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Assessing Women's Participatory Integrated Functional Adult Literacy Program: In South Gondar zone, Debere Tabor City.

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Bahir Dar University

College of Education and Behavioral Sciences

Department of Adult Education and Community Development

**Assessing Women's Participation in Integrated Functional Adult Literacy
Program: In South Gondar zone, Debere Tabor City.**

By

Agernesh Atalel Mekonnen

July, 2020

Bahir Dar, Ethiopia

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Department of Adult Education and Community Development

**Assessing Women's Participation in Integrated Functional Adult Literacy
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BY

Agernesh Atalel Mekonnen

**A Thesis Submitted in Partial Fulfillment of the Requirements for the Degree
of Master of Arts in Adult Education and Community Development**

Advisor:

Turuwark Zalalam

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Declaration

This is to certify that the thesis entitled “Assessing women’s participation in integrated functional adult literacy program: in South Gondar Zone, Debere Tabor city”, submitted in partial fulfillment of the requirements for Master of Arts in Adult Education and Community Development, Bahir Dar University, is a record of original work carried out by me and has never been submitted to this or any other institution to get any other degree or certificates. The assistance and help I received during the course of this investigation have been duly acknowledged.

Agernesh Atalel Mekonenn

Date

Place

Approval of Thesis for Defense

I hereby certify that I have supervised, read, and evaluated this thesis titled “Assessing Women’s Participation in Integrated Functional Adult Literacy Program: in South Gondar Zone, Debera Tabor city” by Agernesh Atalel prepared under my guidance. I recommend the thesis be submitted for oral defense.

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ABSTRACT

The main purpose of the study was to assess women's participation and point out the main challenges that hinder women's participation in the IFAL program of Debere Tabor city. For this study, a mixed method approach and convergent parallel design was used. 110 women adult learners, 9 facilitators, 3 IFAL experts were participant of the study. The study was conducted in 8 IFAL centers which were selected through comprehensive sampling technique. The IFAL facilitator and expert were selected purposively. The IFAL women learners were selected through simple random sampling technique. Questionnaire, semi structured interview, and document analysis were employed to gather data. The result of the study indicated that the participation level of women in IFAL program in Debere Tabor city was low in terms of class room attendance. It was also found that their participation in classroom activities was low due to frustration and lack of knowledge. On the other hand the main challenges that affect women's participation in IFAL program were: heavy work load, lowest economic statues, the community's negative attitude towards women education/ adult education, husband influence, family responsibility, the learning content not relating to the needs and the way of life of the learners, the learning has always focused on reading and writing, inconvenience of learning time. Based on this result, the study recommended that a serious attention has to be given to the issue and various community awareness programs should be in place. The government should involve various stakeholders to create opportunity and to facilitate working environment for the women who completed the IFAL program. For instance, the stakeholders can support women by providing skill trainings, facilitating loan service, providing seed money and working space so that they can engage in income generating activities.

Keywords: women, push, pull, participation, attendance

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LIST OF ACRONYMS AND ABBREVIATIONS

ADEA-	Association for the Development of Education in Africa
ANRS-	Amhara National Regional State
CSA-	Central Statics Agency
DTC-	Debere Tabor City
ECWGAL-	European Commission Working Group on Adult Learning
EDHS-	Ethiopia Demographic and Health Survey
EFA-	Education for all
EMA-	Ethiopian Mother's Association
ETP-	Education and Training Policy
EU-	European Union
EWVA -	Ethiopian Women Welfare Association
EWVA-	Ethiopian Women's Work Association
FAL-	Functional Adult Literacy
FDRGE-	Federal Democratic Republic Government of Ethiopia
IFAL-	Integrated Functional Adult Literacy
IFALP-	Integrated Functional Adult Literacy Program
ILF -	Institute for Lifelong Learning

MoE- Ministry of Education

NALA- National Adult Literacy Agency

NLC- National Literacy Campaign

REWA- Revolutionary Ethiopian Women's Association

UIS- UNESCO Institute of Statistics

UNESCO- United Nations Educational, Scientific and Cultural Organization

UOE- UNESCO-UIS/OECD/EUROSTAT

3Rs- Reading Writing and Numeracy

CHAPTER ONE

1. INTRODUCTION

1.1. Background of the study

Education has been formally recognized as a human right and it promotes and raises personal development, strengthen respect for human rights and freedoms, enable individual to participate effectively in a free society, and encourage understanding, friendship and tolerance. It is a key instrument to reducing gender discrimination, to reducing poverty, and to open the better opportunity of the people and to develop the sustainable ways of living style. Education saves human lives, delivers hope, builds dignity, prevents extremism, brings about social inclusion and develops social mobility (UNICEF, 2007; Johan & Harlan, 2014; UNESCO, 2015; UNESCO, 2017).

Although education is very important for overall development of a country, educating adults plays a highest role in alleviating poverty and solving various social problems. Adult Education has been conceptualized differently by different scholars and at different times. As stated in UOE (2018) adult education specifically targets individuals who are regarded as adults by their society and it improves their technical or professional qualifications, it further develops their abilities, enriches their knowledge and skills. Adult education as part of the lifelong learning continuum, learning begins at birth, continues throughout life, and occurs in formal, non-formal and informal settings (ADEA, 2012).

A more comprehensive definition of adult education was given by UNESCO:

Adult education denotes the entire body of organized educational processes, whatever the content, level and method, whether formal or otherwise, whether they prolong or replace initial education in schools, colleges and universities as well as in apprenticeship, whereby persons regarded as adult by the society to which they belong develop their abilities, enrich their knowledge improve their technical or professional qualifications or turn them in a new direction and bring about changes in their attitudes or behavior in twofold perspective

of full personal development and participation in balanced and independent social, economic and cultural development(UNESCO, 1976, P. 2 cited in UNESCO,2009, p.13).

As Javed (2017) noted adult education is the best possible means for adults to grow in their life, achieve their goals and give meaning to their existence. In the fast moving times of today, adult education is the only solution to the problems as it helps adult learners to develop critical consciousness which is vital to face difficult situations and to use ones prior knowledge and experience to succeed in all the challenges and to understand the world in a better way.

The Ethiopian Adult Education strategy (MoE, 2008a) defines adult education as an educational process directed at improving the knowledge and skills, attitudes and beliefs of citizens aged 15 years and above starting from basic reading, writing and computing skills in an organized manner. This implies that adult education has different forms and types. As stated in the strategy, adults are encouraged to learn only if they found the program related to their personal life, problem solving and if they believe it can bring change in their life style. Adult literacy, an integral part of adult education, has long history in Ethiopia. The way adult literacy is understood has also been changing.

The Integrated Functional Adult Literacy program was commenced in Ethiopia after the development of adult education strategy in 2008. It is an approach designed to imparting reading, writing and numeracy skill among adult with others functional skills such as trading, manufacturing, agriculture, and other livelihood MoE (2011a)

Functional adult literacy is an approach to literacy teaching learning that enables adults to learn reading writing and numeracy integrated in to their daily life and activities. The programme targets adults and young people aged 15 or older including women, the disabled, and minority groups. The main goals of the programme are to increase literacy rates, to promote women's empowerment, to improve participants' health and to raise the general standards of living within communities. The contents of the program include literacy, gender issues, environmental protection, civic and ethical education, health, disease prevention, family planning, and agriculture (UNESCO, 2015). The program is planned to be a collaborative endeavor—different sectors are expected to participate.

According to Sandhaas (2009) functional adult literacy in Ethiopia is understood as the practice of reading, writing, and arithmetic. The acquisition of these skills is useful to learn practical knowledge and skills important for other aspects of life, such as agriculture, health, civic education, cultural education. Adult literacy is seen as a based to learn other essential skills.

Although adult literacy is meant for all in need, it has great contribution for women empowerment. According to Tamerat (2014) women literacy increases women's' income earning potential, ability to bargain for resources within the household, decision making autonomy and control over their own fertility, and participation in public.

Singh (2016) also noted that women literacy is measured a bet in improving the health and basic childcare. Therefore women literacy is considered as a key instrument in women empowerment and higher social and economic development. Similarly, Comings, Smith, and Shrestha (1995) noted that literate women have healthier, educated children, smaller families and they contribute more to family income than illiterate women. The same source indicates that literate women are able to communicate with health professionals, participate in different union, explore safe/better way of life style their own personal, families and communities. Literate women are able to assist their children in academic work, home and child management, create good relationships with children and husband, contribute to income of families and can check utility bills (Ali, Naz, Afridi, & Khan, 2018).

According to Añonuevo and Bernhardt (2011) women participate in adult literacy program for different reasons, like managing health issues in their families. According to Leahy (2016) women chose to join adult and community education to connect new people, to manage the standard of their living style, to enjoy and/or experience the mutual support of other women like helping finance, experience and to advice or encourage in different things.

Although women literacy is very important, women often lack the opportunity to reduce their illiteracy and develop new skills to improve their standard of living through in developing countries. This is strongly supported by a study that showed ninety-five percent of the world illiterate people live in developing countries and about 70 percent are women (Verner, 2005).

UNESCO's report also indicates that about 774 million adults are part of the global illiterate population who lack basic literacy skills and two-thirds of the global illiterate populations were women who are found most of them in developing countries (UNESCO, 2013).

Women's low participation in adult literacy programs is associated with different factors. According to Brock & Cammish (1997) the factor that directly or indirectly affects women's participation are summarized as: are geographical, socio-cultural, health, economy, religious and legal political/administrative. Añonuevo & Bernhardt (2011) broadly categorize the barriers for the less participation of women in adult literacy program as situational, institutional and dispositional barriers. According to these authors, these barriers can act alone or in combination to prevent women from taking part.

EU (2012) also stated three types of barriers for women to access and participates in adult education program such as structural barriers, situational barriers and psychological barriers. *Structural barriers* includes issues discouraging women's from participating in the adult literacy program from the start such as a perceived lack of suitable program, non-flexible education delivery systems or lack of access to adequate funding, lack of collaboration with different concerned body at different level, poor facilitation skill of the facilitation, shortage of educational material, uncomfortable of the location of the learning center and facilitators low motivation. The *Psychological barriers* concern adults' life experiences and may relate to negative associations with the schooling environment, lack of confidence, sense of worthlessness, or social exclusion community negative attitude towards adult education. The *situational barriers* arise from individual position due to high work load, family and societies responsibilities, and lack of the individual interest.

UNESCO Institute for Lifelong Learning (2013) also noted the different challenges that women face to participate in literacy program. These include: traditional beliefs that can create huge barriers to learning for women. Participation can also be hindered by distance and insecurity, involving men who control and exercise power. Literacy learning is not always attractive, motivational and relevant to women. Building the capacity of facilitators or educators, as well as volunteers, is challenging as well. Opportunities to progress beyond community literacy learning are often very limited and the challenge of influencing policies at national, regional and local levels is huge.

The annual report of Amhara Regional State Education Bureau in 2013/2014 academic year indicated that about 1,149,453 illiterate women were registered in Functional Adult Literacy Programme based on the government expected plan. However, only 487,933 of them continued learning in the programme throughout the academic year (ANRS education Bureau, 2013).

1.2. Statement of the problem

According to UNESCO (2013) seven hundred seventy-four (774) million adults aged 15 years and older are still unable to read or write – two thirds of them (493 million) are women. Similar source indicates that among youth, 123 million are illiterate, of which 76 million are female. Even though the size of the global illiterate population is shrinking, the female proportion has remained virtually steady at 63% to 64%. The recent data from UNESCO Institute for Statistics (UIS) shows that 750 million adults – two-thirds of whom are women – still lack basic reading and writing skills(UNESCO, 2017).

According to Stromquist (2016) women continue to present two- thirds of the world illiterate i.e., those unable to deal with the basic demands of reading and writing in the contemporary world. According to this writer, adult illiterates comprise a group whose previous social marginalization prevented them from having access to the regular educational system. Most illiterate persons are poor, often live in rural or deprived urban areas, and earn low salaries, usually characterized by long hours of harsh manual work.

Access to education in Ethiopia is the most limited and the illiteracy rate is high, approximately 70 per cent for women and 50 per cent for males. (Lasonen, Kemppainen & Raheem, 2005). According to Shenkute (2005) illiterates in Ethiopia share those attributes that are common among peoples with high level of illiteracy: they are mostly poor and marginalized, the women being the most deprived of all the group....22.1 % points between the male and female literacy rates at national level....Males had a literacy rate of 35.1% while that of the women was only 12.0%, a difference of 23.1 percentage points. Adult Literacy programme in Ethiopia has to do a lot.

According to the information obtained from the Ethiopian Central Statistical Agency, Ethiopian women are less educated, have a lower level of literacy. The majority of Ethiopians have little or no education, with females even less educated than males. Fifty-two percent of females and 38 percent of males have never attended school. While these percentages are large, they constitute a

substantial decrease from the findings of the 2005 EDHS, when 67 percent of females and 52 percent of males had never attended school (CSA, 2012). CSA (2017) show that men are better educated than women. About half of women (48%) and 28% of men age 15-49 have no formal education. The percentage of women with no education has decreased over the last decade, from 66% in 2005 and 51% in 2011 to 48% in 2016, although the number of illiterate women/young females is still large.

The annual report of Amhara Regional State Education Bureau in 2013/2014 academic year indicated that about 1,149,453 illiterate women were registered in functional adult literacy programme based on the government expected plan. However, only 487,933 of them continued learning in the programme throughout the academic year (ANRS education Bureau, 2013).

In Ethiopian context, specifically in Amhara region, several studies have been conducted in the areas of IFAL. Factors affecting women's participation in functional adult literacy related to socio-demographic and organizational factors at Bahir Dar Zuria Woreda, North West Ethiopia (Tiruaynet, 2015), the Contribution of Integrated Functional Adult Education Program in Empowering Women The Case of Belay Zeleke Sub City (Adamu, 2018), and exploring the applications of elements of learning environment: a look in to the integrated functional adult education programs of Bahir Dar city (Gietu, 2019). Although those researchers examined the issues related to adult education in different contexts, they didn't assess the issues of women participation in integrated functional adult literacy program. This is one of the reasons that initiated the current study.

According to researcher's personal observation in the study area indicated the less participation of women in IFAL program in the study area. Many of the women who registered for the program with drawn from the program. Those who attend the program are not gaining much out of the program as they do not attend regularly, there is frequent absenteeism. Nevertheless, no study has been conducted to assess the reasons for low participation, high withdrawal rate, and the efforts being made by the city government to minimize the problem. As far as the knowledge of the researcher is concerned, there is no study in the study areas regarding the factors that motivate women to attend regularly in the IFAL program. This study, therefore, is designed to fill in these gaps.

1.3. Research question

1. To what extent women participate in IFALP in the study area?
2. What motivates women to participate in IFALP in the study area?
3. What are the program related factors that hinder women from participating in IFALP in the study area?
4. What are the personal related factors that hinder women from participating in IFALP in the study area?
5. What efforts are being done to maximize women's participation in IFALP?

1.4. Objective of the Study

1.4.1. General Objective

The main objective of this study is to assess women's participation in integrated functional adult literacy program in South Gondar Zone, Debera Tabor City.

1.4.2. Specific Objective

The specific objectives of the study:

1. To know the extent of women participation in IFALP in the study area
2. To assess motivating factor women to participate in IFALP in the study area.
3. To identify the program related factors that hinder women from participating in IFALP in the study area
4. To identify the personal related factors that hinder women from participating in IFALP in the study area
5. To assess whether efforts are being done to maximize women's participation in IFALP in the study area by women, facilitator and experts.

1.5. Significance of the study

This study expected to have a paramount contribution in different aspects:

It may serve as a base for other researchers who are interested to conduct a study on the issue. It will indicate the major challenges of women's participation for the concerned body. It enables the facilitators to know the need of the learner and how to relate the learning content and need and the ways of life of learns. And it may also provide some information for policy makers to improve the program in the future in a way that meets the needs of women learners.

1.6. Scope of the study

Given the limited time and resource available for the researcher, the study was delimited both geographically and conceptually. Geographically, the study was conducted in South Gondar zone, Debere Tabor city because in this city. I decided to conduct study in this site because I had the opportunity to observe the learning centers and to talk to facilitators when I went for practical courses. This has helped me to note less participation of women in the IFAL program.

Conceptually, this study looks into the extent of women's participation in integrated functional adult literacy program; the motivating factors of women who participate in the program; the push (the factors that are related to the learning environment and that push women from participating in the program) and pull (the factors that mainly related to their socio-cultural role and that pulls them from attending the literacy program) factors that hinder women from participating in IFAL program. The study will also look into the efforts are being made by the local government to maximize women's participation in IFAL.

1.7. Operational Definition/ Key Terms

Adult: is a person who having the above 15 years old.

Integrated Functional adult literacy: is the newly introduced program of adult learning system including the practical life experience or real life style of the learner.

Women literacy: the girl who have able read and write

Illiterate: not able to how read or write.

Literacy: able to read and write.

Participation: is the attendance of the learner in the IFAL program

Women participation: is the attendance of women adult learner in IFAL literacy program.

Program related factors: are the factors that are related to the learning environment.

Personal related factors: are the factors that mainly related to their socio-cultural role.

CHAPTER TWO

2. REVIEW OF RELATED LITERATURE

In this part of the study, different literature related to adult literacy and women literacy was reviewed. Thus, it deals critical issue including historical overview of adult education in Ethiopia, the status of women literacy in the world, women literacy in Ethiopia in different regimes, the concept of literacy, integrated functional adult literacy, motivating factors of women participation in adult literacy program, challenges of women participation in adult literacy program and the efforts to maximize women participation.

2.1. Historical Overview of Adult Education 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 men for serving churches, monasteries and mosques and other religious functionaries (Margareta & Sjoström, 1983). 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. In order to overview the history of adult education, Ethiopia has two historical periods: traditional or Churches and Mosques education and the era of modern education (Kenea, n.d).

2.1.1. Traditional or Church and Mosque Education

Traditional education in Ethiopia started even before introduction of religious education, we can also find a lot archeological findings like letters on rock found in Mukaturi of Showa of which is 20,000 years old, and similarly that of Sidama which counts 10,000 years old. They are also base and indicator of cultural traditional education. On the top of this, today they have had their own way of transmitting knowledge and wisdom to their successor. Among the major ways for instance Gadaa system of Oromo people and Chambelala of Sidama people are pillar one. Therefore, traditional education in Ethiopia goes back to the history of Ancient Cushitic Empire. Many

scholars pointed out that traditional education begins during 4th century A.D of Aksumite civilization before 4th century (Gemechu, 2016).

Ethiopian historical education had its base in religion. This means that in the Christian areas education was controlled by the church and in the Muslim areas by the mosque (Biseswar, 2011). Orthodox Church Schools and Koran schools are the only educational institutions from historical time. Ethiopian educational system has been more influenced by traditional values than other African country. Highlands of Ethiopia Orthodox Church the 4th centuries constituted the main guardian of traditional culture provided the only schools (Margareta, & Sjostrom, 1983). Ethiopia's reputation for an ancient tradition of literacy, until relatively recently the ability to read and write was confined to a small percentage of the population (Carmichael, 2016). Education is a broadest sense not just formal study but also oral instruction, rituals, role-modeling, the celebration of festivals and holidays, and the manipulation of signs and symbols that helps to define acceptable gender roles and identities (Ropp, 1994).

2.1.2. Adult Education in the Imperial Period

According to Shenkute (2005) the Ethiopian alphabet was associated with the Christian religion and thus literacy was left to the clergy only to be used as a means of religious instruction. It was only in the 1890s that literacy and basic education were realized as a means of development and modernity. Kenea (n.d) adult literacy received a laissez faire treatment during the imperial regime. Adult literacy programs were begun in the late 1940s by concerned civil servants in cooperation with secondary school student (Wagaw, 1978). During the period 1941, education in Ethiopia had been in a very adverse condition.

This terrible situation had significant impact on the Government's attention to education in general and adult education in particular. Significant influence by creating increased attention to adult education in general and adult literacy in particular. For instance, the 'Berhaneh Zare New' Institute was opened by the government and financed by the emperor with the aim to promote evening education for adults. In 1954 a voluntary organization called 'Yefidel Serawit' (literally, army of the Alphabets) was found. In this time there are different ways of mobilizing method in adult literacy program the formation of Yefidel Serawit coincided with the 1955 public notice on fundamental education/adult literacy which was published in the Amharic Newspaper 'Ye Etophiya Dimtsi' literally voice of Ethiopia on the 17th of November 1955. The Work-oriented

adult literacy program was an adult literacy project introduced to Ethiopia in 1968. This program is connected to the social day-to-day life style to wealth, cultural and ideological power relations (Kenea, n.d)

2.1.3. Adult Education in the Dergue Regime

Amare (2006) in this regime made mass literacy its highest priority in the national level. Kenea (n.d) during this regime adult education had a clear advantage for the great majority of Ethiopian populations who were devoid of educational opportunity. The adult literacy campaign purpose was total eradication of adult illiteracy where illiteracy and literacy as a tool towards alleviation of poverty. Literacy is seen by the government as a tool for political mobilization. It symbolized illiteracy as a 'black curtain', a symbol of ignorance that had to be torn apart if the literacy were to see the light of development literacy.

The literacy program, material and the contents was relevant to the day to day experience of the respondents (Wagaw, 1978).Adult literacy would play a central role in the fulfillment of the hopes of the new revolution. The strategy of development by campaign was the same by the strategy of literacy by campaign in 1974, the first Zemecha (Campaign) was launched: a National Work Campaign for Development through Cooperation to work together for the betterment of Ethiopia in a spirit of egalitarianism. until June 1976, 60,000 young people, secondary and university students and teachers, in addition to conducting many other development activities in the field, registered some three-quarters of a million people for literacy classes of whom 160,000 became fully literate. The Second Zemecha, The Campaign for Economic and Cultural Development again emphasized literacy and the dialectical role between development and literacy reinforced by the Second Zemecha continues to endure. During the time 1974-1986, illiteracy has gone down from around 93 per cent to around 50 per cent. The earlier more optimistic claims were revised downwards when the 1984 census found that the population had gone up to around 42 million instead of the 32.8 million estimated earlier in 1982 (Bhola, 1987)

In1979, a National Literacy Campaign was launched that would teach Ethiopians both literacy and functional skills to enable them to obtain higher productivity from their fields and factories. By 1982, illiteracy would be removed from the urban areas and by 1987 from rural Ethiopia. The target of this campaign is eradication of illiteracy in urban and rural Ethiopia, 1985, 16.9 million

youth and adults had been covered by the campaign; and 12 million, almost half of them female (Bhola, 1987).

2.1.4. Adult Education 1991 Government

According to Kenea (n.d) immediately after coming to the power in the current government had formulation of a new Education and Training Policy (ETP), presumably, with major concept from the educational program that existed before it. Unfortunately, adult literacy was not taken as an important issue in this policy. Adult literacy with a defeatist could be one of the major reasons behind the attention the present government low attention to adult literacy program. The current government of Ethiopia ignored adult literacy in response to the global focus on universal primary education, association of adult literacy with the defeated party. Still know 85% (look present time policy documents it is 80 %) of the population is in the agriculture sector, more than half of which cannot read and write.

Ethiopian governments lack of attention to adult basic literacy since the 1940s. The post-1991 period, however, saw an increasing involvement of non-governmental organizations in adult education in general and adult literacy in particular; the Regional Education Bureaus should devise their own means to transformation way adult literacy, the Federal Ministry of Education seemed to have pillar out from the business. As a result, adult education management at all levels was constrained, very much like in pre-1974 days.

2.2. Women literacy globally

According to UNESCO (2014) women literacy learning is important part of the child creating greater economic and political opportunities to contribute to families, communities and nations also contributes to empowerment, relationships with different peoples. Education and empowerment of women throughout the world cannot fail to result in a more caring, tolerant, just and peaceful life for all. However the recent data from UNESCO Institute for Statistics (UIS) shows that 750 million adults – two-thirds of whom are women – still lack basic reading and writing skills (UNESCO, 2017). Stromquist (2016) women continue to present two-thirds of the world illiterate i.e., those unable to deal with the basic demands of reading and writing in the contemporary world. According to this writer, adult illiterates comprise a group whose previous social marginalization prevented them from having access to the regular educational system.

Most illiterate persons are poor, often live in rural or deprived urban areas, and earn low salaries, usually characterized by long hours of harsh manual work.

2.2.1. Women Literacy in Ethiopia

In the history of Ethiopia, women played a legendary role. Women's role in the political, social and economic aspects of Ethiopia is traced 2000 years before the birth of Jesus Christ (Habtu, 1996). Burgess (2013) also concurred, although women's function in Ethiopia were predominantly in-house, there were exceptional women who have roles that extend beyond the home and family into public, political life. However, their extraordinary roles in all facets of the country's affairs could not be consistent with the majority women's status in the then and today's Ethiopia.

When the Ethiopian women's role is impossible to leave Queen Saba's role. Queen Saba had played the historic works in the political, economic and social situation of Ethiopia (Biseswar, 2011). She ruled Ethiopia with good political diplomacy with the other kings of the Middle East including Israel's Solomon, though her permanent place was still vague. And also Queen Saba is the founder of the Aksumite Dynasty. Another historically important woman was Yodit (Gudit), the Attila of Christian Ethiopia, who slaughtered many Orthodox Christians (Habtu, 1996). She was one of the most prominent warrior women in the history of Ethiopia. Yodit, Falasha Queen open war on the Churches and resulted in devastating history (Biseswar, 2011). She slaughtered priests and princes and brought the old Aksumite kingdom, Aksum city and remarkable house of worship of St. Mary of Zion to destroy. Although many of the researchers observed roles of Yodit did not depict the positive outcomes of her Queenship (Biseswar, 2011). The facts about the eminences of Queen Saba may be emanated from her literacy competence on the inscriptions available in coins. Literacy builds women's confidence in a variety of circumstances as Saba did. Then after a few women played crucial roles in different dimensions of a country. For example, Queen Elleni worked as a regent and played a political, social and economic role in history.

2.2.2 Women literacy in the traditional period

In the traditional history of education, Churches and Mosques are the dominant providers. Biseswar (2011) the traditional period, women have less value and educated women are less than raw material. Churches and Mosques were extremely unfair against women to the extent of their complete exclusion. It is indisputable that the Churches have been giving training to the youth groups of the men for Church services. Gemechu (2016) the objective of Church traditional education was to train priest, monks, teachers and debtera. It focused on social studies like theology, philosophy, language, art, and literature, The structure of traditional education was: seven years for Zema bet, nine for Sewasew (grammar) bet, four for Kene bet and ten to Old and New Testaments in this education process participated only men without of women or narrowed the opportunities for others groups of the people to be literate in their interaction. Similarly, the main purpose of Islamic education in Ethiopia is to preach the religion and preserve the cultural heritage with such method of translating the Quran which uses the Arabic language and script exclusively, and understanding the interpretation of verses by Islamic scholars called Imam, Sheik, Kabira, and Uluma. According to Burgess (2013) Ethiopian women's behavior is linked to their parents and they have limited roles only as a mother, homemaker and housewives and limited their roles in education. In this period, they practice violence and discriminations of women's. In the traditional period women used as exchange commodity and goods and services.

According to Biseswar (2011) FethaNegest, is the book on the laws of the kings of the country at the time. This rules the participation of priests in the lives of women left little room for them to take on issues related to their emancipation. In fact, religious imposition on women's lives actively discouraged them from extraordinary cultural expectations and behavior. In this period women are totally absorbed in their religion that it turns them into blind followers. Women are also weak in their own agency development because they lack discourses, and are not engaged in consciousness-raising and experience-sharing and also high levels of illiteracy in the country among women. Habtu (2001) in Ethiopia a woman's identity is linked to her family and the prescribed gender role as a mother and home-maker, yet throughout Ethiopia's history there are examples of women who have roles that extend beyond the home and family into public, political life. Educational reformers see education "as a means to improve women's social and economic

status. Ethiopian cultural, economic, political, and social institutions serve as obstacles to women's higher education in Ethiopia. Ethiopian educational policy and practice tend to reproduce traditional gender structures and social relations.

2.2. 3. Women Literacy in the Imperial Period

This period include the modern era² of education in Ethiopia, since the beginning of the 1900s. Ethiopian women have played prominent roles in the country's political, economic and social spheres. Different roles and responsibilities for women and men at the time and women were equal participation with men. Empress Taytu's and Queen saba unique knowledge, skills attitudes and beliefs those women's was actively encourage and promote men's this means Taytu's understanding is above the understanding of men. The Empress Taytu started to reflect on many issues linked to women and that her agency was in the process of self-transformation and change. She must have created a trusting environment and provided room for discussion for women to come forward. Her stubborn persistence in promoting women education was another pioneering example. Women's active involvement in Ethiopian modern politics can be traced back to over half-a-century although hardly with any clear-cut policies and principles concerning their participation (Biseswar, 2011).

The emergence of women's organizations was the Ethiopian Women Welfare Association (EWWA), set up in 1935. In 1953 the organization was chartered and given legal recognition, and at this time it had forty branches throughout women organization of the country and also another organization construct Armed Forces' Wives Association was formed in this era with the objective of providing support to widows and the children of soldiers who died in the war (Burgess, 2013). The 1955 literacy proclamation influence the people to acquire literacy skills by attending schools in their spare time echoed similar calls made by both Menelik and Zewudit in the past (Amare, 2006)

According to Ropp (1995) education is broadest sense including not just formal study but also oral instruction, rituals, role-modeling, the celebration of festivals and holidays, and the manipulation of signs and symbols that helps to define acceptable gender roles and identities. Women literacy as seen in the popular story, literate women tended to read far beyond the narrow recommendations

of these instruction books, and to include in their reading the classics and histories, and more heretically fiction, drama, and especially poetry. Most of these women lived in the late imperial period when courtesans and gentry wives developed something of a tradition in women's painting.

2.2.4. Women literacy in military regime

The military regime starting in 1974 and lasting until 1991. This period is a new time frame for women and many benefits to women. The need of the women has active participation in the productive work and participation of literacy class. The military regime refused to give women any freedom to struggle for their own liberation. Campaign was initiated December 1974 this campaign formed the immediate solutions of the women's question. In this period organized different women association like, Ethiopian Women's Work Association (EWWA), Ethiopian Mother's Association (EMA) and Revolutionary Ethiopian Women's Association (REWA) this leads to the government are grate attention to the participation of women in different program. During the Derg regime women, for the first time in Ethiopian history, were given the opportunity to become organized beyond their domestic boundaries. Women freely participate literacy class there for many women developed the capacity to read or sign their own names or even start their own businesses and to improve their own ways of life style (Bisesware, 2011)

As the country political level, education was used as an essential instrument. In this period very few women had access to education. Those were mainly women from the elite, noble and ruling classes. Derg regimes political power and education for women formed an integral part of its mass literacy campaign. Many women joined these literacy classes and during the derg regime, where education was necessary for all women and men, it could be safely stated at the time that the literacy level of society (biseswar, 2011). In this time adult literacy learning is related with personal needs like, men is learn through agriculture, health and sometimes community leadership style on the other hand women's learn in related to the home works like, the home economy, chilled care and so on (Wagaw, 1978).

Marxism was the believe no revolution could succeed without women forming an integral part of it (Biseswar, 2011). This idea was seen from various angles, such as women's participation in the labour force, women's participation in education, women's participation in the various associations and organizations, and so on. It is this active engagement of women in public and political life that has been used as an important indicator of their emancipation. Because, Socialism

was based on the premise that the active participation of both women and men in the revolutionary struggle (Bisesware, 2011). Similarly Burgess (2013) many socialist countries gave special attention to the question of women including Ethiopia. In Ethiopia all the country side formed women association this association is the revolutionary Ethiopia women's association was established on July 17, 1980.

The year 1985, 16 million youths and adults has been covered by the campaign and 12 million almost half of them women (Bhola, 1987). Women literacy as seen in the popular story, literate women tended to read far beyond the narrow recommendations of these instruction books, and to include in their reading the classics and histories, and more heretically fiction, drama, and especially poetry (Ropp, 1994).

Gallaway, and Bernasek (2004) education is key to improving the socio-economic status and contributing to the empowerment as well as promoting social development of women. Informal education for women in the form of literacy programs has tended to be the way that many women have received their education. Policies focusing on primary education for girls are arguably the best way to increase literacy among women. A complement to that policy is the provision of literacy training to women to improve their labor market outcomes in the short run and to contribute to their empowerment. Berhane, Gberg, Byass, and Wall (2002) literacy was an important factor for survival, both among men and women, particularly in the rural areas. Women's education is considered to be one of the strongest determinants of health.

2.2.5. Women literacy in the current government

According to Biseswar (2011) in 1993 formed Education Training Policy the policy had also clearly outlined strategies for implementation which included a revision of the education curricula, non-formal education and training, teachers' training and so on. However, at this early stage in the EPRDF rule in women education was not considerably addressed. Education policy in 1994 another proclamation however the same goal and strategies to the prior policy but it started to pay attention to women education.

2.3. Literacy

According to Nwafor andAgi (2013) literacy means the ability to read and write in a given language. McCaffery, Merrifield, and Millican (2007) the word literacy has taken on many

meanings. Literacy simply meant reading and writing sometimes as little writing one's own name. But the term literacy is beyond reading and writing in simple words. People often use terms like computer literacy to mean the ability to use computers for tasks like word processing and email. Keefe, & Copeland (2011) literacy is a human right and fundamental part of the human experience. Literacy includes communication, contact, and the expectation that interaction is possible for all individuals; literacy has the potential to lead to empowerment and 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. UNESCO (2018) literacy is the ability to identify, understand, interpret, create, communicate and compute, using printed and written materials associated with varying contexts. Literacy is about the uses people make of it as a means of communication and expression, through a variety of media, plural, being practiced in particular contexts for particular purposes and using specific languages.

Literacy is key to building a sense of empowerment, dignity, independence, and efficacy. It is Initiatives for basic education; economic growth, health and family planning, and social justice are all strengthened and stabilized through attention to youth literacy (USAID, 2010). Literacy has come to be seen as important aspect in nation development since being functionally literate is fundamental to all forms of both successes in school and in life. In global market, being literate is highly demanded in order that people are able to participate actively in larger society and in international activities such as international conference, research exchange, join research, and business and commerce. Being literate does not only contribute to personal development or personal learning, but being literate also leads to success in school and in life (Rintaningrum, 2009). Literacy is more than the technical skills like reading, writing and numeracy of communications: it also has personal, social and economic development. Literacy increases the opportunity for individuals and communities to reflect on their situation to explore new possibilities and initiate change (NALA, 2011)

Literacy is especially important for women because it can be a major tool for their emancipation, and it should not be forgotten that many do not have a voice of their own. Literacy programs in the hands of women-led with knowledge of non-formal education methodologies and a transformative vision can and have been major institutions for successful literacy initiatives (Stromquist, 2016). In the 21st century, the definition of literacy has increasingly reflected the

ability to use technology for gathering and communicating information. In the twenty-first century, literacy skills increasingly reflect technology use and the abilities necessary to problem-solve, collaborate, and present information through multimedia (Pilgrim & Martinez, 2013).

2.4. Integrated Functional adult literacy

The Integrated Functional Adult Literacy programme is a functional literacy programme that reaches out to adults and young people aged 15 or older and is available to women, the disabled, and minority groups. The main goals of the programme are to increase literacy rates, to promote women's empowerment, to improve participants' health and to raise the general standards of living within communities. This IFAL program taught include literacy, gender issues, environmental protection, civic and ethical education, health, disease prevention, family planning, and agriculture (UNESCO, 2015).

IFAL is a process leading to mastery of reading, writing and numerical incentive voluntary participant of adults; introducing new work activity, improved health as well as economic and social life; depending attitude change; enhancing knowledge, skill and attitude. IFAL is based on multiple learning-teaching, not on one-way communication between learners and facilitators. Facilitators teach adults; adults teach facilitators everybody teach everybody else (MoE, 2011b).

2.5. Motivating factors of women participate in adult literacy program

The need for women education is also informed by the fact that purposeful occupational achievement and satisfaction is ensured by deep self-awareness and understanding which can only be achieved through the provision of effective and functional education. In the spirit of Universal Basic Education, provision of formal and functional education is needed for the women.

It would be empower them to know and ask for their rights to education, health, shelter, food and clothing, It would be empower them to fight against every form of discrimination against the assert themselves about their right to equal treatment with their men, It would be enable the women take decisions and accept responsibilities for taking such decisions concerning themselves; It would be give economic power to the women and there by enable them to contribute their quota to the economic growth of the nation; It would be empower the women scientifically through exposure to science and technological education for the challenges of the present technological age and information computer technology break through unfolding worldwide; It would be help

women to reduce maternal and infant mortality through improved nutrition, improved child rearing practice, health care and prevention against killer diseases and It would be women with the opportunity of participating keenly in the world of sophisticated politics and governance as enlightened citizens (Shamsideen, 2015).

According to Añonuevo and Bernhardt (2011) women participate in adult literacy program for different reasons of managing health issues in their families. According to Leahy (2016) women chose to join adult literacy program to connect new people, to manage the standard of their living style, to enjoy and/or experience the mutual support of other women like helping finance, experience and to advice or encourage in different things.

Adults may be motivated by a many factors. Adults are principally motivated to improve their basic skills for self-development, be this personal, social or occupational development and increasing job performance, supporting their children's and improving confidence, rather than a simple desire to be more literate or numerate. Adults motivate in literacy courses to improve their self-confidence, to become better parents, and towards future lifelong learning goals (ECWGAL, 2014).

2.6. Challenges of women participation in adult literacy program

Accordingly, Brock & Cammish (1997) identified different factors which directly or indirectly impact on women's participation. Some of these factors are Geographical, Socio-Cultural, Health, economy, Religious, legal Political/Administrative, educational and Initiatives. On the other hand, Añonuevo & Bernhardt (2011) there are many reasons for the low participation of women in adult literacy program such as. Situational, institutional and dispositional barriers can act alone or in combination to prevent women from taking part. Similarly, EU (2012) there is three types of Current existing barriers to access and participation in adult education program such as structural barriers, situational barriers and Psychological barriers.

Structural barriers: This type of barrier includes discouraging women participation in the IFAL program from the start such as a perceived lack of suitable program, non-flexible education delivery systems or lack of access to adequate funding, lack of collaboration with different concerned body at different level, poor facilitation skill of the facilitation, shortage of educational material, uncomfortable of the location of the learning center and facilitators low motivation.

Therefore, these barriers come in to women low motivation/interest to the participation of integrated functional adult literacy program.

Situational barriers: These arise from individual circumstances due to; full-time work, high work load, family or societies responsibilities, lack of the individual interest. Action should thus aim at developing awareness-raising activities and learning options suited to these needs, tying adult education in with every-day activities.

Psychological barriers: These concern adults' life experiences and may relate to negative attitude with schooling environment, lack of confidence, sense of worthlessness, or social exclusion community negative attitude towards adult education.

According to UNESCO Institute for Lifelong Learning (2013) different challenges women participation in literacy program: such as Traditional beliefs can create huge barriers to learning, for women, Participation can be hindered by distance and insecurity, Involving men, who control and exercise power, in the transformative process can be difficult, Literacy learning is not always attractive, motivational and relevant to women, Building the capacity of facilitators or educators, as well as volunteers, is challenging, Opportunities to progress beyond community literacy learning are often very limited and The challenge of influencing policies at national, regional and local levels, is huge.

Traditional beliefs can create huge barriers to learning, for women- which means Beliefs and attitudes towards the roles women may or can play, as well as what, where and how they might learn, are often entrenched. This is especially crate in rural and isolated settings.

Participation can be hindered by distance and insecurity - women are vulnerable when travelling/journey, especially if they are alone. Public transport is usually very scares. Learning opportunities can be limit women's access; the women reach high risks in the walking time, and transport is very difficult for women. Violence by men against women who seek learning is a real challenge. Frustrations women is not carrying out of domestic work and care responsibilities or not working related to own fields to produce food and the women responsibility is only within the house or women is a house king this can lead to violence. Even when women are join learning activities, their new knowledge, experience exchangeability, insights and questions can create discomfort and psychological fear to the status of brothers, husbands and fathers.

Involving men, who control and exercise power, in the transformative process can be difficult- Boys are bring about in their superiority, women are inferior and, in some cultures, take on decision-making for their sisters. Men are over control the learning session, women are very low involvement in the program and the Men believe literacy is very essential for men but women literacy in inessential.

Literacy learning is not always attractive, motivational and relevant to women- this challenge is show literacy learning issue and the needs of the women adult learners are not interrelated. Women are not empty vessels or white paper which must be filled; they bring valuable experiences which must not be ignored which means women are live many experiences related to the day to day living style like, child control, food preparation, and so on. There for facilitators are not ignore women's experience because women adults are experienced.

Building the capacity of facilitators or educators, as well as volunteers, is challenging- This means facilitators are not enough knowledge about the wants of the women adult learners and also the facilitator's educational label is very low like, grade eight dilapidated, grade then dilapidated beyond then plus two/three. and also Many facilitators have only received minimal education and undertaken very short training program so facilitators have not influential about the equality of women. There for women an adult learner is unexpected literacy program related issue.

Opportunities to progress beyond community literacy learning are often very limited- It can be difficult to link the gap between community-based, informal literacy opportunities, and wider, lifelong learning can be difficult. Adult learning organizers may experience difficulties in providing progression routes. Many women and their families have difficulties understanding the value of continuing learning. Community learning may be more acceptable to men, as it is local and tends not to involve mixed-sex groups. Far from opening up opportunities, such informal learning can perpetuate some attitudinal and cultural barriers.

The challenge of influencing policies at national, regional and local levels, is huge- In many countries, women are highly under-represented in decision-making, management and governance activities in local communities, schools, clinics and governments. This is in spite of governments' commitment to gender parity and rhetoric that women must be treated equally with men. Many governments have yet to publicly acknowledge the role which adult and lifelong learning,

including adult literacy; can contribute to social and economic development and the empowerment of women and men.

According to Kerkaand Imel (2004) the researchers finding, women lack access to literacy programs because of poverty, lack of time, physical distance to classes, family responsibilities, and opposition from husbands, and lack of motivation. Gender gaps in literacy have widened in times of worsening economic crisis and increasingly severe national debt burdens.

2.7. Maximize participation in adult literacy program

According to EU (2012) in order to improve adult education program, disseminate tools produced by other stakeholders this means the promotion of courses provided by adult education facilities; interact with target on the benefits and importance of adult education like trade union; disseminate information on available courses and to gather information on current skills requirements, and disseminate information about the extra value of adult education and encourage education providers to exchange best practice and develop work-based learning and training for employees it enables employees to learn and develop new skills and professions.

Improve the literacy rate of women in general and particularly, planners and implementers should be taken to understand and create awareness to solve the problems among themselves, the government and voluntary agencies can plan to create alternative residences for women learners while their parents migrate during work seasons, the literacy centre had to be run in convenient times for the women with their consultation because they may be tired physically after work in their occupational field, occupational and skill development training programs for women designed at improving income status to be organized, awareness process should be a continuous process, not time bound, not limited one time activities, trainers need to be trained in the conditions of the particular areas in which they are working in order to bring effective results in enrolling and attaining sufficient literacy levels among women, and adult education should not be introduced in isolation. It should go hand in hand with health, economic and social development, small savings, and micro-finance and above all common harmony. It should give people need based (Rao & Gupta, 2006).

CHAPTER THREE

MATERIALS AND METHODS/RESEARCH METHODS

This chapter is discussing about the methodology used in this study. It includes the research paradigm, approach, design, setting, source of data, population, sample and sampling technique, data gathering instrument, data gathering procedure, data analysis method, and finally ethical consideration.

3.1. Research Paradigm

Paradigm is a broad framework of perceptions, understanding, beliefs within which theories and practices operate and a basic sense of the world is a framework containing all of the community accepted views about a subject, structure of what direction research should take, and how it should be performed. According to Creswell (2014) there are many forms of this philosophy, but for many, pragmatism as a worldview arises out of action situations, and consequences rather than antecedent conditions (as in post positivism). Pragmatism is not committed to any one system of philosophy and reality. This applies to mixed methods research in that inquirers draw liberally from both quantitative and qualitative assumptions when they engage in their research. Individual researchers have a freedom of choice. In this way, researchers are free to choose the methods, techniques, and procedures of research that best meet their needs and purposes. Thus, for the mixed methods researcher, pragmatism opens the door to multiple methods, different worldviews, and different assumptions, as well as different forms of data collection and analysis. Therefore based on the conception and important pragmatic paradigm, the researcher was used to pragmatic paradigm for assessing women participation in Integrated Functional Adult Literacy Program in the study area.

3.2. Research approach

There are three types of research approach: qualitative, quantitative, and mixed approach. So that the researcher used a mixed approach because the data were collected and analyzed both qualitatively and quantitatively. A mixed-method is framed in terms of using words (qualitative) rather than numbers (quantitative) or using closed-ended questions rather than open-ended questions (qualitative interview questions) (Creswell, 2014).

3.3. Research design

According to Creswell (2012) there are six types of mixed method research design based on the research type; (1) the convergent parallel design (2) explanatory sequential design (3) exploratory sequential design (4) embedded design (5) transformative design (6) multiphase design. From these types, the researcher used a convergent parallel design because the researcher's interest was to collect and analyze data quantitatively and qualitatively. Creswell (2012) in convergent parallel design research design the researchers collect and analyze both qualitative and quantitative data, compare the results from the analysis of both qualitative and quantitative data and make an interpretation as to whether the results support or contradict each other. The direct comparison of the two by the researchers provides a "convergence" of data sources. One of the advantages of convergent parallel design is that it is quantitative data provide for generalizability. While qualitative data offer information about the context or setting. This design enables a researcher to gather information that uses the best features of both quantitative and qualitative data collection.

3.4. Study Area

This study was conducted in the South Gonder Zone, Debere Tabor City in IFALP that found on the northern part of North farta woreda, Eastern part of farta woreda, southern part of farta woreda & western part of farta woreda. It is 100 km far from Bair Dar, the capital city of Amhara Region. The city has 6 urban qebeles in the administrative center of south Gonder zone, Debere Tabor city. The total area of the city is 11,712 hectare. It has a total of 92,530 population from which (48,225) female and (44,305) male population (Debere tabor City Administrator document, 2017)

3.5. Source of data

To get adequate information about the current level of women participation in IFAL program at South Gonder Zone, Debre Tabor city, both primary and secondary data was employed. The primary sources were woman adult learners, IFALP expert, and facilitators. On the other hand, the secondary sources of the data were collected from registered paper and facilitator attendance paper because the researcher wanted to know the degree of women participation in adult literacy program and to compare men and to know the participation of women in a day-to-day learning process/class attendance. So, this document was related to the basic question number one /to what extent women participate in the IFALP in the study area.

3.6. Population, sample and sampling technique

The total populations in the adult learning centers were 220 women adult learners. From these total population, women participants found in different centers were (in center one 41, center two 36, center three 23, center four 21, center five 26, center six 27, center seven 16 and center eight 30). Since the list of the population was available in hand, the proper sampling was taken proportionally from each center. From the total population, the researcher had taken 20 samples in center one, 18 samples in center two, 12 samples in center three, 10 samples in center four, 13 samples in center five, 14 samples in center six, 8 samples in center seven and 15 samples in center eight and all are 110 adult woman participants. Nine (9) facilitators in each center and 3 IFAL experts were also taken as samples of the study. The total sample size of the study was 122. The researcher selected women learners are a randomly and the expert and facilitator are used in comprehensive sampling technique. So, this sample number is representative all of the total population.

In this study, the researcher employed comprehensive sampling techniques to 8 IFALP centers in the study area. Women participants were selected through simple random sampling techniques, particularly lottery system in each IFAL center. Cresswell (2012) in simple random sampling, the researchers select participants for the sample so that any individual has an equal probability of being selected from the population. Simple random sampling intends to choose individuals to be sampled who were being representative of the population. Furthermore, the adult education experts and facilitators have used a comprehensive sampling technique.

Table 1. Summary of the population, sample and sampling technique

No	Subject	Population	Sample	Sampling technique
1	IFALP centers	8	8	Comprehensive sampling technique
2	IFAL learners	220	110	Simple random sampling technique
3	IFAL facilitators	9	9	Comprehensive sampling technique
4	IFAL experts	3	3	Comprehensive sampling technique

3.7. Data gathering instrument

One of the advantages of the mixed research method is the opportunity to employ both open and close-ended questions as well as multiple forms of data drawing possibility (Creswell, 2009). The study employed both primary data sources (questionnaire and interview) and secondary data sources (documents, like facilitator attendance paper and all registered participant document).

3.7.1. Questionnaire

To collect the primary data, questionnaire was developed for women adult learners. The questionnaire was mainly used to identify: (1) the extents of women participation in IFAL program, (2) the motivating factors of women participation in the IFAL program, (3) the push and pull factors of women participation in IFAL program and (4) the efforts to maximize women participation in the IFAL program). The questionnaire contains mainly both closed-ended and few open-ended questions. The items for women IFAL learners were; 5 open ended questions, 3 yes-no questions, 36 close-ended questions and 3 multiple choice questions. The questions was prepare in “Amharic language” for the purpose of clarity, to avoid language barriers and to make it understandable by the respondents. The questionnaire consisted of different parts that address different issues like background information and the main issues of the problem. If there was a respondent who have not read and write and not able to understand the questionnaire, the researcher was read and clarify the question for the respondents and then after write/tick the response of participants.

The first draft of the questionnaire was passed through three fundamental stages (the face validity, pre-testing of the questionnaire, and piloting the questionnaire).

Face validity- involves the expert looking at the items in the questionnaire and agreeing that the test is a valid measure of the concept which is being measured just on the face of it. The face validity was very important to sight whether the questionnaire appear or not. The questionnaire was provided for four experts, of whom one is assistance professors at Bahir Dar University, two lectures at Gondar University and the other one expert is MA student at Bahir Dar University. The questionnaire was three experts were the paper print, and the other one expert was emailed. Those experts give different comments. Based on the feedback of the face validity many useful modifications, prepared for pre-test

Pre-test of the questionnaire: Pre-test the questionnaire (Amharic version) was done to make sure that the questionnaire is understandable enough to target participants. They gave some wording comment, having adequately addressed the comment provide by the pre-test participant, the questionnaire was edited and structured with four key parts: identify the background information of the participants, identify the levels of women participation in IFAL program, assess the motivating factors of women rise the participation of the IFAL program, and assess the push and pull factors women's decrease the participation of the IFAL program and to know the efforts to maximize women participation in the program.

The respondent demographic data, the rate each close ended item, in each of the motivating factors of the questionnaire on rating scale (five point likert scale) which explains a ranking (1-5), where 1 represent the lowest scale and 5 represent the higher scale. On the other hand the push and pull factors of the questionnaire on rating scale (three point likert scale) this explained that a ranking (1-3), where 1 represent not at all problem and 3 represent a series problem.

Table 2. The used quantifier for the rating scale

Questionnaire	Quantifier				
Motivating factors of women	Very low	Low	Medium	High	Very high
Scale	1	2	3	4	5
Questionnaire	Quantifier				
Push factor of decrease women participation	No problem		Moderate problem		Series problem
Pull factor of decrease women participation	No problem		Moderate problem		Series problem
Scale	1		2		3

Piloting of the questionnaire: before disseminating the whole questionnaire to the target participant (IFAL member), the researcher had checked the reliability of the questionnaire. Thirty copies of the questionnaire were distributed 30 women IFAL participants. In this thirty women's adult learn and lived in 8 centers. All distributed questionnaire were collected and analyzed using SPSS version 20, to check the reliability of the questionnaire.

Reliability test: reliability is the degree of consistence of dependability with which an instrument (questionnaire in the study) measures what it is design to measure (Creswell, 2012). The reliability of the questionnaire were tasted by repeating the questionnaire to the same sample of the respondent in different time and comparing the score that obtain for the first time and for the second time were compute reliability test. Due to the shortage of time instead of asking the same sample respond to the same questionnaire twice within a short period an alternative method.

Table 3. Cronbach's alpha for reliability (Ca)

Questionnaire	Cronbach's alpha	Number of item
Motivating factor of women participate in IFALP	0.804	14
Push factor of women participation in IFALP	0.748	10
Pull factor of women participation in IFALP	0.800	10

As the above table shows that cronbach's alpha test result (0.804), (0.748) and (0.800) women learner respectively for all item greater than satisfactory test recommended (0.7). The test for all the items is attached. (See Appendix- 5).

3.7.2. Interview

Interview is the most widely used data collection instrument in qualitative research (Creswell, 2012). The researcher was employed semi-structured interview because it is appropriate to generate in-depth information from respondents and also its flexibility to probe words in the process. Accordingly, the interview was administered for the adult education experts, the facilitators, and few women in selected learning centers. Naturally women adult learners participate in the questionnaire part; even the researcher was interested to proper or reliable data from the women adult learners. So, the researcher was participated in women adult learners in the interview part. It was to check the validity of the interview question by providing the interview question draft for their advisor, the peer's researchers, the IFALP expert, women learner, and facilitator then the researcher took the feedback/ comments about the question and to modify the question based on the above getting comment. Therefore, the researcher checked the validity of the interview question in this way.

3.7.3. Document analysis

The other data gathering tool was document analysis and it was employed to collect the necessary information from the secondary sources such as registered document, and class attendance paper. Because it helps to compare the data collected through questionnaires and interviews with the existing literature.

3.8. Data gathering procedure

The Questionnaire was distributed to the selected sample respondents by the researcher. The questionnaires were given to women adult learners to fill the questionnaires by themselves. The questionnaire was collected to Amharic language for the purpose of clarity, to avoid language barriers and to make it understandable by the respondents. 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 (SPSS) version 20. The interview arranged for IFAL facilitators and few women learners was conducted by the researcher in home to home interview and the experts are interviewed in the work place. 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.

3.9. Methods of data analysis

Data analysis is a big challenge in mixed method research used in both qualitative and quantitative technique (Cresswell, 2012). The data was collected through different instruments such as questionnaire, interview, and document analysis and analyzed in both qualitative and quantitative ways (mixed method). Creswell (2012) suggested that in convergent parallel mixed method design data could be analyzed in four things, but not limited; depend on the interest of the researcher and the purpose of the study. The first technique quantifying qualitative data in which firstly, quantitative data will be coded, codes will be assigned by numbers, then the number of times codes are recoded as numeric data. Having this converted quantitative data, it is feasible to descriptively analyze for frequency of amount and were compared the two dataset. Secondly qualifying quantitative data, it was be done by conducting compare with themes resulted from qualitative data analysis. The third ways of analyzing data is consolidating data. This analysis method enables to

create new variable by combining both qualitative and quantitative data. The fourth technique is comparing findings obtained from both qualitative and quantitative analysis without converting either one of to the other one. But the researcher was used in the fourth ways of analysis method which means comparing qualitative and quantitative result out of converting one of to the other one.

The data collected through close ended questions was analyzed quantitatively and the data collected through interview was analyzed qualitatively. Creswell (2012) in converted parallel design, a side by side analysis is possible and the themes emerge from the qualitative data were used to compare the statistical analysis and vice versa.

3.9.1. Qualitative data analysis

The qualitative data can be analyzed in different methods such as content analysis, thematic analysis, phenomenological analysis, ethnographic analysis, grounded theory analysis, and narrative analysis. But the researcher was used the thematic analysis method. Thematic analysis is the most widely used data analysis method in qualitative research (Creswell, 2007). The data from the interview, and open-ended questions were analyzed one by one and finally merged with the quantitative findings.

3.9.2. Quantitative data analysis

The quantitative data were collected through close ended questions and document analysis. These data were analyzed using IBM SPSS version 20 and Microsoft Excel 2007. The following quantitative measures were used to data analysis: frequency, percentage and one sample t- test.

3.10. Ethical consideration

A well written and signed letter was obtain from collage of education and behavioral science in Bahir Dar University in directing to the educational administration then this administration inform to city IFAL experts, facilitators and adult women participants to get approval for the data and to get participants voluntarily to give information or data about the stated questions. The data collected were to employ only five intended purpose of the research without any physical psychological and moral hazards by using anonymity.

CHAPTER FOUR

DATA PRESENTATION, ANALYSIS AND DISCUSSIONS

4.1. Demographic Information of Participant

In this part, the general background of the respondents who participated in the study was summarized with a focus on age group, marital status, levels of reading and writing educational level, and occupation, and so on.

Table 4. Background information of the respondent

No	Item		Women learner		IFALP women participants in interview		IFALP facilitator		IFALP experts	
			F	%	F	%	F	%	F	%
1.	Sex	Male	-	-	-	-	-	-	1	33%
		Female	110	100%	5		9		2	67%
		Total	110	100%	5	100%	9	100%	3	100%
2.	Age	15-25	15	13.6%	-	-	-	-	-	-
		26-35	61	55.5%	5	100%	8	88.9%	3	100%
		36-45	29	26.4%	-	-	1	11.1%	-	-
		>46	5	4.5%	-	-	-	-	-	-
		Total	110	100%	5	100%	9	100%	3	100%
3	Marital status	Married	58	52.7%	4	80%	8	88.9%	2	67%
		Single	22	20%	1	20%			1	33%

		Divorced	13	11.8%	-	-	-	-	-	-
		Widowed	17	15.5%	-	-	1	11.1%	-	-
		Total	110	100%	5	100%	9	100%	3	100%
4	Job	Daily laborer	20	18.2%	-	-	-	-	-	-
		Farmer	2	1.8%	-	-	-	-	-	-
		Merchant	21	19.1%	1	20%	-	-	-	-
		Employed	9	8.2%	-	-	-	-	-	-
		Hand working	17	15.5%	1	20%	-	-	-	-
		House wife	33	30.0%	3	60%	-	-	-	-
		Other working	8	7.3%	-	-	-	-	-	-
		Total	110	100%	5	100%				
5	Levels of reading and writing before participation in the IFAL	Able to read and write	6	5.5%	-	-	-	-	-	-
		Little able to read and write	23	20.9%	-	-	-	-	-	-
		Unable to read and write	81	73.6%	-	-	-	-	-	-
		Total	110	100%	-	-	-	-	-	-
6		Able to read and write	36	32.7%	1	20%	-	-	-	-

	Current level of reading and writing	Little able to read and write	44	40%	3	60%	-	-	-	-
		Unable to read and write	9	8.2%	1	20%	-	-	-	-
		Only able to read	15	13.6%	-	-	-	-	-	-
		Only able to write	6	5.5%	-	-	-	-	-	-
		Total	110	100%	5	100%	-	-	-	-
7	Educational level	Grade10 completed	-	-	-	-	3	33.3%	-	-
		Grade12 completed	-	-	-	-	2	22.2%	-	-
		Diploma	-	-	-	-	4	44.4%	1	33%
		Degree	-	-	-	-	-	-	2	67%
		Total	-	-	-	-	9	100%	3	100%
8	Work experience	1-3	-	-	-	-	2	22.22%	2	67%
		4-7	-	-	-	-	7	77.78%	1	33%
		Total	-	-	-	-	9	100%	3	100%

As indicated Table 4 the majority of the women learners 61 (55.5%) were in the age range of 26-35. On the other hand the age category of 36-45 and the age category of 15-25 years constitute (26.4%) and (13.6%) the rest 5(4.5%) of the women were above the age of 46 years. It is possible to conclude that the majority of women are young adults and they are in the productive age, but women above the age of 46 are limited in the participating in the IFAL program.

Concerned the marital status, the majority of women participant 58 (52.73%) was married and the other 22 (20%) of them were single. Whereas 17 (15.45%) of them were widowed and the rest 13

(11.82%) of them was divorced. As the result shows that the majorities of women learners were married and have various family responsibilities. The same Table 4 the majority of women learners 33(30%) were housewife while 21(19.1%) of them were merchant, 20(18.2%) of them were day labour, 17(15.5%) of them were hand working. On the other hand, 9(8.2%) of them were employed, 8(7.3%) of them other workers (ale sales), the rest 2(1.8) of them were farmers. This indicated that the majority of women's are house wife and day laborer

Regarding the level of women's reading and writing before participating in the IFALP, the majority women 81(73.6%) were illiterate, 23(20.9%) where little able to read and write before participating the program and only 6(5.5%) were able to read and write before participating the program. So, this result shows women's before participating in the IFAL program most of them are illiterate. Regarding the current levels of women's writing and reading skills, the majority of 44(40%) of them were little able to read and write, 36(32.7%) of them were able to read & write, 15(13.6%) of them were able to read, and 6(5.5%) of them were able to write, the rest 9(8.2%) were unable to read and write. So, it is possible to be concluded that the program has improved the majority of women's reading and writing skills.

As indicated Table 4 in terms of facilitator background information, all of the facilitators were female. This indicates that female facilitators are a high role in facilitation skills. As it can be seen from Table 4 the majority of the facilitator 8 (88.8%) were in the age range of 25-35 and the rest 1 (11.1%) of the facilitator above the age of 36. As the result show that the majority of the facilitators are young adults and they are in the productive age but facilitator above the age of 36 is low. Regarding the marital status of the facilitators, the majority of the facilitators 8 (88.8%) were found married and one of them was windowed. However, there were no found divorced and single facilitators in the center. Most of the facilitator respondents were married.

Concerning the educational level of facilitators, respondents were diploma holders have the largest portion 4(44.4%), 3(33.3%) facilitators where grade 10 completed and 2(22.2%) facilitator were grade 12 completed. This data show that, facilitators have completed their secondary education and above. Regarding the work experience of the facilitator, the majority 7 (77.78%) were rated 4-7 year work experience and the rest 2(22.22%) were rated 1-3 year work experience. This means the majority of facilitators are experienced this indicates that facilitators are familiar with the program to forward relevant information about the IFAL program towards the participants.

As it can be observed from Table 4 in terms of adult education expert, background information the 2 of the expert were female while the rest 1 was male. This indicates that the numbers of female experts were greater than the number of male expert in the IFAL program. As can be seen from the above Table 4 all experts were in the age range of 25-35. As the result shows that all of the experts are young adults and they are in the productive age. Regarding the marital status of the experts, 2 were found married and 1 of them was single. However, there were no found divorced and widowed experts in the IFAL program. In terms of education level, the 2 IFAL experts were degree and the rest1 is a diploma. In terms of experience, all IFAL experts have served more than one year in the IFAL program. As can be seen from the data, the experts are huge knowledge of the IFAL program.

As the above Table 4 in terms of the interview women participant background information, all of the interview women learners 26-35 were in the age range. This indicates that all interview women are young adults and they are in the productive age. Regarding the marital status of the interview women, adult learner four were found married and one of them was single. But there were no found divorced and widowed women adult learners in the interview participant. Regarding the current levels of women's writing and reading skill, the majority of three women were little able to read and write, one was unable to read and write and also one woman adults was able to read and write. The result shows that the program has slightly improved the majority of women's reading and writing skills. The majority of interview women participants three were housewives, one merchant, and one hand working. All interview participants are women. Because the researcher target is women participants to get the inner feeling of women's as well beyond other persons.

4.2. Levels of women participation

Table 5. Women Participation Level in the Class attendance (F means frequency)

No	Item	Respondent response											
		Very high		High		Medium		Low		Very low		Total	
		F	%	F	%	F	%	F	%	F	%	F	%
1	What is your class attendance participation level in IFAL program?	-	--	15	13.6	32	29.1	57	51.8	6	5.5	110	100
		-											

As Table 5 shows the majority of 57(51.8) of sampled respondents have low participation in the program, 32(29.1%) of sampled respondents have the medium participation of in the program the rest 15(13.6%) were high participation. This indicates that women's low participation in the program (the attendance of the women in the IFAL program is low).

Table 5 shows that many women were lower participation in the IFAL program. As obtained from open-ended questionnaires the main reason that affecting factors to the lower women participation in the program was high workload; the inconvenience of the learning time (the learning time is overlap with their work); the learning content is not based on the need women participants; many women adult learners in the IFAL program were to stay lower economic level because the learners were worked in income-generating activities. In addition to this after working their job, they were become to expect to do the housework. On the other hand, their husband was not permitted to participate in the IFAL program. Therefore all of the above influencing factors are a highly challenging factor for the low participation of women adult learners in the IFAL program.

Table 6. Debere Tabor IFALP Registration

No	Year		Registered			Dropout			Attending		
			F	M	T	F	M	T	F	M	T
1	2007		416	402	818	46	17	65	370	385	755
	2009		380	326	706	98	24	122	282	302	584
	2012		344	274	618	124	32	156	220	242	462
	Total		1140	1002	20142	268	73	344	872	929	1801
2012											
2	Center		Registered			Dropout			Attending		
			F	M	T	F	M	T	F	M	T
2.1	Center 1	Record	61	53	114	20	9	29	41	44	85
		%	53.5%	46.5%	100%	69%	31%	100%	48%	52%	100%
2.2	Center 2	Record	53	39	92	17	2	19	36	37	73
		%	58%	42%	100%	89.5%	10.5%	100%	49%	51%	100%
2.3	Center 3	Record	37	28	65	14	2	16	23	26	49
		%	57%	43%	100%	87.5%	12.5%	100%	47%	53%	100%
2.4	Center 4	Record	39	29	68	18	6	24	21	23	44
		%	57%	43%	100%	75%	25%	100%	48%	52%	100%
2.5	Center 5	Record	42	32	74	16	3	19	26	29	55

		%	57%								
				43%	100%	84%	16%	100%	47%	53%	100%
2.6	Center 6	Record	46	31	77	19	1	20	27	30	57
		%	60%	40%	100%	95%	5%	100%	47%	53%	100%
2.7	Center 7	Record	20	23	43	4	3	7	16	20	36
		%	46.5%	53.5%	100%	57%	43%	100%	44.5%	55.5%	100%
2.8	Center 8	Record	46	39	85	16	6	22	30	33	63
		%	54%	46%	100%	73%	27%	100%	48%	52%	100%
	Total	Record	344	274	618	124	32	156	220	242	462

Table 6 item 1 shows that the document review about the enrollment, dropout, and the current attending level of the adult learner in the IFAL program in three years. The majority of registered females in all three years (1140) and men were (1002). However, concerning the dropout rate, the majority of adult learners were female (268) men (73) furthermore the attending number of adult's female (872) and men (929). This data shows that women's lower participation in the attendance of the IFAL program and the highest number of female dropout year to years in the study area. This indicated that women's lowest participation in the attendance of the IFAL program in the study area.

Table 6 item 2 indicated that the document review about the enrollment, dropout, and the current attending numbers of the adult learner in the IFAL program. The majority of registered females in all 8 centers (344) and men were (274) but regarding dropout the majority of adult learners were females. Men were 32 and females' were 124 and also when I see the current attending number of

adult learners, (242) were male and (220) were female. This data shows in the present time men were highly attended in the IFAL program contrasting with the female. This indicated that women's lowest participation in the attendance of the IFAL program in the study area.

The interview conducted with two adult education experts revealed that the number of women participants was small compared to men. In fact there are plans and approaches to assist & promote the participation of women to participate in the IFALP. However, it was not implemented effectively due to a lack of collaboration with the concerned body at a different level.

Similarly, in the interview session with one adult education expert, it was said that women's participation in attendance of the IFAL program was very low compared with men because of the community's negative perception about adult education and the high workload of women.

The interview data collected from the adult education facilitator showed that many women were lower participation in the attendance of the program compared to men. The reason for this low women's participation in the IFAL program was the heavy workload of the learner, lower economic status of the learner, high family responsibility, and negative attitude of the community members about women's education and lack of personal interest.

Similarly, one adult education facilitator interview explained that "women's participation was very low in the attendance of the IFAL program due to lack of personal interest and high family responsibility".

The above data indicated that the majority of women were low participation in class attendance. The reasons for this were high workload, lowest economic status, high family responsibility, negative attitude of the community members for adult education, the learning content is not based on the need of women participants, the husbands were not able to permit for their wives to participate in the IFAL program, lack of personal interest and the implementers were not willing to take actions for different activities. All of the above dominant factors were negatively affect the participation of women in the IFAL program. Kerka & Imel (2014) the lower participation of women in literacy programs is because of poverty, lack of time, family responsibilities, and

opposition from husbands, lack of motivation and economic crisis. Similarly, Daniel (2015) the major factors of low level of women participation in literacy program revealed that poverty, socio-cultural belief, gender stereotypes and lack of awareness. And Manda (2009) also revealed that causes for low participation of women in literacy program are personal and economic factors.

Table 7. Women class room participation compared with men

No	Item	Respondent response		
1	What is your class room participation (answer to question, asking question, homework and doing group work) compared to men?	Frequency		Percentage %
Alternative	High	2		1.8%
	Medium	32		29%
	Low	76		69.1%
	Total	110		100%
2	If your answer is low for the above question (table 7) what was the reason	Alternative	Frequency	Percentage %
2.1	Lack of knowledge	Yes	65	59%
		No	45	40.9%
		Total	110	100%
2.2	Frustration	Yes	54	49%
		No	56	49.9%
		Total	110	100%
2.3	Hate asking the question	Yes	4	3.6%
		No	106	96.4%
		Total	110	100%
2.4	Fear to men adult learners	Yes	15	13.6%
		No	95	86.4%

		Total	110	100%
2.5	The facilitator not give the participating opportunity	Yes	1	.9%
		No	109	99.9%
		Total	110	100%

Table 7(1) shows that the majority of 76(69.1%) of sampled respondents have low participation as compared to men, 32(29%) of sampled respondents have medium participation and the rest 2(4%) were high participation. So, many women did not actively participate in class participation in doing homework, class work, doing group work & answering questions compared with men. Table 7(2) shows that the majority of women 65 (59%) were lack knowledge and half of women 54(49%) rated frustrated, 15(13.6%) was fear of the adult learners, 4(3.6%) was hate asking the question and the rest 1(.9%) were due to the facilitator not give the participating opportunity. So, this indicates that the reason for the low participation of women in the classroom activity was lack knowledge and frustration.

The interview data collected from facilitators regarding the participation level of women, the facilitator responded that women participants are always passive in terms of raising questions, in terms of answering questions, doing group work in the class room and homework, and some women participating sometimes in the class room session. So, most of the women were not actively participate in the class doing homework, class work & answering questions compared to men.

Similarly, other one adult education facilitator stated;

Women participation in the classroom is low in terms of asking question, doing class work and doing group work compared to men because of lack of knowledge and frustration. For this reason women’s participation was very low in the classroom compared to men’s participation.

The interview data collected from one women adult learner reflected the following idea:

I am low participation in the class in terms of asking a question, doing classwork and group work compared to men the reason for this low participation was in the class there are frustration and lack of knowledge about the issue and fear of adult learners.

During the above data, the participation of women was lower in the class teaching-learning process comparing with men. Because many women participants were fear of peer participants, lack of knowledge, and frustration.

Table 8. Neighborhood women participation in IFAL program

No	Item	Respondent response		
1	Do your neighborhoods unable to read and write women adults participate in the IFALP?	Frequency		Percentage %
Alternative	Yes	27		24.5%
	No	83		75.5%
	Total	110		100%
2	If your answer is No for the above question (table 8) what was the reason?	Alternative	Frequenc y	Percentage %
	Heavy work load	Yes	51	46.4%
		No	59	53.6%
		Total	110	100%
	For husband influence	Yes	48	43.6%
		No	62	56.4%
		Total	110	100%
		Yes	49	44.5%

	Community negative attitude towards in adult education	No	61	55.5%
		Total	110	100%
	Lowest economy	Yes	69	62.7
		No	41	37.3
		Total	110	100%
	Distance of the IFAL center	Yes	3	2.7%
		No	107	97.3%
		Total	110	100%
	Not clear facilitator teaching learning system	Yes	4	3.6%
		No	106	96.4%
		Total	110	100%
	The teaching learning is not important because not related with in my life	Yes	4	3.6%
		No	106	96.4%
		Total	110	100%
	Lack of interest	Yes	30	27.3%
		No	80	72.7%
		Total	110	110

The above Table 8(1) explained that the majority of the respondent 83(75.5%) responded unable to read and write neighborhood women adult did not attend in IFAL program and the remaining 27 (24.5%) of sample respondents were unable to read and write neighborhood women adults participate in the IFAL program. Therefore this data implies that many unable to read and write women are not participating in the IFAL program.

4.3. Motivating factors of women's participate in the IFAL program

Table 9. Motivating factors of women in the IFAL program

No	Item	Respondent response									
		Very high		High		Medium		Low		very low	
		No	%	No	%	No	%	No	%	No	%
1.	Read, write the name and put signature	77	70%	16	14.5%	8	7.3%	8	7.3%	1	.9%
2.	Read the religious book	31	28.2%	23	20.9%	15	13.6%	28	25.5%	13	11.8%
3.	To calculate the smallest number	76	69.1%	20	18.2%	7	6.4%	4	3.6%	3	2.7%
4.	Do not want to be ignorant /layman by other peoples	51	46.4%	13	11.8%	7	6.4%	18	16.4%	21	19.1%
5.	To use in this program the missed opportunity in formal education	54	49.1%	24	21.8%	15	13.6%	8	7.3%	9	8.2%

6.	To improve the social relationship	19	17.3 %	34	30.9%	15	13.6%	29	26.4%	13	11.8%
7.	To improve the economic states	69	62.7 %	17	15.5%	11	10%	12	10.9%	1	.9%
8.	Highly needed to equally participate with men	18	16.4 %	25	22.7%	14	12.7	32	29.1%	21	19.1
9.	For helping and controlling the child learning	16	14.5 %	24	21.8%	14	12.7%	25	22.7%	31	28.2%
10.	To participate the country election	7	6.4%	4	3.6%	5	4.5%	21	19.1%	73	66.4
11	To measure the balance	55	50%	22	20%	12	10.9%	13	11.8	8	7.3%
12	To use mobile	63	57.3 %	32	29.1%	5	4.5%	5	4.5%	5	4.5%
13	To use hand and wall time	58	52.7 %	31	28.2	8	7.3%	7	6.4%	6	5.5%
14	To use bank (to send money for their children)	11	10%	22	20%	10	9.1%	27	24.5%	40	36.4%

In Table 9 item 1 the adult women motivating factor were asked about the need of reading, writing the name and put a signature, it was found that almost the majority of 77(70%) rated very high and 16(14.5%) of them rated high on the other hand the other 8(7.3%), 8(7.3%) and 1(.9%) of them rated medium, low and very low respectively. This indicated that this motivating factor is highly motivated by women to participate in the program. In the same Table 9 item 2 women's need read the religious book, the majority 31(28.2%) rated very high and 23(20.9%) rated high whereas

15(13.6%) of medium and 28(25.5%) were low and the rest 13(11.8%) of them rated very low. This means that this factor is not motivating factors of women's to participate in the IFAL program

In Table 9 item 3, women need able to calculate the smallest number, the majority 76(69.1%) of them rated very high and 20(18.2%) rated high while 7(6.4%) of them rated medium, 4(3.6%) and 3(2.7%) of them rated low and very low. This indicated that this motivating factor is highly motivated by women to participate in the program. In the same Table 9 item, 4 women do not want to be layman/ignorant by other peoples, the majority 51(46.4 %) of them rated very high and 13(11.8%) of them rated high on the other hand 7(6.4%) rated medium, 18(16.4%) and 21(19.1%) rated low and very low. This indicated that this motivating factor is a medium factor of women's participates in the program. In the same Table 9 item, 5 the respondents were answered and rated about women's learn to use in this program the missed opportunity in formal education, the highest number of 54(49.1%) rated very high and 24(21.8%) of them rated high moreover 15(13.6%) rated are medium, 8(7.3%) and 9(8.2%) rated low and very low. This indicated that this motivating factor is a medium factor of women's participates in the program.

In the same Table 9 item, 6 show that women's learn to improve social relationships, 19(17.3%) rated very high and 34(30.9%) rated high furthermore 15(13.6%), 29(26.4%), and 13(11.8%) of them rated medium, low, and very low respectively. In the same Table 9 item 7 shows to improve the economic status, the majority of 69(62.7%), rated very high, 17(15.5%) rated high and also 11(10%), 12(10.9%) and the remaining 1(0.9) of them rated medium, low and very low. This indicated that this motivating factor is highly motivated women participate in the program. In the same Table 9 item 8 women's highly wanted to equally participate with men, 18(16.4%) rated very high, 25(22.7%) rated high, 14(12.7%) rated are medium 32(29.1%) of them rated low and the 21(19.1%) of them rated very low. This means that this factor is not motivating factors of women's participate in the IFAL program

In the same Table 9 item 9 for women's learn for helping and controlling the child education, 16(14.5%) very high and 24(21.8%) rated high and 14(12.7%), 25(22.7%) and 31(28.2%) of them rated medium, low and very low. This means that this factor is not motivating factors of women's participation in the IFAL program. In the same Table 9 item 10 shows women's participation in the program to participate the country election, 7(6.4%) rated very high, 4(3.6) of them rated high

and also 5(4.5%), 21(19.1%) and 73(66.4%) of them rated medium, low and very low. This means that this factor is not motivating factors of women's to participate in the IFAL program

In the same Table 9 item 11 women's highly needed to know to measure sling balance, the majority of 55(50%) rated very high and 22(20%) rated high furthermore 12(10.9%), 13(11.8%) and the rest 8(7.3%) of them rated were medium, low and very low. This indicated that this motivating factor is highly motivated by women to participate in the program. In the same Table 9 item 12 women's learn to use mobile, the majority 63(57.3%) rated very high and 32(29.1%) rated high moreover 5(4.5%) of them rated medium, low, and very low. This indicated that this motivating factor is highly motivated by women to participate in the program. In the same Table 9 item, 13 women learn to use hand and wall time, the majority 58(52.7%) rated very high and 31(28.2%) rated high and also 8(7.3%), 7(6.4%) and 6(5.5%) of them rated medium, low and very low. This indicated that this motivating factor is highly motivated by women to participate in the program. In the same Table 9, item 14, shows that women's learn to use bank (to send money for their children) 11(10%) rated very high and 22(20%) rated high and 10(9.1%), 27(24.5%) finally 40(36.4%) of them rated medium, low and very low. This means that this factor is not motivating factors of women have to participate in the IFAL program.

This indicated that the need of reading, writing the name and put a sign, to calculate the smallest number, this program the missed opportunity in formal education, improve the economic status, to know to measure sling balance, to use mobile and to use hand and wall time that motivating factor is highly motivated women participate in the IFAL program.

Table 10. Motivating Factors of women's participate in the IFALP in One-Sample t-test

	Test Value = 3						
	N	OM	EM	MD	df	t	P
Read write the name and put signature	110	4.45	3	1.455	109	15.673	.00
Read the religious book	110	3.28	3	.282	109	2.089	.09
To calculate the smallest number	110	4.47	3	1.473	109	16.013	.00
Do not want to be ignorant /layman by other peoples	110	3.50	3	.500	109	3.207	.02
To use in this program the missed opportunity in formal education	110	3.96	3	.964	109	7.825	.00

To improve the social relationship	110	3.15	3	.155	109	1.233	.20
To improve the economic status	110	4.28	3	1.282	109	12.393	.00
Highly needed to equally participate with men	110	2.88	3	-.118	109	-.890	.35
For helping and controlling their children learning	110	2.72	3	-.282	109	-2.042	.04
To participate country election	110	1.65	3	-1.355	109	-12.396	.00
To measure the balance	110	3.94	3	.936	109	7.428	.00
To use mobile	110	4.30	3	1.300	109	12.830	.00
To use hand and wall time	110	4.16	3	1.164	109	10.579	.00
To use bank (to send the money for their child)	110	2.43	3	-.573	109	-4.258	.00

N- Total Sample

MD- Mean Difference

OM- Observed Mean

df- degrees of freedom

EM- Expected Mean

T- test value

P- alpha value

As indicated in Table 10 highly needed to read and write their name and put a signature, read the religious book, to calculate the smallest number, do not want to be layman by other peoples, to use the missed opportunity of formal education, to improve the social relationship, to improve the economic status, to measure balance, to use mobile and to use hand and wall time are a significant motivating factor of women's participation in the IFAL program. Equal participation with men is medium motivating factors of women participate in the IFAL program. Helping and controlling their children's learning, participating in the country selection, and using the bank (to sending money for their child) are not significant motivating factors of women's participate in the IFAL program.

The interview data collected from women learners, the main motivating factor that is increased the participation of women in IFAL program were the high interests of enhancing their economic status, become to equally participate with men, for improving social relationships, easy to use a mobile, bank and haven't layman with other persons and able to read and write. Therefore the above factor was highly motivated women participate in the IFAL program.

Similarly, the interview data collected from one women adult learner she stated;

I'm a layman person, so I want to read and write own and father name and read and write all family name and for improving their own and family health. In addition to this to develop the economic level because I stayed the lowest economic level/ I'm very poor.

Other women interview data

I'm motivated to participate in the IFAL program I need to equally participate with men's; they do not want to be layman by other peoples, to improve social relationships, and to use a bank, mobile, and read the religious book. For that reason, I'm joining the program.

This indicates that many women's the main reasons to participate in the IFAL program were due to reading writing and calculating the smallest number, to improve the economic status (to learn income-generating activity) to use mobile, to use hand and wall time, to measure the balance, in this program to use the missing opportunity in formal education, do not want to be ignorant by other peoples, those are the dominant motivating factors of women's participate in the program. Ali, Naz, Afridi, & Khan (2018) most of the women learn in adult education profit maximization through resource and modern technique utilization, and of good customer relationships. Similarly, Leahy (2016) women participate in adult literacy; improve their personal development as well as an impact on their families. Women are motivated by many factors like to improve their basic skills for self-development, for personal, social or occupational development and increasing job performance, supporting their children's (ECWGAL, 2014).

4.4. Challenges to Decrease Women's Participation in the IFAL program

Table 8 item 2 show that the reasons of women did not participate in the IFAL program the majority 69(62.7%) had the lowest economy, 51(46.4%) were heavy workload, 49(44.5%) were community negative attitude towards women education/adult education, 48(43.6%) were for husband influence, 30(27.3%) were women lack personal interest and the remaining 4(3.6%) was the education is not important, 4(3.6%) was not clear the facilitator teaching-learning system and also 3(2.7%) was the distance of the IFAL center. This indicates that the lowest economy, heavy workload, community negative attitude towards adult education, and husband influence is the dominant factors that affect women's not participate in the program.

The interview data collected with women adult learners, the majority of unable to read and write neighborhood women adults did not participate in the IFAL program for the reason of majority women have stayed high workload, lowest economic status, in the convenience of learning time, husband influence, lack of interest, and community negative attitude towards adult education.

Similarly, the interview data collected from one woman learner; "I know the majority of my neighborhood women adults are not participating in the IFAL program the reasons for lack of personal interest".

This indicates that most of unable to read and write women did not participate in IFALP were due to the lowest economy, heavy workload, community negative attitude towards adult education, for husband influence and lack of personal interest are the dominant factors that affect women's not participate in the program. Similarly, Tiruaynet (200) the research result shows that highest number of women non participant in IFAL program because of high work load, the class schedule conflict and marital status (such as married and divorced women).

4.4.1. Program Related Factors that Hinder Women from Participating in IFAL Program

Table 11. Program related factors that hinder women from participating in the IFAL program

No	The program related problems to decreased women participation in the IFAL program	Measurement	Respondent response			
			Series problem	moderate problem	Not at all problem	Total
1	Lack of teaching skill of the facilitator	Frequency	36	28	46	110
		%	32.7%	25.5%	41.8%	100%
2	Distance of the literacy center	Frequency	8	17	85	110
		%	7.3%	15.5%	77.3%	100%
3	Shortage of chair	Frequency	12	39	59	110
		%	10.9%	35.5%	53.6%	100%
4	Shortage of text book	Frequency	7	35	68	110
		%	6.4%	31.8%	61.8%	100%
5	There is not educational blackboard	Frequency	3	16	91	110
		%	2.7%	14.5%	82.7%	100%
6	Lack of independent literacy center	Frequency	34	28	48	110
		%	30.9%	25.5%	43.6%	100%

7	There is not comfortable learning center (staying the disturbing environment)	Frequency	28	34	48	110
		%	25.5%	30.9%	43.6%	100%
8	In convenience of the learning time	Frequency	72	20	18	110
		%	65.5%	18,2%	16.4%	100%
9	Non relating the learning content with their need and ways of life	Frequency	82	13	15	110
		%	74.5%	11.8%	13.6%	100%
10	Bad behavior of the facilitator	Frequency	3	30	77	110
		%	2.7%	27.3%	70%	100%

As the result of Table 11(1) shows that the respondents were answered 46(41.8%) rated lack of teaching skill of the facilitator as no problem and 28(25.5%) of respondent were rated a moderate problem on the other hand 36(32.7%) of them rated a series problem. The same Table 11 (2) shows the distance of literacy centermost of the respondent 85(77.3%) rated no problem, 17(15.5%) rated moderate problem and the rest 8(7.3%) of them rated series problem. So, this factor has been not an influential factor for women's participation in the study area.

The same Table 11 (3) shows a shortage of chair over half of the respondents 59(53.6%) rated no problem, 39(35.5%) rated moderate problem and the remaining 12(10.9%) of them rated series problem. This indicates a shortage of chair is not factors that affect the participation of women in the program the study area. The same Table 11 (4) the respondents were answered and rated about the influence of shortage of book the majority 68(61.8%) of them rated no problem, 35(31.8%) rated moderate problem and also 7(6.4%) rated were a series problem. The result shows that this factor is not the problem of women's participation in the program.

The same Table 11 (5) shows there is not educational blackboard many respondents 91(82.7%) rated no problem and 16 (14.5%) rated moderate problem and the rest 3(2.7%) rated series problem. So, this factor not has been an influential factor for women's participation. And also the educational blackboard was not being a problem in the study area. The same Table 11 (6) shows a lack of independent literacy center the majority 48(43.6%) rated no problem and 28(25.5%) rated moderate problem and the rest 34(30.9%) rated high problem. This means the learning center was not being a problem in the study area.

Table 11 (7) shows that there is not comfortable literacy center (staying the disturbing environment) the majority 48(43.6%) rated no problem, 34(30.9%) rated moderate problem and 28(25.5%) rated a series problem. This indicates that this factor not has been an influential factor for women's participation in the program. The same Table 11 (8) described the inconvenience of learning time (learning time overlap with working hours). Here the majority 72(65.5%) of them rated a series problem, 20(18.2%) rated moderate and the rest 18(16.4%) of them rated no problem. This means this challenge is highly affected in women's participation in the IFAL program because many women are day laborers, housewife (house workers), and so on.

Table 11 (9) indicated that not relating the learning content with their needs and way of life of the women participants, the greatest 82(74.5%) rated series problem, 13(11.8%) rated moderate problem and the rest 15(13.6%) rated no problem. The result shows that this program related factor is highly challenged were in the participation of women's adult learners. In the same Table, 11 (10) described that the bad behavior of the facilitator, the majority rated 77(70%) no problem, 30(27.3%) rated moderate problem and the rest 3(2.7%) rated a series problem. This indicates that the facilitator's behavior is not challenged women's participation in the program.

The above data indicated that the inconvenience of learning time and not relating the learning content with their need and ways of life is the dominant program-related factors of decrease the participation of women in the IFAL program.

Table 12. Program related factors that hinder women from participating in the IFAL program One-Sample t-test

	Test Value = 2						
	N	OM	EM	MD	df	T	P
Lack of teaching skill of the facilitator	110	1.91	2	-.091	109	-1.105	.27
Distance of the learning center	110	1.30	2	-.700	109	-12.258	.00
Shortage of chair	110	1.57	2	-.427	109	-6.557	.00
Shortage of book	110	1.45	2	-.555	109	-9.463	.00
There is not educational blackboard	110	1.20	2	-.800	109	-18.032	.00
Absence of literacy center	110	1.87	2	-.127	109	-1.556	.12
There is not comfortable literacy center(staying the disturbing environment)	110	1.82	2	-.182	109	-2.340	.02
Inconvenience of the learning time	110	2.49	2	.491	109	6.746	.00
Non relating the learning content with their need and way of life	110	2.61	2	.609	109	8.897	.00
Bad behavior of the facilitator	110	1.3	2	-.673	109	-13.400	.00

As indicated in Table 12, the push factor of the inconvenience of the learning time and not relating the learning content with their need and ways of life is a significant factor of decrease the participation of women in the IFAL program. Lack of teaching skills of the facilitator and absence of literacy center is a moderate factor of women's decrease participation in the IFAL program. And the distance of the learning center, shortage of chair, shortage of book and lack of blackboard, not comfortable literacy center, and bad behavior of the facilitator are not a significant factor of decrease the participation of women in the IFAL program.

The interview data collected with adult education expert many program-related hinder factors that are decrease and become to less the participation of women in the IFAL program such as to learn not important learning content of women participants in the program (the learning content was not related in the need and way of life of the women participants), the lower participation of various stakeholders in the program, not stayed their own learning center and to learn in the disturbing learning environment, lack of knowledge of the facilitator and in the convenience of the learning

time (the learning time is overlap with the work of women) because many women's have day laborer, housewives.

The interview data collected from one women adult learner she stated;

I have program-related challenges to decrease my participation in the IFAL program those are the learning content is not related to in my need and ways of life and the teaching is always reading writing. **ሀ ሀ**. i.e. The facilitator teaching system depends on word count.

Similarly, the interview data collected from one women learner; “the previously completed level three women adult learners there is not giving/ facilitate working opportunity. So, this factor is to decrease the participation of me”.

The interview data collected from one adult education facilitator she stated;

In the IFAL program, having varies program-related challenge to decrease the participation of women in the program such as there is not prepare certificate, lack of knowledge of the facilitator, not encourage different concerned body, does not facilitate the work opportunity after completing the program (level three) (**የት ወደቃችሁ የሚላችዉ አካል ስለሌለ**).

The above data indicates such program related problem to decrease women participation in the IFAL program: - to learn non-relating the learning content and inconvenience of the learning time (the learning time is overlap in the working time), lack of knowledge of the facilitator because the facilitator educational level is lower and the lower participation of various stakeholders in the program. Women's low participation in adult literacy program is associated with different factors. According to EU (2012) suggested that decrease participation in the literacy program because of social exclusion, lack of collaboration with different concerned bodies at different level, poor facilitation skill of the facilitation, and inconvenience of learning time.

4.4.2. Personal Related Factors that Hinder Women from Participating in IFAL program

Table 13. Personal related factors that hinder women from participating in the IFAL program

No	Item	Respondent response				
1	Do you have personal related problem to decrease the participation of the IFAL program?	Frequency	Percentage			
	Yes	98	89.1%			
	No	12	10.9%			
	Total	110	100%			
2	If your answer is yes for the above question (table 13) what was the reason?	Measurement	Respondent response			
			Series problem	Moderate problem	Not at all problem	Total
2.1	Heavy work load	Frequency	75	19	16	110
		%	68.2%	17.3%	14.5%	100%
2.2	Lowest economic status	Frequency	72	20	18	110
		%	65.5%	18.2%	16.4%	100%
2.3	There is not participate peer women adults in our neighborhood	Frequency	41	23	46	110
		%	37.3%	20.9%	41.8%	100%

2.4	Not voluntary of family (mother, father and husband)	Frequency	30	11	69	110
		%	27.3%	10%	62.7%	100
2.5	The age is passed for learning	Frequency	14	24	72	110
		%	12.7%	21.8%	65.5	100%
2.6	Their age is old	Frequency	13	25	72	110
		%	11.8%	22.7%	65.5%	100%
2.7	Health problem	Frequency	1	11	98	110
		%	.9%	10%	89.1%	100
2.8	Lack of personal interest	Frequency	11	21	78	110
		%	10%	19.1%	70.9%	100%
2.9	There is not encourage and volunteer of my religion	Frequency	1	5	104	110
		%	.9%	4.5%	94.5%	100%
2.10	Fear of men adult participants	Frequency	6	46	58	110
		%	5.5%	41.8%	52.7%	100%

The above table 13 (1) explained that the majority of the respondent 98(89.1%) replied “yes” the personal related problem were affected the participation of women’s in the program. whereas the rest 12(10.9%) replied “No” the personal related problem has not affected the participation of women in the program.

As the result of Table 13 item (2.1) show that the respondents were answered 75(68.2%) rated heavy workload as a series problem and 19(17.3%) rated moderate problem and the rest 16(14.5%) of respondents were rated no problem. The same Table 13 (2.2) show that most of the respondents were answered 72(65.5%) rated the lowest economy is a series problem, 20(18.2%) was rated a moderate problem and the rest 18(16.4%) rated no problem. This indicated that the lowest economy and heavy workload is the dominant factor that affects women decrease participation in the IFAL program. The same Table 13 (2.3) indicated that there is not participate peer adult in my neighborhood the majority 41(37.3%) rated as a series problem, 23(20.9%) rated moderate problem and 46(41.8%) rated no problem. The results show that the lowest participation peer women adults were some factors that affect women's participation in the program.

The same Table 13 (2.4) shows not voluntary of the family (father, mother, and husband) 30(27.3%) rated as a series problem, 11(10%) rated moderate problem and 69(62.7%) rated no problem. This means this factor is not affecting the participation of women. The same Table 13 (2.5) show the age is passed for learning most of the respondent 72(65.5%) rated no problem, 24(21.8%) rated moderate problem and the rest 14(12.7%) rated as a series problem. So, this factor not has been an influential factor for women's participation. The same Table 13 (2.6) shows their age is old 72 (65.5%) rated no problem, 24(21.8%) rated moderate problem and the remaining 14(12.7%) of them rated as a series problem. The same Table 13 (2.7) shows health problems, the majority 98(89.1%) rated no problem and the remaining 11(10%) rated moderate problem 1(0.9%) rated as a series problem. This means this factor not has been an influential factor for women's participation.

The same Table 13 (2.8) indicated that lack of personal interest 78(70.9%) of them rated no problem, 21(19.1%) rated moderate problem and the rest 11(10%) rated as a series problem. The same Table 13 (2.9) shows that not encourage and volunteer in my religion, the majority 104(94.5%) rated no problem, 5(4.5%) rated moderate problem, and 1(.9%) rated as a series problem. The same Table 13 (2.10) show fear of men adult participants 58(52.7%) rated no problem, 46(41.8) rated moderate problem and the rest 6(5.5%) rated as a series problem. The above data indicated that the lowest economy and heavy workload is the dominant factor that affects women decrease participation in the IFAL program.

Table 14. Personal Related Factor that Hinder Women from Participating in IFAL program in One-Sample t-test

	Test Value = 2						
	N	OM	EM	MD	df	t	P
Heavy work load	110	2.54	2	.536	109	7.623	.00
Lowest economic status	110	2.49	2	.491	109	6.746	.00
Not participate peer adult women in the program	110	1.95	2	-.045	109	-.534	.54
Is not permit my family (mother, father and husband)	110	1.65	2	-.355	109	-4.207	.00
To think their age is passed for Learning	110	1.47	2	-.527	109	-7.756	.00
Their age is old	110	1.46	2	-.536	109	-8.041	.00
Health problem	110	1.12	2	-.882	109	-26.315	.00
Lack of interest	110	1.39	2	-.609	109	-9.607	.00
Not encourage their religion	110	1.06	2	-.936	109	-35.055	.00
Fear of man adult participants	110	1.53	2	-.473	109	-8.245	.00

As indicated in Table 14 the pull factor heavy workload and lowest economy are significant factors of decrease the participation of women in the IFAL program. Not participate in peer women adults in the program is a moderate problem of decrease the participation of women in the IFAL program. And not permit family (husband, mother, and husband), their age is passed for learning, their age is old, health problem, lack of interest, not encourage their religion and fear of man adult participant are not significant factors of decrease the participation of women's in the IFAL program.

The interview data collected with adult education expert, they stated that the main factors that affect the participation of women in IFAL program are such personal related problems such as that are related to responsibilities such as heavy workload they encounter in their house, the influence of their husband on their participation, in addition to these negative attitude of the community

towards adult education this also the main factor that affects the participation of women in the IFALP.

The interview data collected with women learners the personal related program that has affected negatively the participation of women in the IFAL program. Such personal related problems decreased women's participation in the IFAL program. Those are the high workload of the participants, lower economic level, and negative attitude of the community about in the IFAL program, family influence (husband influence), lack of personal interest, and not participating with peer women adults in the program.

Similarly, the interview data collected from one women adult learner she stated;

I have varies personal related problem to decrease my participation in the IFAL program such as high workload, high family responsibility, lowest economic level, husband influence (my husband is not happy when I'm going to the learning center).

Similarly, other women interview data

I have personal related problem to decrease my participation in the IFAL program the lowest thinking of the community members this means “your age is old, your learning time is pass (የአንች መማሪያ ጊዜ አልፏል), what problems solve your education (የአንች ትምህርት ምን ችግር ሊፈታ), you are unemployed (አንች ስራ ፈት)”.(እንኳዋን አንች ተምረሽ የኛ ልጆችም ተምረዉ ቁጭ ነዉ ያሉ). i.e. the community member is highly influenced for my participation.

The interview data collected with adult education facilitator women have decreased participation in the program due to high family responsibility, high workload, lowest economic status, and husband influence and community negative attitude towards adult education.

Similarly, the interview collected from one adult education facilitators,

They stayed the lowest economic level is one factor for decrease women's participation. Many women are absent in a lot of days in the learning center because most of them do not

have a permanent job (day laborer, hand worker, home servant, etc...) it is highly influenced by the participation of women in the IFAL program.

Thus, the above data shows that the personal related challenges of women's less participation in the program's were heavy workload, lowest economy, not voluntary of a husband, family responsibility, negative attitude of community members about adult education and lack of personal interest. Those have a significant impact on their women decrease participation in the program actively. UNESCO (2013) suggested that different challenges for women participation in literacy program like, community negative attitude towards adult education and men's control and high exercise power to women. Furthermore, Añonuevo & Bernhardt (2011) broadly categorize the barriers for the less participation of women in adult literacy program as situational, institutional and dispositional barriers. On the other hand Brock & Cammish (1997) the factors that directly or indirectly affect women's participation are summarized as: are geographical, socio-cultural, health, and economy, religious and legal political/administrative. Rao, and Gupta (2006) some challenges low literacy levels women, include: traditional customs, lack of a healthy environment, lack of confidence, gender discrimination and poverty.

N.B- Table 13 item (1), twelve (12) women learners are a personal related problem is not affected the participation of in the IFAL program. So these 12 women adult learners the lists of personal related hinder of the IFAL program that described in table 13 is answered "not at all problem".

4.5. Maximize the participation of women in the IFAL program

Obtained from the open-ended question, to maximize the participation of women in the IFAL program such activities will be done in the future for increasing the women's participation in the IFAL program. Those are the IFAL program not only concerned on reading writing and numeracy (3Rs) and it will become to teach about various income-generating activities (to start to teach different skills, a profession example- handwork); to create awareness about the use/advantage of adult education this action is essential for avoiding husband, family and community influence that decreases the participation of women in the IFAL program; the facilitators will become to teach based on the need of women participants; will become provide training and education for facilitators in support of the knowledge and skill of the facilitator teaching skill;

Besides the above to build a comfortable learning center for increasing the participation of women in the IFAL program because in the current time we have to learn in a formal education class and kebele hall. This learning class formally constructed for other target groups. So we have to use it by selecting the part-time of that target group the learning class stayed in a disturbing environment. Therefore the main problem relating to the learning center was firstly the most women participants were not stay convenient learning time of the program and its not comfortable environment for attentively attending in the class for avoiding the above problem the concerned body will build adult learning center to solve the above-described problem.

On the other hand starting some saving method like epub, ider, this action the twice benefit for women learner firstly the learner to save their money and the second to acquire the skill and knowledge; and after completing this program to create the work opportunity and good working environment, for instance, some women's have to stay hand working business and day laborer1. Therefore this program will become to work together with various stakeholders for example enterprise, land administrator, and bank, and so on. Based on the needed of the women participants the program implementers will facilitate the work environment for casting about loan service, business area, sellers of the product for increasing the women participants of the program. These activities are vital for maximizing women's participation in the IFAL program.

The interview data collected with women learners; if such activities will be done in the future to maximize women participation in the IFAL program. Those are the facilitators to teach the learner beyond reading writing and numeracy like to start to provide training about various income-generating activities, to create awareness about in the IFAL program/women education, to provide training and education opportunity for the facilitator in support of the teaching skill of the facilitators, and after the end of this program/completing level three to various concerned body's to provide various working opportunities; working together with other stakeholders, and to introduce/start equb and ider then to maximize the participation of women in the IFAL program in Debere tabor city.

Similarly, the interview data collected from one women adult learner she stated;

I do not need to learn reading and writing a word because I am able to read and write before participation in the IFAL program. But in my livelihood is hand working. **ጥልፍ በመጥለፍ፣ ዳንቴል በመስራት እና ጥጥ በመፍተል ነዉ.** i.e. I need to learn differently related to this livelihood working activity and teach different new skills, professions because in this work is to improve the traditional way to changed modern ways. Therefore the facilitators teach in this way.

Similarly, the interview data collected from other one women adult learner

In this time I have to stay day laborer, so, after completing level three various concerned bodies to facilitate the work opportunity and working environment and will become to connect with various stakeholders for example enterprise, land administrator, and bank, and so on. My entire problems to solve in this way, I promise always participate in this program.

The interview data collected with two adult education expert, started that in fact up to this time, we don't exert any effort to promote and create awareness mechanisms to increase women's participation in each center but in the future, we will try to work hard and we achieve the plan by using different mobilization method like posting different model papers, by using home to home mobilization, awareness creation on the meeting place and church by means of extension workers like health extension worker, and agriculture extension workers.

Similarly, the interview data collected from one adult education expert he stated;-

The previous four-five years some activities being done to improve the participation of women in the program, like to create awareness of the community members about the use of women education and adult education for instance “women's teach also the community members teach” (**ሴቶች ተማሩ ማለት ማሀበረሰብ ተማረ ማለት ነዉ**). Women and facilitators interrelationship with everything likes, to prepare to celebrate for example coffee celebrate, etc. But the thinking of the community members not changed and not increases the participation of women in the program.

The interview data collected with adult education facilitator; for improving women participation in the IFAL program collaborated with only education center but a different concerned body like health, agriculture, kebele, enterprise, there is not collaborated with to maximizing women's participation in the integrated functional adult literacy program.

Similarly, the interview collected from one adult education facilitator; different concerned bodies work collaborated with increase the participation of women in the IFAL program for instance health, education, and kebele. Which means health extension worker teach through their own and family health care, and using family planning education worker teach through literacy skill (reading, writing and numeracy) and kebele also teach environmental peace and security

The above data indicate for maximizing the women participation in the IFAL program such activity will be done those are: - the program will become focusing on beyond of reading, writing and numeracy so it will become to teach about various income-generating activities; will become to construct adult literacy center, every implementer of the program will become done their work, the facilitator will become teaches based need of the learner and the ways of life of the women and new income-generating activities, skills, and professions; the program will become starting some saving method like epub, ider. And after the end of the program/ completed level three the concerned bodies will become facilitate various working opportunities. Then women's participation in the program will become high. According to Rao and Gupta (2006) planners and implementers should be taken to understand and create awareness to solve the problems among themselves, occupational and skill development training programs for women designed at improving income status to be organized, and adult education should not be introduced in isolation. It should go hand in hand with health, economic and social development, small savings, and micro-finance.

The following table show that women learners and various IFAL implementers any activates being done or not the above table 11 listed program related programs.

No	Item	Respondent response
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1	Have your undertaken different activity to solving the above table 11 listed program related challenges for personally and the program implementers?	Frequency	Percentage
	Yes	9	8.2%
	No	101	91.8%
	Total	110	100%

As can be observed from the above Table, the majority of women 101(91.8%) were not taken any activities `for solving the program related problem. On the other hand, 9(8.2%) indicated that the women’s participation in the program was taken some activities for solving the program related problem of the IFAL program.

The interview data collected with facilitators some activities were undertaken for solving the program related problem of the IFAL program, such as mobilized by creating awareness about the use of the adult education for the adult learner; to acknowledge the program for the concerned body, and sometimes the learning time deicide by based on only the interest of the participants.

The interview data collected from one adult education expert “some activities were undertaken to solve the program related problems like the supply of textbook, and chair”.

As gained from the open-ended questionnaire above Table 13 listed personal related factors, many women participants were not tacking action for solving personal related problems of the IFAL program. However, some women participants were attended in the part of the time by resisting the personal based problem; and to acknowledge the problem for the facilitator.

The above data indicated that the majority of women adult learners and program implementers did not take action for solving the program related problem and the personal related problem of the IFAL program. However, facilitators, learners, and experts are some activities were being done for solving the personal and program-related problems

CHAPTER FIVE

SUMMARY, CONCLUSION AND RECOMMENDATIONS

5. 1. Summery

The main objective of the study was to assess women's participation in the integrated functional literacy program of Debre tabor city. To discover the levels of women participation in the IFAL program, motivating factors of women's participate in the IFAL program, push factors that hinder women from participating in IFAL program, the pull factors that hinder women from participating in IFAL program and the efforts are being done to maximize women's participate in IFAL program. A convergent parallel design was employed.

In simple random sampling techniques were employed to select the women respondents for the study, facilitator, and experts used in purposively. The sample size 110 women adult learners, 9 facilitators and 3 IFAL experts. The data collecting instruments used were questionnaires, semi-structured interview, and document analysis. Hence, to meet the objectives of the study, the following research questions were developed. In order to achieve the objective of the study the same basic question, regarding to:

1. To what extent women participate in IFAL program?
 2. What motivates women to participate in IFAL program?
 3. What are the program related factors that hinder women from participating in IFAL program?
 4. What are the personal factors that hinder women from participating in IFAL program?
 5. What efforts are being done to maximize women's participation in IFAL program?
- The majority of women are low participation in class attendance. The reasons for this high workload, lowest economic status, high family responsibility, negative attitude of the community members in adult education, the learning content is not based on the need of women participants, the husband was not permitted to participate in the IFAL program, lack of personal interest.

- The participation of women in the class teaching-learning process comparing with men is lower. Because many women participants were fear of peer participants, lack of knowledge, and frustration.
- Many women's the main motivating factors to participate in the IFAL program were due to reading writing and calculating the smallest number, to improve the economic status (to learn income-generating activity) to use mobile, to use hand and wall time, to measure the balance(ሚዛን ማመዘን), those are the dominant motivating factors of women's participate in the program.
- Most unable to read and write women did not participate in IFALP were due to the lowest economy, heavy workload, for husband influence, and lack of personal interest is the dominant factor that affects women's not participate in the program.
- The Program-related problem to decrease the participation of women's in the IFAL program: - to learn non-relating the learning content and inconvenience of the learning time (the learning time is overlap in the working time), lack of knowledge of the facilitator and the lower participation of various stakeholders in the program.
- The personal related challenges of women's less participation in the program were heavy workload, lowest economy, not voluntary of a husband, family responsibility, negative attitude of community members about adult education, and lack of personal interest.
- For maximizing the participation of women in the IFAL program in the study area there is not tack action to improve the involvement of women in the program. However, such activity will be done in the future those are: - the program will become focusing on beyond of reading, writing, and become to teach about various income-generating activities; will become to construct adult literacy center, the facilitator will become teaches need-based and the way of life of the women and new income-generating activities, skills, and professions; the program will become starting some saving method like epub, ideo. And after the end of the program/ completed level three the concerned bodies will become facilitate various working opportunities. Then women's participation in the program will become high. The above mechanism of maximizing the participation of women in the IFAL program fulfilling in the future increase participation of women in the IFAL program in the study area.

5.2. Conclusion

The main focus of the study was to assess the Participation of Women in the Integrated Functional Adult Literacy Program at Debre Tabor city. Based on the result of the analysis and the findings, the involvement of women in the integrated functional adult literacy program in the study area was ineffective and women have low participation in the attendance of IFAL program and many women adult were not attending in the learning class of the IFAL program due to high workload, lowest economy, husbands influence, the learning content is not based on the need of the women participants, high family responsibility and the negative attitude of the community members about in the IFAL program. The majority of women in the study area have low participation compared to men in terms of doing homework, classwork, group work, and answering questions for the reason of lack of knowledge and frustration.

The main motivating factors women's participate in IFAL program were: the need to read and write their own and families name and calculating the smallest number, to improve their economic status (to learn income-generating activities), for improving social relationships, there is not want to layman by other peoples and easily to used smallest technology outcomes (for instance to use mobile, o'clock and sling balance).

Many program-related problems decrease the participation of women's in the IFAL program such as non-relating the learning content with their need and ways of life, inconvenience of the learning time (the learning time is overlap within the working time), not encourage the different concerned body and after completing the program there is not facilitate work opportunity and working environment. That program-related factor is highly challenged were decrease in the participation of women's adult learners.

Many personal related problems decrease the participation of women in the IFAL program such as heavy workload, lowest economy, not voluntary of husband, negative attitude of the community members about in women education/adult education and not participating peer women adults. Those personal related factors are significant factors of decrease the participation of women in the

IFAL program. This indicated that the program and the personal based challenge is the dominant factor that affects decrease women participation in the IFAL program.

For maximizing the participation of women's in the IFAL program such activity will be done those are: - the program will become focusing on beyond of reading, writing, and numeracy so it will become to teach about various income-generating activities skills and professions; will become to construct adult literacy center, every implementer of the program will become done their work, the facilitator will become teaches need-based of the learner and the way of life of the women, the program will become starting some saving method like epub, iber. And after the end of the program/ completed level three the concerned bodies will become facilitate various working opportunities and working conditions. The above listed activities of maximizing the participation of women in the IFAL program fulfill in the future increase participation of women in the IFAL program in the study area.

5.3. Limitation

It is clear that a research work may not be totally free from limitation, especially in this year. The shortage of time and it was very challenging time related with corona virus (covid-19) to get participants to collect data. At the time, difficult to observe the participation of males and females in the class room for this reason, the researcher was not used observation data gathering tool.

5.4. Recommendation

Based on the findings and conclusions drawn, the following recommendation was suggested.

"Since Women are Mothers, sisters, and wives”:

- ✚ Education stakeholders should communicate with women in the community who didn't attend the program due to different problems and should take the necessary actions to resolve the personal and program-related challenge so that those women would be motivated to participate.
- ✚ There should be a regular form of awareness creating program among the community members about women education to have the knowledge and understanding about the importance of the program for their life on women. Because teaching women is teaching the society.
- ✚ The facilitators should teach based on the need of the learners and must teach by doing, because adults by nature need based learner and the facilitators should teach beyond 3Rs like income-generating activities, skills and professions.
- ✚ Adult education implementers should motivate and create a comfortable learning environment to increase the participation of adult women.
- ✚ All the IFAL expert workers, NGOs and civil societies should work in collaboration to create income generation activities, working opportunity and work togetherness for the women in the program to maximize their participation of the IFAL program.
- ✚ The program implementers should facilitate the working environment for casting about loan service, business area, sellers of the product for increasing the participation of women in the program. Those activities are vital for maximizing women's participation in the IFAL program.

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APPENDIXES

APPENDIX - 1

BAHIR DAR UNIVERSITY

College Of Education and Behavioral

Science Department of Adult Education and Community Development

The main purpose of this questionnaire is to gather information about the participation of women in IFAL program in Debera Tabor city south Gondar zone. Therefore, I would like to express my gratitude for your active participation and cooperation in filling out this questionnaire and offering my precious time to complete the questionnaire for the purpose of this study. With great respect, I would like to express my gratitude for your precious time and cooperation and help me fill out this questionnaire. All information provided to this questionnaire is confidential and used solely for the purpose of this study.

Thank for your cooperation

Note

- ✓ Not need of write your name on the questionnaire
- ✓ Put the “✓” make for you response on the provide space
- ✓ Write a clear answer to questions that ask your opinion in the space provided
- ✓ Able to choose more than one question

Part one. Personal information

Note: for the following questionnaire Put the “✓” make for you response on the provide space

1. Kebele Name of the center
2. age 15-25 26-35 36-45 Above 46 age
3. marital status
Marriage Single Divorced Widowed
4. Work.
Day labour Farmer Merchant
Employed Hand working House wife
Others work
5. Level of reading & writing before participation in IFAL program
able to read and write
Little able to read and write
un able to read and write
6. Current level of reading & writing
able to read and write
Little able to read and write
un able to read and write
Only able to read
Only able to write

Part two: about the level of women's participation in IFALP

1. What is your participation level in IFAL program?

Very high

High

Medium

Low

Very low

2. If the above question (1) your answer is low or very low what is the reason?

-----.

3. What is your class room participation (answer to question, asking question, home work and doing group work) compared with men?

High

Medium

Low

4. If the above question (3) your answer is low what is the reason? Please tick the option?

(Able to tick more than one option)

Lack of knowledge

Frustration

I hate asking the question

Fear men adult participants

Not gain the participating opportunity

5. Have your neighborhood women adult learners actively participate in the IFAL program?

Yes

No

6. If the above question (5) your answer is no what is the reason? (Able to tick more than one option)

- Heavy work load
- For husband influence
- Community negative attitude in adult education
- Lowest economy
- Distance of the IFAL center
- Not clear the facilitator teaching learning system
- The education is not important b/c not relating to in your life
- Lack of personal interest

Part three: motivating factors for women participation in IFAL program

7. From the following table describe the motivating factor to increase women participation in the IFAL program. there for the motivating factor to participate in the program showing level pleas “✓” your answer?

No	Motivating factor women participation in the program	Very High	High	Medi um	Low	Very low
1	Read, write the name and put sign					
2	Read the religious book					
3	To calculate the smallest number					
4	I do not want to be layman by other people					

5	To use in this program the missed opportunity in formal education					
6	To improve the social relationships					
7	To improve the economic status					
8	Equal participate with men					
9	For helping and controlling the children learning					
10	To participate the country election					
11	To measure the balance					
12	To Use mobile					
13	To use the hand and wall time					
14	Use bank for sending money for child					
15	other problem					

Part four: Challenging factors for decrease the participation of women's in the IFALP

8. From the following table listed the program related problem to decrease women's participation in IFALP program please tick "✓" your option?

No	Push factor (program related problem)	Sires problem	Moderate problem	Not at all problem

1	Lack of teaching system of the facilitator			
2	Distance of the literacy canter			
3	Shortage of chair			
4	Shortage of book			
5	There is not educational blackboard			
6	Absence of literacy canter			
7	There is not comfortable literacy center (for example , center near to the road, market and child park)			
8	Inconvenience of the time schedule			
9	Non relating the learning content with their need and ways of life			
10	Bad behavior of the of the facilitator			
11	other problem			

9. Have you undertaken different activities personally and for the program implementer to solving the above listed program related challenge?

Yes

No

10. If the above question (9) your answer is yes what activities to be done?

-----.

11. Do you have personal related problem to decrease the participation of women in the IFAL program?

Yes

No

12. If the above question (11) your answer is yes from the following table to list the personal related challenge of women in the IFAL program please tick “✓” in each listed options orderly?

No	Pull factor (Personal related problem)	Series problem	Moderate problem	Not at all problem
1	Heavy work load			
2	Lowest economic status			
3	There is not participate peer women adults in our neighborhood			
4	Not voluntary of family, (mother, father and husband)			
5	The age is passed for learning			
6	Their age is old			
7	Health problem			
8	Lack of interest			
9	There is not encourage and volunteer in my religion			
10	Fear men adult participants			
11	other problem			

13. What activities to be done for solving the personal related problem?

-----.

14. What kind of activities will be done to maximize your participation level in the IFAL program?

-----.

APPENDIX - 2

BAHIR DAR UNIVERSITY

College Of Education and Behavioral Science

Department of Adult Education and Community Development

Interview guide for adult women participate in IFALP. The aim of this interview is to collect the necessary information for the Debere tabor city living women participation of in IFAL program.

An Interview Guide to women participant

Part One: Background Information

Age -----

Sex -----

Marital status-----

Work -----

Current level of reading and writing -----

Part two: question

1. What is your participation in IFAL program is it low? What is your reason?
2. What is your class room participation compared to men? Your answer is low what is the reason?
3. Have your neighborhood not participate unable to read and write women adult learner in IFAL program if no, what is the reason?
4. What motivating factor that influence the participation of in IFAL program?
5. What is the program based problem to decrease the participation of in the IFAL program?
6. What is the personal related problem to decrease the participation of in the IFAL program?
7. What kind of activities will be done to maximize your participation level in the IFAL program?

APPENDIX - 3
BAHIR DAR UNIVERSITY
College Of Education and Behavioral Science
Department of Adult Education and Community Development

Interview questions to be answered by IFAL expert. The objective of this interview is to collect relevant data on to assess the participation of women's in the IFAL program in Debera tabor city.

An Interview Guide to Facilitators

Part 1: Background Information

Age -----
Sex -----
Marital status-----
Levels of education -----
Work experience -----

Part two: question

1. How do you see the participation of women adult learners in the class room (eg, asking question, answering question, doing group work, doing homework & class work) compared with men?
2. Do you believe women learners always participate in the program? your answer is no what is the reason?
3. Is there any effort to increase women's to participate in IFALP by whom stakeholders collaborated?
4. What do you think the program based problem women's did not participate or decrease the participation women of in the IFAL program?
5. What do you think the personal related problem women's did not participate or decrease the participation women of in the IFAL program?
6. What activities to be done currently and for the future to maximize women's participation level in the IFAL program?

APPENDIX- 4

BAHIR DAR UNIVERSITY

College Of Education and Behavioral Science

Department of Adult Education and community development

Interview questions to be answered by city IFAL expert. The objective of this interview is to collect relevant data on to assess the participation of women's in the IFAL program in Debera tabor city.

An Interview Guide to Adult Education experts

Part one: Background Information

Age -----

Sex -----

Marital status -----

Level of education -----

Work experience -----

Part two: question

1. In this city IFAL program what is the number and participations of women's adult learners compared to men's?
2. Do you think the efforts being done women's participate in the IFAL program?
3. What do you think the program related problem women's did not participate or decrease the participation women of in the IFAL program?
4. What do you think the personal related problem women's did not participate or decrease the participation women of in the IFAL program?
5. What activities to be done and will be done for solving personal related problem and the program related problem?
6. What activities to be done currently and for the future to maximize women's participation level in the IFAL program?

ባህርዳር ዩኒቨርሲቲ

ትምህርትና ስናባህሪ ሳይንስ ኮሌጅ

የጎልማሶች ትምህርትና የማህበረሰብ ልማት ትምህርት ክፍል

በተግባር ተኮር የጎልማሶች ትምህርት መርሃግብር ለሚሳተፉ ሴቶች የተዘጋጀ ጥያቄ

የዚህ መጠይቅ ዋና አላማ በደቡብ ጎንደር ዞን ደብረታቦር ከተማ የሚገኙ ሴቶች በከተማው በሚሰጠው የተቀናጀ ተግባር ተኮር የጎልማሶች ትምህርት መርሃግብር ያላቸውን ተሳትፎ በተመለከተ ተዘርዘር መረጃ መሰብሰብ ነው። ስለሆነም የዚህ ጥናት አላማ እንዲሳካ መጠይቁን በመሙላት እንዲተባበሩኝ በታላቅ አክብሮት እየጠየኩ ወደ ጊዜውን መስዋት አድርገው ይህንን መጠይቅ ለመሙላት የሚያደርጉልኝን ንቁ ተሳትፎና ትብብር ከወዲሁ ልባዊ ምስጋናየን አቀርባለሁ። ለዚህ መጠይቅ የሚሰጧቸው ማንኛውም መረጃዎችና ሀሳቦች በሚስጥር የሚያዙና ለዚህ ጥናት አላማ ብቻ የሚወሉ ናቸው።

ለምታደርጉልኝ ትብብር

በቅድሚያ አመሰግናለን

መመሪያ

- ስመዎትን መጻፍ አያስፈልግም።
- መልስዎን ለመጠቀም በተሰጠዎት አማራጮች ላይ በማክበብ ወይም ከጥያቄው ትክክል በተቀመጠው ሳጥን የ (✓) ምልክት ያስቀምጡ።
- በተሰጠው ክፍት ቦታ የርስዎን ሀሳብ ለሚጠይቁ ጥያቄዎች ግልጽ የሆነ መልስ ይፀፍ ዘንድ በትኩረትና እጠይቃለሁ።
- ከአንድ በላይ መልስ ካለም መልስ ነው የሚሉትን ይጻፉ።

ክፍል አንድ:- የግል ሁኔታን በተመለከተ

መመሪያ:- ለሚከተሉት ጥያቄዎች መልስ ከፊት ለፊቱ ካለዉ ሳጥን የ(✓) ምልክት ያስቀምጡ።

1. ቀበሌ..... የጣቢያ ስም
2. እድሜ 15-25 26-35 36-45 ከ 46 በላይ
3. የጋብቻ ሁኔታ ያገባች ያላገባች አግብታ የፈታች
አግብታ የሞተባት
4. የመተዳደሪያ ያስራ የቀን ስራተኛ ግብርና ነጋዴ
ተቀጣ የእጅ ሙያ (ሽክላ፣ ስፊት፣ ጥልፍ፣ ዳንቴል፣ ሽመና እና የቆዳ ስራ)
የቤት እመቤት የተለየ.....
5. በዚህ መረሀግብር ከመሳተፊዎ በፊት ያለዎት የማንበብና የመጻፍ ችሎታ?

ማንበብና <input type="checkbox"/>	መጻፍ <input type="checkbox"/>	የሚችሉ
በመጠኑ ማንበብና መጻፍ የሚችሉ <input type="checkbox"/>		
ማንበብና መጻፍ የማይችሉ <input type="checkbox"/>		
6. በአሁኑ ሰአት የሚገኙበት የማንበብና የመጻፍ ችሎታ?

ማንበብና መጻፍ የሚችሉ <input type="checkbox"/>		በመጠኑ
ማንበብና መጻፍ የሚችሉ <input type="checkbox"/>		
ማንበብና መጻፍ የማይችሉ <input type="checkbox"/>		
ማንበብ ብቻ የሚችሉ <input type="checkbox"/>		
መጻፍ ብቻ የሚችሉ <input type="checkbox"/>		

ክፍል ሁለት፡ በተቀናጀ ተግባር ተኮር የጎልማሶች ትምህርት መረሀግብር ላይ ያላቸው የሴቶችን ተሳትፎ የተመለከቱ ጥያቄዎች

1. በተቀናጀ ተግባር ተኮር የጎልማሶች ትምህርት መረሀግብር ላይ ያለዎት ተሳትፎ ምን ያክል ነው ?

በጣም ከፍተኛ ከፍተኛ መካከለኛ ዝቅተኛ
 በጣም ዝቅተኛ

2. የአንደኛው ጥያቄ ዝቅተኛ ወይም በጣም ዝቅተኛ ከሆነ ምክንያቱን በዝርዝር ቢገልፁልኝ ?

3. በክፍል ውስጥ ያለዎት ተሳትፎ (ለምሳሌ፣ ጥያቄመጠየቅ፣ መልስመመለስ እና የቡድን ስራ በመስራት) ከወንዶች ጋር ሲነፃፀር ምን ያክል ነው ?

ከፍተኛ መካከለኛ ዝቅተኛ

4. መልሰዎ ዝቅተኛ ከሆነ ዝቅተኛ የሆነበት ምክንያት ምንድን ነው (ከአንድ በላይ መልስ መስጠት ይቻላል)

የእውቀት ማነስ
 ፍርሀት
 መጠየቅ ስለማልወድ
 ወንድ ጎልማሶችን ስለምፈራ/ስለማፍር
 አመቻቾች እንደሳተፍ እድል ስለማይሰጡኝ
 ሌላ ካለ ይጥቀሱ-----

5. በሰፈረዎ የሚኖሩ ሌሎች ሴቶች በጎልማሶች ትምህርት በጥሩ ሁኔታ ይሳተፋሉ ?
 አዎ ይሳተፋሉ የለም አይሳተፉም

6. የአምስተኛውን ጥያቄ የለም አይሳተፉም ከሌ የማይሳተፉበት ምክንያት ምንድን ነው
 (ከአንድ በላይ መልስ መስጠት ይቻላል)

በስራ ብዛት በባል ተፅዕኖ በአካባቢ ማህበረሰብ ተፅዕኖ

በኢኮኖሚ እጥረት በጣቢያ ርቀት

የአመቻቸው የትምህርት አሰጣጥ አለመመቸት

የሚሰጠው ትምህርት ጠቃሚ ስላልሆነ ማለትም እርሶዎ መማር ከሚፈልጉት ጋር ስለማይገናኝ

የመማር ፍላጎት ስለሌለኝ

ሌላ ምክንያት ካለ ይጥቀሱ -----

7. በሚከተለው ሰንጠረዥ ውስጥ የሚገኙ ሀሳቦች ሴቶች በተቀናጀ ተግባር ተኮር የጎልማሶች ትምህርት መርሀግብር እንዲሳተፉ የሚያደርጉ ምክንያቶችን የሚገልጹ ናቸው። ስለዚህ በዚህ ትምህርት እንዲሳተፉ ያነሳሳውን ምክንያት የሚያሳየውን ደረጃ በተሰጠው ሳጥን "✓" ምልክት በማድረግ ይምረጡ?
 (ከፍተኛ- ማለት በከፍተኛ ደረጃ የሚያነሳሳኝ ነገር ፣ መካከለኛ- በመካከለኛ ደረጃ የሚያነሳሳኝ ነገር እና ዝቅተኛ - በዝቅተኛ ደረጃ የሚያነሳሳኝ ነገር ማለት ነው።)

ተ. ቁ	መርሀግብርን እንዲሳተፉ ምክንያት የሆኑ ነገሮች	በጣም ከፍተኛ	ከፍተኛ	መካከለኛ	ዝቅተኛ	በጣም ዝቅተኛ
1	ስሜን ለመጻፍ፣ ስሜን ለማንበብና ፊርማ ለመፈረም					
2	የሀይማኖት መፀሀፎችን ለማንበብ					
3	ትንንሽ ቁጥቶችን ለማስላት ስለምፈልግ					
4	በሰው መሀይም መባል ስለማልፈልግ					

5	በመደበኛ ትምህርት ያለፈኝን እድል በዚህ መረሀግብር መጠቀም ስለምፈልግ					
6	ከሰዎች ጋር ያለኝን ግንኙነት ለማሻሻል					
7	ኢኮኖሚያን/ ገቢያን ማሳደግ ስለምፈልግ					
8	ከወንዶች ጋር እኩል ተሳትፎ እንዲኖረኝ ስለምፈልግ					
9	የልጆቼን ትምህርት ለመከታተል/ ለመርዳት ስለምፈልግ					
10	በሀገራዊ ምርጫ ላይ እንድሳተፍና የሚጠቅመኝን ፓርቲ አንብቤ መምረጥ እንድችል ስለሚረዳኝ					
11	ሚዛን ለመመዘን					
12	ሞባይል ስልክ ለመጠቀም					
13	የእጅ ስነ-ምግባር ሰዓት ለመጠቀም					
14	ለልጅ ብር በባንክ መላክ እንድችል ስለምፈልግ					
15	ሌላ ካለ ይጠቀሱ.....					

8. በተቀናጀ ተግባር ተኮር የጎልማሶች ትምህርት መርሀግብር ሴቶች እንዳይሳተፉ የሚያደርጉ ከመረሀግብሩ ጋር የተያያዙ ዋና ዋና ችግሮች በሳጥን ውስጥ የ “✓” ምልክት በማስቀመጥ መልሰዎን ያመልክቱ

ቁጥር	ከመርሀግብሩ ጋር የተያያዙ ሴቶች እንዳይሳተፉ የሚያሳድሩ ነገሮች	ዋና ችግርነው	መጠነኛ ችግርነው	ችግር አይደለም
1	የአመቻቾች ጥሩ የመማር ማስተማር ሂደት የመፍጠር ብቃት ማነስ			
2	መማሪያ ቦታው ከመኖሪያ ቤታችን እርቅ ስለሆነ			
3	የመቀመጫ ወንበር እጥረት ስላለ			
4	የመማሪያ መፅሀፍ እጥረት ስላለ			

5	ሰሌዳ ስለሌለ			
6	ራሱን የቻለ የመማሪያ ቦታ አለመኖር			
7	መማሪያ ቦታው ለመማማር ምቹ አለመሆን (ለምሳሌ መስመር ዳር መሆን፣ ገበያ አካባቢ መሆን እና የህፃናት መጫወቻ አካባቢ መሆን)			
8	የመማሪያጊዜ አለመመቻት ማለትም ከስራ ስዕት ጋር መደራረብ			
9	የምማራቸው ትምህርቶች ከፍላጎቱ እና ከዕለት ተዕለት ኑሮዎ ጋር አብሮ ስለማይሄድ (ለምሳሌ ነጋዴ ሁኝ ስለግብርና፣ ስለአሳ ማስገር ብማር ስለማይጠቅመኝ እቀራለሁ			
10	አመቻች ጥሩ ስነምግባር ስለሌላት/ው			
9	ሌላ ካለ ይጥቀሱ.....			

9. እነዚህ የተዘረዘሩ ከመረሃግብሩ ጋር የተያያዙ ችግሮችን ለመፍታት በእርሰዎ እና በመረሃግብሩ አስፈፃሚዎች የተሰራ ስራ አለ ?

አለ የለም

10. የ ዘጠነኛው ጥያቄ መልስ አለ ከሆነ ምን ምን ስራዎች አንደተሰሩ በ.ገልፁልኝ ?

11. በተቀናጀ ተግባር ተኮር የጎልማሶች ትምህርት መርሀ ግብር ተሳትፎዎትን እንዲቀንስ የሚያደርጉ ከግል ጉዳይ ጋር የተያያዙ ችግሮች አሉ ?

አለ የለም

12. የ አስራ አንደኛው ጥያቄ መልስ አለ ከሆነ በተቀናጀ ተግባር ተኮር የጎልማሶች ትምህርት መርሀግብር ተሳትፎዎትን እንዲቀንስ የሚያደርጉ ከግል ጉዳይ ጋር የተያያዙ ዋና ዋና ችግሮች በሳጥን ውስጥ የ “✓” ምልክት በማስቀመጥ መልሰዎን ያመልክቱ ?

ቁ ጥ ር	ከግል ጉዳይ ጋር ተያያዙ ተጽዕኖ የሚያሳድሩ ነገሮች	ዋናች ግር ነው	መጠነኛ ችግርነ ው	ችግርአይ ደለም
1	ስራ ስለሚበዛብኝ			
2	በቂ ገቢ ስለሌለኝ ገቢ ማስገኛ ነገሮችን ስለምሰራ			
3	በማህበረሰባችን ውስጥ እንደኔ ያሉ ሴቶች ስለማይማሩ ብቻዬን ለመማር ስለምፈራ			
4	ቤተሰብ (አባት፣ እናት፣ ባል) ስለማይፈቅዱልኝ			
5	ለመማር ጊዜዬ አልፏል ብዬ ስለማስብ			
6	እድሜዬ ትልቅ ስለሆነ			
7	የጤና ችግር ስላለብኝ			
8	የመማር ፍላጎት ስለሌለኝ			
9	ሃይማኖቴ አንድማር ስለማያበረታታኝ/ስለማይፈቅድልኝ			
10	ከወንዶች ጋር አብራ ለመማር ስለማፍር/ስለምፈራ			
11	ሌላ ካለ ይጥቀሱ.....			

13. እርሶዎ እነዚህን ከግል ጉዳይ ጋር የተያያዙ ችግሮችን ለመቀነስ ምን ጥረት አድርገዋል?

14. እርሶዎ በተቀናጀ ተግባር ተኮር የጎልማሶች ትምህርት መርሃግብር ላይ ተሳትፎዎት እንዲጨምር ምን ምን ነገር ቢደረግ ይሻላል ብለው ያስባሉ ?

ባህርዳር ዩኒቨርሲቲ

ትምህርትና ስናባህሪ ሳይንስ ኮሌጅ

የጎልማሶች ትምህርትና የማህበረሰብ ልማት ትምህርት ክፍል

በተግባር ተኮር የጎልማሶች ትምህርት መርሃግብር ለሚሳተፉ ሴቶች የተዘጋጀ የፅሁፍ መጠይቅ የዚህ መጠይቅ ዋና አላማ በደቡብ ጎንደር ዞን ደብረታቦር ከተማ የሚገኙ ሴቶች በከተማው በሚሰጠው የተቀናጀ ተግባር ተኮር የጎልማሶች ትምህርት መርሃግብር ያላቸውን ተሳትፎ በተመለከተ ዝርዝር መረጃ መሰብሰብ ነው። ስለሆነም የዚህ ጥናት አላማ እንዲሳካ ለሚቀርብለዎ ጥያቄ ትክክለኛውን መልስ በመስጠት እንዲተባበሩኝ በታላቅ አክብሮት እየጠኩ ወድ ጊዜዎን መስዋት አድርገው ለሚቀርብለዎ ጥያቄ ትክክለኛውንና ወሳኝ የሆነ መረጃ በመስጠት ለሚያደርጉልኝ ንቁ ተሳትፎና ትብብር ከወዲሁ ልባዊ ምስጋናየን አቀርባለሁ። ለዚህ መጠይቅ የሚሰጧዉ ማንኛውም መረጃዎችና ሀሳቦች በሚስጥር የሚያዙና ለዚህ ጥናት አላማ ብቻ የሚወሉ ናቸው።

ለምታደርጉልኝ ትብብር
በቅድሚያ አመሰግናለሁ

ክፍልአንድ:- የግልሁኔታንበተመለከተ

1. እድሜ -----
2. ፆታ -----
3. የጋብቻ ሁኔታ -----
4. አሁን ያሉበት የማንበብና የመፃፍ ችሎታ-----
5. የመተዳደሪያ ስራ -----

ክፍልሁለት:-ሴት ጎልማሶች በተቀናጀ ተግባር ተኮር የጎልማሶች ትምህርት መርሃግብር ላይ ያላቸውን ተሳትፎ የተመለከቱ ጥያቄዎች

1. በተቀናጀ ተግባር ተኮር የጎልማሶች ትምህርት መረሀግብር ላይ ያለዎት ተሳትፎ ምን ይመስላል?
2. በክፍል ዉስጥ ያለሽ ተሳትፎ ከወንዶች ጋር ሲነፃፀር ምን ይመስላል አነስተኛ ከሆነስ ለምን አነስተኛ ሆነ?
3. እርሶዎ ከሚያወቁት አንፃር በዚህ መረሀ ግብር የማይሳተፉ ማንበብ መጣፍ የማይችሉ ሴት ጎልማሶች አሉ ብለዉ ያስባሉ ካሉስ የማይሳተፉበት ምክንያት ምን ይሆናል ብለዉ ያስባሉ?
4. እርሶዎ በተቀናጀ ተግባር ተኮር የጎልማሶች ትምህርት መረሀግብር ለመሳተፍ ያነሳሳዎት ነገር ምንድን ነዉ?
5. በተቀናጀ ተግባር ተኮር የጎልማሶች ትምህርት መረሀግብር ተሳትፎዎትን እንዲቀንሱ የሚያደርገዎ ከመረሀግብሩ ጋር የተያያዙ ችግሮች ምን ምን ናቸዉ ?
6. በተቀናጀ ተግባር ተኮር የጎልማሶች ትምህርት መረሀግብር ተሳትፎዎትን እንዲቀንሱ የሚያደርገዎ ከግል ጉዳይ ጋር የተያያዙ ችግሮች ምን ምን ናቸዉ ?
7. በተቀናጀ ተግባር ተኮር የጎልማሶች ትምህርት መረሀግብር ላይ የሌቶች ተሳትፎ እንዲጨምር ምን ምን ነገር ቢደረግ ይሻላል ብለዉ ያስባሉ ?

ባህርዳር ዩኒቨርሲቲ

ትምህርትና ስናባህሪ ሳይንስ ኮሌጅ

የጎልማሶች ትምህርትና የማህበረሰብ ልማት ትምህርት ክፍል

በተግባር ተኮር የጎልማሶች ትምህርት መርሃ ግብር ለአመቻቸው የተዘጋጀ የፅሁፍ መጠይቅ

የዚህ መጠይቅ ዋና አላማ በደቡብ ጎንደር ዞን ደብረታቦር ከተማ የሚገኙ ሴቶች በከተማው በሚሰጠው የተቀናጀ ተግባር ተኮር የጎልማሶች ትምህርት መርሃግብር ያላቸውን ተሳትፎ በተመለከተ ዝርዝር መረጃ መስጠት ነው። ስለሆነም የዚህ ጥናት አላማ እንዲሳካ ለሚቀርብለዎ ጥያቄ ትክክለኛውን መልስ በመስጠት እንዲተባበሩን በታላቅ አክብሮት እየጠየኩ ወደ ጊዜውን መስዋት አድርገዋል። ለሚቀርብለዎ ጥያቄ ትክክለኛውንና ወሳኝ የሆነ መረጃ በመስጠት ለሚያደርጉልኝ ንቁ ተሳትፎና ትብብር ከወዲሁ ልባዊ ምስጋናየን አቀርባለሁ። ለዚህ መጠይቅ የሚሰጧቸው ማንኛውም መረጃዎችና ሀሳቦች በሚስጥር የሚያዙና ለዚህ ጥናት አላማ ብቻ የሚወሉ ናቸው።

ለምታደርጉልኝ ትብብር

በቅድሚያ አመሰግናለሁ

ክፍል አንድ፡- የግል ሁኔታን በተመለከተ

- 1. እድሜ -----
- 2. ፆታ -----
- 3. ጋብቻ ሁኔታ -----
- 4. የትምህርት ደረጃ -----
- 5. የስራ ልምድ -----

ክፍል ሁለት፡- ሴት ጎልማሶች በተቀናጀ ተግባር ተኮር የጎልማሶች ትምህርት መርሀ ግብር ላይ ያላቸውን ተሳትፎ የተመለከቱ ጥያቄዎች

1. ሴት ጎልማሳ ተማሪዎች በክፍል ውስጥ የሚያደርጉት ተሳትፎ ምን ይመስላል (ለምሳሌ ክፍል ውስጥ ጥያቄ በመጠየቅ፣ ጥያቄዎችን በመመለስ፣ የቡድን ስራዎች ላይ ከፍተኛ ተሳትፎ ከማሳየት አንጻር እና አመቻቿ/ወ. የቤት ወይም የክፍል ስራ ሲሰጡ ከመስራት አንጻር አንዴት ታይዋለሽ/ህ?
2. ከወንዶች ጋር ሲነጻጸር ሴቶች ሁልጊዜ ተከታትለው ይማራሉ ብለው ያምናሉ? አይማሩም ከሆነ የማይማሩበትን ምክኒያት ቢገልፁልኝ ?
3. በተቀናጀ ተግባር ተኮር የጎልማሶች ትምህርት መርሀግብረ የሴት ጎልማሳ ተማሪዎችን ተሳትፎ ለማሳደግ ከየትኛው አካል ጋር አብራችሁ ትሰራላችሁ?
4. ሴት ጎልማሳ ተማሪዎች ወደ ተቀናጀ ተግባር ተኮር የጎልማሶች ትምህርት መርሀ ግብር እንዳይሳተፉ የሚያደርጉ ከመረሀ ግብሩ ጋር የተያያዙ ችግሮች ምንድን ናቸው ብለው ያስባሉ?
5. ሴት ጎልማሳ ተማሪዎች ወደ ተቀናጀ ተግባር ተኮር የጎልማሶች ትምህርት መርሀ ግብር እንዳይሳተፉ የሚያደርጉ ከግል ጉዳይ ጋር የተያያዙ ችግሮች ምንድን ናቸው ብለው ያስባሉ?
6. በተቀናጀ ተግባር ተኮር የጎልማሶች ትምህርት መርሀ ግብር ውስጥ የሴቶች ተሳትፎ እንዲጨምር ምን ምን ስራዎች እየሰራችሁ ነው? ለወደፊቱስ የታሰበ ነገር ካለ በግልፅ ቢያስቀምጡልንኝ?

ባህርዳር ዩኒቨርሲቲ

ትምህርትና ስናባህሪ ሳይንስ ኮሌጅ

የጎልማሶች ትምህርትና የማህበረሰብ ልማት ትምህርት ክፍል

በተግባር ተኮር የጎልማሶች ትምህርት መርሃግብር ለከተማ ባለሙያዎች የተዘጋጀ ጥያቄ

የዚህ መጠይቅ ዋና አላማ በደቡብ ጎንደር ዞን ደብረታቦር ከተማ የሚገኙ ሴቶች በከተማው በሚሰጠው የተቀናጀ ተግባር ተኮር የጎልማሶች ትምህርት መርሃግብር ያላቸውን ተሳትፎ በተመለከተ ዝርዝር መረጃ መሰብሰብ ነው። ስለሆነም የዚህ ጥናት አላማ እንዲሳካ ለሚቀርብለዎ ጥያቄ ትክክለኛውን መልስ በመስጠት እንዲተባበሩን በታላቅ አክብሮት እየጠየኩ ወደ ጊዜውን መስዋት አድርገዋል። ለሚቀርብለዎ ጥያቄ ትክክለኛውንና ወሳኝ የሆነ መረጃ በመስጠት ለሚያደርጉልኝ ንቁ ተሳትፎና ትብብር ከወዲሁ ልባዊ ምስጋናየን አቀርባለሁ። ለዚህ መጠይቅ የሚሰጧዉ ማንኛውም መረጃዎችና ሀሳቦች በሚስጥር የሚያዙና ለዚህ ጥናት አላማ ብቻ የሚወሉ ናቸው።

ለምታደርጉልኝ ትብብር

በቅድሚያ አመሰግናለሁ

ክፍል አንድ፡- የግል ሁኔታን በተመለከተ

- 1. እድሜ -----
- 2. ፆታ -----
- 3. የጋብቻ ሁኔታ -----
- 4. የትምህርት ደረጃ -----
- 5. የስራ ልምድ -----

ክፍል ሁለት፡-
ሴት ጎልማሶች በተቀናጀ ተግባር ተኮር የጎልማሶች ትምህርት መርሀ ሀገብ ላይ ያላቸውን ተሳትፎ የተመለከተ

- 1. እስካሁን ባለው ሁኔታ በዚህ ከተማ ውስጥ በተቀናጀ ተግባር ተኮር የጎልማሶች ትምህርት መርሀ ሀገብ የሴት ጎልማሶች ቁጥር እና ተሳትፏቸው ከወንዶች ጋር ሲነፃፀር ምን ይመስላል ?
- 2. ሴቶች በንቃት እንዲሳተፉ ምን ምን ጥረት ታደርጋላችሁ/እያደረጋችሁስ ነው ቢገልፁልኝ ?
- 3. በከተማው ውስጥ ያሉ ሴት ጎልማሶች በተቀናጀ ተግባር ተኮር የጎልማሶች ትምህርት መርሀ ሀገብ ላይ እንዲሳተፉ ጥረት ተደርጓል ብለው ያስባሉ? ቢገልፁልኝ ?
- 4. እርሶዎ በዚህ ከተማ ውስጥ ሴቶች በተቀናጀ ተግባር ተኮር የጎልማሶች ትምህርት መርሀ ሀገብ ላይ እንዳይሳተፉ የሚያደርጉ ከመረሀ ሀገብ ጋር የተያያዙ ችግሮች/ተፅእኖዎች ምንድን ናቸው ብለው ያስባሉ?
- 5. እርሶዎ በዚህ ከተማ ውስጥ ሴቶች በተቀናጀ ተግባር ተኮር የጎልማሶች ትምህርት መርሀ ሀገብ ላይ እንዳይሳተፉ የሚያደርጉ ከግል ሁኔታዎች ጋር የተያያዙ ችግሮች/ተፅእኖዎች ምንድን ናቸው ብለው ያስባሉ?

6. እርስዎ እነዚህን ከግል ሁኔታዎች እና ከመረሀግብሩ ጋር የተያያዙ ችግሮችን/ተፅእኖዎችን ለመፍታት/ ለማስወገድ ምን ምን ጥረት አድርጋችኋል/አያደረጋችሁስ ነዉ ለወደፊቱስ የታቀደ ነገር ካለ ቢገልፁልኝ ?
7. የሴቶችን ተሳትፎ ለማሳደግ ምን ምን ስራዎችን እየሰራችሁ ነዉ? ለወደፊቱስ ያቀዳችሁት ነገር አለ ወይ?

APPENDIX- 5

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

Item total Statistics

Motivating factors of women's participate in the IFAL program

	Scale Mean if Item Deleted	Scale Variance if Item Deleted	Corrected Item-Total Correlation	Cronbac h's Alpha if Item Deleted
Read write the name and put signature	84.13	215.844	.245	.874
Read the religious book	84.77	209.771	.293	.874
To calculate the smallest number	83.87	223.499	-.041	.877
Do not want to be ignorant /layman by other peoples	85.00	200.345	.437	.871
To use in this program the missed opportunity in formal education	84.43	209.426	.338	.873
To improve the social relationship	85.10	204.783	.445	.870
To improve the economic status	84.47	208.051	.381	.871
Highly needed to equally participate with men	85.43	197.771	.561	.866
For helping and controlling their children learning	85.87	193.223	.629	.864
To participate country election	86.97	208.585	.396	.871
To measure the balance	84.47	214.533	.225	.875
To use mobile	84.03	214.102	.476	.870
To use hand and wall time	84.33	207.747	.453	.869
To use bank (to send the money for their child)	85.80	188.579	.686	.862

Program related factors of decrease the participation of women in IFAL program

	Scale Mean if Item Deleted	Scale Variance if Item Deleted	Corrected Item-Total Correlation	Cronbach's Alpha if Item Deleted
Lack of teaching skill of the facilitator	86.67	217.333	.181	.875
Distance of the learning center	87.27	207.582	.726	.866
Shortage of chair	86.77	213.289	.362	.871
Shortage of book	86.83	214.006	.360	.872
There is not educational blackboard	87.13	212.326	.482	.870
Absence of literacy center	86.97	219.551	.124	.876
There is not comfortable literacy center(staying the disturbing environment)	86.83	213.247	.393	.871
Inconvenience of the learning time	86.20	220.234	.100	.876
Non relating the learning content with their need and way of life	85.90	218.714	.193	.874
Bad behaviors of the facilitator	87.13	212.395	.517	.869

Personal related factors of decrease the participation of women in IFAL program

	Scale Mean if Item Deleted	Scale Variance if Item Deleted	Corrected Item-Total Correlation	Cronbach's Alpha if Item Deleted
Heavy work load	86.03	221.137	.077	.876
Lowest economic status	86.03	218.378	.216	.874
Not participate the neighborhood women learner in the program	86.70	211.941	.375	.871
Is not permit my family (mother, father and husband)	87.07	210.892	.462	.870

To think their age is passed for learning	86.97	207.275	.623	.867
Their age is old	86.93	206.616	.658	.866
Health problem	87.40	214.662	.557	.870
Lack of interest	87.00	208.483	.567	.868
Not encourage their religion	87.47	215.982	.629	.871
Fear of man adult participants	86.93	213.857	.372	.871