanitation at a higher level and income generating ability with a

moderate intensity. But, the program has not yet achieved its purpose in assisting Gumuz women with gender roles, in reducing traditional practice, knowledge about HIV, nutrition and in protecting the environment for sustainable development. Hence, Gumuz women learners, even though they were part of the IFAL implementation program have lost many social opportunities.

Regarding the challenges which were found affecting Gumuz women's IFAL program participation were; child care and domestic duties, need to harvest, farm, fetching water, collecting fire wood or other works lack of encouragement from the concerned local government, and lack of text book in IFAL centers, lack of support from family members, marital status, teachers unable to speak your local language and helps your teaching learning process. Moreover, the opinion of village mates towards women education and being in school at this age, lack of awareness on the IFAL Program, lack of training (skills on helping adults) of facilitators and well equip the program, levels of IFAL Program recognition from the community/peers, family/ for Gumuz women, and the designed curriculum do not consider the special needs of women were also challenges with a high level influence to Gumuz women's participation in the IFAL program.

5.3. Conclusion of the Study

The main focus of the research was to assess the participation of Gumuz women in Integrated Functional Adult Literacy Program in Mandura Woreda, Metekel Zone, Benishangul Gumuz Region. Based on the result of the analysis and the findings; the participation of Gumuz women in integrated functional adult literacy program in the study area was ineffective. Due to the following points:

- The participation of Gumuz women learners in the IFAL Program was not mainly related to information from their home and neighborhood that implies the inadequate efforts made by the local administration to facilitate the participation of Gumuz women through the information disseminated to the community that promote the IFAL program.
- Facilitators were found to be the main source of motivation for Gumuz women to join the program that designates an equal contribution of all the main stakeholders,
- Concerning the rate of participation of Gumuz women learners in the IFAL program, it was found that low level enrolment participation.
- The rate of drop out was high whereas, completion rate was low.

- Regarding the implementation the IFAL program, Teachers' fitness in delivering the lessons and the problems teachers have in relation to the local language was found as a difficulty of the implementation intensified by the inadequacy of the equipment in the IFAL centers.
- The planning stage of the IFAL program was found inadequate in relation to need assessment, and there was less participation of stakeholders including the target beneficiaries.
- Concerning the organizing stage of the IFAL program, there were problems related to clear distribution of roles among the stakeholders, and provision of adequate budget for the program.
- Monitoring and evaluation was not executed as to the plan and timely which proves the absence of organized and planned management.
- The economic, political and social benefits Gumuz women learners could get from their participation in the IFAL program were not being achieved to a higher level.
- The challenges of Gumuz women learners in the IFAL program found with the high influence category level were; child care and domestic duties; need to harvest, farm, fetching water, collecting fire wood or other works.

5.4. Recommendations

The findings show that there are certain problems related to participation of Gumuz women in the IFAL program in Mandura Woreda, Metekel Zone, Benishangul Gumuz Region. In order to downturn the IFAL program implementation problems, assist women learners to achieve better benefits from the program and lessen the challenges which hinder the success of Gumuz women and the IFAL program in the woreda at large, should be treated accordingly. Accordingly, based on the summary of the findings and conclusions drawn, the following recommendations are forwarded.

5.4.1 For Mandura Woreda & Metekel Zone Administration

- It appears good employ various planned community awareness programs so as the community would understand the benefits of Gumuz women's participation in the IFAL programs and support Gumuz women's learning and enhance women's interest for the participation.

- The purpose of the IFAL program could be well communicated at all the levels of the community so as the community would have a wider perception about the program than the widely apparent purpose read and write. In addition, it is better the IFAL centers and facilitators persuade learners to comprehend the appropriate goal of the program.
- Provide well qualified and adequate number of facilitators so as to employ attractive teaching learning environment by giving pre- service training; on job and off job training for facilitators.
- Due consideration should be given to the location of the centers to avoid the effect of distance from home of learners to the IFAL centers. The centers also selected by the learners.
- Coordinated effort by all the stakeholders, mainly the target beneficiaries, adult education experts and the woreda administration should take place and work together based on planned, monitoring and evaluation results, towards improving Gumuz women learning and the IFAL program at large.
- Allocate adequate budget to promote better Gumuz women education and success of the IFAL program as the program in the woreda has immense benefit not only for Gumuz women but also for the community. By involving the private sector, governmental organizations (Coordinating sectors), NGO's, civil societies on budget allocation for the program.
- Continuous assessment is imperative on how much Gumuz women learners have achieved social, economical and political benefits and work accordingly towards meeting the benefits for the IFAL program for Gumuz women and meet the overall program goals.

5.4.2. For Benishangul Gumuz Region

- Gumuz women IFAL learning should be promoted widely so as women and their family and the community at large could benefit a lot by doing the learners who completed by providing certificate, giving community leader position, i.e. either ider or ekub or any other position within the community. In addition to this reward is necessary for model Gumuz women learners.
- It appears good work on enhancing the quality of IFAL facilitators and revises the curriculum in order to enhance the flexibility of contents to the needs of learners.

Additionally, the curriculum could be including a strategy for mother-tongue adaptation to support effective and efficient regional contextualization on Gumuz women learners.

- Enhance the monitoring and evaluation mechanisms on the IFAL program so as to coordinate the efforts of all the stakeholders, evaluate the success of the program, specifically, Gumuz women learners and take measures to women's learning and meet the IFAL goals.
- Impact assessment of Gumuz women's learning and the IFAL program at large appears essential so as to take measures accordingly.

5.4.3. Implication For Future Researchers

- How much language of instruction is affecting the IFAL program in relation to Gumuz women learning requires further investigation
- To what level the pre-set IFAL program benefits (Economic, social and political) are achieved by women and all adult learners at large in the woreda and region level also requires additional investigation

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Appendix 1

Addis Ababa University

School of Graduate Study

College of Education and Behavioral Studies

Department of Curriculum and Instruction

Adult Education and Community Development Unit

Questionnaire to be filled by IFAL center facilitators, Teachers, Development agents and Health extension workers.

Title of the Thesis: An Assessment of the Participation of Gumuz Women in Integrated Functional Adult Literacy; the Case of Mandura Woreda, Metekel Zone, Benishangul Gumuz Region.

Dear Participants:

I would like to extend my appreciation to you, the respondent, for your willingness and cooperation to fill the questionnaire.

This questionnaire is designed to elicit information from selected respondents; IFAL center facilitators, teachers, development agents and health extension worker in Mandura Woreda IFAL centers as part of the requirement for fulfilling **Master of Arts Degree in Adult Education and Community Development -MA** at Addis Ababa University.

For the purpose of quality of the research and ethical issues, the researcher seeks your honest and sincere responses to each question. Please note that no one except the researcher will have access to the questionnaire you completed and ‘confidentiality’ is one of the leading ethical principles that the researcher adheres to in the whole process of conducting of this study. The results will be used for academic purpose only. You are cordially requested to answer all the questions and do not leave a question unanswered. Please do not write your name on the questionnaire.

THANK YOU FOR YOUR TIME AND CONCERN

SECTION I- PERSONAL DETAIL OF RESPONDENTS

INSTRUCTION- Please put a tick mark on the boxes for the following questions

1. Sex: 1. Male [] 2. Female []
2. Education level- 1. Grade 10 completed [] 2. Grade 12 completed [] 3. Certificate/TTI/ []
4. Diploma [] 5. First degree []
3. Age in years 1. 18-20 [] 2. 21-30 [] 3. 31-40 [] 4. 41-50 [] 5. 51-60 []
6. 61 and Above []
4. Work Experience in years 1. No experience [] 2. 1-5 [] 3. 6-10 [] 4. 11 and above []
5. Current job 1. Facilitator [] 2. School teacher [] 3. Health extension worker []
4. Development Agent [] 5. Other []

SECTION II- Questions related to the Implementation of IFAL program

The following are intended to find out the current practice (participation) of the IFAL program in Mandura Woreda. Please respond to the questions by following the instructions.

6. How do you rate the enrolment of adults in the IFAL program
A) V. High B) High C) Moderate D) Low E) V. Low
7. How do you rate the enrolment of Gumuz adult women in the IFAL program with respect to men?
A) V. High B) High C) Moderate D) Low E) V. Low
8. How are Gumuz adult women learners involved in IFAL program in your center? More than one response is possible.
A) By their own request
B) Family pressure
C) Community level pressure
D) Pressure from kebele administration officials
E) By facilitators pressure
F. Pressure from woreda government officials
9. How would you rate the dropout rate of Gumuz women learners from IFAL program?
A) V. High B) High C) Moderate D) Low E) V. Low

10. How would you rate the completion rate of Gumuz women learners from IFAL program?

A) V. High B) High C) Moderate D) Low E) V. Low

11. The following are questions related to the implementation of IFAL program in relation planning, organizing, monitoring and evaluation. Please rate your perception about the implementation as to the level of agreement listed below.

Note: 1-Strongly disagree, 2-Disagree, 3-Undecided 4- Agree and 5-Strongly agree

11.1. Planning related issues in implementing the IFAL program

No	Item	Rating scale				
		5	4	3	2	1
	Planning related issues					
1	Need assessment was done carefully before planning					
2	Stakeholders participation in the planning stage including gumuz women learner					
3	Planning was done with the higher contribution of adult education and education experts					
4	The plans were based on actual data					
5	The plans were presented to the concerned parties and improved as a result of their inputs					
6	The plans considered the existing situations of the center/kebele and were implementable					
7	The problems of gumuz women to participate in the program was carefully considered					
8	The program has got the required attention from the local administration by understanding its benefits to the society					

11.2. Organizing related issues in implementing the IFAL program

No	Item	Rating scale				
		5	4	3	2	1
	Organizing related issues					
1	There was clear distribution of roles among the stakeholders					
2	The required budget was allocated according to the plan					
3	Facilitators of the prgram were available in number					
4	Facilitators of the program were well trained and qualified					
5	There was a structure which could run the program effectively					
6	Equipments were available in the required amount and quality					

11.3. Monitoring and evaluation related issues in implementing the IFAL program

No	Item	Rating scale				
		5	4	3	2	1
	Monitoring and evaluation related issues					
1	The monitoring and evaluation was timely as to the plan					
2	The monitoring and evaluation had a problem solving approach					
3	It was participatory					
4	The required level of attention was given by the local government					
5	It has given a special attention to the participation of Gumuz women in the program					
6	Impact assessment was done in a planned manner					

SECTION III- Questions related to the benefits of the IFAL program to gumuz women

12. The following table lists the expected benefits of women from the IFAL program. Please rate the level of your agreement by putting a tick (✓) mark in the box of your choose.

Note: 1-Very low, 2-Low, 3- Moderate 4- High and 5-Very high

No	Item	Rating scale				
		5	4	3	2	1
	Economic benefits					
1.	Contributes to the empowerment of Gumuz women's in economic role					
2.	Develop Gumuz women attitude about securing employment for sustainable development					
3.	Develop skills and attitude to develop productivity and achieving self reliance of gumuz women					
4.	Helped them(Gumuz women) to develop business skills and market transaction					
5.	Helped them (Gumuz women) to develop knowledge and skills about agriculture					
	Political benefits					
6.	Helped them(Gumuz women) to ensure their right to get equal educational opportunity					
7.	Helped them(Gumuz women) to ensure their right to participate in democratic process					
8.	Helped them(Gumuz women) to ensure their right by improving their social value					
	Social benefits					
9.	Enable Gumuz women learners to eradicateverty an income					

No	Item	Rating scale				
		5	4	3	2	1
	generating activity (Increased family income)					
10.	Contributed to the gumuz women's better health					
11.	Developed gumuz women's ability to appreciate and protect their environment for sustainable development					
12.	Helped them(Gumuz women) to enhance social integration among the community					
13.	Helped them(Gumuz women) to understand gender roles					
14.	Developed their knowledge about nutrition					
15.	Developed their knowledge about sanitation					
16.	Developed their knowledge about HIV & AIDS					
17.	Develop Literacy skill(reading, Writing and calculate easily in their daily life)					
18.	Can help reduce harmful traditional practice (e.g early marriage or sister exchange marriage and Abduction)					
19.	To assist children in their formal education program.					

13. Please list additional benefits if any women deserved by enrolling in the IFAL program in your area

SECTION IV- Questions related to the challenges Gumuz women's faced in get enrolled and graduated in the IFAL program

14. How would you describe Gumuz women responsibility and work load at home?

A. Very high B. High C. Moderate D. Low E. Very low

15. The following table lists the expected challenges of Gumuz women which hinder them to get enrolled and graduated in the IFAL program. Please rate the level of your agreement by putting a tick (✓) mark in the box of your choose.

Note: 1- Very low, 2- Low, 3- Moderate 4- High and 5- Very high

No	Item	Rating scale				
		5	4	3	2	1
	Challenges of Gumuz women in the IFAL program					
1	Marital status affect the participation in IFAL					
2	Age affect the participation in IFAL					
3	Extent which IFAL program links women's to economic empowerment					
4	The designed curriculum do not consider the special needs of women					
5	The relevance of the curriculum content to Gumuz women					
6	Distance of literacy center from home					
7	Lack of motivation or interest of facilitators					
8	Class schedule conflict with learners working conditions affect participation					
9	Inconvenient class room affect learners participation in IFAL					
10	Lack of encouragement (e.g exercise books and pens) from the concerned government affect learners participation					
11	Lack of text book in IFAL center affect learners participation					
12	Teachers unable to speak your local language and helps your teaching learning process affect learners participation					
13	Lack of training (skills on helping adults) of facilitators and well equip the program					
14	The opinion of village mates towards women education and being in school at this age					
15	Levels of IFAL Program recognition from the community/peers, family/ for women.					
16	Child care and domestic duties					
17	Need to harvest, farm, fetching water, collecting fire wood or other works					
18	Lack of support from family members					
19	Lack of awareness on the IFAL Program					

16. What other challenges to Gumuz women's learning in the IFAL program do you think?

17. Please write your comments that could help to improve Gumuz women's participation and success from the IFAL program

A- With respect to Gumuz women students

B- With respect to the local community

C- With respect to IFAL center facilitators and teachers, development agent and health extension worker

D- With respect to curriculum of the IFAL program

E- With respect to the local administration

F- With respect to the wereda administration

G- With respect to the non- governmental organization

Appendix 2

Addis Ababa University

School of Graduate Study

College of Education and Behavioral Studies

Department of Curriculum and Instruction

Adult Education and Community Development Unit

Questionnaire to be filled by Women IFAL learners

Title of the Thesis: An Assessment of the Participation of Gumuz Women in Integrated Functional Adult Literacy; the Case of Mandura Woreda, Metekel Zone, Benishangul Gumuz Region.

Dear Participants:

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For the purpose of quality of the research and ethical issues, the researcher seeks your honest and sincere responses to each question. Please note that no one except the researcher will have access to the questionnaire you completed and ‘confidentiality’ is one of the leading ethical principles that the researcher adheres to in the whole process of conducting of this study. The results will be used for academic purpose only. You are cordially requested to answer all the questions and do not leave a question unanswered. Please do not write your name on the questionnaire.

THANK YOU FOR YOUR TIME AND CONCERN

SECTION I- PERSONAL DETAIL OF RESPONDENTS

INSTRUCTION - Please put a tick "√" mark on the boxes for the following questions

1. Age 15-20 ☐ 21-30 ☐ 31-40 ☐ 41-50 ☐ 51 & above ☐

2. Marital status

A. Single ☐ B. Married ☐ C. Divorced ☐ D. Widowed ☐

3. Occupation

A. Daily laborer ☐ B. Petty trader ☐ C. Employed worker ☐

D. Unemployed ☐ E. House wife ☐

SECTION II- Questions related to IFAL program implementation

The following are questions to assess the IFAL program in your area. Please answer all the questions by making a circle on the letter of your choice

4. Is there anyone you know from your neighborhood who has joined the IFAL program before you were enrolled in the program? (Who give you information?)

A. Yes B. No C. Not sure

5. Is there anyone you know in your from your family who has joined the IFAL program before you were enrolled in the program? (Who give you information?)

A. Yes B. No C. Not sure

6. How did you decide to join the IFAL program? More than one response is possible.

- A. Own request
- B. Family motivation
- C. Community motivation
- D. Motivation from local administrators
- E. Pressure from woreda administration /Force/
- F. Pressure from facilitators

7. Did you have interest to attend the IFAL program?

A. Yes B. No

8. What was your purpose to attend the IFAL program? More than one response is possible.

A. Read and Write B. Developing functional skills C. Just to please others D. Not sure

9. Please show your level of agreement to the following questions by putting a "√ " mark to assess the implementation of the IFAL program with respect to the following issues.

Note: 1. Strongly Disagree 2. Disagree 3. Undecided 4. Agree 5. Strongly Agree

No	Issue	Rating scale				
		5	4	3	2	1
1.	Teachers are fit to teach the lessons					
2.	Teachers do not miss classes					
3.	Teachers speak your language and helps your learning in indigenous language					
4.	Facilitators coordinate the program well					
5.	The content is flexible to the needs of the learners					
6.	The contents are relevant to your day to day life					
7.	Language of instruction has not created any problem to the teaching learning process					
8.	The class rooms are convenient to your learning					
9.	The equipments in the classroom are enough for the teaching learning process					
10.	The time of teaching learning is convenient					
11.	The distance of the centers from your home is medium					

10. Please show your level of agreement to the following questions by putting a "√ " to express your perception about the benefits you expect from the implementation of the IFAL program with respect to the following issues.

Note: 1. Very low 2. Low 3. Moderate 4. High 5. Very high

No	Issue	Rating scale				
		5	4	3	2	1
1.	It is connected with better health (child care, household sanitation, Protect from malaria)					
2.	Empower Gumuz women in their economic roles					
3.	Enable Gumuz women learners to eradicate poverty					
4.	Enable Gumuz women to contribute for sustainable development					
5.	Enable Gumuz women to be self reliant					

Section III. Challenge that affect the participation of Gumuz women in IFAL program. Choose one of the options given for each question and mark a tick ☒ on your answer.

11. Does your marital status affect your participation in IFAL?

- A. Yes B. No

12. Does your age affect your participation in IFAL?

- A. Yes B. No

13. How would you describe your responsibility and work load at home?

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

14. Please write your comments that could help to improve Gumuz women's participation and success from the IFAL program

A- With respect to Gumuz women students

B- With respect to the local community

C- With respect to IFAL center facilitators and teachers, development agents and health extension workers

D- With respect to curriculum of the IFAL program

E- With respect to the local administration

F- With respect to the woreda administration

Appendix 3

ADDIS ABABA UNIVERSITY

SCHOOL OF GRADUATE STUDY

COLLEGE OF EDUCATION AND BEHAVIORAL STUDIES

DEPARTMENT OF CURRICULUM AND INSTRUCTION

ADULT EDUCATION AND COMMUNITY DEVELOPMENT UNIT

Interview questions to be answered by IFAL coordinators and school cluster supervisors of integrated functional adult literacy program. The objective of this interview is to collect relevant data on **to assess the participation of gumuz women's in the IFAL program and to find out the challenges in relation to women learners enrolment in the program** in Mandura woreda, Metekel zone, Benishangul Gumuz Region..

1. How is the implementation of IFAL program planned and organized in your Wereda/center? How Gumuz women's participation was considered from the planning stage?
2. How do you evaluate the status of gumuz women's' participation in the IFAL program?
3. How do you evaluate stakeholders' participation in the implementation of the IFAL program?
4. What looks like the enrollment and completion of the gumuz women? (In what way they enroll the program?)
5. What are the benefits gumuz women's deserved from enrolling in the IFAL program.
6. What major challenges that hinder Gumuz women from being enrolled and graduated in the IFAL program?
7. What measures should you suggest to be taken to alleviate those challenges which inhibit the participation of women?

THANK YOU VERY MUCH!

Appendix 4

ADDIS ABABA UNIVERSITY

SCHOOL OF GRADUATE STUDY

COLLEGE OF EDUCATION AND BEHAVIORAL STUDIES

DEPARTMENT OF CURRICULUM AND INSTRUCTION

ADULT EDUCATION AND COMMUNITY DEVELOPMENT UNIT

Focus group discussion Guideline Questions

Name of center Number of participants

1. Why do you participate (enrolled) in the IFAL program?
2. What are the benefits you got from the program?
3. What are the challenges those hinder you to Gumuz women participate (enrolled) and to dropout in the program?
4. Does the medium of instruction/Language instruction (facilitation methodology) is conducive to you?
5. How do you overcome the challenges that hinder you to Gumuz women participation (enrolled) and dropout in the program?

THANK YOU VERY MUCH!

Appendix 5

አዲስ አበባ ዩኒቨርሲቲ

የድህረ ምረቃ ትምህርት ቤት

የትምህርት እና ባሕርይ ጥናት ኮሌጅ

የሥርዓተ ትምህርት እና ማስተማር ትምህርት ክፍል

የጉልማላ ትምህርት እና የማህበረሰብ ልማት ዘርፍ

በተቀናጀ ተግባር ተኮር የጉልማላ ትምህርት ማዕከል አመቻቾች፣ መምህራን፣ ግብርና ልማት ጣቢያ ሠራተኞች እና የጤና ኤክስቴንሽን ሠራተኞች የሚሞላ ጽሑፍ መጠይቅ

የጽሁፉ አርዕስት፡ የጉሙዝ ሴቶች በተቀናጀ ተግባር ተኮር የጉልማላ ትምህርት ውስጥ ያላቸው ተሳትፎ መዳሰስ፡ ማንዱራ ወረዳ፣ መተከል ዞን፣ ቤኒሻንጉል ጉሙዝ ክልልን በተመለከተ

ውድ ተሳታፊዎች

በቅድሚያ ይህንን ጽሑፍ መጠይቅ ለመሙላት ላሳዩት ፍላጎት እና ትብብር የላቀ ምስጋናዬ ለመግለፅ እወዳለሁ።

ይህ ጽሑፍ መጠይቅ መረጃን በአዲስ አበባ ዩኒቨርሲቲ በጉልማላ ትምህርት እና ማህበረሰብ ልማት ዘርፍ 2ኛ ዲግሪን ማጠናቀቂያ ማሟያ እንዲውል ከተመረጡ መላሾች፣ ማለትም የተቀናጀ የጉልማላ ትምህርት ማዕከል አስተባባሪዎች፣ መምህራን፣ ልማት ጣቢያ ሠራተኞች እና ጤና ኤክስቴንሽን ሠራተኞች መረጃን ለማሰባሰብ የተዘጋጀ ነው።

ለምርምሩ ጥራት እና የስነ ምግባር ጉዳዮች ሲባል ተመራማሪው ለእያንዳንዱ ጥያቄ የእርስዎን ታማኝ ምላሽን ይሻል። ከተማራማሪው ሌላ እርስዎ የሞሉትን ጽሑፍ መጠይቅ ማንም የማያገኝ መሆኑን እና ይህንን ጥናት በማከናወን አጠቃላይ ሂደት ውስጥ ተመራማሪው ሚስጥር መጠበቅን እንደ ዋና የስነ ምግባር መርህ አድርጎ ያከብራል። ውጤቱም ለትምህርት አላማ ብቻ የሚውል ይሆናል። ሁሉንም ጥያቄዎችን እንዲመልሱ እና ጥያቄዎቹን ሳይመልሱ እንዳያስቀሩ በአክብሮት እጠይቃለሁ። ስምዎትን በጽሑፍ መጠየቁ ላይ እንዳይፅፉ እጠይቃለሁ።

ጊዜዎትን መስዋት በማድረግዎ እና በመተባበርዎ አመሰግናለሁ።

ክፍል አንድ፡ የምላሽ ሰጪዎች የግል መረጃ

መመሪያ፡ ከዚህ በታች ለተገለፁት ጥያቄዎች በሳጥኖች ላይ የ☑ ምልክት በማድረግ ይመልሱ።

1. ፆታ፡ ሀ. ወንድ ☐ ለ. ሴት ☐
2. የትምህርት ደረጃ፡ ሀ.10ኛ ክፍል ያጠናቀቅ ☐
 ለ.12ኛ ክፍል ያጠናቀቀ ☐
 ሐ. ሰርትፍኬት (ቲቲአይ) ☐
 መ. ዲፕሎማ ☐
 ሠ. የመጀመሪያ ዲግሪ ☐
3. እድሜ በአመት ሀ. ከ18-20 ☐ ለ. ከ21-30 ☐ ሐ. ከ31-40 ☐ መ. ከ41-50 ☐
 ሠ. ከ51-60 ☐ ረ. 61 እና ከዛ በላይ ☐
4. የሥራ ልምድ በአመታት ሀ. ልምድ የለውም ☐ ለ. 1-5 ☐ ሐ. 6-10 ☐
 መ. 11 እና ከዚያ በላይ ☐
5. ወቅታዊ ሥራ ሀ. የማዕከሉ አመቻች ☐
 ለ. የትምህርት ቤት መምህር ☐
 ሐ. የጤና ኤክስቴንሽን ሠራተኛ ☐
 መ. የልማት ጣቢያ ሠራተኛ ☐
 ሠ. ሌላ ☐

ክፍል ሁለት፡- የተቀናጀ ተግባር ተኮር የጉልማላ ትምህርት አፈፃፀምን የሚመለከቱ ጥያቄዎች፤

ከዚህ በታች የተጠቀሱት ጥያቄዎች በማንዱራ ወረዳ የተቀናጀ ተግባር ተኮር የጉልማላ ትምህርት ፕሮግራም ወቅታዊ ሥራ/ተሳትፎን ይገልፃሉ ተብለው ይታሰባሉ። ከዚህ በታች ለተገለፁት ጥያቄዎች ምላሽ ይስጡ።

6. የተቀናጀ ተግባር ተኮር የጉልማላ ትምህርት ፕሮግራም ምዝገባን(ተሳትፎን) እንዴት ይለኩታል?
ሀ. በጣም ከፍተኛ ለ. ከፍተኛ ሐ. መካከለኛ መ. ዝቅተኛ ሠ.በጣም ዝቅተኛ
7. ከጉመዝ ወንዶች አንፃር የጉመዝ ጉልማላ ሴቶች በተቀናጀ ተግባር ተኮር የጉልማላ ትምህርት ፕሮግራም ውስጥ የሚኖራቸው ምዝገባ(ተሳትፎን) እንዴት ይለኩታል?
ሀ. በጣም ከፍተኛ ለ. ከፍተኛ ሐ. መካከለኛ መ. ዝቅተኛ ሠ.በጣም ዝቅተኛ

8. በማዕከልዎ የጉሙዝ ጉልማሳ ሴት ተማሪዎች በተቀናጀ ተግባር ተኮር የጉልማሳ ትምህርት ውስጥ እንዴት ይሳተፋሉ? ከአንደ በላይ መልስ መስጠት ይቻላል።

ሀ. በራሳቸው ጥያቄ

መ. በቀበሌ አስተዳደር ባለስልጣን(አመራር) ግፊት

ለ. በቤተሰብ ግፊት

ሠ. በማዕከሉ አመቻቾች/አስተማሪዎች ግፊት

ሐ. በማህበረሰብ ግፊት

ፈ. በወረዳ መንግስት ባለስልጣናት(አመራር) ግፊት

9. የጉሙዝ ጉልማሳ ሴት ተማሪዎች በተቀናጀ ተግባር ተኮር የጉልማሳ ትምህርት ፕሮግራም ያላቸው የማቋርጥ ምጣኔን እንዴት ይለኩታል?

ሀ. በጣም ከፍተኛ

ለ. ከፍተኛ

ሐ. መካከለኛ

ጸ. ዝቅተኛ

ሥ. በጣም ዝቅተኛ

10. የጉሙዝ ጉልማሳ ሴት ተማሪዎች በተቀናጀ ተግባር ተኮር የጉልማሳ ትምህርት ፕሮግራም የማጠናቀቅ ምጣኔን እንዴት ይለኩታል?

ሀ. በጣም ከፍተኛ

ለ. ከፍተኛ

ሐ. መካከለኛ

መ. ዝቅተኛ

ሠ. በጣም ዝቅተኛ

11. ከዚህ በታች የተገለፁት ጥያቄዎች የጉልማላ ትምህርት ፕሮግራም አፈፃፀም ከአቅድ፣ ከአደረጃጀት፣ ከክትትል እና ግምገማ ጋር ተያይዞ የቀረቡ ጥያቄዎች ናቸው፡፡ እባክዎትን ከዚህ በታች በተገለፀው የስምምነት መጠን መሠረት የሚሰማዎትን የአፈፃፀም ደረጃ ይለኩ፡፡

ማስታወሻ:

1. በጣም አልስማማም 2. አልስማማም 3. አልወሰነኩም 4. እስማማለሁ

5. በጣም እስማማለሁ፡

11.1. የተቀናጀ ተግባር ተከር ጎልማሳ ትምህርት ፕሮግራም አፈፃፀም አንፃር እቅድን የሚመለከቱ ጉዳዮች፤

ቁጥር	ተግባር	ውጤት				
		5	4	3	2	1
	እቅድን የሚመለከቱ ጉዳዮች					
1	ከማቀድ በፊት የፍላጎት ዳስሳ ጥናት በደንብ ተደርጓል					
2	በእቅድ ማቅድ ደረጃ ጉሙዝ ሴት ተማሪን ጨምሮ ባለድርሻ አካላት ተሳትፎዋል					
3	እቅዱ በጎልማሳ ትምህርትና የትምህርት ባለሙያዎች ከፍተኛ አስተዋፅኦ መሠረት ተከናውኗል።					
4	እቅዶቹ በትክክለኛ መረጃ ላይ የተመሠረቱ ናቸው።					
5	እቅዶቹ ለሚመለከታቸው አካላት ቀርበው ተተችተው በተገኘው ውጤት መሠረት ተሻሽለዋል					
6	እቅዶቹ የቀበሌውን ነባራዊ ሁኔታ ከግንዛቤው ውስጥ ያስገባ እና ሊተገበር የሚችል ነው					
7	ጉሙዝ ሴቶች በፕሮግራም ላይ እንዳይሳተፍ የሚያደረጉ ተግዳሮቶች በአግባቡ ታሳቢ ተደርጓል					
8	ፕሮግራሙ ለማህበረሰብ ያለውን ጠቀሜታ በመረዳት በአካባቢ አስተዳደር አስፈላጊ ትኩረት ተሰቶታል።					

11.2.የተቀናጀ ተግባር ተኮር ጎልማሳ ትምህርት ፕሮግራም አፈፃፀም ዙሪያ አደረጃጀትን የሚመለከቱ ጉዳዮችን

ቁጥር	ተግባር	ወጤት				
		5	4	3	2	1
	ማደራጀትን የሚመለከቱ ጉዳዮች					
1	በባለድርሻ አካላት መካከል ግልፅ የሥራ ድርሻ ክፍፍል አለ					
2	ተፈላጊ በጀት በእቅድ መሠረት ተመድቧል					
3	የፕሮግራሙ አመቻቾች/አስተማሪዎች በበቂ መጠን ተመደብዋል					
4	የፕሮግራሙ አመቻቾች/አስተማሪዎች በደንብ የሰለጠኑና የበቂ ናቸው					
5	ፕሮግራሙን በብቃት ለማከናወን የሚያስችል መዋቅር አለ					
6	የትምህርት መሳሪያዎች በሚፈልገው መጠንና ጥራት ለፕሮግራሙ ቀርበዋል					

11.3.የተቀናጀ ተግባር ተኮር የጎልማሳ ትምህርት ፕሮግራም አፈፃፀም ዙሪያ የክትትልና ግምገማ ነክ የሚመለከቱ ጉዳዮች

ቁጥር	ዝርዝር	ወጤት				
		5	4	3	2	1
	ክትትል እና ግምገማ ነክን የሚመለከቱ ጉዳዮች					
1	ክትትልና ግምገማ በእቅዱ መሠረት ነበር					
2	ክትትልና ግምገማ ችግር ፍቺ አስራር ነበረው					
3	ክትትልና ግምገማው አሳታፊ ነበር					
4	በአካባቢ መንግስት አስፈላጊ የትኩረት ደረጃ ተሰቷል					
5	በፕሮግራሙ ክትትልና ድጋፍ ወቅት የጉሙዝ ሴቶች ተሳትፎ ልዩ ትኩረት ተሰቷል					
6	ፕሮግራሙ በማህበረሰቡ ውስጥ ያመጣው ለውጥ ጥናት በእቅድ አግባብ ይከናወናል					

ክፍል ሦስት: የጉሙዝ ሴቶች በተቀናጀ ተግባር ተኮር የጎልማሳ ትምህርት ፕሮግራም የሚያገኙት ጥቅሞችን የሚመለከቱ ጥያቄዎች፤

12. ከዚህ በታች የተጠቀሰው ሠንጠረዥ ጉሙዝ ሴቶች በተቀናጀ ተግባር ተኮር የጎልማሳ ትምህርት በመሳተፋቸው ያገኙትን ጥቅም ይዘረዝራል። ምርጫዎችን በሚገልፀው ሳጥን ላይ የ☒ ምልክት በማድረግ የስምምነትዎን መጠን ይግለፁ።

ማስታወሻ:

1. በጣም ዝቅተኛ 2. ዝቅተኛ 3. መካከለኛ 4. ከፍተኛ 5.በጣም ከፍተኛ

ቁጥር	ዝርዝር	ውጤት				
		5	4	3	2	1
	የኢኮኖሚ ጥቅሞች					
1	የጉሙዝ ሴቶች በኢኮኖሚ አቅማቸውን እንዲያበለፅጉ ያደረገው አስተዋፅኦ					
2	ለዘላቂ ልማት ሥራን ለማግኘት ረገድ ለጉሙዝ ሴቶች ክህሎት ማደግ ያበረከተው አስተዋፅኦ					
3	ምርታማነትን ለማሳደግና ራሳቸውን እንዲችሉ የጉሙዝ ሴቶችን ክህሎትና አስተሳሰብ ለማሳደግ ያበረከተው ፋይዳ					
4	የጉሙዝ ሴቶች ስለገቢ ክህሎት እና የገበያ ግብይት እውቀት ይዘው እንዲያድግ ያደረገው አስተዋፅኦ					
5	የጉሙዝ ሴቶች ስለ ግብርና እውቀታቸውን እና ክህሎታቸውን እንዲያሳድጉ					
	የፖለቲካ ጥቅሞች					
6	የጉሙዝ ሴቶች እኩል የትምህርት እድል የማግኘት መብታቸውን እንዲያረጋግጡ ያበረከተው ፋይዳ					
7	የጉሙዝ ሴቶች በዲሞክራሲ ሂደት ላይ እኩል የመሳተፍ መብታቸውን እንዲያረጋግጡ ያበረከተው አስተዋፅኦ					
8	የጉሙዝ ሴቶች የማህበረሰብ እሴታቸውንና የማሻሻያ መብታቸውን እንዲያረጋግጡ					
	የማህበራዊ ጥቅሞች					
9	ጉሙዝ ሴት ተማሪዎች ድህነትን ለማጥፋት የገቢ ማስገኛ ሥራ ላይ መሳተፍ እንዲችሉ /የቤተሰብ ገቢያቸውን እንዲያሳድጉ/ ያስገኘው አስተዋፅኦ					
10	ለጉሙዝ ሴቶች የተሻለ ጤና አስተዋፅኦ ያበረከተው ፋይዳ					
11	የጉሙዝ ሴቶች ለዘላቂ ልማት አካባቢያቸውን ማድነቅ እና መጠበቅ እንዲችሉ ያበረከተው አስተዋፅኦ					
12	የጉሙዝ ሴቶች በማህበረሰብ ውስጥ ማህበራዊ ቅንጅትን እንዲያሳድጉ ያስገኘው ፋይዳ					
13	የጉሙዝ ሴቶች የፆታ ሚናዎችን እንዲረዱ ያበረከተው ፋይዳ					
14	የጉሙዝ ሴቶች ስለ አመጋገብ ዘዴ እውቀታቸውን እንዲያሳድጉ ያስገኘው ፋይዳ					
15	ስለ ግል እና አካባቢ ንጽህና አያይዝ እውቃቸውን እንዲያሳድጉ					
16	ስለ ኤችአይቪ ኤድስ ያላቸውን እውቀት እንዲያሳድጉ ያበርከተው					
17	የመማር ክህሎት/ ማንበብ፣ መፃፍ እና በቀን ተቀን እንቅስቃሴቸው ላይ ሰሌዳን በቀላሉ እንዲማሩ የረዳቸው አስተዋፅኦ					
18	ጉጂ ባህላዊ ድርጊቶች /ለምሳሌ ያለ እድሜ ጋብቻ፣ የእህት ልውውጥ ጋብቻ / እንዲቀንስ ያበረከተው ፋይዳ					
19	ሕፃናት በመደበኛ ትምህርት ፕሮግራም ላይ እንዲደግፎ ያስገኘው ጠቀሜታ					

13. ሴቶች በአካባቢዎት በሚገኘው የተቀናጅ ተግባር ተኮር ጉልማሳ ትምህርት በመመዝገባቸው የሚያገኙት ተጨማሪ ጥቅሞች ካሉ ይጥቀሱ።

ክፍል አራት: የጉሙዝ ሴቶች በተቀናጀ ጎልማሳ ትምህርት ፕሮግራም ላይ ተመዝገበው እንዲመረቁ/እንዲያጠናቁ በሚያደርጉት ጥረት የሚያጋጥማቸው ተግዳሮቶች ነክ ጥያቄዎች ናቸው።

14. የጉሙዝ ሴቶች የቤት ውስጥ ኃላፊነቶች እና የሥራ ጫናን እንዴት ይገልፁታል?

ሀ. በጣም ከፍተኛ ለ. ከፍተኛ ሐ. መካከለኛ መ. ዝቅተኛ ሠ. በጣም ዝቅተኛ

15. ከዚህ በታች የተገለፁት ጉሙዝ ሴቶች በተቀናጀ ተግባር ተኮር ጎልማሳ ትምህርት ቤት ውስጥ ተመዝገበው እንዳይመረቁና እንዳይሳተፍ የሚያደርጓቸው ዋና ዋና ተግዳሮቶች ናቸው። እባክዎትን በሚመረጡት ሳጥን ውስጥ የ ☒ ምልክት በማድረግ ስምምነቱን ይግለፁ።

ማስታወሻ:

1. በጣም ዝቅተኛ 2. ዝቅተኛ 3. መካከለኛ 4. ከፍተኛ 5. በጣም ከፍተኛ

ቁጥር	ዝርዝር	ውጤት				
		5	4	3	2	1
	የጉሙዝ ሴቶች በተቀናጀ ጎልማሳ ትምህርት ፕሮግራም ላይ የሚያጋጥማቸው ተግዳሮቶች(ችግሮች)					
1	የጋብቻ ሁኔታ በተቀናጀ ጎልማሳ ትምህርት ፕሮግራም ተሳትፎ ላይ ተፅኖ ያሳድርባቸዋል?					
2	እድሜ በጎልማሳ ትምህርት ፕሮግራም ተሳትፎ ላይ ተፅኖ ያሳድርባቸዋል?					
3	የተቀናጀ ጎልማሳ ትምህርት ፕሮግራም ሴቶች በኢኮኖሚ ራሳቸውን መቻል ጋር የተወሰነ ያህል ይገናኛል?					
4	የተቀረፀው ሥርዓተ ትምህርት የሴቶችን ልዩ ፍላጎት ከግምት ውስጥ አላስገባም።					
5	የሥርዓተ ትምህርቱ ይዘት ከሴቶች ጋር ያለው አግባብነት					
6	የትምህርት ማዕከሉ ከቤታቸው ያለው ርቀት					
7	የማዕከሉ አስተባባሪ (አመቻች) ና አስተማሪዎች የተነሳሽነት ወይም ፍላጎት እጦት					
8	የትምህርት መርሃ ግብር ከሴቶች የሥራ ሁኔታ ጋር መጋጨት በተሳተፎ ላይ ተፅኖን ያሳድራል					
9	አመቺ ያልሆነ የመማሪያ ክፍል ተማሪዎች በጎልማሳ ትምህርት ፕሮግራም ላይ የሚኖራቸው ተሳትፎ ላይ ተፅኖን ያሳድራል።					
10	ከሚመለከተው የመንግስት አካል ማበረታቻ ያለማድረግ /ለምሳሌ መመሪያ ደብተሮች እና እስክራብቶዎች/ በሴቶች ላይ ተፅኖን ያሳድራል					
11	በጎልማሳ ትምህርት መስጫ ማዕከል ውስጥ የመማሪያ መፅሐፍ አለመኖር በተማሪዎች ተሳትፎ ላይ ተፅኖን ያሳድራል					

ቁጥር	ዝርዝር	ወጤት				
		5	4	3	2	1
12	አስተማሪዎች የአካባቢያዎችን ቋንቋ መናገር አይችሉም። ይህ ደግሞ የተማሪዎች የመማር ማስተማር ሂደት እና ተሳትፎ ላይ ተፅኖን ያሳድራል					
13	የአመቻቸውና አስተማሪዎች ስልጠና /ጉልማሶችን የመረዳት ክህሎት/ እቦት እና ፕሮግራሙ በመሳሪያ አለመደገፍ					
14	የመንደር ጓደኞች በሴቶቹ ትምህርት እና በዚህ እድሜ ትምህርት ቤት መገኘት ያላቸው አሉታዊ አስተያየት					
15	የጉልማሳ ትምህርት ፕሮግራም ከማህበረሰቡ /አቶቻቸው፣ ቤተሰብ/ ለሴቶች የሚኖረው እውቅና ደረጃ (ተቀባይነት)					
16	የልጅ እንክብካቤ እና የቤት ውስጥ ሥራዎች					
17	እህልን መሰብሰብ፣ እርሻ፣ ውሃ መቅዳት፣ ማገደን መሰብሰብ እና ሌሎች ሥራዎች					
18	ከቤተሰብ አባላት የሚኖረው ድጋፍ እጥረት					
19	የተቀናጀ ጉልማሳ ትምህርት ፕሮግራም ግንዛቤ እጥረት					

16. የጉሙዝ ሴቶች በተቀናጀ ተግባር ተኮር ጉልማሳ ትምህርት ፕሮግራም ላይ ያጋጥማቸዋል ብሎ የሚያስቡት እና ሌሎች ተግዳሮቶች ምን ምን ናቸው።

17. የጉሙዝ ሴቶች በተቀናጀ ተግባር ተኮር ጉልማሳ ትምህርት ፕሮግራም ላይ ተሳትፎ እና ስኬትን ለማሻሻል የሚረዱ አስተያየቶችን ዓፈ/ፊ።(ተሳትፎን ለማሳደግና ችግሩን ለመቅረፍ ምን መደረግ አለበት ብለው ያስባሉ)

ሀ. የጉሙዝ ሴቶች ተማሪዎች በተመለከተ

ለ. የአካባቢ ማህበረሰብን በተመለከተ

ሐ. የጉልማላ ትምህርት ፕሮግራም ትምህርት መስጫ ማዕከል አስተባባሪዎች፤ መምህራን፤ ልማት ጣቢያ ሠራተኞች እና ጤና ኤክስፔሽን ሠራተኞችን በተመለከተ

መ. የተቀናጀ ተግባር ተኮር ጉልማላ ትምህርት ፕሮግራም ሥርዓተ ትምህርትን በተመለከተ

ሠ. የአካባቢ አስተዳደርን በተመለከተ

ረ. የወረዳ አስተዳደርን በተመለከተ

ሰ. መንግስታዊ ያልሆነ ድርጅትን በተመለከተ

Appendix 6

አዲስ አበባ ዩኒቨርሲቲ

የድህረ ምረቃ ትምህርት ቤት

የትምህርት እና ባሕርይ ጥናት ኮሌጅ

የሥርዓተ ትምህርት እና ማስተማር ትምህርት ክፍል

የጉልማላ ትምህርት እና የማህበረሰብ ልማት ዘርፍ

በተቀናጀ ተግባር ተኮር የጉልማላ ትምህርት ማዕከል በሚማሩ የጉሙዝ ጎልማላ ሴት ተማሪዎች የሚሞላ የጽሑፍ መጠይቅ

የጽሁፉ አርዕስት፡ የጉሙዝ ሴቶች በተቀናጀ ተግባር ተኮር የጉልማላ ትምህርት ውስጥ ያላቸውን ተሳትፎ መዳሰስ፣ ማንዲራ ወረዳ፣ መተከል ዞን፣ ቤኒሻንጉል ጉሙዝ ክልልን በተመለከተ፡

ውድ ተሳታፊዎች

በቅድሚያ ይህንን ጽሑፍ መጠይቅ ለመሙላት ላሳዩት ፍላጎት እና ትብብር የላቀ ምስጋናዬን ለመግለፅ እወዳለሁ፡፡

ይህ ጽሁፍ መጠይቅ መረጃን በአዲስ አበባ ዩኒቨርሲቲ በጉልማላ ትምህርት እና ማህበረሰብ ልማት ዘርፍ 2ኛ ዲግሪን ማጠናቀቂያ እንዲውል ከተመረጡ መላሾች፣ ማለትም የተቀናጀ የጉልማላ ትምህርት ማዕከል የጉሙዝ ጎልማላ ሴት ተማሪዎች መረጃን ለማሰባሰብ የተዘጋጀ ነው፡፡

ለምርምሩ ጥራት እና የስነ ምግባር ጉዳዮች ሲባል ተመራማሪው ለእያንዳንዱ ጥያቄ የእርስዎን ታማኝ ምላሽን ይሻል፡፡ ከተማራማሪው ሌላ እርስዎ የሞሉትን የጽሑፍ መጠየቅ ማንም የማያገኝ መሆኑን እና ይህንን ጥናት በማከናወን አጠቃላይ ሂደት ውስጥ ተመራማሪው ሚስጥር መጠበቅን እንደ ዋና የስነ ምግባር መርህ አድርጎ ያከብራል፡፡ ውጤቱም ለትምህርት አላማ ብቻ የሚውል ይሆናል፡፡ ሁሉንም ጥያቄዎችን እንዲመልሱ እና ጥያቄዎቹን ሳይመልሱ እንዳያስቀሩ በአክብሮት እጠይቃለሁ፡፡ ስምዎትን በጽሑፍ መጠየቁ ላይ እንዳይፅፉ እጠይቃለሁ፡፡

ጊዜዎትን መስዋት በማድረግዎ እና በመተባበርዎ አመሰግናለሁ፡፡

ክፍል አንድ፡ የመላሾች የግል ማስረጃ ዝርዝር

መመሪያ፡ እባክዎትን ከዚህ በታች ለተገለፁት ጥያቄዎች በሳጥኖች ላይ የ☑ ምልክት በማድረግ ይመልሱ።

1. እድሜ ሀ. 15-20 ☐ ለ. 21-30 ☐ ሐ. 31-40 ☐ መ. 41-50 ☐

ሠ. 51 እና ከዛ በላይ ☐

2. የጋብቻ ሁኔታ

ሀ. ያላገባች ☐ ለ. ያገባች ☐ ሐ. የፈታች ☐ መ. ባል የሞተባት ☐

3. ሥራ

ሀ. የቀን ሠራተኛ ☐ ለ. አነስተኛ ነጋዴ ☐ ሐ. ተቀጣሪ ሠራተኛ ☐

መ. ያልተቀጠረ ☐ ሠ. የቤት እመቤት ☐

ክፍል ሁለት፡ የተቀናጀ ተግባር ተኮር ጉልማሳ ትምህርት ፕሮግራም አፈፃፀም ነክ ጥያቄዎች

ከዚህ በታች የተገለፁት ጥያቄዎች በአካባቢዎ የተቀናጀ ተግባር ተኮር ጉልማሳ ትምህርት ፕሮግራም ሁኔታን ለመዳሰስ ነው። እባክዎትን ለሁሉም ጥያቄዎች በሚመረጡት ፊደል ላይ በማክበብ ይመልሱ።

4. እርስዎ በዚህ ፕሮግራም ላይ ከመመዝገብዎ በፊት የተቀናጀ ተግባር ተኮር ጉልማሳ ትምህርት ፕሮግራም ላይ የተሳተፈ ሰው በአካባቢዎት አለን? (ከአካባቢዎት መረጃ የሰጠዎት አለ?)

ሀ. አዎ

ለ. የለም

ሐ. እርግጠኛ አይደለሁም

5. እርስዎ በዚህ ፕሮግራም ላይ ከመመዝገብዎ በፊት ከቤተሰብዎ የተቀናጀ ተግባር ተኮር ጉልማሳ ትምህርት ፕሮግራም ላይ የተሳተፈ ሰው አለን? (ከቤተሰብዎ መረጃ የሰጠዎት አለ?)

ሀ. አዎ

ለ. የለም

ሐ. እርግጠኛ አይደለሁም

6. የተቀናጀ ተግባር ተኮር ጉልማሳ ትምህርት ፕሮግራምን ለመከታተል እንዴት ወሰነ? ከአንድ በላይ መልስ መስጠት ይቻላል።

ሀ. በራሴ ጥያቄ

ለ. በቤተሰብ ተነሳሽነት

ሐ. በማህበረሰብ ተነሳሽነት

መ. በአካባቢ አስተዳዳሪዎች ተነሳሽነት

ሠ. በወረዳ አስተዳደር /ግብረ ኃይል/ ግፊት

ረ. በማዕከሉ አመቻቾች/ አስተማሪዎች ግፊት

7. የተቀናጀ ተግባር ተኮር ጉልማላ ትምህርት ፕሮግራም ላይ ለመሳተፍ ፍላጎት ነበርዎትን?

ሀ. አዎ

ሰ. አይደለም

8. የተቀናጀ ተግባር ተክር ጎልማሳ ትምህርት ፕሮግራምን ለመከታተል አላማዎት ምንደን ነበር? ከአንድ በላይ መልስ መስጠት ይቻላል።

ሀ. ማንበብ እና መፃፍ

ለ. የሥራ ክህሎትን ማሳደግ

ሐ. ሌሎችን ለማስደሰት

መ. እርግጠኛ አይደለሁም

9. የተቀናጀ ጉልማሳ ትምህርት ፕሮግራም አፈፃፀምን ለመመርመር ከዚህ በታች የተገለፁት ጥያቄዎችን አስመልክቶ የስምምነት ደረጃዎትን የ ☒ ምልክት በማድረግ ይግለፁ፡፡

ማስታወሻ:

1. በጣም አልስማማም

2. አልስማማም

3. አልወሰነኩም

4. እስማማለሁ

5. በጣም እስማማለሁ፡

ቁጥር	የፕሮግራሙን አፈፃፀም የሚመለከቱ ጉዳዮች	ውጤት				
		5	4	3	2	1
1	የመማር ማስተማር አስተማሪዎች ትምህርቱን ለማስተማር ብቁ ናቸው					
2	የመማር ማስተማር አስተማሪዎች ክፍል ጊዜን አያባክኑም					
3	የመማር ማስተማር አስተማሪዎች ቋንቋዎትን ይናገራሉ እንዲሁም ትምህርቱን በአካባቢዎት ቋንቋ ድጋፍ ያደርጋሉ					
4	አስተማሪዎች ፕሮግራሙን በአግባቡ ይደግፋሉ።					
5	የትምህርት ይዘቱ በተማሪዎች ፍላጎት መሠረት ተለዋዋጭ ነው።					
6	የትምህርት ይዘቱ ከቀን ተቀን ሥራዎት ጋር አግባብነት አለው።					
7	የትምህርት ቋንቋ በመማር ማስተማር ላይ ምንም አይነት ችግር አልፈጠረም					
8	የመማሪያ ክፍሎች ለእርስዎ ትምህርት አመቺ ናቸው					
9	በክፍል ውስጥ የሚገኙ የትምህርት መረጃ መሳሪያዎች ለመማር ማስተማር ሂደት በቂ ናቸው					
10	የመማማሪያ ጊዜ(ሰዓት) ለእርስዎ አመቺ ነው።					
11	የማስተማሪያ ማዕከላት ከቤትዎ ያለው ርቀት መካከለኛ ነው					

10.የተቀናጀ ተግባር ተኮር ጉልማሳ ትምህርት ፕሮግራም አፈፃፀም አስመልክቶ የተሳተፉ የጉመዝ ሴቶች ያገኛሉ ተብሎ የሚጠብቁትን ጥቅሞች የ ☒ ምልክት በማድረግ የስምምነቱን ደረጃ ያመልክቱ።

ማስታወሻ:

1. በጣም ዝቅተኛ 2. ዝቅተኛ 3. መካከለኛ 4. ከፍተኛ 5. በጣም ከፍተኛ

ቁጥር	ጥቅሞችን የሚመለከቱ ጉዳዮች	ውጤት				
		5	4	3	2	1
1	የተሻለ ጤና አገልግሎት /የልጅ እንክብካቤ፣ የቤት እና አካባቢ ንጽህና አያይዝ፣ከወባ ራሳቸውን መከላከል/ ጋር የተገናኘ ጥቅም እንዲያገኙ					
2	ሴቶች በኢኮኖሚ ሚናዎቻቸው ላይ ራሳቸውን እንዲችሉ ያደርገው					
3	ሴት ተማሪዎች ድህነትን እንዲያስወግዱ ያበርከተው ፋይዳ					
4	ሴቶች በዘላቂ ልማት ላይ አስተዋፅኦ እንዲያደርጉ ያስገኘው ፋይዳ					
5	ሴቶች ራሳቸውን እንዲችሉ ያበርከተው አስተዋጽኦ					

ክፍል ሦስት፡ የጉሙዝ ሴቶች በተቀናጀ ተግባር ተኮር ጉልማሳ ትምህርት ፕሮግራም ላይ በሚኖራቸው ተሳትፎ ላይ ተፅኖ የሚያደርጉ ተግዳሮቶች(ችግሮች)፡፡ ከተሰጡት አማራጮች ለእያንዳንዱ ጥያቄ የ☒ ምልክት በመጠቀም የእርስዎን መልስ ይስጡ፡፡

11.በተቀናጀ ተግባር ተኮር ጉልማላ ትምህርት ፕሮግራም ተሳትፎ ላይ የእርስዎ የጋብቻ ሁኔታ ተፅኖን ያሳደራልን?

ν . $\lambda \mathcal{P} \square$

ሰ. አይደለም ☐

12.በተቀናጀ ተግባር ተኮር ጉልማሳ ትምህርት ፕሮግራም ተሳትፎ ላይ የአርስዎ እድሜ ተፅኖ ያሳድራልን?

U. K. P. $\square$

ሰ. አይደለም ☐

13.በቤት ውስጥ የእርስዎን ኃላፊነት እና የሥራ ጫና እንዴት ይገልፃል።

ሀ. በጣም ከፍተኛ

ሲ. ከፍተኛ

ሐ. መካከለኛ

መ. ዝቅተኛ

ሥ. በጣም ዝቅተኛ

14.የጉመዝ ሴቶች በተቀናጀ ተግባር ተኮር የጉልማሳ ትምህርት ፕሮግራም ተሳትፎ እና ስኬትን ለማሻሻል ይረዳሉ የሚሏቸውን አስተያየት ይፃፉ።

ሀ. የጉመዝ ሴቶች ተማሪዎች በተመለከተ_____

ለ. የአካባቢ ማህበረሰብን በተመለከተ _____

ሐ. የተቀናጀ ተግባር ተኮር ጉልማሳ ትምህርት ፕሮግራም ትምህርት መስጫ ማዕከል አስተማሪዎች እና መምህራን፣ ልማት ሠራተኞች እና ጤና ኤክስፔሽን ሠራተኞችን በተመለከተ_____

መ. የተቀናጀ ተግባር ተኮር ጉልማሳ ትምህርት ፕሮግራም ሥርዓተ ትምህርትን በተመለከተ_____

ሠ. የአካባቢ አስተዳደርን በተመለከተ _____

ረ. የወረዳ አስተዳደርን በተመለከተ _____

Appendix 7

Cronbach's Alpha result for all the items of the Facilitators

Item-Total Statistics				
	Scale Mean if Item Deleted	Scale Variance if Item Deleted	Corrected Item-Total Correlation	Cronbach's Alpha if Item Deleted
How would you rate the dropout rate of Gumuz women learners from IFAL program	174.50	1856.180	-.471	.951
How would you rate the completion rate of gumuz women learners from IFAL program	176.42	1811.294	.096	.949
Need assessment was done carefully before planning	175.92	1730.234	.719	.947
Stakeholders participation in the planning stage including gumuz women learner	176.19	1783.682	.317	.949
Planning was done with the higher contribution of adult education and education experts	175.54	1730.338	.735	.947
The plans were based on actual data	175.88	1739.786	.732	.947
The plans were presented to the concerned parties and improved as a result of their inputs	176.31	1762.142	.630	.947
The plans considered the existing situations of the center/kebele and were implementable	175.81	1734.802	.737	.947
The problems of gumuz women to participate in the program was carefully considered	176.19	1747.442	.646	.947
The program has got the required attention from the local administration by understanding its benefits to the society	176.19	1754.322	.612	.947
There was clear distribution of roles among the stakeholders	175.58	1722.814	.775	.946
The required budget was allocated according to the plan	176.58	1761.934	.505	.948
Facilitators of the program were available in number	175.15	1724.295	.804	.946
Facilitators of the program were well trained and qualified	176.46	1793.778	.248	.949
Equipments were available in the required amount and quality	176.27	1766.685	.484	.948
There was a structure which could run the program effectively	176.12	1754.026	.632	.947
The monitoring and evaluation was timely as to plan	176.08	1743.674	.624	.947
The monitoring and evaluation had a problem solving approach	176.23	1749.305	.645	.947
The monitoring and evaluation was participatory	176.00	1743.440	.656	.947
The required level of attention was given by the local government	176.23	1756.825	.708	.947
It has given a special attention to the participation of Gumuz women in the program	176.31	1750.302	.737	.947
Impact assessment was done in a planned manner	176.08	1741.914	.732	.947
Contributes to the empowerment of gumuz women's in economic role	176.23	1756.745	.767	.947
Develop gumuz women attitude about securing employment for sustainable development	176.23	1760.105	.796	.947
Develop skills and attitude to develop productivity and achieving self reliance of gumuz women	176.12	1743.866	.888	.947
Helped them to develop business skills and market transaction	176.23	1746.745	.795	.947
Helped them to develop knowledge and skills about agriculture	176.15	1743.335	.860	.947
Helped them to ensure their right to get equal educational opportunity	176.27	1750.125	.788	.947
Helped them to ensure their right to participate in democratic process	176.23	1732.185	.872	.946
Helped them to ensure their right by improving their social value	176.23	1750.985	.775	.947
Enable Gumuz women learners to eradicate poverty and income generate activity	176.23	1749.625	.855	.947

Contributed to the Gumuz women's better health	174.81	1631.842	.311	.964
Developed Gumuz women's ability to appreciate and protect their environment for sustainable development	176.19	1746.722	.822	.947
Helped them to enhance social integration among the community	176.12	1760.506	.691	.947
Helped them to understand gender roles	176.50	1751.540	.729	.947
Developed their knowledge about nutrition	176.12	1735.866	.858	.946
Developed their knowledge about sanitation	176.12	1744.026	.824	.947
Developed their knowledge about HIV and AIDS	176.15	1749.335	.660	.947
Develop Literacy skill (reading, writing and calculating easily in their daily life)	176.31	1748.702	.808	.947
Can help reduce harmful traditional practice	176.19	1750.402	.707	.947
To assist children in their formal education program	176.08	1745.434	.784	.947
How would you describe Gumuz women responsibility and work load at home	174.58	1798.974	.198	.949
Marital status affect the participation in IFAL	174.81	1817.362	.035	.949
Age affect the participation in IFAL	176.00	1779.680	.375	.948
Extent which IFAL program links women's to economic empowerment	175.88	1748.026	.624	.947
The designed curriculum do not consider the special needs of women	175.19	1832.402	-.112	.950
The relevance of the curriculum content to women	175.69	1771.902	.454	.948
Distance of literacy center from home	175.46	1800.498	.202	.949
Lack of motivation or interest of facilitators	175.35	1801.595	.159	.949
Class schedule conflict with learners working conditions affect participation	175.31	1768.702	.479	.948
Inconvenient class room affect learners participation in IFAL	175.23	1764.025	.567	.948
Lack of encouragement (e.g exercise books and pens) from the concerned governments affect learners participation	174.54	1801.298	.206	.949
Lack of text book in IFAL center affect learners participation	174.58	1828.734	-.099	.950
Teachers unable to speak your local language and helps your teaching learning process affect learners participation	174.85	1772.775	.512	.948
Lack of training(skills on helping adults) of facilitators and well equip the program	174.88	1821.706	-.017	.949
The opinion of village mates towards women education and being in school at this age	174.73	1768.045	.547	.948
Levels of IFAL program recognition from the community (peers, family) for women	175.23	1760.825	.600	.947
Child care and domestic duties	174.35	1819.435	.013	.949
Need to harvest, farm, fetching water ,collecting fire wood or other works	174.19	1825.762	-.070	.950
Lack of support from family members	174.81	1773.202	.451	.948
Lack of awareness on the IFAL program	175.04	1759.958	.576	.948

Cronbach's Alpha result for all items in the women learners

Item Statistics				
	Scale Mean if Item Deleted	Scale Variance if Item Deleted	Corrected Item-Total Correlation	Cronbach's Alpha if Item Deleted
Is there anyone you know from your neighborhood who has joined the IFAL program before you were enrolled in the program	62.78	89.891	-.281	.759
Is there anyone you know from your family who has joined the IFAL program before you were enrolled in the program	62.59	89.444	-.281	.756
How did you decide to join the IFAL program	59.02	87.591	-.103	.765
Did you have interest to attend the IFAL program	62.77	90.746	-.422	.759
What was your purpose to attend the IFAL program	62.50	93.469	-.346	.781
Teacching learning facilitators are fit to teach the lessons	61.78	75.658	.449	.719
Teacching learning facilitators do not miss classes	62.12	77.576	.439	.722
Teaching learning facilitators speak your language and helps your learning in indigenous language	61.74	75.713	.487	.717
Facilitators coordinate the program well	61.78	76.091	.490	.717
The content is flexible to the needs of the learners	61.91	74.367	.572	.710
The contents are relevant to your day to day life	61.92	75.743	.488	.717
Language of instruction has not created any problem to the teaching learning process	62.26	81.075	.280	.733
The class rooms are convenient to your learning	61.65	75.912	.420	.722
The equipments in the classroom are enough for the teaching learning process	62.44	81.898	.233	.736
The time of teaching learning is convenient	61.57	79.980	.278	.733
The distance of the centers from your home is medium	60.94	77.372	.404	.724
It is connected with bettr health (child care,household sanitation,protect from malaria)	61.78	75.708	.581	.712
Empower gumuz women in their economic roles	62.27	79.400	.456	.724
Enable gumuz women learners to eradicate poverty	62.19	77.355	.563	.716
Enable gumuz women to contribute for sustaniable development	62.12	75.660	.595	.712
Enable gumuz women to be self reliant	62.08	75.676	.610	.711
Develop literacy skill (reading,writing and calculate easily in their daily life)	61.89	75.880	.597	.712
Does your marital status affect your participation in IFAL	63.16	84.783	.194	.739
Does your age affect your participation in IFAL	63.03	86.999	-.053	.747
How would you describe your responsibility and work load at home	60.40	86.293	-.046	.759

1. Group Discussion for two Sample IFAL center:



Dohanzbagonza Kebele /IFAL center: FGD
Discussion – 25/06/2010 E.c



Wodit Kebele /IFAL center: FGD Discussion
30/06/2010 E.c

2. Interviewee for Woreda IFAL coordinating committee (Sample Foto)



Wereda Health office Expert



Wereda Women affairs Expert

School cluster
supervisor

