

**THE IMPACT OF AN ADULT LITERACY PROGRAMME ON THE SOCIO-ECONOMIC
EMPOWERMENT OF RURAL WOMEN IN OROMIA, ETHIOPIA**

By

TESHOME GUDISSA DEGU

**Thesis submitted in fulfillment of requirements for the Degree of Doctor of
Education at the University of South Africa**

In

COMPARTIVE EDUCATION

Supervisor: Prof E.R. Mathipa

March, 2016

ACKNOWLEDGEMENTS

My sincere thanks and appreciation go to Prof E.R. Mathipa for selecting me and under whose supervision, this research was conducted. His positive attitude and genuine support throughout this study will always be fondly remembered. □

My special gratitude also goes to my wife, Worknesh Teshome and my two children (Nafiyad and Wongel Teshome). Thank you for supporting me in all possible ways and for your love and understanding. Moreover, I would like to thank professional language expert DR CDM Tiale who edit my thesis in a very attractive way. Yet importantly, I would like to thank UNISA's College of Education staff members who directly and indirectly supported me during my Study.

DECLARATION

I hereby declare that “the Impact of Adult literacy Program on the Socio-Economic Empowerment of rural women in Oromia, Ethiopia; represents my own work and that all the sources I have used, or quoted, have been indicated and acknowledged by means of complete references.

A handwritten signature in blue ink, appearing to read 'Teshome Gudissa Degu', written in a cursive style.

TESHOME GUDISSA DEGU

TABLE OF CONTENTS

Contents	Pages
ACKNOWLEDGEMENTS	i
DECLARATION	ii
TABLE OF CONTENTS	iii
LIST OF TABLES	vii
LIST OF FIGURES	viii
ABSTRACT	ix
CHAPTER 1: INTRODUCTION	10
1.1 ADULT LITERACY EDUCATION: AN OVERVIEW	10
1.2 BACKGROUND AND MOTIVATION FOR THE STUDY	12
1.3 STATEMENT OF THE PROBLEM	13
1.4 MAIN AND SUBSIDIARY RESEARCH QUESTIONS	18
1.4.1 Main research question	18
1.4.2 The subsidiary research questions	18
1.5 AIM AND OBJECTIVES OF THE STUDY	19
1.5.1 Aim of the study	19
1.5.2 Objectives of the study	19
1. 6 RESEARCH DESIGN AND METHODOLOGY	19
1.6.1 Research design	19
1.6.1.1 Research paradigm	20
1.6.1.2 Research approach	20
1.6.1.3 Research type	20
1.6.2 Research methods	21
1.6.2.1 Research population and sampling	21
1.6.2.2 Data collection tools	22
1.6.2.3 Data analysis techniques	22
1.6.2.4 Trustworthiness	23
1.6.2.5 Ethical consideration	25
1.7 SIGNIFICANCE OF THE STUDY	26
1.8 DEMARCATION AND LIMITATIONS OF THE STUDY	26
1.8.1 Demarcation of the study	26
1.8.2 Limitations of the study	27
1.9 STRUCTURE OF THE STUDY	27
CHAPTER 2: REVIEW OF RELATED LITERATURE	29
2.1 HISTORICAL OVERVIEW OF ADULT LITERACY EDUCATION	29
2.2 ADULT LITERACY EDUCATION IN ETHIOPIA	31

2.3 ADULT LITERACY AND ITS CONTRIBUTIONS TO THE SOCIETY	34
2.3.1 Adult Illiteracy and its contributions for developing self-esteem	35
2.3.2 Adult Literacy and its Contribution for Health	35
2.3.3 Adult literacy and its contributions for agriculture	37
2.3.4 Adult literacy and its contributions to socio-cultural development	38
2.3.5 Adult literacy and its economic contributions	40
2.4 POLICY APPROACHES TO WOMEN AND SOCIO-ECONOMIC DEVELOPMENT	41
2.5 THEORIES EXPLAINING WOMEN’S EQUALITY AND ECONOMIC FREEDOM	44
2.5.1 John Rawls theory of justice	44
2.5.2 Amartya Sen-capability theory/approach	46
2.6 THE CONCEPT OF WOMEN’S EMPOWERMENT AND ITS RELATION TO ADULT LITERACY	49
2.6.1 The concept of women’s empowerment	49
2.6.2 The relationship between women’s empowerment and adult literacy	53
2.7 TYPES OF ADULT LITERACY	54
2.7.1 Traditional or conventional adult literacy	54
2.7.2 Functional adult literacy	56
2.8 ADULT LITERACY EDUCATION EXPERIENCES OF DIFFERENT COUNTRIES	58
2.8.1 The experience of United States of America (USA) as a developed country	58
2.8.1.1 The Strength of US adult education	60
2.8.1.2 Lessons Ethiopia can learn from the USA adult education	61
2.8.2 The Experiences of Russia as a Developed Country	62
2.8.2.1 The strength of Russian adult education	63
2.8.2.2 Lessons Ethiopia can learn from Russian adult education	63
2.8.3 The Experiences of the Republic of South Africa as a developing country	64
2.8.3.1 The strength of the Republic of South African adult education	65
2.8.3.2 Lessons Ethiopia can learn from the Republic of South African adult education	65
2.9 THEORETICAL FRAMEWORK OF THE STUDY	65
2.9.1 Conscientization and dialogue theory	66
2.9.2 Purposes of the theory of conscientization and dialogue	68
CHAPTER 3 : RESEARCH METHODOLOGY	69
3.1 THE RESEARCH SETTING	69
3.2 RESEARCH METHODOLOGY	71
3.2.1 Research design	71
3.2.1.1 Research paradigm	71
3.2.1.2 Research approach	72
3.2.1.3 Research type	72
3.2.2 Research methods/strategy	73

3.2.2.1 Selection of participants	73
3.2.2.2 Data collection	75
3.2.2.2.1 In-depth interview	75
3.2.2.2.2 Focus group interview/discussion	101
3.2.2.3 Data analysis	108
3.2.2.4 Trustworthiness	109
3.2.2.5 Ethical consideration	110
CHAPTER 4: DATA ANALYSIS, INTERPRETATION, AND FINDINGS	112
4.1 DATA ANALYSIS PROCESS	112
4.1.1 The analysis of data obtained from adult literacy supervisors	114
4.1.2 The analysis of data obtained from adult literacy facilitators	116
4.1.3 Analysis of data obtained from women who participated in adult literacy program	118
4.1.4 The analysis of focus group interview/discussion/ data obtained from women who participated in adult literacy program	120
4.2 RESULTS OBTAINED FROM IN DEPTH INTERVIEW AND FOCUS GROUP DISCUSSION	125
4.2.1 Research results related to participants' demographic characteristics	126
4.2.2 Research results related to the impact of adult literacy on women's socioeconomic empowerment	130
4.2.2.1 The impact of adult literacy on women's /individual /personal growth	131
4.2.2.1.1 Self-confidence (coming out of shyness) to discuss issues	131
4.2.2.1.2 Cognitive benefit (reading, writing and calculating)	132
4.2.2.1.3 Ability to challenge the already established status quo about women	135
4.2.2.1.4 Self-respect	136
4.2.2.1.5 The ability to use technology	137
4.2.2.2 The impact of adult literacy on women's social life	138
4.2.2.2.1 Women's mobility/movement	138
4.2.2.2.2 Women's social network	139
4.2.2.2.3 Women's attitude toward children's education and schooling	141
4.2.2.2.4 Women's health and health-related knowledge	142
4.2.2.2.5 Women's participation in social affairs	144
4.2.2.2.6 Increases in women's communication/persuasion ability of their husbands	145
4.2.2.3 The impact of adult literacy on women's income earning and income managing/controlling/ capability	146
4.2.2.3.1 Participation in income earning activities (money making)	146
4.2.2.3.2 Knowledge of saving /effective utilization of resources	147
4.2.2.3.3 Access to credit/loan	149
4.3 FACTORS THAT AFFECT THE PARTICIPATION OF WOMEN IN THE ADULT LITERACY PROGRAM	149
4.3.1 Negative attitude of the community towards women's education	150
4.3.2 Women's heavy workload	151

4.3.3 Health related problems	151
4.3.4 Poor facilities at adult literacy centers	152
4.3.5 Weak coordination among stakeholders	152
4.4 INTERPRETATION AND THE FINDINGS	153
4.4.1 The impact of adult literacy on women’s individual /personal growth	154
4.4.2 The impact of adult literacy on women’s social life	156
4.4.3 The impact of adult literacy on women’s income earning and income managing capability	160
4.4.4 The challenges women faced during their participation in adult literacy program	163
CHAPTER 5: OVERVIEW, CONCLUSIONS AND RECOMMENDATIONS	165
5.1 OVERVIEW OF THE STUDY	165
5.2 CONCLUSIONS OF THE STUDY	167
5.2.1 Conclusions drawn from the Literature Study	167
5.2.2 Conclusions drawn from the case study	168
5.2.2.1 The impact of adult literacy on the women’s personal growth/individual agency	168
5.2.2.2 The social impact of adult literacy	169
5.2.2.3 The economic impact of adult literacy	170
5.2.2.4 Challenges of women’s adult literacy program	171
5.3 RECOMMENDATIONS	171
5.3.1 Recommendations with regard to women’s adult literacy program	171
5.3.2 Recommendations for future research	172
5.4. Model of empowerment emanated from data	173
5.5. Bibliography	177
5.6. Appendices	191

LIST OF TABLES

Table	Page
1.Global Literacy Rates and Population Numbers for Adults and Youth	14
2.Sample and number of interviewees	74
3. Summary of the results	122
4. Participant characteristics (women who participated in the study)	127
5.Participants characteristics (adult literacy teachers).....	128
6.Participant’s characteristics (adult literacy supervisors)	129

LIST OF FIGURES

Figure	Page
1. Global Distribution of Adult Literacy by Region	15
2. Administrative Regions and Zones of Ethiopia.....	69
3. Adult Literacy Center in One of the Villages.....	70
4. Model used to conceptualize the empowerment process of women in Ethiopia.....	173

ABSTRACT

A Large number of adult women living in rural parts of the country had neither the free time nor the opportunity to receive basic education at their early ages. As a result, despite the women's numerical significance, and their remarkable contribution to the economic development, women faced social and cultural challenges that undermine their human worth and dignity. These problems result mainly from lack of education among the majority of women and can possibly cause poverty and inequality. To address these problems, adult education and literacy programs that incorporate functional adult literacy, vocational training, and entrepreneurial support was implemented. Such a program is believed, would promote socioeconomic empowerment of women. Thus, the aim of this study was to explore the impact of this adult literacy program on the rural women's socioeconomic empowerment. Conscientization and dialogue theory of Paulo Freire was adopted as a theoretical framework. A case study method was used with a purpose to determine the impact of adult literacy on the socioeconomic life of rural women. For sampling purpose, three adult literacy supervisors, five adult literacy facilitators, and twenty women were included. Data collection tools were in-depth interviews, focus group discussion and personal field notes. To analyze the data, the researcher took the rules proposed by Huberman and Miles (1994) and Marshall and Ross (1995). The analysis of the data resulted in two major themes, five categories, and twenty-one sub-categories. The result showed that the adult literacy program enhanced the following components of women's life: At the individual level, it improved, the ability to read, write and calculate; self-confidence to express one's feeling and idea; a positive self-concept; and confidence to challenge the already established wrong meaning about women. At the social level, literacy changed women's negative attitude towards children's education; improved their ability to persuade/communicate their spouses; it improved women's knowledge of family planning and health matters. Furthermore, it improved women's social networking ability and mobility; and changed women's attitude towards commonly practiced social evils like female child genital mutilation; and also increased women's participation in social affairs. At an economic level, adult literacy equipped women with the knowledge and skills to engage in different income generating activities like poultry production, honey production and growing different types of vegetables. Moreover, adult literacy advanced women's knowledge of saving and effective utilization of resources. However, it was found that that specific adult literacy program could not equip women adequately to exercise their decision-making right in financial management.

Keywords: *Adult Literacy, Women's Empowerment, Gender*

CHAPTER 1: INTRODUCTION AND ORIENTATION

In the introduction and orientation the study presents an overview on the contributions of adult literacy programmes on the empowerment of the rural women in Oromia Regional State in Ethiopia. This is followed by a discussion on the background to the study and the motivating factors underscoring the reasons why the study was conducted. The statement of the problem and the research questions are elaborated upon as well as the aim and objectives of the study. Furthermore, the research methodology, the significance of the study, the demarcation and limitations of the study are presented. Finally, the research structure was articulated.

1.1 ADULT LITERACY EDUCATION: AN OVERVIEW

The meaning of adult literacy has been changing over many years as a result of policymakers' efforts to ensure that the uneducated adults as educated. UNESCO made three distinctive announcements over a period five decades on how literacy programmes on adult education and training should be gradually provided. For instance, in the 1930s and 1940s, adult literacy was understood as the ability to read and compose a message. The earlier definition was derived from the introductory efforts of UNESCO for more than a century to secure the authenticity of an overall effort to advance basic adult literacy (simple reading and writing). The idea of usefulness and utilization (functionality) of adult literacy, in social settings, in particular, was conceptualized after the initial efforts that lasted for two decades.

Then, the idea of different kinds of proficiency in valuation and the securing and utilization of adult literacy programmes, specifically those of social challenges, came to be perceived as the necessary approach to take to empower adult learners. This may be viewed as a further refinement of the idea of usefulness/functionality/.In this case, literacy refers to different abilities and skills in relation to economic, political and social activities. Thus, the recent definitions have concentrated on the critical applications of these abilities or crucial applications of these skills in real life (Ahmed, 2011). □

According to Freire's (1985) explanation, a pressure from two contradictory viewpoints has marked adult literacy efforts. A wide version of adult literacy includes a variety of abilities, capabilities and consciousness about self and the world that empowers people and groups to practice decisions concerning the development of human potential. On the other hand, the narrow perspective considers adult literacy as the ability to acquire the expertise to interpret composed images as a method of communication. Indicating his position, Freire, states that adult literacy is not about reading the word, but it is reading about the world. As a researcher, the researcher strongly support the idea of Freire that adult literacy is not about reading and writing but it is about using it in a real world. The researcher strongly supports the perception that adult literacy is an instrument to be used in solving social, political and economic issues. Thus, the arguments of this study are built around this central perception and idea.

The fifth universal meeting on Adult Education held in Hamburg (1997:4) confirmed the idea stated by Freire as follows:

Literacy is conceived broadly as the basic knowledge and skills needed by all in a rapidly changing world. In every society, literacy is a necessary skill in itself and one of the foundations of other life skills. Literacy is likewise an impetus for investment in social, political and economic exercises and for adapting all through life. However, there are millions, the dominant part are women, who lack chances to learn.

Based on Freire's argument that adult literacy was not about reading the word, but it was about reading the world, and on UNESCO's notion of literacy of solving social, political and economic problems, many efforts have been made to reach the uneducated population of the world. The reflect approach (the Freirian approach), and the functional adult literacy (FAL) approach are the two most commonly applied approaches (methodologies) to implement projects related to adult literacy. The target groups of adult literacy projects vary from country to country. However, in most parts of the world, women constitute the largest number of many projects. The contents of the adult literacy materials also vary. In some countries, health issues like family planning and HIV/AIDS are top on the priority list

while in other countries, issues related to agricultural productivity, microfinance and entrepreneurship are top on the list in the curriculum of adult literacy. Women empowerment packages are also the core focus on some projects, especially in developing countries (UNESCO, 2000). Thus, this study focused on assessing the impact of adult literacy programs that were implemented in Ethiopia.

1.2 BACKGROUND AND MOTIVATION FOR THE STUDY

The current National Adult Education Strategy of Ethiopia was created during the proclamation of Education for All declaration (Asnake, 1998). The UNESCO's Education for All Goal, was received and dispatched in Jomtien in 1990, and it was reexamined after ten years in the education meeting in Dakar. The EFA goal had embraced a set of six goals to be met by 2015 (UNESCO, 2000). EFA goal four was about achieving 50 percent changes in levels of adult literacy by 2015. It was particularly for adult women's impartial access to fundamental and continuous education.

To attain goal four of EFA, the government of the Federal Democratic Republic of Ethiopia undertook a lot of measures during the last two decades. Among these measures, the strategy detailed in 1993 (for women's policy) could be a case. To promote an important environment in which women can have access to essential social administrations, and freedom from ignorance, adult literacy and education packages, besides formal education, have been taken as a solution. The measure was strategically planned everywhere to make provision for proper structures inside government sector for building unbiased and gender sensitive approaches. The target was to create conditions conducive for accelerating equal treatment between men and women. Thus, women can participate in the political, social, and economic life of the nation on equal basis with men, with guaranteed entitlement to claim property and other human rights (Ethiopian Policy on Women, 1993). Guided by this goal, numerous nongovernmental, governmental and faith-based associations embarked on education projects to provide uneducated population, especially women, with basic education that was critical to their lives. Other than adult literacy and numeracy, life skill training in practical agribusiness, ceramics, home

economics, metalwork, conventional fabric making, sewing and different exchanges, are offered to women.

However, no attempt was made to determine how these integrated women's educational projects have contributed to improving the socioeconomic status and living standard of rural women. Internationally, the importance of adult literacy to social and economic development has been recognized so far through research. There are also evidences that adult literacy was beneficial within families, with uneducated adult family members earning more when living within the literate family. Nevertheless, the process by which adult literacy in general and the integrated women's adult literacy program in particular, affects the well-being of individual rural women and their families in Ethiopia, are not fully understood. For example, questions like how do literacy programmes changes women's attitude with respect to resource allocation in the families? How does literacy help them participate in social matters? How does literacy help them in developing positive self-esteem, have not been addressed at all in the Ethiopian context? These are some of the issues that motivated the present researcher to conduct this study in Ethiopian context.

1.3 STATEMENT OF THE PROBLEM

Nowadays, lack of education is one of the major problems that influence all sides of the earth, particularly the poor nations. It has no restrictions and it exists in every race and ethnicity, age group, and economic class. Overall numbers, 774 million adults lacked basic education in 2011. Of all these, 493 million or 66 percent, were women. Among youth, 123 million are unskilled; out of this, 76 million are women. Despite the fact that the extent of uneducated population is shrinking, the female extent has remained virtually steady at 63 percent to 64 percent (UNESCO, 2008).

Table 1. Global Literacy Rates and Population Numbers for Adults and Youth

SN	Data on Adult and Youth Literacy	In Percentage/ Million
1	Adult Literacy Rate Total	84.1%
2	Adult Literacy Rate Male	88.6%
3	Adult Literacy Rate Female	79.9%
4	Adult illiterate Population Total	773.5 Million
5	Adult Illiterate Population female Share	63.8%
6	Youth Literacy Rate Total	89.5%
7	Youth Literacy Rate Male	92.9%
8	Youth Literacy Rate Female	86.8%
9	Youth illiterate Population Total	123.2 Million
10	Youth illiterate Population female Share	61.3%

Source: (UNESCO Institute for Statistics, September 2013)

The minimal literacy rates are seen in sub-Saharan Africa and in South and West Asia. Adult literacy rates were under 50 percent in the following 11 nations: Benin, Burkina Faso, Chad, Ethiopia, Guinea, Haiti, Liberia, Mali, Niger, Senegal and Sierra Leone. In Central and Eastern Europe, Central Asia, East Asia and the Pacific, and Latin America and the Caribbean, the average adult and youth literacy rates were remarkable more than 90 percent. It was vital to note that regional averages can mask disparities at the country level. This was obvious in sub-Saharan Africa where the adult literacy rate ranges from 25 percent in Guinea to 94 percent in Equatorial Guinea. The region of South and West Asia is home to more than one-half of the global illiterate population (53 percent). In addition, 24 percent of all illiterate adults live in sub-Saharan Africa, 12 percent in East Asia and the Pacific, 6.2 percent in the Arab States and 4.6 percent in Latin America and the Caribbean. It was estimated that less than 2 percent of the global illiterate population live in the remaining regions of the world all combined together (UNESCO, 2013).

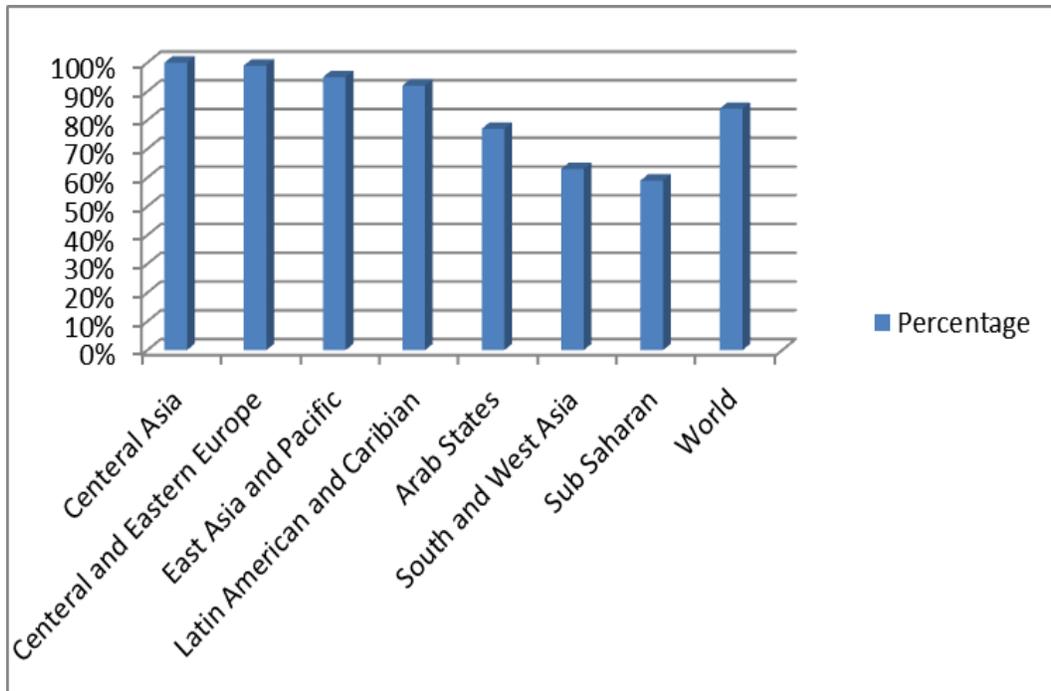


Figure 1. Global Distribution of Adult Literacy by Region

In most Sub-Sahara African countries, factors like negative attitude towards women's education, poverty, and political conditions blocked millions (particularly women) from guaranteeing their essential human rights and fundamental education during their early ages. This has resulted in a high rate of unemployment among a huge number of economically dynamic citizens in most African nations, including Ethiopia (UNESCO, 2013). □

Moreover, there are still prevailing gender gaps and inequalities in education and training that harm women in labor market participation and employment in terms of low-paid occupations, unemployment, and underemployment. Additionally, following into various fields of study (connected with different vocation opportunities) remains a remarkable issue. For instance, in tertiary education, women mainly pick education and health fields; only a few go for science and engineering. Thus, the proportion of women utilized in economy decreases as the innovation level ascends. In addition, Women seem, to be more subjected to employment instability than men. They overwhelm the informal economy and rural sectors, portrayed by powerlessness in business status, and a low level of security;

generally, untalented work, and unstable income. They work in plantations, flower and coffee farms with deficient working conditions. In agriculture, intensely overwhelmed by women, women's efficiency is 30 percent lower than men's since women lack access to basic inputs.□

In the same way, in Ethiopia, even though women are actively involved in all aspects of rural activities, the varied and important roles they play have not always been recognized (Bediru, 2011). Despite the women's great contributions, they faced social and cultural challenges that undermine their human worth and dignity. As a result, in the rural parts of Ethiopia, the uneducated are women. They have neither the free time nor the energy to learn (Ethiopian Policy on Women, 1993). Major challenges related to rural women are:

- Women are viewed as unmindful of everything and are expected to have no commitment to the family economy;
- Despite the workload on them, women in the rural territory have no say regarding the property claimed by the family, and it was the spouse who merits restrictive rights to settle on the family unit properties, including farmhouse produce;
- Girls/women are normally married to male without their assent and before the marriageable age;
- Widow legacy is practiced as an issue of right and;
- An unsafe customary practice like female genital mutilation is being practiced, despite their impact on wellbeing, as a result of the currently unimaginable ways and in light of the fact that individuals assume that their young lady will not get a husband unless circumcised (Ethiopia Demographic and Health Survey, 2005).□

This makes them disadvantaged with weak authority in decision-making power, management of resources, and in other social affairs. To sum up, rural women in Ethiopia are characterized by disempowerment.

In the region where this study was conducted (Oromia Regional State), the gender difference in the provision of education, access to assets and opportunities clearly observable. Educational opportunities are fundamentally higher among the Oromo males than they are among the females. There are almost 40 percent more uneducated females of age six and above than males of this age in Oromia Regional State. Just 4.5 percent of males and 1.8 percent of females completed elementary school; 4.3 and 8 percent of females and males had achieved the secondary school level respectively, and even a lower rate than that had finished it. Additionally, While 36 percent of all inhabitants of Oromia were literate in the year 2004, the rural rate was much lower (31 percent) than the general urban rate (72.4 percent). There was a remarkable distinction in the male-female rates as well, with the general female rate (22.8 percent) is not as much as a large portion of the males' rate (49.4 percent (Kasente, cited in Takele, 2008)).□

Moreover, women in the region have limited accesses to resources and opportunities and their productivity remains relatively low in relation to their potential (Lynda, 1991). In terms of property ownership, women in the region have no equal rights with men. In addition, the dominance of men in various income generating activities highly affects the economic empowerment of women. Generally, the inequality in the provision of education, access to resources and opportunities reflects the deep-rooted tradition and values within the ideological, political, economic and socio-cultural structure of societies (Demographic and Health Survey, 2005).

To overcome the difficulties of the absence of women's education, adult education and literacy are perceived as vital instruments. Adult education in general and adult literacy in particular, is seen by many as one of the most powerful instruments for reducing poverty and inequality. It lays the basis for sustained economic growth and development of human civilization.□

Based on this premise, Deutscher Volkschochschul Verband (DVV) which is an international NGO in bilateral agreements with the Ministry of Education implemented in Ethiopia a program called the Integrated Women's Empowerment Program (IWEP). IWEP strives to promote a mixed approach that combines three traditionally separate

components; namely adult literacy, livelihood skills/non-formal vocational training and entrepreneurial support. This newly established model and structures are expected to form the basis of an adult education system. The special emphasis of this program is on women in the country and it contributes to the implementation of National Adult Education Strategy. Based on the above objective, a huge amount of wealth was spent and a large number of women had got the opportunity to participate. But, how this program was working in changing the life of rural women needs to be researched. Thus, this study tries to explore the effects of adult literacy on women's socioeconomic life of rural women in the Oromia Regional State, in Ethiopia.

1.4 MAIN AND SUBSIDIARY RESEARCH QUESTIONS

1.4.1 Main research question

This study addresses the following main research question:

How does adult literacy program contribute to rural women's socioeconomic empowerment?

1.4.2 The subsidiary research questions

The Subsidiary Research Questions are:

- How does women's involvement in adult literacy change their feeling about themselves (Self-worth, self-potential, self-confidence...), which is critical for socioeconomic empowerment?
- How does adult literacy improve women's knowledge of basic social issues (children's education, health, mobility, and networking)?
- How do women use adult literacy skills to generate and manage income of their own?
- What are the challenges that affect women's empowerment process aimed at provision of adult literacy in the study area?

1.5 AIM AND OBJECTIVES OF THE STUDY

1.5.1 Aim of the study

The aim of this study was to explore the impact of the adult literacy program on women's socioeconomic empowerment in order to achieve the following objectives:□

1.5.2 Objectives of the study

The objectives of the study are:

- To explore the benefits of participating in the adult literacy program on women's self-concept and understanding;
- To understand how participation in the adult literacy program improves women's social life;
- To explore the benefits of women's participation in the adult literacy program in improving their engagement in income earning activities and control over the income ;
- To identify challenges that hinder women's empowerment process through adult literacy in the study area;

1. 6 RESEARCH DESIGN AND METHODOLOGY

1.6.1 Research design

In this study, the researcher's intention was to explore the impact of adult literacy program on women's socio-economic empowerment, as research done in this area in Ethiopian context was very scanty.

An exploratory research was used. Exploratory research was the researcher's tool to understand an issue more thoroughly, before attempting to quantify mass responses into statistically inferable data. Exploratory research design does not aim to provide the final and conclusive answers to the research questions, but explores the research topic with varying levels of depth. Exploratory research tackles new problems on which little or no previous research has been done (Brown, 2006). Moreover, it has to be noted that exploratory

research is initial research; it forms a basis for more conclusive research and it can even help for determining the research design, sampling methodology and data collection method (Singh, 2007). □

1.6.1.1 Research paradigm □

The paradigm of this research is constructivism. Constructivists claim that reality is relative and that it is dependent on one's viewpoint. This paradigm recognizes the importance of a person's subjective creation of meaning (Miller & Crabtree, 1999). Constructivism is based upon the premises of a social construction of reality (Searle, 1995). One of the advantages of this approach is the climax collaboration between the researcher and the participant to enable the participant to tell their narration (Crabtree & Miller, 1999). Through these stories, the participants are able to describe their views of reality; this enables the researcher to better understand the participants' view (Robottom & Hart, 1993). This paradigm fits with the purpose of this study, as the study explores the impact of adult literacy program on women's socioeconomic life.

1.6.1.2 Research approach

This study pursues a qualitative research approach. It allows the researcher to study things in their natural settings (Creswell, 2011). According to Marshall (2003), the strength of qualitative research is its ability to provide complex textual descriptions of how people experience a given research issue. It provides information about the human side of an issue.

In this study, the qualitative research method is preferred as it contributed to this study at least in two ways: It provides rich descriptions of complex phenomena (like women's adult literacy program and its impact on their socioeconomic life). It also gives a voice to those whose views are rarely heard (in the case of this study- woman).

1.6.1.3 Research type

Qualitative case study is an approach this research pursues. This type of research approach is presumed to facilitate the exploration of a phenomenon within its context using a variety of data sources. This guarantees that the issue cannot be investigated through

one viewpoint, rather a mixture of lenses, which take into account numerous aspects of the phenomena to be uncovered and caught (Baxter and Jack, 2008). According to Yin (2003:2), "the distinctive need for case studies arises out of the desire to understand complex social phenomena" because it allows investigators to retain the holistic and meaningful characteristics of real-life events." Case studies are chosen methodologies, especially when "how or "why" questions are raised in a research (Yin, 2003).□

A qualitative case study method was used with a purpose of understanding the impact of adult literacy on the socioeconomic life of rural women who participated in the program in two villages of Oromia region, in Ethiopia. One of the main reasons for using a case study method was that exploring the relationship between literacy and socioeconomic empowerment was a complex situation. This is mainly because; the relationship between the two, when analyzed, cannot sometimes be accurately related with figures and statistics. There are several factors that make such relationship difficult. There could be many influences-suitability of the literacy program to the cultural contexts, interest and motivation of the literacy facilitators, the interest of participants to the literacy, quality of the literacy program in improving the life of participants etc. All these should be explained contextually.

Moreover, some socioeconomic output gained as a result of adult literacy, could not be described using numbers, but it could be explained qualitatively based on the voice of respondents. In addition to this, case study method helped the researcher to make a thick description of the issue under study by gathering rich information from different sources. Thus, this study used many data sources (adult literacy supervisors, adult literacy teachers, and women who participated in adult literacy program) to investigate issues under consideration. □

1.6.2 Research methods

1.6.2.1 Research population and sampling

This study includes three main groups of actors involved in the adult literacy program. These are adult literacy supervisors, adult literacy teachers and women who participated in the literacy program. The selection of all these participants was done based on

purposive sampling. Three adult literacy supervisors, five adult literacy teachers/facilitators, and twenty women who participated in the adult literacy program, were selected as a sample. The purpose of purposive sampling is to select information-rich cases whose study will illuminate the research questions under study. It is a form of non-probability sampling in which decisions of individuals to be included in the sample are taken by the researcher, based upon a variety of criteria, which may include researcher's knowledge of the research issue, or data source's capacity and willingness to participate in the research. The purpose of purposive sampling is to ensure quality by selecting individuals who have experienced the phenomena being studied (Patton, 2000). □

In this study, the sampling deliberately included those data sources that could be rich sources of information in specific contexts. The detail of this part would be discussed in chapter three.

1.6.2.2 Data collection tools

Data collection is a process that includes many activities ranging from finding people and places to collect good and credible information to arranging them in a good way. It is aimed at collecting credible information to answer the research questions raised by the researcher (Baxter and Jack, 2008). In this study, major data collection tools were in-depth interviewing, focus group interview/discussion and personal field notes.

1.6.2.3 Data analysis techniques

Qualitative Data Analysis is a methodology of arranging information into its constituent segments to demonstrate its components and structures. For this study, to analyze the data, the researcher took after the rules proposed by Huberman and Miles (1994), Marshall, and Ross (1995). It has the following steps:

Data organization: the first step include transcribing an interview, writing field notes or sorting and organizing the information into distinctive sorts relying upon the source of data. To help the legitimate investigation and grant review of full information, the information was put away in one area and was additionally arranged systematically to answer the

research questions.

Discovering and sorting out concepts and ideas: after the association of the information, the analyst recognized themes, repeating thoughts, languages, and patterns of belief, feelings, and ideas in connection to the impact of adult literacy in women's socioeconomic life. By searching for words/expressions utilized frequently, the researcher made note of distinctive ideas and attempted to distinguish the predominant one and thoughts identified with in the issue under study.

Coding and classifying concepts and ideas: Once the researcher has recognized words/expressions utilized regularly, and additional thoughts originating from the interviewees, he composed these thoughts into codes or classes.

Building overall themes in data: Each of the response categories has one or more related themes that give a clearer meaning to the data. Diverse categories were broken down under one fundamental all-encompassing theme and each was discussed in detail.

Guaranteeing *reliability and validity in the data analysis and in the findings*: To guarantee reliability and validity, the researcher takes the responsibility to keep up consistency through the interviewing, transcribing and analyzing of the findings.

Testing Emergent Findings: After themes and patterns emerged out of the data, the researcher went through the data, precisely looking for negative occasions of the patterns. These are sometimes called "outliers" (Huberman and Miles, 1994). After precisely analyzing and giving conceivable clarifications, the exceptions were tossed since they did not fit into the patterns and themes in the data. The final step of the data analysis consisted of a detailed interpretation of the data to answer the basic research questions. □

1.6.2.4 Trustworthiness

Lincoln and Guba (1985) argue that ensuring credibility is a vital issue in building reliability. The reliability and validity of this study was based on several standards that were held when this study was conducted. First, broad bases of experience and perspective to

construct meaning by accommodating multiple realities of participants were created. Second, the researcher used multiple sources of data, namely, adult literacy supervisors, adult literacy teachers and women who participated in the adult literacy program. Towards that end, two major data collection tools, namely, in-depth interview and focus group discussion were employed. The third step was checking and rechecking the data during coding and categorizing. Fourth, the interview was conducted in a local language in the absence of adult literacy supervisors and teachers to facilitate free communication of participants. Moreover, the researcher spent two weeks with the participants before conducting any interview and focus group discussions. Besides, the researcher audio-recorded, transcribed and analyzed all the interview discussions to ensure proper capturing of the data by ensuring the reliability and validity.

In addition, the researcher followed the following steps to keep the protocol of the study: □

The researcher requested informed consent from study participants for participation in the study. The informed consent discussion was conducted with the participants (adult literacy supervisors, adult literacy teachers and women who participated in the adult literacy program) at a convenient location and in a comfortable language for them, using translators. After providing information and answering any queries, the participants were asked if they could give their written consent using consent form and the consent was filled based on that form.

Information about the objective of the interview and the overall study was provided to each participant at the commencement of each session. Confidentiality and anonymity were explained. Finally, each participant was asked if she/he consents to be interviewed and recorded. □

During each interview, the topic guide was followed. A tape recording was made of the interview and the field worker made notes of the responses and non-verbal behaviors of the participants during the interview as well as notes about the setting and atmosphere of the interview.

The contact summary form was completed immediately by hand and typed into a computer file, labeled with the identity number of the interviewee, and stored within the audio file.

1.6.2.5 Ethical consideration

In this research, ethical issues were considered in the following ways:

First, the researcher took the position that whatever the participants told him was true, for it was their reality.

The researcher never allowed his experience and philosophy to influence the participants. The researcher did this consistently throughout the study.

Second, the researcher informed participants about the overall purpose of the research, its main features, as well as the risks and benefits of participation in the study.□

Third, the researcher took full responsibility for the participants, including issues such as ensuring confidentiality and avoiding harmful practices that affect the participants. In ensuring confidentiality, the researcher did not reveal private data and identities of the participants. The researcher never mentioned their names and their addresses. The researcher also never forced them to share their personal stories, unless they did it voluntarily.□

Fourth, as the individuals participating in this study had a reasonable expectation that the conduct of the researcher need not be excessively intrusive; so the researcher used only convenient time and condition to ensure that the research process does not intrude on their time, or their personal lives.

Finally, the researcher tried to analyze the data in a way that was secured from any wrong interpretations.

1.7 SIGNIFICANCE OF THE STUDY

The significance of this study lies in its contribution to an in-depth understanding of the role of adult literacy for improving the socioeconomic life of rural women. Specifically, the study has the following significances: □

- Help our professionals, practitioners and policy makers understand the issues and challenges related to women's literacy;
- Make a great contribution to the field of education by helping professionals in conceptualizing literacy in a way that addresses the multi-dimensional aspects of women's life;
- Assist literacy practitioners in exploring the life experience of rural women, which helps them identify ways in which they can equip women with literacy skills;
- Inform policy makers to make better choices in formulating policies and strategies regarding women's literacy;
- Serve as a springboard for researchers who are interested in carrying out another related future study in the area; □

1.8 DEMARCATION AND LIMITATIONS OF THE STUDY

1.8.1 Demarcation of the study

Ethiopia is a country that follows the Federal Democratic system of governances. There are nine autonomous regional states and two city administrations. This study focused on the adult literacy program for rural women, which was implemented in one of the regions- Oromia Regional State. Specifically, the researcher has chosen two villages as a case study from this region.

Currently there are many types of community skills training and adult literacy programs implemented by different NGOS. It would not be manageable to study all these programs. Thus, this study attempted to investigate the adult literacy program component and its impact on women's socioeconomic empowerment by referring to a project implemented by dvv International (an NGO actively involved in adult literacy programs for women) in the

Oromia region.

1.8.2 Limitations of the study

The following are the limitations of the study:

Currently, there are different types of literacy programs in the country. Supported and guided by adult and basic education policy of the country, different NGOs are taking part in the implementation of different adult literacy programs. However, this study did not take into account all kinds of literacy programs in Ethiopia. The study attempted to examine the voices of women who are involved only in one type of literacy program, namely, DVV adult literacy and women's Empowerment Program. This program was selected mainly because it deals specifically with women's empowerment. Thus, the main limitation of this program is that the researcher understood the depth of the area to be investigated but not its coverage.

1.9 STRUCTURE OF THE STUDY

This study is divided into five chapters. Chapter one presents a brief description of adult literacy in general and adult literacy programs of Ethiopia in particular. It also discusses the background of the study and a statement of the problem, research objectives as well as the significance of the study. Included in this chapter are also the limitations of the study, and structure of the study.

Chapter two is committed to the literature review on different issues related to adult literacy. The reviewed literature provided in this chapter serves as background information on the relationship between adult literacy and women's socioeconomic life.□

In chapter three, the research methodology used in this study is described. Using the framework of case study research design; the study used in-depth interview and focus group discussion as instruments of data collection.

Chapter four is deals with data analysis, interpretation, and findings. Finally, in Chapter five, research overview, conclusions, and recommendations are presented.

CHAPTER 2: REVIEW OF PETINENT LITERATURE

This chapter was about an in-depth study of literature sources dealing with adult literacy programs that discussed ways of empowering adults, especially those adults in the rural areas. The researcher extensively and intensively looked into the arguments on how the various authored treated the issue of empowering adults and specifically rural women. This was done by looking into how adult literacy education was practiced in a few selected countries.

The selected countries are from the developed, developing and underdeveloped countries and they are: the United States of America and Russia as developed countries, the Republic of South Africa, as developing country and many African countries' experiences are canvassed. Furthermore, a theoretical framework underpinning the study is discussed a few perspectives. The strengths of all these countries in relation to their adult education system had been highlighted. Finally, the possible lessons that Ethiopia as a country can learn from adult literacy education of all these countries were stated.

2.1 HISTORICAL OVERVIEW OF ADULT LITERACY EDUCATION

It was historically believed that literacy has first appeared with the development of numeracy and computational devices as early as 8,000 BC. But, scholars like Davis (1995) and Supa (1999) indicate that in Europe, the greater part of the advancements in adult literacy happened since the mid-nineteenth century and later. Scattered organizations devoted to adult literacy education emerged in Europe during the industrial revolution. Walker (1998) agrees that with the beginning of the industrial revolution in Europe and North America, workers with literacy skills became a necessity, and education was finally provided to the masses.

A large number of the initially formalized adult literacy education organizations were correspondence schools. In Great Britain, France and Germany correspondence education was created and rapidly spread during the mid-nineteenth century. Scholarly associations got prominence in the mid-twentieth century, and they created social developments which recognized that adult literacy and education were incredibly essential

for the overall advantage of society (Supa, 1999). On the other hand, in the United States, the lyceum movement (organizations that sponsored public programs and entertainments) with its lectures, emotional exhibitions, class teaching, and verbal debates contributed fundamentally to the education and training of the adult Americans in the nineteenth century. The Lyceum flourished in the mid-nineteenth century, and some kept flourishing until the mid-twentieth century.

During this time, many associations were made for enhancing the social, scholarly, and moral fabrics of adult society. Noted speakers, performers, and writers would venture to every part of the Lyceum circuit, setting off from one town to the next or from one state to the next to promote adult education. During the twentieth century, governments and more formal instruction organizations were included. With changes in societal perspectives, for example, the perspective that educational opportunities ought to be equal to all, that education was not so much the benefit of the youth or rich, and a diminishing of the stigma attached to the adult as learners, an interest in adult education and training became popular. All those efforts laid a foundation for the current adult education system of the country (Davis, 1995). □

Thus, the researcher has examined that the development of adult literacy education was linked to the development of written language many years ago in some European countries. Its greater parts of advancements, however, started during the industrial revolution, especially in Europe. During that era, adult literacy was used as a means to equip, especially the workers working in the industry with some basic skills to increase productivity. In the United States of America, the reality seems different. It was the lyceum movement that created a favorable condition for the evolution of adult literacy. Then, the human right activists came up with the idea that education should benefit not only the young and the rich, but also the adults. This promoted the development of adult literacy.

As far as Africa was concerned, Omolewa (2008) indicates that the start of adult education was traceable to the activities of Christian evangelists. The Christian missionaries spearhead contemporary adult education by focusing on where individuals were first taught perusing, composition and basic mathematics.

In their endeavors to make the bible open to all, individual perusing ability was taught. But, the real challenge with the evangelist driven adult education project was its emphasis on the conversation of the natives.

In Africa, after the colonial period, there has been an intention to make the population fit for assuming control over their own administrations and economies, especially in the recently free nations. To this end, various African nations included backing up for the advancement of adult literacy and adult education within the overall educational drive. One positive sample was Tanzania under Julius Nyerere, who saw adult literacy as assuming a fundamental part in the improvement of the recently free nations. He said that our education had to focus on our adults, as our youngsters would not have an effect on our economic advancement for five, ten or even twenty years (Omolewa, 2008).

The above idea illustrates that adult literacy was first introduced to Africans by Christian missionaries to help the people read the bible. After the end of the colonial era, adult literacy became the issue of Africans, as some African leaders were interested to use adult literacy as a tool to speed up development of their nations. Yet, some readers may challenge the view that the concept of literacy that was introduced first by Christian missionaries. Indeed, the researcher own argument is that many writers seem to ignore the well established indigenous knowledge system that exists with Africans before foreigners came to them. □

2.2 ADULT LITERACY EDUCATION IN ETHIOPIA

The use of alphabet in Ethiopia dates back to the fourth-century after the death of Christ (A.D). In its consequent advancement, in any case, the Ethiopian alphabet was connected with the Christian religion and subsequently literacy was left to the church almost to be utilized as a method for religious instruction. It was at this moment in the 1890s that literacy and education were acknowledged as a method for improvement and advancement of the State (Mamo, 2002). From the beginning, Emperor Minilik the 2nd issued a directive that each child, male or female, over the age of six ought to receive formal education. This effort was inevitably reinforced by the establishment of a modern

school in 1908 and other decrees (case; declaration identified with dialect issues, school association and organization and teacher training and so forth). As a result of these statements, the Ministry of Education was brought into existence; teacher - training Institutes were opened, and the English language was proposed as a medium of instruction (Ministry of Education, 1989). □

Again, in 1967, during the feudal period, adult education and literacy office was established under the Ministry of Education, with the aim of encouraging and directing adult literacy system. Meanwhile, in 1968, Ethiopia became one of the African countries that were selected for pilot testing Work of Adult literacy Program (WOALP). Being one of the African nations that were chosen for the pilot testing of the Work Oriented Adult Literacy Program (WOALP), the nation presented the system in a tripartite concurrence with UNESCO and UNDP. The implementation of WOALP, thus, augmented the attention of both government authorities and people everywhere in need of education in general and adult literacy in particular (Mamo, 2002). □

During that Era, the main contributors towards the promotion of adult literacy programs in Ethiopia were: Ethiopian Orthodox and Evangelical Church; Government (Ministry of Education, Ministry of National Community Development, Army Force); Voluntary associations (National literacy Campaign Organization, Ethiopian Women Welfare Association, Youth and Women Christian Association) and other International Organizations. The curriculum of adult literacy program included: reading, writing and arithmetic among others (UNESCO, 2006).□

When the feudal government was supplanted by the military communist administration, shockingly, 90 percent of the Ethiopian population was uneducated. Hence, it was accepted that it would be complicated and unfeasible to introduce change and advancement as a nation, in a country where most of the population are uneducated. As a result, the national adult literacy campaign was propelled into another distinctive way. Participants of the crusade were secondary school students, members of the army, and teachers in the secondary and high schools and university students (Ministry of Education, 1989).The national adult literacy battle was intended to attain the following goals:

eradication of illiteracy from all urban areas and their surroundings, as a short-term plan; total eradication of illiteracy from Ethiopia, as a long-range plan; to apply literacy skills in everyday activities to improve the living condition of the people; to use literacy skills as a means of acquiring scientific theories, concepts and skills for effective participation in economic, social and political affairs. □

In order to implement these objectives, a national literacy campaign, a coordination committee (NLCC) was established in which the Ministry of Education was made committee chairperson. The representatives were from government agencies, mass organizations, professional associations, and religious institutions. In addition to the main committee, there were four subcommittees, which were responsible for information and aid facilitation; equipment and material procurement; recruitment, placement and training, supervision and certification. Although there were many accomplishments, the adult literacy battle launched by the military government after the feudal framework had its own particular shortcomings and challenges. Profoundly centralized administrative structure, the absence of responsibility for good implementation, lack of interest from the side of learners and poor assessment and checking practice were significant issues that described adult literacy of that time (Mamo, 2002).

The federal government administration came into being in the year 1994 after the fall of the Military communist administration. As stipulated by the Constitution of 1994, Ethiopia consists of nations and nationalities that openly and deliberately hold fast to it. The educational policy of the new government has been thus the third policy in the historical backdrop of the nation since 1945 (Tekeste, 2006). The current Education and Training Policy of the nation places adult education as a primary need. But, it lacks integration with the other type of education at all levels in practice (Education and Training Policy, 1994). After a great deal of inner and outer pressure, the Ministry of Education acknowledged the non-formal training as a mode of conveyance for the mode of delivery of basic education and adult literacy and included it in the education sector development program II. The New National Adult Education Strategies was officially launched by the Ministry of Education in 2008 (Ministry of Education, 2008).

This new strategy defines the content of adult and non-formal education to include literacy, numeracy and the development of skills that enable learners to solve problems and to change their lives. It also outlines three sub-component modes of delivery for adult and non-formal education as functional literacy program for youth and adult over 15 (especially women); alternative basic education for out of school children between the ages of 7-14 years; community skills (Vocational) training for youth and adults (Ministry of Education, 2008).

Moreover, different sectors place adult literacy at the centre of their plan. The Ministries of Women, Children and Youth; Education; Agriculture and Health, are among the agencies that are highly involved in the provision of the adult literacy program in Ethiopia. The Gender and Education Equity Department of the Ministry of Education are specifically in charge of adult education at the government level. In addition, there are units at regional and other levels of governmental structures that are responsible for the provision of adult literacy program (Ministry of Education, 2008). □

2.3 ADULT LITERACY AND ITS CONTRIBUTIONS TO THE SOCIETY

Adult Literacy has been viewed as a key component of formal education since 1950s. It was argued that literacy was a fundamental human need and human right as it gives advantages for people, families, groups and countries. In contemporary society, it is generally figured that adult literacy skills are very important for decision-making, individual empowerment, and for active participation in local and worldwide community affairs.

Barton (2007) for instance, expresses that adult literacy upgrades individual's state of mind and advances economic advancement and prosperity in the society. Farah (2002) also argues that adult literacy has a positive effect on advancement, particularly for women, prompting changes in development indices in a range of areas, for example, health, prosperity rates, children's education, economic advancement, independence, and empowerment. Based on these beliefs, many adult education projects were started in developing nations by governments, NGOs, and international agencies. The next sections discuss the contributions of adult literacy in detail.

2.3.1 Adult Illiteracy and its contributions for developing self-esteem □

Self-esteem is personal conditions that facilitate social and political action. An individual's heightened sense of confidence can lead to incipient forms of political behavior; it functions as invisible armor that prepares people to undertake behaviors that may introduce risks but also intended results. Accessing to public sphere and decision-making appears to require personal attributes that permit the individual to develop feelings that one can influence one's environment. □

Young et al. (1980) made a national assessment of literacy projects under the Adult Education Act in the United States. The study uncovered that 85 percent of literacy learners reported a change in their self-esteem. Another national assessment of his own also found that 65 percent of proficient learners felt better about themselves following a three-year follow-up (Young et al., 1994). □

A study by Archer and Cottingham (1996) assessing women in literacy in Bangladesh observed that, women enhanced their confidence and feeling of self-adequacy in activity inside family unit. Furthermore, Stromquist (1997) study which focused on adult literacy programs in Brazil shows a positive result about the relationship between literacy and self-esteem. This study reported the high increase in self-esteem in the women who took part in the adult literacy program.

2.3.2 Adult Literacy and its Contribution for Health

The practice of adult literacy can be instrumental in individuals' accomplishment of a scope of abilities; for example, keeping up great well-being and living longer, controlling reproductive behavior, raising and educating kids, lessening child mortality, and improving prospects. The factual connection between women's literacy and health indicators, especially diminished fertility, child mortality and expanded life expectancy, was the center of much research in the 1970s and 1980s. □

Among others, Cochrane (1979) recognized that every additional year of maternal education was connected with a nine percent diminish in under five mortality. Moreover,

Sandi ford et al. (1995) analyzed the impacts of adult basic education in Nicaragua over ten years and discovered the factual critical drop in child mortality among mothers who had participated in the adult literacy program. In addition, they found that the decreased children death rate because of adult basic education was more remarkable for individuals who had been made literate in primary level education than those individuals who had not been made literate in primary level education. □

Thus, scholar like Cochrane (1979) and Sandi ford et al (1995) proved that adult literacy can reduce child mortality remarkably. However, in their study, this could not give a detail explanation of how this reality could happen. This was one major gap in their study. □

In relation to fertility, Egbo (2000) found that 67 percent of educated women interviewed in her study in Nigeria reported that they have utilized family planning strategies in contrast to just 11 percent of uneducated women who said they had utilized some family planning routines, but not all. Furthermore, the study found that the normal number of children was seven percent for uneducated women and four percent for educated women. Moreover, in Tanzania, members in adult literacy projects knew more about family planning and held a more inspiring state of mind to family planning systems; they utilize them more often than their companions who do not take part in adult literacy classes (Carr-Hill, Kweka, Rusimbi, and Chengelele, 1991). □

Besides, few studies in Latin America show that women with more education are more eager to utilize family planning routines and to have fewer children (CEDPA, 1995). In his study, Smith (1997) found that women participated in adult literacy programs took a more dynamic part in the choice making to the health needs than the individuals who did not partake in the project. Besides, Bolivian women who went to adult literacy and fundamental training project showed extra gains in health-related information and behavior, unlike women who had not participated in such projects. The previous group was more probable, for instance, to look for therapeutic help for themselves and sick children, receives deterrent health measures; for example, vaccination and knows more about family planning routines (Burchfieldl, 2002).

To sum up, studies have proved that women who took part in adult literacy program know more information about health issues related to themselves and their children. They are very eager to take their children to health station for vaccination or other treatments. Studies on the impact of adult literacy on family planning also confirm that women who took part in adult literacy program have good knowledge about family planning issues and they do have positive attitude towards it. Thus, based on the findings from studies done in various developing nations, it is possible to conclude that women who participate in adult literacy program are more observant, and participant in various work initiative and health awareness issues for themselves and for their children. □

2.3.3 Adult literacy and its contributions for agriculture

World Bank study of African states showed that raising educational level upgrades agricultural productivity (World Bank, 1997). The proof for this argument comes principally from Jamison & Lau (1982). They accumulated and dissected 37 prior studies that related education to agrarian benefit. They reason that, mainly, four years of education, expands yield by eight percent.

The study, which surveyed the effect of an adult education plan on the agrarian productivity of agriculturists in southwest Nigeria, for instance, demonstrates that the adult education plan has a huge effect on rural benefit and expectation of everyday life. From the results accumulated, it was affirmed that the farmers who take part in the adult education plan, acquire more wage/benefit contrasted to those individuals who do not partake in adult literacy (Apata and Shitu, 2013). Furthermore, in Kenya, increases in the prevalence of Adult literacy and numeracy in rural areas lead to improvements in agricultural productivity. Therefore, adult literacy program can improve agricultural productivity, as it equips the participants with all the necessary knowledge and skills on how to effectively practice agricultural activities and use agricultural inputs properly. □

Hussain and Byerlee (1995) note that evidence is mounting (for Asia at least) that returns to schooling in agriculture may be high for urban wage earners. Phillips (1994) reviewed

additional 12 studies using 22 data sets (with more recent data and greater representation of Latin America) and was able to confirm the general trends noted above. □

On the contrary, Appleton and Balihuta (1996) based on only two studies of Africa (both in Kenya) pointed out that education was not found to be significant in increasing. They found that the effect of schooling on agricultural output was usually not significant.

The researcher disagree with Appleton and Balihuta's views which state that education does not contribute to agricultural productivity; many researchers who conducted studies taking the representative sample of the world came up with positive results. I agree with the idea that education scheme of the adult has a significant impact on agricultural productivity and standard of living. I support the argument that the farmers who participate in adult education scheme earn more income/profit compared to those who do not participate. I recommend a very sound type of education schemes for adult women living in rural parts of Ethiopia. This was mainly because agriculture serves as the basis of Ethiopian economy and Ethiopia was historically based on agriculture and about 80 percent of the work force was still engaged in farming and farm-related activities. This affirms that a strong and an efficient agricultural sector would enable the country to feed its growing population, generate employment, and earn foreign exchange besides providing raw materials for industries. □

2.3.4 Adult literacy and its contributions to socio-cultural development

There was a solid relationship between women's literacy and their children's education. Educated women demonstrated to be more eager to send their youngsters to class (Schultes, 1993). In addition, he confirms that both educated and non-educated parents agreed to provide education for their children, but educated parents were happier to have the capacity to help children in viable routes, for example, meeting teachers and talking about advancement of their children. In the same way, Carr Hill et al. (2010) assessment report of Uganda's adult literacy shows that adult literacy class graduates were about twice strong to examine schoolwork and check homework than the non-literates. Mothers who participated in the adult literacy program have more prominent accomplishment than those

women who have not participated in furnishing their children with cognitive and language abilities that help early achievement in school. An investigation by Cawthera (1997), demonstrates that educated parent's children stay longer in schools (expanded school participation) than uneducated parent's children.

Another vital social advantage of adult literacy was its critical social advantages. Among others, Kagitcibasi et al. (2005) demonstrate that participation in the functional adult literacy project helped to enhance Women's mobility in public and provided them opportunities for interaction. A study by Burchfield (1997) found out that adult literacy projects had a measurably remarkable and constructive impact on individual empowerment. Adult literacy increases respect for women's opinions from family and community members. It enhances women's confidence in communicating their presumptions. It also arouses their interest in discourses about governmental issues, men's drinking and wife beating, investments, and participating in talks about what they have perused. Adult literacy can equally help empowerment at the individual level (expanded feeling of self-regard and fearlessness, assertiveness in social interaction, etc.) providing individuals a greater sense of confidence.

Furthermore, the limited evidence accessible on cultural advantages of adult literacy proposes that adult literacy and adult education project can realize the change in individuals' worth, belief, and practice. As one study focused on meetings and examination with Nigerian women, which demonstrate the distinction between the day by day routine of literate and illiterate women also showed that educated women are investing more in recreation and rest (Egbo, 2000). The same study reports that educated women are less inclined to continue with social practices, which are harsh on women, for example, the long and frightful practices of grieving spouses passing away as contrasted to the uneducated women. In addition, Zubair's (2004) ethnographic study, likewise, demonstrates that women's right to gain entrance to perusing and composing both in national and foreign languages changed the nature of their recreation time and created another standard of security. `

The effect of adult literacy in the social change was similarly vital as it brings enthusiastically new ideas, standards and values in the wake of empowering the individuals to investigate their current conducts as education projects can help challenge attitudinal and behavioral patterns. As a result of this, participation in adult literacy programs does empower women to gain access and challenge male commanded ranges of working. For example, in some Bangladesh families, adult literacy has empowered women to take part in the money-related management of the family at one time controlled by men (Maddox, 2005). In the same way, women in Burkina Faso who took part in the adult literacy system felt that they had figured out how to influence their spouses to hear them out more (Oxenham, 2004). Thus, adult literacy programs have the impact on social and cultural variables.

Based on the findings of all the studies cited above, the researcher can argue that adult literacy improves children's education, women's mobility in public and provides them opportunities for interaction, sense of self esteem and self confidence, and assertiveness in social interaction; women's spending on leisure and rest and reducing women's painful practices of mourning in their husband's death and the like. However, all these could be materialized only when the quality and pertinence of training offered via mentors, and adult education facilitators, help women to captivate with new thoughts. The, curricula created from an understanding of the local social setting and existing gender relation also must be in place for the change to happen effectively.

2.3.5 Adult literacy and its economic contributions

Adult literacy has been perceived as a crucial component of human capital advancement. The positive relationship between economic advancement, and literacy levels and the effects of participation in education in economic development are well established.

For example, Coulomb et al. (2004) assess human capital and growth across fourteen OECD countries, and identified the significant relationship among investments in human capital, economic growth and labor productivity. The study was of particular interest since it was the first to identify a significant correlation between a country's investment in human

capital and its economic growth. They concluded that a rise of 1 percent in a country's literacy score relative to the international average is associated with an eventual 2.5 percent relative rise in labor productivity and a 1.5 percent increase in GDP per head.□

In the same way, adult literacy was connected with economic accomplishment as education levels determine the sort of occupations individuals find. Fiedrich and Jellema (2003) show that adult literacy expands the profit and earning capability of a population. Adult literacy does not just improve the people's procurement- related skills; it, likewise, has a constructive impact on the economic development of the nation (UNESCO, 2005). Similarly, Naue (2004 cited in UNESCO 2006), utilizing data for 1970-90 for forty-four African nations found that adult literacy was among the variables with a positive impact on GDP per capita development.□

Thus, there was a clear evidence from the studies reviewed above that literacy has a positive association with people's income and labor force status. It could be argued that that people with greater literacy skills are more likely to be employed, and to be paid more than people with weaker literacy skills. On the other hand, if literacy improvement was a slow and expensive struggle, the rewards might be considered small.□

2.4 POLICY APPROACHES TO WOMEN AND SOCIO-ECONOMIC DEVELOPMENT

While men and women in numerous countries have profited from different types of social and economic advancements, women keep on suffering disparities in both poor and rich communities. Studies demonstrate that women also suffer from poverty and abuse because of persistent inequalities and relative weakness. Both in rich and poor countries, women undergo different types of mistreatment including: refusal of essential needs (education and medicinal services), feminization of poverty, physical mutilations and death, aggressive behavior at home and socially molded practices that jeopardize women's' nature of life (Boserup, 1971; Sen, 1990; Tinker, 1990). In relation to this, there are models intended for transforming welfare so as to achieve economic and social changes. These are welfare, anti-poverty, equity, and efficiency approaches.

The welfare approach was the initial methodology concerned with development endeavors in the Third World. It was established in the social welfare model of the colonial administration and post-war development agencies. It addresses women exclusively in their parts as wives and moms (Razavi and Miller, 1995). Hence, its strategies are confined to social welfare concerns, for example, healthful education and home financial matters. In the welfare approach, women's are considered as passive recipients rather than dynamic members who can actively participant in social and economic matters (Moser, 1993). The researcher's view was that this model alone does not address the real problem of women, especially in Ethiopia. This was mainly because of the fact that much of the problems of women need a real change of the deep-rooted conditioned practices resulted in women's poor quality of life than the simple improvement of welfare systems like education, health, and employment.

The equity approach was the first women in development approach. It was presented by the women in development movement in the United States and became well known during the United Nations Decade for Women. It depends on the presupposition that economic development negatively affects women. The equity approach hence advocates equal distribution of the benefits of development between men and women. It supports women's integration into the development process through access to job and the commercial activities. One imperative element of the equity methodology was that its concerns are not confined to economic disparity but also on other social disparities. This model was worried about the disparity between women and men, both in private and public circles of life. With a specific end goal to decrease the imbalances of women and men, this approach requests monetary and political self-governance for women through committed government intervention (Buvinic, 1986). Thus, this model again does not address issues identified with women in nations such as Ethiopia as it tries to enhance women's participation in already existing political and economic system without reforming it. In the real sense, this does not bring a real change as the already existing framework needs drastic reform.

The anti-poverty approach is the second women's in development approach. It became popular in the early 1970s (Moser, 1993). It concentrates essentially on the low-salary women with the vital objective of poverty reduction. During the 1970s, the anti-poverty approach was adopted by international organizations such as the World Bank and ILO as well as by numerous nations as part of their national programs (Razavi and Miller, 1995). The anti-poverty approach was familiar with the productive role of women. But, it ignores the reproductive role of women. Productive actions for women need to take into account both reproductive and community managing roles. Any productive actions for women need to carefully keep the balance between different roles of women. If this action was not taken into account these actions may imply an extra workload (Moser, 1993). In relation to anti-poverty approach, the researcher's view was that this approach does not solve the real problem of women in Ethiopia because economic advancements alone do not lead to a greater autonomy as they do not meet strategic gender needs. Meeting strategic gender needs demands the change of social and cultural structure that leads women to poverty.

The efficiency approach was the third approach in women development. This methodology got to be mainstream during the 1980s, was still exceptionally prevalent. Its rise agreed with the rising fame of neo-traditional economic mode (Sparr, 1994). The efficiency approach concentrates mostly on economic development and considers women just as an input component for the economy. Therefore, it does not only shift the emphasis from women to development but also limits the concept of development solely to economic growth (Moser, 1993). The idea of development contains a great deal more than economic development: development implies all out development, incorporating development in the political, economic, social and different measurements of human life, and as well as the development of the economic and other material resources and the physical, moral, intellectual and cultural growth of human beings (United Nations, 1986). Researcher's view was that this methodology does not work in Ethiopia in that capacity as it neglects to comprehend development as a multidimensional phenomenon, including economic, as well as social development.

In conclusion, all these three approaches lack so many qualities in addressing women's issues. Thus, the appropriate approach to rural women's problem was to empower them through skills development programmes.

2.5 THEORIES EXPLAINING WOMEN'S EQUALITY AND ECONOMIC FREEDOM

2.5.1 John Rawls theory of justice

Rawls' theory of justice defines justice as fairness. He additionally holds that, in a pluralistic culture, there might never be full uniformity among all individuals on each viewpoint. But, an equitable society must locate a reasonable procedure for distributing what he calls, primary goods among its members. Social primary goods are, as indicated by Rawls, those products that anybody would need paying little respect to whatever else they needed. They are means or resources, and this approach says that we should compare holdings of such resources, without looking closely at what individuals possessed of heterogeneous abilities and preferences, can do with them (Runcheva, 1999).

Rawls (2001) indicates social primary goods in an order as follows: 1) the basic liberties which basically include freedom of thought and liberty of conscience; these are the basic foundations necessary for the development and exercise of the capacity to make decision and rationally to pursue, a conception of the good. Additionally, these freedoms take into consideration the improvement and activity of the feeling of right and equity under political and social conditions that are free 2) In his list of social primary goods, next to basic liberty, there are freedoms of movement and free choices of occupation for the pursuit of final ends as well as decisions to revise and change them, if one needs it 3) powers and prerogative responsibilities are needed to give scope to various self-governing and social capacities of the self 4) in his list income and wealth, considered as all-purpose means for achieving directly or indirectly a wide range of ends 5) the social basis of self-respect are those aspects of basic institutions that are normally essential if citizens are to have their very own cheerful feeling worth as good persons and to have the capacity to understand their most elevated request premiums to advance their closures with self-assurance.

He came up with the concept called "veil of ignorance" in which all the parts in the social game would be placed in a situation which is called the original position. Based on general

knowledge of the facts of life and society, each player is to abide by his/her moral obligation. By refuting the players any specific information about themselves, it forces them to adopt a generalized point of view that bears a strong resemblance to the moral point of view. Moral conclusions can be reached without abandoning the prudential standpoint of positing a moral outlook merely by pursuing one's own prudential reasoning under certain procedural bargaining and knowledge constraints. Rawls proposes that the most reasonable principles of justice for a society are those that individuals would themselves agree behind the "veil of ignorance", in circumstances in which each is represented as a moral person, endowed with the basic moral powers. What this position supports was that every person has completely different ends and goals, completely different backgrounds and abilities; everyone needs to have a good probability to develop his or her skills and to pursue those goals – fair equality for the chance. It's not a race or contest wherever the gifted or talented ones prevail, it ought to be complete cooperation among all, so that there is affordable life for all (Runcheva, 1999).

To sum up, Rawls theory of justice revolves around the adaptation of two fundamental principles of justice which would, in turn, guarantee a just and morally acceptable society. The first principle guarantees the right of each person to have the most extensive basic liberty compatible with the liberty of others. The second principle states that social and economic positions are to be: a) everyone's advantage and b) open to all.

From the discussion above I have examined that these principles of justice are acceptable as they promote equality among all (women and men). A big lesson that could possibly be drawn from Rawls principles of justice was that each individual has the same basic liberties and opportunities that all are equal regardless of races, ethnic origins, social standards and religious intolerance and beliefs.

The theory of justice promotes that men have the moral obligation to accept the existence of women in the society. In a country like Ethiopia, women and girls are strongly disadvantaged compared to men in several areas of life like literacy, health, livelihood, and human right; they are suffering from low-status, lack of support and networks that are

not properly implemented. So, it was Rawl's theory of justice which could work better to solve the numerous and acute discrimination against women in contexts like Ethiopia.

The researcher supports Rawl's argument in that each person has the basic power of choice and a sense of justice even though this reality never exists in our society. By applying the basic principles of justice, we may create a level playing field for marginalized groups like women in Ethiopia. All parties should be involved in the game in a fair way. □

Moreover, the researcher's view was that in fair equality of opportunity, it was possible to eliminate all forms of discrimination and discretion of races, ethnic origin, social standards and religious intolerance and beliefs which are causing conflict among African society. Rawl argues that all of these characteristics are a component of the individual person that make him/her individual for whom nothing was wrong with all these characteristics as they are nothing more than components of a people. □

However, justice has only succumbed when the liberties of an individual are affected because of an external opinion of these characteristics and, in the oppression of these characteristics upon another. Based on the argument of Rawl, the researcher could conclude that women of Ethiopia have the right to individual liberty and freedom in so far as they do not interfere with others. The social/ political orders have accountability to ensure that women who are marginalized are spoken for in this political order as justice was to be fair under the veil of ignorance.

2.5.2 Amartya Sen-capability theory/approach

This approach was developed by Amartya Sen, and recently enriched by Martha Nussbaum, known as capability approach. Sen's primary use of the notion of capability is to point an area among those comparison quality of life (or, as he typically says, the standard of living) are most gainfully created. Rather than asking regarding people's satisfactions, or what quantity within the manner of resources they are able to command, we ask, regarding what they are really able to do or to be. Sen. has insisted that it is within the house of capabilities that questions about social equality and difference are best raised (Nussbaum, 2001). Rather than staring at people's holdings, or prospects for holding external goods, we glance at what varieties of functioning they are able to win.

As Sen puts it, in an exceedingly sensible theory of well-being, account would be taken not solely of the primary goods persons hold, however, of relevant personal characteristics that govern the conversion of primary products into the person's ability to endorse her/his ends. What matters to people are that they are ready to win actual functioning's—the particular living that individuals manage to achieve (Sen, 1999). Walking may be a functioning, therefore reading, rock climbing, and chatting. The constructs of functioning reflect the varied things an individual could prize doing or being, varied from the essential ones (being adequately nourished) to the highly complicated (being ready to participate within the lifetime of the community) (Sen, 1999). Nevertheless, once we create social comparisons of well-being, we must not always notice a life which includes references to functioning but also reflect the intuition that what matters is not merely achieving the functioning, but being free to achieve it. Therefore, we must always consider “the freedom to attain actual livings that one will have a reason to value” (Sen, 1999:73) or, to place it differently in substantive freedoms – the capabilities to decide on a life one has reason to value.

The capability approach provides not solely a framework for evaluating human welfare, however, a tool for advancing it. In *Development as Freedom*, Sen (1999) argues that the capability approach provides an understanding of economic development that provides a firmer foundation to those operating towards its accomplishment. Opposing that, development consists of the enlargement of substantive freedoms; Sen acknowledges the importance of institution to development: A diversity of social institutions contributes to the method of development exactly through their effects on enhancing and sustaining individual freedoms (Sen, 1999). He mentions specifically the role of democratic institutions, civil liberties, and a public press within the formation of social norms, ethics, and goals; therefore, the importance of public deliberation in addressing issues starting from corruption to the neglect and oppression of women and the poor is paramount.

Some of the criticisms directed at the capability approach in general and development as freedom, in particular, could be seen as expressions of frustration that the analysis behind the approach does not go farther. Amiya Bagchi (2000), for example, laments Sen's

silence in his book on the shortcomings of procedural democracy and of today's market economies, in which abuse of monopoly and financial power is common. He argues that Sen's focus remains on the ways in which institutions affect the exchange entitlements of individuals, not on the ways in which relationships of production confine human possibilities. Bagchi calls for a deeper look at institutions, pointing out that the competition for profits has had very negative effects on workers, especially in workers of poor countries. Bagchi's points have merit. Although Sen speaks of the benefits of democratic institutions and the need for state intervention in the case of externalities and public goods, he does not analyze the class character of the state, nor does he analyze its engendered nature. While he does integrate rights and freedoms into his analysis, he does not locate the origin of rights and freedoms in social relations of dominance and subordination, nor does he discuss the benefits, or incentives for one group to constrain the freedoms of another.□

The researcher strongly support Sen's argument that it was impossible to assess the inequalities among groups/across the world by only considering the differences in well-being without taking into account variables like basic freedom. In Ethiopia, the government and many development agencies are doing their part in the name of women's empowerment based on the assumption that access to resources in a generic way automatically guarantees them the freedom to choose a life that women value in the society. In reality, however, women could not exercise a greater degree of autonomy on the income they gain to live the way they like. In my view, development agents in Ethiopia should try to capture the issues of women empowerment in terms of what Sen Calls it "utility metric" point of view by ignoring women's capability and opportunity point of view. It is assumed that women are likely to exercise a greater degree of freedom if they get access to agricultural land and credit from microfinance. But, women's possession of agricultural land could not help them to live the life they want to live as they do not have control over or freedom to use agricultural land in the way they value because of male domination.

From Sen's capability theory/approach one could learn a lesson that an effort of making women achieve a different combination of 'functioning' (full filling their basic needs or active participation in politics) should be accompanied by strengthening women's capability that helps them living up to their dream. As to my understanding, women's empowerment effort in Ethiopia ignores the expansion of valuable women's capabilities by focusing on the expansion of women's economic growth/income. Thus, in Ethiopia, the women's empowerment process needs to go beyond the issue of utility and income and adopting a broad view of preferences incorporating the capability to achieve what Ethiopian women would choose, given the opportunity to choice.

2.6 THE CONCEPT OF WOMEN'S EMPOWERMENT AND ITS RELATION TO ADULT LITERACY

2.6.1 The concept of women's empowerment

There are differences in understanding the term empowerment because of its broad usage. It was used in many diverse settings and by a lot of distinctive associations. Literature about empowerment was found in the fields of education, social work, psychology, community development groups in the North and South, in works of women's activist and advancement association.

Regardless of its broad use, particularly in development literature, it was seldom defined. Batliwala (2007) among others has contended that the term empowerment has been bandied about such a great amount lately that there was presently a real risk of it being co-opted as a buzzword that will meet the same fate as terms like decentralization, and people's participation. She similarly contends that, while it might be hard to define it, one has the capacity to comprehend its significance when one sees the sign of what it suggests.

Batliwala (2007:557) further explains the fuzziness of the word as follows:

Of all the buzzwords that have entered the development lexicon in the past thirty years, empowerment is probably the most widely used and abused. Like many other

important terms that were coined to represent a clear political concept, it has been 'mainstreamed' in a manner that has virtually robbed it off its original meaning and strategic value.

Shetty (1991) likewise, concludes that empowerment is not difficult to practice however, it is intricate to define. Besides, Anonuevo and Bochynek, (1995) similarly noted that there is an agreement between the members whose "empowerment" has turned in a standout among the most broadly utilized terms. However, there are minimum agreements as far as how it is to be measured or defined.

In the same way, Kabeer (1999) clarifies that not everybody acknowledges that empowerment can be unmistakably defined or measured. For some women activists, the estimation of the idea climbs exactly in its fuzziness.

An NGO activist cited in *Batliwala (1993)* explains the fuzziness of the word empowerment as follows:

"I like the term empowerment because no one has defined it clearly yet, so it gives us a breathing space to work it out in action terms before we have to pin ourselves down to what it means." □

As it has been noted, although empowerment is one of the least comprehended ideas, endeavors were made particularly by feminists to depict how it is to be defined and measured. William et al. (Referred to in Oxaal & Baden, 1997) for instance, recognized that the idea of power is at the root of the term empowerment that operates in a number of different ways:

Power over-involves an either /relationship of domination/ subordination.

Power to- This power relates to having decision-making authority, the power to solve problems and can be created enabling.

Power with- This power involves people organizing with a common purpose or understanding to achieve collective goals.

Power within-This power refers to self-assurance.

While understanding of power and empowerment has originated from numerous distinctive developments and custom, the feminist movement has emphasized the power with and has been influential in developing ideas about power within. The thought of redistribution of power is, consequently, seen as fundamentally including conflict. In this viewpoint, women's empowerment would lead to the suggestion to less power for men. However, some feminist writers on power have challenged the idea that power must necessarily involve domination by some or oppression of others. Anyway, men world, likewise, profits from the after effect of women's empowerment with the opportunity to live impartial society and explore new roles.

DAWN, for example, states

The women's movement – at its deepest, was not an effort to play a "catch up" with the competitive, aggressive "dog-eat-dog spirit of the dominant system. It is rather an attempt to convert men and the system to the sense of responsibility, nurturance, openness, and rejection of hierarchy that is part of our vision (Sen and Grown, 1985:72).

One method of thinking about power was regarding power as the capacity to settle on decisions (make a choice). To be disempowered intends to be denied the decision. Thus, empowerment refers to the methodologies by which the individuals who have been denied the capacity to settle on a decision (make a choice) gain such capacity. In other words, empowerment involves a change (Kabeer, 2005).

Kabeer (2005) further clarifies that for the individuals to settle on a vital decision (true decision) certain conditions must be satisfied- there must be an option. Poverty and disempowerment go as an inseparable unit, because powerlessness to meet one's essential needs and reliance on influential others, discounts the limit for full decision making. For

Stromquist (1995), Empowerment is a procedure to change the circulation of force both in interpersonal relations and in foundations all through society. She further contends that empowerment is a social and political idea that goes past formal political interest and awareness rising.

As to her, a full meaning of empowerment must incorporate psychological, cognitive, political and economic elements. The cognitive part would incorporate the women's comprehension of their state of subordination and the foundations for both at small scale and large scale levels of the general public. The psychological dimension incorporates the advancement of emotions that women can act upon to enhance their condition. The economic part obliges those women to have the capacity to participate in a profitable movement (economic activities) that will permit them some level of self-sufficiency. The political element would include the capacity to sort out and activate for change (Stromquist, 1995). Rowland's (1997 Cited in Mosedale, 2005) basically considers empowerment in the connection of social work and training and characterizes empowerment as a process that includes some level of self-improvement, yet that was not adequate, and it includes moving from knowledge to activity. She built up a model of women's empowerment with three dimensions: personal, close relationships and collective.

From the discussion above it could be implied that empowerment could have a number of qualities, such as decision-making power; access to information and resource; a range of options from which to make choices ; assertiveness; a feeling that the individual can make a difference (being hopeful); learning to think critically and seeing things differently. Moreover, the process of women's empowerment has got key components like women's sense of self-worth; their right to have and to determine choices; their right to have access to opportunities and resources; their right to have the power to control their own lives both within and outside the home; and their ability to influence the direction of social change in order to create a more just socio-economic order nationally and globally.

2.6.2 The relationship between women's empowerment and adult literacy

The importance of adult literacy for life or empowerment is seen as something critical to equitable and sustainable development. (UNESCO 2006) stressed that EFA goal four (achieving 50% improvements in levels of adult literacy by 2015 especially for women and equitable access to basic education for all adults. This was principally on account of the way that, the idea of literacy has developed from being essential skills of composing, perusing and numeracy to a more arranged or socio-cultural idea where achieving education engages people to change their lives in the most far-reaching way, politically, economically and socially. As the report of UNESCO showed, adult literacy prepared the marginalized groups, especially women with the essential skills, attitude, and knowledge that will permit them to participate fully in the society. Here, the key supposition was that if the unskilled people comprehend their condition, know their rights and learn skills denied to them, empowerment would follow. □

As to my understanding, adult literacy or adult education, mainly– may be connected to women's empowerment in no less than two related ways: "micro" and "macro."

(a) At the micro level, adult literacy and non-formal training projects may be composed and directed in an "engaging" way: one that makes women writers of their own learning, designers of their own insight and partners in dialogue about limited situations in their own lives.

B) At the macro level, adult literacy and non-formal education projects can contribute directly to larger-scale processes of socioeconomic empowerment-in short, to the mastery that people, organizations, and communities acquire over their own affairs and the control that they are able to exercise on their environment.

Freire (1985) views adult literacy skill as an important tool for empowering women. However, to become empowered through it, adult literacy skills "must be accompanied by a process that is participatory and by content that questions established gender relations, features that, unfortunately, do not characterize the great majority of literacy programs."

One can understand that the conscientization theory of Freire was extremely important here as his conscientization views were a crucial point in the empowerment framework. For women to take appropriate action to close gender gaps or gender inequalities there must be a recognition that their problems stem from inherent structural and institutional discrimination. They must also recognize the role they could often play in reinforcing the system that restricts their growth.

2.7 TYPES OF ADULT LITERACY

Two kinds of adult literacy have been discussed. The primary sort is traditional adult literacy. It goes with the instruction of reading and composing. The content of this kind of literacy revolves to peruse, written work, and number crunching. In this sort of adult literacy, old types of teaching strategies used to transmit the contents to adults. It was intensely mechanical and has no immediate economic effect because of its low standard. The second kind of adult literacy is functional literacy. UNESCO has formally picked it up in 1965. It was highly linked to social and economic improvement. It has contents that have a helpful capacity for adults (UNESCO, 2000).□

2.7.1 Traditional or conventional adult literacy

Conventional or traditional adult literacy was utilized to allude singularly to the particular crafts of reading, writing and calculating. It was called basic literacy, a representation that ought to be restricted to assign the first or the beginning phase of the two phases of literacy. In the early phases of literacy for adults, adult literacy education and training were designed according to youth literacy, the centre of which was the educating of letter recognition and syllable, word and sentence building for the general motivation behind inevitably granting the capacity to read thoroughly and compose (UNESCO, 1978).

The aim of conventional adult literacy since hundreds of years has been the instruction of reading and writing, as an end in itself. This implies that the content has not been given enough consideration. In this way, it was imagined that it was sufficient if the adult learners have the capacity to read and compose a couple of sentences. Following 40 to 60 hours (three to four months if classes are held a few times each week for one or four hour

period) a test can be administered, comprising of composing a short basic letter. Approvals are then dispersed to effective adult learners. Teachers are perceived authoritatively, as proficient persons. This circumstance has kept on existing, until now, in a few nations in the world. There are different strategies connected to traditional adult literacy. The alphabetic or phonic technique, in its immaculate idea and structure, has ended up obsolete. The most conventional adult literacy was transmitted by either the syllabic system or the saying strategy. Adults are dealt with in the class as school children. The teaching material does not just take after or has the example of that for kids, but are also exhibited in a non-adult way. The relationship between educator and learner does not make a note of the age, social position as well as a rich knowledge of the adult learners (Oyedeki, Omolewa, and Asiedu, 1982).

The conventional adult literacy instruction was not regularly connected with the empowerment of women because it was essentially intended to help people just read and compose. Its educational program did not consolidate professional or specialized abilities like functional adult literacy, which was very connected with empowerment as it encourages independent work of adult women. Additionally, it does not help adult women for critically reading letters as well as the world they exist in as Freire named it critical Literacy (Rogers, 2000).

Nevertheless, numerous researchers concurred that the information picked up from the conventional type of adult literacy can furnish the women with the capacity, in any event, to handle distinctive basic issues in their day-by-day life, though it does not necessarily lead to empowerment.

To sum up, traditional or conventional adult literacy sometimes called basic literacy was used to refer solely to the specific arts of simple reading and writing. It does not incorporate some useful knowledge (like technical skills) and encouraged to apply the acquired literacy abilities in their daily life. The alphabetic or phonic method was the common method used in teaching traditional literacy in a very mechanical way. It was not associated with empowerment, as their content does not facilitate self-employment of adult

women. However, it was believed that the content of traditional literacy can equip the women with the ability at least to handle different simple activities.

2.7.2 Functional adult literacy

The term practical adult literacy came into regular use in the 1960s when UNESCO started treating the absence of education abilities among a huge number of inhabitants who fall within the categories of adults and out of school children in developing nations. Adult literacy experts were worried that provision of literacy in developing nations was concentrated exclusively on reading and writing and required a more noteworthy shift to practices (UNESCO, 2005).

This worry prompted UNESCO's emphasis on literacy as a useful skill and the methodology was referred to as functional adult literacy. Functional literacy was known as another idea in contrast to the old idea of the conventional type of adult literacy. It was called practical literacy, definitely talking work- oriented adult literacy in light of the practicality of the content, to the point that the result has a helpful capacity. The goal of functional adult education was to add to adult's capacity, professional information, specialized aptitudes and social abilities. The graduates of the course have the capacity to utilize the literacy capacities, the professional information and the specialized abilities (the three incorporated segments) have gained, in their work and in another day to day life activities; and further to encourage their good luck and that of the society (Levine, 1982).□

It was called practical literacy or work-oriented literacy, on the grounds that literacy went for some helpful capacity. Functional adult literacy was regarded as a factor in development as its attainment was long lasting or permanent to the traditional type of adult literacy. The idea of work-oriented adult literacy has won backing from educationists and educational groups, as well as from agricultural and mechanical organizations, economists, and economic endeavors. Their curriculums have three coordinated segments: literacy abilities, vocational knowledge and technical skills (UNESCO, 2005). □

On account of classroom direction of functional adult literacy, the teachers consolidate both the capacity of an instructor and technician to grant both the hypothetical and specialized skills. A Modified type of instruction by utilizing computer, television and radio are the regular strategies utilized especially in a developed world. In contrast to the traditional type of adult literacy, the functional was costly and hard to apply at-large scale (Levine, 1982).□

Practical adult literacy can play a vital role in empowering women and in decreasing their lack of awareness and hardship. Functional adult literacy normally incorporates reading, written work, numeracy skills and other useful skills and abilities. For example, how to control nuisance crops; how to take care of sanitation and cleanliness at the family level (flushing trash pits, bubbling water, cleaning the restrooms); caring and nourishing children (breastfeeding, an adjusted eating regimen, immunization); and modern cultivating techniques, particularly for rural women. Furthermore, the fundamental numeracy skill that forms part of functional adult literacy was extremely valuable for women in their farming activities and off-ranch ventures, more especially where financial management was involved. Subsequently, functional type of literacy has provided women with useful information and confidence (OECD, 1992).

The researcher's observation was that in countries like Ethiopia, functional adult literacy developed for indigenous learning aims to connect reading, writing and numeracy skills to occupations preparing areas such as agriculture (counting off ranch activities), health, and social training. For instance, in the case of agriculture, keeping up manageable land administration and agricultural production system is a matter of survival for the developing Ethiopian population. This implies that functional adult literacy was not just for expanded productivity, but it was for the utilization of renewable energies (e.g. Bio gas), reusing, water sparing innovations (e.g. Rainwater reaping plans), environment conservation, and new techniques in agriculture (e.g. Dribble watering system). Responsive adult education programs that include functional literacy, numeracy, and some basic skills could address all these aspects. Furthermore, basic business skills training as a component of functional adult literacy are exceedingly valuable to adult women in preparing them for an economic-

related occupation, particularly in rural areas. In addition, health skills developed by health-related instruction (child care, reproductive health, and HIV/AIDS sharpening) can be connected to women empowerment, particularly in Ethiopian situation where the problem was so serious.□

2.8 ADULT LITERACY EDUCATION EXPERIENCES OF DIFFERENT COUNTRIES

Under this subheading, adult literacy education system of the United States of America and Russia as developed countries and Republic of South Africa as developing countries have been discussed. Adult literacy education component related issues like policy, the curriculum and management have been discussed.

In addition to this, the strength of their adult education system had been highlighted. Finally, the experiences that Ethiopia gains from these all countries have been discussed.

2.8.1 The experience of United States of America (USA) as a developed country

The popular demand for knowledge spawned the Lyceum pressure group that numbered more than three thousand by 1835. The aim of the group members was a self-improvement through learning and mutual teaching. One of the movement's most significant intent was to mobilize public opinion in favor of tax-supported public schools. Another was to serve as a model for adult study and learning. All these efforts finally resulted in the formation of the Chautauqua Institution in western New York in 1878(Knowles, 1977).

Perhaps the most important occurrence in the nineteenth century in the future of the Adult Education and Literacy System was the rise of the national system of government funded Institutions. Overcoming resistance from non-public schools, moderate citizens, church schools, and other personal stakes, those for openly upheld schools saw them secured in most northern states by 1850. With the development of the state-funded educational system came parallel development in night schools for youth and adults in both basic and secondary schools. Generally, these night schools served youngsters who could not go to class amid the day, and their educational module was the same as that of the one followed

in the daytime. Still, these night schools established the framework throughout today's adult education projects in the government-funded schools (Seamon, 1992).□

In the early 1950s, the U.S. Office of Education organizational chart included an Adult Education Section. The 1960 writings of Ambrose Caliver, Chief of the Adult Education Section, U.S. Department of Education, documented the following: Within the broad framework of its mandate to promote the cause of education; the Office of Education over the years conducted some research and provided some services for adult education. In 1955, there was a growing interest in adult education, and the U.S. Office of Education established an Adult Education Section. Federal responsibility for adult education became much clearer with the passage of the Adult Education Act in 1966, two years after passage of Title II, Part B of the Economic Opportunity Act of 1964 (US Department of Education, 2013).□

Today in the United States, there are various terms and acronyms, which refer comprehensively to adult literacy education which could have been covering implications, regularly in ways that are confounding to those outside the field. The government supported adult literacy projects envelop a scope of instructional levels, for example, Adult Basic Education (ABE), Adult Secondary Education (ASE), and English as a Second Language (ESL). Experts may utilize any of these terms to refer to instructive exercises that, comprehensively talking, may be gathered together under the heading of adult education projects (Davis, 1995).□

As far as the management of adult education was concerned, the U.S. Division of Education through the Department of Adult Education and Literacy manages the Current adult literacy enactment, Title II of the Workforce Incentive Act, generally known as Adult Education and Family Literacy Act (AEFLA). The enactment characterizes "adult literacy" as training at the post optional level for people aged sixteen or older. This new enactment spoke to a significant redirection in government strategy with respect to adult education. Its intention was to establish coordination between the Federal Government, States, and localities, with the purpose to: (1) help adults acquire proficiency, information, and develop abilities important for work and independence (2) support adults to develop instructive

skills that would enable them to be partners in the educational improvement of their youngsters and (3) aid adults to attain secondary school education (U.S. Department of Education, 2013).

There are Over 4000 agencies receiving government grants to finance adult literacy programs. Very nearly sixty percent of them are government-funded school districts; 15 percent was two-year establishments; for example, junior colleges or specialized foundations; 14 percent was group-based organizations; four percent was remedial organizations; and the remaining seven percent consists of different sorts of offices. Public local educational organizations normally incorporate state funded schools, two years specialized or junior colleges; public agencies may incorporate public libraries and correctional institutions. The private, not for benefits, incorporate a scope of the group-based associations, places of worship, synagogues or sanctuaries, or national associations that support literacy. The organizations can be generally divided into the following two groups: public, formal foundations of education, and private organization. Government provisions are allocated to the states and are controlled by an assigned state office of education. Thus, the states distribute funds to nearby educational organizations found in different provinces and regions (U.S. Department of Education, 2013).

2.8.1.1 The Strength of US adult education

The US adult literacy education system has a variety of qualities. As contrasted with different nations of the world, the USA has extremely attractive enactment (Adult Education and Family Literacy Act) that can make the administration viewpoint exceptionally attractive. Besides, the adult literacy instruction project of the US has a sensible plan consistently from the central government. Adult literacy education was seen as one of the neediest areas of formal instruction in the USA (Luke, 1992). □

An alternate quality of adult literacy education was that there are varieties of projects and excessively adaptable educational module and calendar that can open up numerous open doors for adults throughout their lives. Notwithstanding this, there are many concerned organizations (more than 400) that are energetically participating in the adult improvement

program which was highly hard to find in different nations. To conclude, the overall USA experience, the USA has qualified personnel in the field of adult education and training, who are mindful of propelling the field through exploration and development (National Center for Educational Statics, 2000).

2.8.1.2 Lessons Ethiopia can learn from the USA adult education

Based on the study of literature on US adult education, my conclusion is that Ethiopia as one of the least developing nations of the world can learn the following considerable measure of lessons:

The principal lesson was that the US as a nation has different types of adult literacy training programs that can increase the opportunity for the adult learners, especially women. Adult basic education was intended for the individuals who could not receive any kind of formal education in their lives. Adult secondary education was an alternative kind of training intended for those adults who had begun their beginners' training, yet could not proceed to optional level due to diverse reasons. Notwithstanding this, the English language project was one essential segment of adult literacy instruction for workers whose first dialect is not English. Furthermore, inside all adult literacy training segments, there are different life skill courses, which help adults to lead the right life. □

Another most important lesson Ethiopia can gain from the US adult literacy system was the administration part of adult literacy education. The US has an effective system that can possibly improve the coordination between the central government, states, and regions by empowering them to provide quality adult literacy instruction and reading proficiency administration. As a consequence of value approach to adult education, US national government has the knowledge of sorting out organizations to achieve an expansive number of adults who need backing. The greater part of the organization that are energetically included in adult literacy education activities are charitable organizations. □

Still another experience that Ethiopia can draw from the US adult education system was the implementation of adult education based on two directions; namely, the conventional

classroom configuration and the individualized (coaching and machine supported) guideline with a specific end goal to fulfill the need of diverse adults. Thus, Ethiopians can imitate all these good practices to enrich their adult education system. □

2.8.2 The Experiences of Russia as a Developed Country

The eradication of illiteracy during the 1920s and the 1930s was one of the Soviet Union's most noteworthy adult literacy accomplishments. In the 1920s, the ranges of 100 million illiterate individuals, mostly in the rural segments, were presented with instruction. An inside shot of two years, about five million individuals were taught education. By 1960, the USSR asserted to have 100 percent adult literacy (Zajda, 1992).

Following the dismantlement of the USSR in December 1991; the whole Soviet education system was being rebuilt. Around 1992 and 1996, the Ministry of Education issued critical instruction strategy records characterizing the structure and substance of training in the post-Soviet Russia. The overhauled 1996 ministerial strategy record reaffirmed the administration's dedication to providing the natives of the Russian Federation with essential and complete education. The document gave the fundamental authenticity and solidarity of reason for a boundless system of another adult training focuses. These include TSOMs (Youth Education Centers), TSOVs (Adult Education Centers), and TSONs (Community Education Centers), and TSNOs (Continuing Education Centers). The recently characterized training focuses gave solid and normal structure in adult literacy instruction (Zajda, 1994). □

Around 30 percent of inhabitants in Russia are secured by some manifestation of adult training, which fundamentally partitions into three branches. The first branch of the adult education system was an additional professional education, which contributes to form the professional knowledge base of potential specialized personnel in the modern high-tech economy. The second branch was aimed at the adaptation and rehabilitation of social and expert gatherings, which cannot adjust to the quickly changing social environment on their own. It involves integrating migrants, refugees and the socially alienated in the educational process. The third piece of the adult literacy training framework satisfies different individual

educational needs of the adults, for instance, language preparing, securing of new information on brain science, culture, expressions, relational abilities, driving aptitudes, and so on (National Report of Russian Federation on Adult Education).

2.8.2.1 The strength of Russian adult education

According to Agapora, (2009), Russian Federation was among the nations that have quality kind of the adult education system. The nation has many years of experience, particularly in a mass literacy campaign beginning from the extraordinary Soviet Union period.

Adult education covers a significant proportion of consumers of educational services, both in the field of formal and non-formal education. Timely education, including professional education, its upgrading and the possibility to take a retraining course, if necessary, give an opportunity not to decrease but to increase the literacy level of the people and to guarantee a constant growth in specialist qualifications at all educational levels. The development and social integration of youth, including children of school age, who do not have (or did not have before) an opportunity to attend schools or any other educational institution for various reasons (war, immigration, ecological catastrophe, poverty, etc.), are available first of all by means of adult education. Nowadays most specialists, ex-servicemen, unemployed people, prisoners etc need to take training or retraining courses. Another critical quality of the Russian adult education system depends on the nation utilization of a mixture of hotspots for subsidizing (State, business and student themselves) (National Report of Russian Federation, 2009).□

2.8.2.2 Lessons Ethiopia can learn from Russian adult education

One can suggest the following as some positive qualities of the adult education system of Russia to be adopted by Ethiopia:□

In Russia, there was a viable strategy that can create opportunities for adults, dropouts as well as school leavers to prepare themselves for a brighter future;

In Russia, there was an immeasurable system (no less than three) together with an adult education system– youth education, community education, and continuing education to provide more unified and quality services for both adults and youths. This was a good lesson that Ethiopia could learn from. □

Another experience Ethiopia can gain from Russian was that the adult education system has included essential education; it comprises of basic literacy; professional education related to adaptation and rehabilitation for immigrants; and vocational and technical training, which equips adults with the necessary skills and prepares them for a market economy;

Ethiopia can still learn from Russia contribute financially towards their education instead of anticipating the government to finance everything with respect to their education.

2.8.3 The Experiences of the Republic of South Africa as a developing country

It was before the mid-1990s that associations in South Africa were established for adult literacy instruction. The adult literacy education was about instructing individuals to read and comprehend printed content and to convey messages through composing; the education was given in local vernaculars and in English. During the late 1970s and the 1980s, various Freirian approaches to conscientization were adopted in NGO projects aligned with the democratic struggle (Aitchison, 2003). □

Once apartheid ended, NGOs, adult literacy education units at universities, and the Congress of the Republic of South African union of trade, were encouraging adult education or training (Harley et al, 1996). Through the Adult Basic Education and Training (ABET) Act, 2000, the Government has created the premise for adult education and preparing procurement, which obliges the administration to give the vital framework that will permit adult learners to take part in a long-term learning in non-discriminatory ways. □

In South Africa, adult literacy education contains I/ Adult Basic Education and Training (ABET, which is equivalent to the education activity at Level 1). II/ Adult Education and Training, which may be NQF Level two to four and represents activity in the FET band of

education and training in South Africa, and; III/ Literacy initiatives that enable participation in ABET NQF Level 1 activity as they increase the number of people with basic education in a society for an average number of years of education and training in the population. Moreover, the skill advancement part of adult education and training gives attention to more thoughtfulness regarding entrepreneurial and agricultural projects that help graduates to create their own job instead of waiting for employment (Harley et al, 1996).

2.8.3.1 The strength of the Republic of South African adult education

As one of the quality indicator, the adult education system of South Africa has a mixed bag of projects that can open more doors for adults. Importantly, some South African universities are offering adult basic education and training (abet) programs in order to produce practitioners and strengthen the field through research (Aitchison, 2003).

2.8.3.2 Lessons Ethiopia can learn from the Republic of South African adult education

As to the researcher's understanding, Ethiopia can learn a lesson from the adult education system of the Republic of South Africa. Important lesson that Ethiopia could imitate from the Republic of South Africa was of the skill development aspects of adult literacy that encouraged entrepreneurship, and the support for agricultural activities. Adult women in Ethiopia are not effectively joining in the work business sector, and they are not independently employed, particularly in rural regions as they are illiterate. The expertise advancement part of adult education that empowers business enterprise could possibly tackle the issue. Consequently, Ethiopian could avail itself the lesson from South African adult basic education programmes that prepares and energizes entrepreneurship.

2.9 THEORETICAL FRAMEWORK OF THE STUDY

For this study, conscientization and dialogue theory of Paulo Freire has been adopted as a theoretical framework. Lack of education and ignorance has been the fundamental cause of the problems experienced in a large portion of the underdeveloped world. Educators have attempted to devise an alternate solution to the issue. The entire solution pivots on education, particularly adult literacy education that mainly focuses on reading and writing.

However, Paulo Freire saw the answer to the issue as something that goes beyond adult literacy for reading and writing purposes by incorporating the production of basic awareness; It includes the craft of reading and writing in more extensive social, economic and political concerns of women's life.

The key ideas of Freire's literacy theory are that conscientization and dialogue has improves our understanding of the procedures of education and social change. For Freire, conscientization was a basic endeavor or critical attempt to make people, especially the oppressed people - see the reality of their surroundings. It happens when uneducated individuals meet in a dialogue to discuss circumstances affecting them. This research was intended to go beyond the mere analysis of women's adult literacy program. However, it addressed issues related to socioeconomic empowerment in order to explore the extent to which adult literacy program advances the agenda for change that was aimed at improving the lives of rural illiterate women in Ethiopia. To achieve this objective, the researcher has considered the theory of Paulo Freire. This theory was found to be fitting to the present researcher's investigation, as it provides adults who attend literacy programs with voices, raises their cognizance to empowerment. I strongly support Freire's view that literacy has the capacity to empower and enable adults, especially women by creating a space where women feel comfortable to meet and discuss issues relevant to their lives. Thus, literacy as the process of conscientization not only aims at eradicating illiteracy but, at the same time it empowers the learners to transform the ills caused by illiteracy in society. The following section examines Paulo Freire's theory in detail.

2.9.1 Conscientization and dialogue theory

As to Freire, education was two stages path to permanent liberation. The first stage was the one at which people become aware of their oppression and transform it (that state). Freire calls it conscientization stage. The second stage expands upon the first and was a permanent procedure of freeing social activity. Freire (1972) clarifies that conscientization was a methodology of creating awareness, yet cognizance to that was comprehended to have the ability to change reality. According to him, awareness was dictated by the

socioeconomic and political settings, cultural molding during one's childhood education and religion. Freire recognizes three separate levels of awareness.

The first type was magical consciousness. Individuals in such a condition, adjust themselves helplessly and inactively to the desires of a prevalent power. They are not aware of the socioeconomic inconsistencies in their society. They acknowledge life for what it was and do not address the shameful acts done to their lives. They are noiseless and quiet. The second sort was naive consciousness. This includes picking up understanding into and getting to be mindful of one's own issues, yet without making associations with the exterior world. Finally, critical consciousness involves making connections with the socioeconomic contradictions in society. It means looking at reality and recognizing such contradictions as a fact (Freire, 1972).

Because of this, Freire's theory was established on the ideas of conscientization and dialogue. It includes showing adults how to read and write as a means of enlivening their consciousness about their social reality. Then Freire utilized the idea as a system for change. He, likewise, utilized it to investigate literacy as a political undertaking. The main undertaking of this investigation was to make the unskilled people mindful of the reason for their situation. The main sources are social conditions, which shape the man and his awareness. Hence, the first undertaking was to change the cognizance of uneducated. This endeavor to change their awareness was, in the meantime, an endeavor to make adult literacy training the act of freedom (Freire, 1985).

Dialogue was the method for attaining conscientization. Conscientization obliges an individual to change his or her mentality, discernment or convictions. As it were, people should not acknowledge that social reality could not be addressed and changed. Freire accepted that once an individual saw and comprehended a test and perceived the conceivable outcomes of a reaction, that individual will act and the way of his or her activity was compared to the way of his or her comprehension. Thus, a basic understanding of circumstances prompts critical action (Taylor, 1993).

2.9.2 Purposes of the theory of conscientization and dialogue

Thus, Paulo Freire's theory of the 1970s utilized as the vehicle for disassembling the chain of abuse and ending the silence of society. The last was truly adjusted to women's activist procedures by using individual empowerment as a vehicle for helping women feel safe enough to talk about ill-use, segregation and prohibition as a beginning stage of testing and achieving change. This theory of change was the premise of numerous young people's empowerment models, and the premise of youngster centered project plans or initiatives.

Consequently, Freire saw literacy as an urgent method for expanding mindfulness and awareness that brought about capability to help control circumstances. Freire accumulates the connection between the two levels of empowerment – individual agency and group capacity – to engage and take action. He additionally suggests the breaking down of many years of uninvolved acknowledgment and reinforcing the capacities of marginalized groups to captivate as authentic, on-screen characters in economic advancement. It engages the learners to alter the problem that lacks education created in the community (Freire, 1972).

My view was that the Freirean literacy theory enables and empowers adults, particularly women in the accompanying ways: First, it makes a space where women feel great to meet and talk about issues pertinent to their lives. It enhances the compelling cooperation of women in the choice that influences their lives, through reinforcing their capacity to convey. Second, adult literacy through Freirian methodology helps women in the battle to state their human rights, challenge and change their position in the public eye. It was actively arranged, not aloof, impartial or segregated. It includes working "with" individuals contrary to "for" them.

CHAPTER 3 : RESEARCH METHODOLOGY

This chapter describes research methodology. It includes the research paradigm, the research design, the research type, sampling strategies, data collection tools and data analysis techniques. The target population of the study and sampling methods and the methods followed to select the participants, who provided various types of data needed to answer the research questions, was also highlighted.

3.1 THE RESEARCH SETTING

The researcher has chosen to conduct this research in two villages of East Shewa zone located in the central part of Oromia region. Misraq Shewa (or "East Shewa") is one of the Zones of Oromia Reginal State in Ethiopia. East Shewa is located in the middle of Oromia, connecting the western regions to the eastern ones.



Source:UN Emergencies Unit for Ethiopia – USAID/Ethiopian Map Room

Figure 2. Adminstrative Regions and Zones of Ethiopia

These two villages are considered throughout this study for the following reasons:

Firstly, a major adult literacy program initiated by DVV-an international NGO, which is actively involved in adult literacy and other literacy program run by local and religious organizations that are directly related to women's empowerment program;

Secondly, these two villages have the advantages of being easily accessible; transport is available all year round.

Finally, the choice of these two sites is dedicated to my experience and exposure to that particular society as I grew up in that particular cultural setting.



Figure 3. Adult Literacy Center in One of the Villages

3.2 RESEARCH METHODOLOGY

3.2.1 Research design

In this study, the researcher's intention was to explore the impact of adult literacy program on women's socio-economic empowerment, as little or no research was done in Ethiopian contexts. For that reason, an exploratory research was used.

Exploratory research is the researcher's tool to understand an issue more thoroughly, before attempting to quantify mass responses into statistically inferable data. Exploratory research design does not aim to provide the final and conclusive answers to the research questions but merely explores the research topic with varying levels of depth. Exploratory research tends to tackle new problems on which little or no previous research has been done (Brown, 2006). Moreover, it has to be noted that exploratory research is the initial research, which forms the basis of more conclusive research. It could even help in determining the research design, sampling methodology and data collection method (Singh, 2007). □

3.2.1.1 Research paradigm

The paradigm of this research is constructivism. Constructivists claim that verity is relative and that it is dependent on one's viewpoint. This paradigm recognizes the importance of the subjective person's creation of meaning, but does not refuse outright some notion of objectiveness (Miller & Crabtree, 1999). Constructivism is based upon the premises of a social construction of reality (Searle, 1995). One of the advantages of this approach is the climax collaboration between the researcher and the participant to enable participant to tell their narration (Crabtree & Miller, 1999). Through these stories, the participants are able to describe their views of reality and this enables the researcher to better understand the participants' view (Robottom & Hart, 1993). This paradigm fits to the purpose of this study as it explores the impact of adult literacy program on women's socioeconomic life based on their real life stories.

3.2.1.2 Research approach

This study is a qualitative research, which brings a unique perspective to the questions posed by it (Denzin, 2000). It allows the researcher to study things in their natural settings (Creswell, 2011). According to Marshall (2003), the strength of qualitative research is its ability to provide complex textual descriptions of how people experience a given research issue. It provides information about the “human” side of an issue.

In this study, the qualitative research method is selected as it contributes at least in two ways:

- It provides rich descriptions of complex phenomena (women’s adult literacy program and its impact on their socioeconomic life);
- It gives voice to those whose views are rarely heard (in the case of these study- women).

3.2.1.3 Research type

This is qualitative case study type of research that is intended to facilitate exploration of a phenomenon within its context using a variety of data sources. This guarantees that the issue is not investigated through one viewpoint, rather a mixture of lenses, which take into account numerous aspects of the marvel to be uncovered and caught on (Baxter and Jack, 2008).

A qualitative case study method was used with a purpose of understanding the impact of adult literacy on the socioeconomic life of rural women who participated in the program in two villages of Oromia region, Ethiopia. One of the main reasons for using a case study method is that exploring the relationship between literacy and socioeconomic empowerment is a very complex situation. This is mainly because; the relationship between the two, when analyzed, especially with figures and statistics sometimes could not be accurately related. Because there are several factors that make such relationship difficult. There could be many influences on what is happening-suitability of the literacy program to the cultural contexts, interest and motivation of literacy facilitators, an interest

of participants to the literacy, quality of the literacy program in improving the life of participants, which should be explained contextually. Moreover, some socioeconomic outputs gained as a result of adult literacy could not be described using numbers, but explained qualitatively based on the voice of respondents. In addition to this, case study method helped the researcher to make a thick description of the issue under study by gathering rich information from different sources.

According to Yin (2003:2), "the distinctive need for case studies arises out of the desire to understand complex social phenomena" because "the case study method allows investigators to retain the holistic and meaningful characteristics of real-life events." Case studies are chosen methodologies, especially when "how" or "why" questions are being raised in a research.

3.2.2 Research methods/strategy

3.2.2.1 Selection of participants

The target populations of this study are three main groups that are involved in the adult literacy program. These are adult literacy supervisors, adult literacy teachers, and women who participated in the literacy program. The selection of the participants was done based on purposive sampling. The purpose of purposive sampling is to select information-rich cases whose study will illuminate the questions under study. It is a form of non-probability sampling in which decisions of the individuals to be included in the sample are taken by the researcher, based upon a variety of criteria, which may include specialist knowledge of the research issue, or capacity and willingness to participate in the research. The purpose of purposive sampling is to ensure quality by selecting individuals who have experienced the phenomena being studied (Patton, 2000).

Thus, in this study, sampling deliberately included those data sources that are the richest sources of information in specific contexts. In the first stage, the selections of adult literacy supervisors and teachers were done based on the following criteria:

- Adult literacy supervisors and teachers having, at least, five years of experience directly or indirectly with literacy were selected.
- Adult literacy supervisors and teachers who are currently involved in the program.
- Adult literacy supervisors and teachers who are working in the rural settings.
- In such manner, five adult literacy teachers and three adult literacy supervisors were considered.

The second stage involved the in-depth interview with women who participated in the adult literacy program. The objective was to develop an understanding of the relationship between adult literacy and socioeconomic life of rural women. The criteria used for selecting women respondents were:

- Women who had no exposure to formal education and any form of training prior to joining the adult literacy program;
- Women who were active participants in the adult literacy program;
- Women with relatively low socioeconomic status before the implementation of the program;

Based on the above three criteria, the researcher picked 20 women. Generally, a total of 28 individuals were selected for this study.

Table 2. Sample and number of interviewees

S N	Sample	Number of Interviewees
1	Adult literacy Supervisors	3
2	Adult literacy Teachers	5
3	Women who Participated in Adult literacy Program	20
4	Total	28

3.2.2.2 Data collection

Data collection is a process that includes many activities ranging from finding people and places to collect good and credible information. It is aimed at collecting credible information to answer the research questions raised by the researcher (Baxter and Jack, 2008).

In this study, major data collection tools were in-depth interview and focus group interview.

3.2.2.2.1 In-depth interview

An in-depth interview is an open-ended, discovery-oriented method that is well suited for describing both program processes and outcomes from the perspective of the target audience or key stakeholders. An in-depth interview is a conversation with an individual conducted by trained staff. The goal of the interview is to deeply explore the respondent's point of view, feelings and perspectives.

Among the tools that were employed to collect data for this study, the in-depth interview had weight in that it took a longer period than a focus group discussion. It was a major tool to generate relevant information in response to issues under this study. The researcher made several trips to the area in order to meet with women, adult literacy supervisors and teachers before conducting an in-depth interview with each participant. This informal meeting with the respondents helped the researcher in preparing themes and issues on which the guiding questions for in-depth interviews were formulated. These interviews included open-ended questions. Interview with women who participated in the study was coded Wr 01 to Wr 20. Each interview with adult literacy teachers was coded Alt 01 to Alt 05. The individual interviews with adult literacy supervisors were coded Als 01, Als 02 and Als 03. With regard to focus group interviews, the first focus group interviews were coded FGI 101 to FGI 110. The second group interviews were coded FGI 201 to GFI 210.

l) Interview with adult literacy supervisors

The interview protocol had three main parts:

- Face sheet that was used to record time, date, place of interview and the special condition that might affect the interview and finally demographic data;
- Interview questions related to a problem under study;
- Post interview comment sheet-a place to write notes after the interview.

The interview questions were prepared in English and translated into a language of respondents to avoid language barriers. The interviews were properly recorded, and notes were taken by the researcher. The consent form prepared by the researcher and signed by the respondents was in place before the interview. The following questions formed part of the interview with adult literacy supervisors:

- Would you tell me your age?
- Qualification?
- Years of experience in the adult literacy program?
- How could you describe the main purposes of women's empowerment program through adult literacy?"
- How would you explain, the way the adult literacy program changed women's self-esteem and understanding?
- How could you describe the impact of adult literacy program on women's social life?
- Does women's participation in adult literacy program equip them with the skills that help them to engage in different income earning activities outside their home? How?
- Does the knowledge, women gain from the adult literacy program help them decide on the income they generate?

- What major challenges do you think women face in the adult literacy program?

The following data were obtained from an in-depth interview conducted with three adult literacy supervisors who were supervising the program. The responses of the supervisors were presented as follows:

The participants answered as follows to the question, “how could you describe the main purposes of women’s empowerment program through adult literacy?”

Als01 The program targeted women who were living in the rural area. It has three main themes functional adult literacy, skill training, and entrepreneur support. The lesson of literacy incorporates all these three elements. So the main aim of the program was to improve livelihoods of women through these three elements. Thus, it was designed to bring about socioeconomic empowerment.

Als02 The program has business skill training together with adult literacy. It is not a conventional type of literacy (simple reading and writing). It was designed to make women active by teaching the lesson that directly related to women's socioeconomic problems. The skill training components of the literacy program included poultry production, animal fattening, honey production, dairy (milk and milk products) and the like. It was believed that inclusion of these elements in the conventional type of reading, and writing will highly improve women’s participation and brings about women’s socioeconomic empowerment. Poverty has been identified as the major obstacles for women in the study area to make progress. As a result, simply reading, and writing does not tackle the problem on the surface unless it includes skill training components that help women get economic freedom.

Als03 “The adult literacy program incorporated a conventional type of literacy (reading and writing), skill training and entrepreneur support. Its aim was to empower women.”

When the supervisor was asked “how would you explain, the way the adult literacy program changed women’s self-esteem and understanding?” the he responded in the following way:

Als01 The program is quite different from the literacy program that we were familiar with (reading and writing). The approach of implementation was based on the so-called "reflect" approach forwarded by Paul Ferrier. The learners supported by their teachers tried to find any social and economic issues that hinder their progress in the village. Next, they were invited to list all possible problems that need to be addressed. Afterward, the adult literacy teachers, together with the women, prioritized the issues. After that, they thoroughly discussed and designed their personal action plan to change the problem. They were discussing their private social and economic problems in such ways. As a result, we have seen a lot of changes in their self-concept and confidence. Really, they improved a lot. They had got the energy to take some major solutions to their problem. They speak freely on the issues they want to comment, like fighting for their right.

Als02 Actually, as a supervisor, I have seen so many changes. Many of them had a wrong understanding about their potential, their sexual orientation, and their right. However, the researcher could say women's self-concepts toward themselves were highly improved as a result of their participation in the adult literacy program. But, a lot should be done to make them totally free from any type of segregation. Our society is highly patriarchal. So a lot is needed. The deconstruction of the wrongly constructed thinking's towards women in our society needs further education in addition to adult literacy program of this a kind.

Als03 “The ways they express their feelings, ideas, and address issues improved. They talk in the large group with confidence.”

Participants responded as follows on the question, “How could you describe the impact of adult literacy program on women’s social life”

Als01 Ahhh! There were a lot of improvements. For example, our presence at the public meeting had highly increased. Moreover, women's knowledge of female genital mutilation,

harmful traditional practices, and female abduction were improved. The practices of all these social evils were minimized. I have seen changes.

Als02 As a supervisor, I have seen so many changes, though it is not enough. In the past, women were afraid of talking about issues related to family planning and their understanding of the concept was wrong. They thought that family planning was the hidden agenda of the government to sterilize women. However, as issues related to health were one of the lessons of the adult literacy program, they had got the chance to discuss it very well. Many of them decided to use one of the family planning methods and to give birth to their own plan. Moreover, adult literacy improves their social network among themselves. They ask each other in the village. They do have formal meeting times apart from the normal literacy schedule. Their personal hygiene was also improved. Their attitude towards their child's education was also improved.

Als03 "Their personal and children's hygiene also improved. Their attitude toward family planning methods and children's education were also enhanced."

For the question, "Does women's participation in adult literacy program equipped them with the skills that help them to get engaged in different income earning activities outside their home? What type of activities?"

Als01. This program was intentionally designed for this purpose. The adult literacy program had skill training parts on animal fattening, small trade, and growing different types of vegetables, honey production and the like. There were professionals from technical & vocational colleges, supporting adult literacy teachers on these issues. As a result, women participated in the adult literacy program gained more income.

Als02 "Yes! When they started the program, most of them were poor. However, as a result of their exposure to business skill training components of the adult literacy program, they took some important measures. Now, they are producing chickens, fattening sheep and taking part in dairy processing. They are earning money."

Als03 Yes! "Women could be able to take part in different income earning activities like honey production, cultivating different types of vegetables in their garden and poultry production. They got the skills as well as capital to do all these activities. Therefore, in terms of income, they gained a lot.

The participants responded to the question, "Does the knowledge, women have gained from the adult literacy program help them to decide on the income they generate?" if not why?

Als01 No! It is very difficult to say that they are making a decision. Women spent what they saved on their families, unlike their husbands. Husbands are extravagant and sometimes they go to the town to drink alcohol. Secondly, women are not free to make decisions on their own income. The husband may ask her to give him some amount of money. In case if she said no, he may harass her. I agree that women gained money participating in different money earning activities, but difficult to say that they use the money in the way they like. This needs further struggle.

AIS02 No! Women are generating income of their own instead of totally depending on their husbands. Financial freedom is something that they lack before. Now, thanks to the business training components of the adult literacy program, they got the chance to earn money. Regarding the decision on the money, they are not free to use in the way they like. The greatest thing that they do is just they spend it on their family needs. I do not think that they use it for their own pleasure. Women in that particular community are not lucky to enjoy like men. The problem is that they cannot decide on their income freely. Especially the pressure from their husband is so strong.

Als03" No! The society never allows them to do so."

When they were asked about "What major challenges women have faced in the adult literacy program" the participants responded as follows;

Als01 The support from the concerned bodies to the adult literacy program was not strong. There was the so-called steering community selected from the Ministry of education, Ministry of Agriculture, the ministry of children, youth and women, and Micro and Small Enterprise Authority. However, truly speaking, there was no strong coordination between them. Moreover, at the beginning stage of the project, we faced tough resistance from community leaders and husbands. They considered the education of women as a social evil. As a result, there were high numbers of dropouts. However, we made a strong struggle to convince them. Our adult literacy teachers were busy in searching women dropouts and bringing them to literacy classes.

Als02 Women have high workload; they also faced discrimination from their husband and community as a result of their participation in the adult literacy program. Moreover, there were funds for women to start their own business immediately after completing the literacy program. However, funds were not enough and satisfactory. There was an intention to introduce about 10 major business areas where women can work. However, it was reduced to four (chicken production, sheep rearing, honey production and growing vegetable) because of the shortage of funds. In addition, the monitoring and the evaluation tools and procedures employed from the side of the steering committee were not attractive and strong. We also faced a serious program related to the age of participants. Some of them were young, and some of them were too old. Furthermore, the teaching methods we selected in the adult literacy program were relatively difficult as compared to the traditional reading and writing. Thus, our teachers sometimes faced difficulties in delivering it.

Als03 “Women faced strong resistance from their husbands and even their children”

ii) Interview with adult literacy teachers

Like an interview with adult literacy supervisors, the interview protocol of adult literacy teachers had also three main parts:

- Face sheet, which is used to record time, date, place of interview and the special condition that may affect the interview and finally demographic data.

- Interview questions related to the problem under study.
- Post interview comment sheet-a place to write notes after the interview.

The interviews were properly recorded, and notes were also taken by the researcher. The consent form that was prepared by researcher and signed by respondents was in place before the interview. The following questions were posed for adult literacy teachers:

- Would you tell me your age, qualification, and experiences in adult literacy program?
- What were your major roles in women's adult literacy program as a teacher?
- What type of methodologies were you using in adult literacy program as a teacher?
- How does the adult literacy program (its skills and knowledge) help to meet the practical need of women's life?
- Could you describe the way the adult literacy program contributes to women's socioeconomic empowerment?
- What are some of the major challenges related to adult literacy program?

The following data were obtained from an in-depth interview with five adult literacy teachers who were facilitating the program.

The participants answered as follows to the question, "What were your major roles in women's adult literacy program as a teacher?"

Alt01 There was three classes per week, and each class had two hours work. Students were expected to learn for six hours per week. My role as a teacher was facilitating and sometimes counseling them.

Alt02 The class was highly participatory. Most of the time, we encourage women learners to talk and discuss. The lesson also demands that. I never teach them first the letters,

word or numbers. No! Firstly, an issue of concern related to their problem was identified. Secondly, we identified key words from the problem already identified. Thirdly, from the words that we identified, we teach them those letters and numbers. So this was the style.

Alt03 my role as a teacher was to encourage them toward the discussion and to help them to find their own solutions to the problem they identified and also counseling.

Alt04 I was doing two major things. I tried to lecture first, and then I invited them to take part and discuss. I gave them to exercise. Actually, the exercises were practical. If we talk, let say about personal hygiene, I invite them to bring water with small containers and soap to wash their hands in the class. We were practical.

Alt05 my role as a teacher was coaching and facilitating. I showed them the way, and then they follow that. I was also responsible for going to the village and bringing them to the centre if they were absent. I have counseled them on their social matters and related problems.

The participants answered as follows to the question, "What type of methodologies you were using in adult literacy program as a teacher?"

Alt01 The approach we followed was participatory. It was not top – bottom approach. It was bottom up. It was highly based on dialogue. I think this opened a room door for them to talk and discuss their issues.

Alt02 "The style of our teaching was not the conventional one. We invited them, first, to list issues on which they want to talk and change. From the issues they listed, keywords were identified. Then after that, we taught them letters from that keyword they had already identified. They could manage to do two things-solving their problem as well as learning letters while they are doing that.

Alt03 "The method of teaching was highly participatory. I gave due attention to my learners in my teaching."

Alt04 In our teaching, a lesson had gotten the following components – introduction-presentation – discussion and action strategies. Topics of interest which has something to do with women’s socioeconomic problem were identified. After deeply discussing on their problem, women learners were invited to design their personal action strategy to tackle these problems.

Alt05 The methodologies used in the literacy classes were relatively different from the traditional way of teaching. It was bottom – up, highly participatory and the content was selected from problems on the surface that hinder women’s socioeconomic development.

Regarding the question “How does the adult literacy program (its skills and knowledge) help to meet the practical need of women’s life?” They responded in the following ways:

Alt01 Yes! Adult literacy does a lot for them. In the past, when they go to market/shop/ to buy let say shoes, they do not know their exact size as they cannot read the numbers. However, after the literacy education, they managed to buy the size they like by reading the numbers. They can also read office numbers when they visit health center and government offices.

Alt02 “Yes! They can write their names. They count numbers. They are using this knowledge for practical purposes. For example, when they go to mill, there is a ticket given to them to get the services by turn. On the ticket, there is a number. Without the support of anybody based on the number on the ticket, they can get the service.”

Alt03 “Yes! The knowledge and skills they gained from adult literacy have practical value. They could be able to write their names and put their signature on the paper. They could be capable of keeping their personal hygiene, improve their ways of eating and family hygiene, etc.”

Alt04 “Yes, especially the young women who participated in the adult literacy program had got the chance to apply the knowledge of adult literacy into their daily life, such as using technologies like mobile phone and the stove in the kitchen.”

Alt05 "Yes! They gained the ability to discuss on different issues with their husband and other community members. They started properly using their resources as they understand very well the concept of saving. In general, literacy enabled them to face their socioeconomic problems with confidence. So, adult literacy has practical uses."

The participants answered as follows to the question, "could you describe the way the adult literacy program contributes to women's socioeconomic empowerment?"

Alt01 I have seen a lot of changes in women's life. They started freely expressing their ideas. They got the chance to earn money as a result of their participation income and earning activities. However, I do not think again that the adult literacy program alleviated all social evils and economic problems.

Alt02 There was incalculable changes socially and economically. Socially, women have made progress on issues related to personal hygiene, family health, children's education and the like. Economically, they could be able to engage in small income earning activities outside their home. The journey toward empowerment was started, but not yet finished.

Alt03 "The adult literacy program improved women's psychological, social and economic elements. Women developed the right attitude about their roles and place they have in the society.

Alt04 The program contributed a lot to women's socioeconomic empowerment. It improved women's attitude towards their potential as it helps them believe in their ability. They were also equipped with the knowledge and skills that help them struggle against social evils. Economically, they could also be able to take part in diffident income earning activities.

Alt 05 "Adult literacy brought to light and hope to the women."

The participants answered as follows to the question, "what are some of the major challenges related to adult literacy program?"

Alt01 "Heterogeneity of the group was one of the serious problems. Some of the learners were young, and some of them were too old. Their capacity for learning was so different. To teach the older, one needs patience, and a long time."

Alt02 "There were age variations." Moreover, the support we had from project owners, and supervisors were also not enough. Moreover, the community's outlook on women's education is not good. "

Alt03 "There were high numbers of dropouts and absenteeism especially at the beginning season because of different social challenges. Fear of participation in the class discussion was also another problem. The payment for us was also not attractive."

Alt04 "Teaching facilities were very poor."

Alt05 "Teaching facilities were very poor. By the time we started, we started teaching them under the tree, but gradually we built small houses from locally available materials. Inside the houses, there were no quality tables, chairs, and boards. They used to sit on stones. There were no desks to write on. However, we managed to teach them."

ii) Interview with women who participated in the adult literacy program

The third type of interview was the interview conducted with women who participated in the adult literacy program. They were mainly asked about the impact of the adult literacy program on their socioeconomic life. In addition to the impact-related questions, the women were interviewed about the challenges they faced as students. The interview questions were prepared in English and translated into a language of the respondents to remove language barriers. The interviews were properly recorded and notes were also taken by the researcher. The consent form that was prepared by the researcher and signed by the respondents was in place before the interview. The following questions were posed:

- Are you married?

- Would you tell me your age, religion, and ethnic background?
- Does participation in adult literacy program improve your confidence, self-worth and potential? How?
- Could you describe how adult literacy impacted on the following components of your social life?

Your children's education

Your and your family health

Your social networking outside home

Involvement/ participation in community matters and social events

Awareness about human right issues

- How does your participation in adult literacy program enhance your knowledge and skills to get engaged in different economic activities outside the home?
- Does the knowledge you gained from the adult literacy program help you manage and have total control over your income? How?
- What major challenges have you faced as a student in the adult literacy program?

The following data were obtained from an in-depth interview conducted with adult women who took part in women's empowerment program through adult literacy programs.

The participants responded as follows to the question "How participation in the adult literacy program does improve your confidence, self-worth and potential?"

Wr01 *"I was blind, though I was born with two eyes like others, but now my vision is restored with the help of God. I would like to thank my literacy teachers as well as those who taught us. Formerly, even I did not consider myself as a human being. I did not consider myself important as such. Later, however, after literally class, I understood that I am also very important, like others, and my confidence grew up."*

Wr02 *"Literacy has given me a sense of worth and self-confidence. After literacy, I am aware of what I can do. Literacy gives me hope and light. I do not ask the support of others to write my name, my signature or do some calculation. Literacy makes me independent and truly believes in myself."*

Wr03 *"Now, I have a lot of information about myself, my family, my village and even my Country. There is a big change in my knowledge, my attitude, and behaviors. Because of the adult literacy program I attended, I gained vision, and now I could see that women can also make their dreams become true."*

Wr04 *"Truly speaking, my heart's desire was achieved. After literacy, I started to give value for my prior knowledge, skills and experience and the potential inside me. I can totally change into resources. Literacy gives me a sense of confidence to see again and again. Yes! We all women have the power to change our selves, our family and our community though most of us were not aware of this truth."*

Wr05 *"After literacy, I truly started believing in myself and started questioning the negative attitude that my husband and community members had towards women. Men never consider women as important as men. They doubt our ideas, speeches, works and our everything in general. Even I myself thought like that before, but now, I was born again. Thanks to the adult literacy program, I do have confidence in myself."*

Wr06 *"Formerly, I always keep quiet, and I was not lucky to share my feelings, ideas and problems with others. I did not believe in myself to do so. However, literacy class taught me how to do these without any fear. Now onwards, I cannot keep quiet and my mouth never stops talking any time when it is necessary."*

Wr07 "Literacy improves the value that I give to myself."

Wr08 "We were totally controlled by our husband and male in general. However, literacy showed us the ways in which we free ourselves from those who controlled us." At least, I do have the confidence to confront my problem, to negotiate and to talk. I can make my own choices on issues related to my life."

Wr09 "Thanks to literacy, it gives me the courage to talk loudly. I think this is one of the big benefits that literacy provided me."

Wr10 "Literacy, taught me how to go out from home and join others. I believe in myself to make participation in all kinds of events in the community."

Wr11 "What literacy provided me is that it improved my communication ability. Personally, I was shy. However, the adult literacy program I took part has transformed and encouraged me to become persuasive speaker."

Wr12 "Literacy boosted my confidence as it helps me express my feelings and ideas freely."

Wr13 In the past, my husband did not consider me as if I was important. Nevertheless, after the literacy education, he saw me writing my name, my child's name and even his name. He saw me doing a simple calculation. Then, my confidence grew up. Even my children who were in grade five and six got surprised about that. My big son told me "Oh! Mama! I did not expect you like that. I thought that mothers like you have no potential to learn like children. Laughing at him, I said," this is what literacy provided me.

Wr14 As a result of my participation in the adult literacy program, all my neighbors, and my family members see the progress I made and started respecting me. They give value for what I have. One of the women who got surprised at my commitment to education and saw the progress I made, had joined adult literacy classes after a month. She followed my footsteps.

Wr15 If you are educated, everybody respects you. This is what I have seen after the literacy classes. My little knowledge that I got from the literacy classes boosted up the status that I had. I can read easy words. I can count, and I can see my watch, and even I can try writing letters. Now, I am better than many of the friends who did not attend the literacy classes. So, I deserve respect.

Wr16 "I do not have to depend on others to write my name, to count numbers, to buy and sell."

Wr17 In the past, as I did not read and write my name, I used to feel bad. Though I am too old as compared to my classmates in the literacy class, I am better now. I can write my name, I can read letters, simple words and count numbers. Had it been in my early age, I would have become a doctor, but I missed it as there was no such an opportunity.

Wr18 The adult literacy program has made me come out of darkness to light. I had got the confidence to use technologies like the mobile phone."

Wr19 In the past, as I totally spent at home (kitchen), I had not got any opportunity to share my problems and plans to others. Even so, the adult literacy classes taught me how to discuss with other community members outside my home. The program familiarized me with many people. This built my confidence.

Wr20 The adult literacy program has made me come out of darkness to light. My husband has a mobile phone. I was wishing to have my own mobile phone like him. But, I did not know how to run. I also felt shy to ask him about that. However, after literacy classes, one day I slowly took the mobile phone from his pocket. When I started looking at it, I found on it letters and numbers that I was taught in the literacy classes. Afterward, I got the confidence to see it further in the next day. After that, I decided to use it. Now, I am using my simple mobile phone. I am using it. Thanks to the literacy program. It paved the way for me to use this technology.

On the question “How do you describe the impact of adult literacy on the social components (children’s education, health, social networking outside the home and community matters) of your life?”

Wr01 “I had been against children’s education and schooling, but from my literacy classes, I understood that education is very important. I assure you that all my children will go to school”.

Wr02 "My children will never suffer the way I did because of lack of education. They all will go to school. I will keep advocating that education is the right of all children and even adults. I will never let ignorance affect my family and my community. Education is light. I do not let everybody be in the deep dark, but come to light and shine like a moon in the dark"

Wr03 In the past, I wanted to use my children as labourers and I did not believe in children’s education. I do have two children who are at school. However, my support for them was not enough as I thought that going to school was wastage of time. Nevertheless, after the literacy education, the attitude I have towards education is totally changed.

Wr04 Today's children are lucky. There is a wide opportunity for them to learn. In the past, there was not such an opportunity and people were not alert at all to the benefits of education. Now, I understood that education makes people very strong, wise and independent. Thus, I am convinced that sending my children to school will result in improving their future life.

Wr06 Aha! Even health wise, my understanding about the causes of disease and curative measures was little. Nevertheless, our adult literacy teachers taught us a lot. They taught us how to use the toilet, wash hands before and after meals, and how to protect our personal hygiene. So we are safe now!

Wr07 “As a result of an adult literacy lesson, I know how to keep my food for a long time without a problem.

Wr08 Wow! This adult literacy program is amazing! For example, I and my family were drinking river water without treating it. We did not have any problem of buying a tablet /chemical / that can easily purify water as it is two or three Ethiopian Birr. However, we did not know about the existence of such a thing in this world. Ignorance is a disease by itself. Thanks to our adult literacy teachers, they taught us all these things. As a result, I and all by family members are drinking pure water by purifying it with this chemical."

Wr09 As a result of attending adult literacy lessons related to health, I concluded that having many children is not good if the economy does not support that. Accordingly, I decided not to have a large family size in the future. I decided to use family Planning methods.

Wr10 In the past, I was afraid to talk about family planning methods with nurses. Now, I do not. For example, I do have five children. If I go beyond this, my health will be affected and economically, I do not properly support them. I do not want my children to face the problem I faced so far. They should be better than me in the future. So I decided to use a family planning method.

Wr11 "I do have a great fear of family planning method. I thought that using family planning methods leads to sterilization. However, thanks to the literacy class, things are not the way I was thinking. My fear has gone as I was exposed to the reality. Now, I am using pills in order to not have a baby without our schedule. Because of the adult literacy program, I had got enough information on family planning matters."

Wr13 "Now, I am no longer confined to home like a prisoner. Sometimes I am invited to nearby town to attend the meeting. Moreover, I do not have any problem to convince my husband to go to the town to buy and sell."

Wr14 "Because of ignorance and lack of exposure outside my home, I do not complain mistreatment by my husband and community. I even consider that the superiority of males over females is something normal. However, later when we discussed gender issues and the equality of men and women in adult literacy classes, all are wrong."

Wr15 "Women should not be discriminated; women should also have the right to give their own decision on family issues like men."

Wr16 "After literacy classes, I got angry about any violation of women and children. If I can, I start to stop, I never keep quiet. I report to the concerned bodies."

Wr17 "Sometimes, I go to a nearby village and town, but I have to get permission from my husband. Furthermore, I cannot stay more than a day there. I should openly discuss with my husband. However, I do think that all husbands are positive like that."

Wr18 "As a women, I always consider myself as a person whose place is in the kitchen. I do not think about going out to visit relatives or attend meeting like my husband does. Thanks to literacy, it brought me out from the kitchen."

Wr19 "Literacy has not only paved the way for us to come out of a kitchen to public but also it help us to give an opinion on issues related to the community we are living in."

Wr20 Literacy improves our social networks with each other. We visit each other. We do have air and sub (local associations to support each other). Within two weeks, we are meeting together. We ask each other during the bad and good times. Literacy class brought us together. Literacy also taught us that we have the right to voice our concern when it is needed.

To the question, "How does your participation in the adult literacy program build your skills to engage in different economic activities outside the home? The participants reacted as follows:

Wr01 This Adult literacy program contributes a lot to strengthening my ability to counting and calculating. In the past, sometimes people used to deceive me at marketplaces and even at home. At present, I recognize my money and count them very well. Thanks to adult literacy, my husband, and others cannot deceive me at the moment. Shoppers also cannot deceive me after all.

Wr02 Together with the adult literacy program, I had got the chance to get intensive skill training in poultry production, small trade, raising sheep and donkeys. Moreover, there was also financial support immediately after skill training to help us start our own businesses and generate income. Now, I am getting money as I am taking part in poultry production. This is improving the life of my family.

Wr03 "Together with the adult literacy program, I receive some important business training. This gives me the opportunity to engage in small business to earn money."

Wr04 "The adult literacy program and skill training I acquired stimulated me to open a small shop in my village. I was provided one thousand Ethiopian birr as a loan; that helped me generate income."

Wr05 "In the past, I did think that there was no more work that improves the life of my family, but the adult literacy program and entrepreneurship components taught us a lot. For example, I do have about 200 chickens to make a large profit."

Wr06 "Because of the literacy classes I attended, I had got vital knowledge and skills very important to my life. I can read and write as well as I can do some calculations. Because of this, one of my relatives who lived in a nearby town facilitated the way for me to be employed in one small kindergarten. Now, I am employed. So, attending literacy class helped me a lot as it provides me an opportunity to come from a rural area and live in the town where everything is better."

Wr07 "In the past, we did not know our total income, and we did not know our expense too. In my case, for example, I had a serious shortage of food because of lack of proper management. Now, I have tried to manage my agricultural production as well as my money. I am living by the plan after all. Even though I am not the only person to control the small amount of money we have, my husband does not reject my plan on how to use it."

Wr08 "Adult literacy program provided me the chance to take part in income earning activities like raising chickens, sheep, donkeys and growing vegetables. With the money

they give us, I started breeding sheep. Now, I do have 10 sheep that I can sell at any time. Thus, I will not be dependent on anybody for money in the future as my sheep will increase highly in a number."

Wr09 "Thanks to the adult literacy program, it encouraged me to open a small shop. As I can read, write and calculate, I know how much I make from my sales, and I know my profit."

Wr10 "As a result of the business training I acquired, I am participating in income earning activities. I do have chickens, different vegetables in my garden and sheep of my own. I opened a bank account with my name. I can deposit and I can take out my money when it is needed. Thus, literacy is many things for me. It taught me about the value of money, saving and finding ways of getting out of poverty. In the past, I was totally depending on very limited agricultural products. Now, I do have different vegetables in my garden which I can easily sell. I do have also sheep."

Wr11 "As a result of this adult literacy program, I learned how to raise sheep and donkeys. Accordingly my income is growing."

Wr12 my husband and I produce cereal crops like wheat and barley. Nevertheless, the production was not a surplus. We did not know how to use what we produced. However, after literacy, we improved a great deal. Literacy taught me much about saving. And saving has made a positive effect on my life in the first place. It helps me to decrease extravagance at home. Moreover, I learned ways of getting extra money by cultivating vegetables in my small land.

Wr13 "Engaging in different money earning activities like producing chickens gives me a sense of power. Thanks to the adult literacy program, it taught me about making money and ways of doing it. "

Wr14 As a result of my participation in the adult literacy program, I had got some important skills like the production of chickens and rearing sheep. Consequently, I had gotten extra money for the health and education of my children.

Wr15 Thanks to the adult literacy program, I learned a lot about saving and borrowing money. I borrowed 1000 Ethiopian Birr from small microfinance, and I bought two sheep and they have become five. Now, I do have money to pay for my children's education.

Wr16 The adult literacy program taught me how to get financial freedom without moving very far away from my home. I am producing different type of vegetables. I do have a better breed milk cow. Now, I am selling milk and milk products as well as vegetables from my garden.

Wr17 I would like to thank the adult literacy program designers. In addition to reading, writing, and art hermetic, they give us startup capital to generate our own income. With this money, I bought two sheep. Now, they have become six. If I face some financial problem, I will sell them and solve my problem.

Wr18 The adult literacy program empowered me to make a decision on the property I have with my husband. I started convincing my husband not to rent agricultural land, sell our sheep and other properties without my consent.

Wr19 "Thanks to the training that I acquired through the adult literacy program, I am planning to start up a mini-business in the nearby town.

Wr20 "I am no longer confined to my kitchen. Every week, I am busy traveling to the nearby town to sell my Vegetables and chickens. I am very happy for that. In the past, I did not think that such a thing is there."

On the question, "Does the knowledge you gained from Adult literacy program help you to manage and decide on the income you generate? If no, why? The participants reacted as follows:

Wr01 *"Yes, to some extent, I do have control over what I am doing outside the home, but I do not have total control over the vegetables and my own sheep. Especially, when I want to sell my sheep, I have to consult my husband and get permission from him."*

Wr02 *"Oh! No, in the case of the decision on the money that I get from selling cow's milk and milk products, my husband also wants to know. Sometimes, he asks me to share the money with him. I am not the only person to decide on these issues."*

Wr03 No *"In the adult literacy classes, we learned a lot about decision making and having control over the resources we have. However, in our culture male wants to control everything. Though I do have two sheep and one donkey that I bought with the money that I got from women's empowerment project, I cannot sell them without the permission of my husband. Moreover, I am not free to use the money in the way I like."*

Wr04 *"No! I do have my own bank account. I do have the idea of depositing the money in the bank. I do have the idea of interest, saving and borrowing and the like. I do have all this knowledge as a result of my participation in adult literacy classes. However, I do not have total control over the money I am getting from selling vegetables."*

Wr05 *"No! The adult literacy program taught me a lot regarding how to manage my resources. For example, I do have chickens of my own. I sell eggs and hens every time. Nevertheless, if I want to do something with the money, first I have to inform my husband."*

Wr06 *"No, literacy taught me how to manage the small amount of money that I got from agricultural production and rearing sheep. The concept of saving was the concept that I developed after the literacy program. But, I do not have total control over what I have."*

Wr07 Yes *"In the past, we do not know our total income, and we do not know our expense too. In my case, for example, I had a serious shortage of food because of lack of proper management. Now, I tried to manage my agricultural production as well as my money. I am living by the plan after all. Even though I am not the only person to control the small amount of money we have, my husband does not reject my plan on how to use it."*

Wr08 NO *"whenever I need to do something with the money, I have to consult my husband."*

Wr09 No *"My participation in the adult literacy program helps me a lot to develop the concept of saving and wisely using all resources that I have. Literacy taught me how to manage my resource, but I cannot decide for the money that I have; I and my husband do it together."*

Wr10 No *"I do not have total control over everything in the family. In literacy classes, we learned a lot about decision making and the big role that women have in the decision of their family matters but still our husbands dominate us."*

Wr11 *"Yes! Literacy improves my understanding about proper utilization of money and my agricultural production."*

Wr12 NO *"We learned a lot about skills of decision making. We also learned about women's rights and their roles in relation to decision making about their property and resources, but my husband does a lot, and I do have every minimum decision-making role."*

Wr13 *"Yes! Literacy gives me a sense of self-confidence to totally control my money that I get from selling vegetables and chickens though my husband is not happy about that."*

Wr14 Yes, *"I benefited a lot from women's empowerment program through adult literacy. I could properly manage the money that I get from selling chickens and vegetables. With the money, I bought house utensils, and I could also be able to construct my house in a new form."*

Wr15 *"yes! Literacy skills provide me ways of managing and deciding on the resource I have. Because of this, the men in our community started saying like this. "Women at this moment are men, meaning they have become the breadwinners of the family."*

Wr16 *"No! I appreciate that women get more and more organized to change our situation. Instead of sitting at home and asking our husbands for money, we have to work*

as much as we can for ourselves. Though we are not in a position to control what we have now, we must struggle to have control over what we have gradually.”

Wr17 "NO! Literacy taught me the value of saving what I have properly and the feeling of being self-reliant in making important decisions in whatever properties I have though the males have the lion's share in making decisions in my community. For sure, it will be changed."

Wr18 “NO! Through literacy, we learned a lot regarding the decision that we are going to do about what we gained through our effort. My husband does not pour a glass of water from the jug, and all the work burden is on me. However, he wants to decide on everything. The culture fevers him to do so. But, I had already started the struggle to change this scenario.”

Wr19 No “The adult literacy program taught me that I could invest the business profit on the product needed instead of spending the profit on unnecessary items. I also had been taught to use my right of decision making instead of giving the chance for my husband but I did not start yet.”

Wr20 NO “We have to be alert and make use of our money in the right way instead of giving them to our husbands.”

The participants answered as follows to the question, “What major challenges do you faced as a student in the adult literacy program?”

Wr01 “I believe in the importance of literacy, but I do have a high workload. I am working from dawn to dusk. As a result, I faced serious problems to make an active participation in a literacy class. I missed class so many times.”

Wr02 “Because of my age, I faced a serious problem as a student. I am old as a result; I could not read like young women. I am old, and my vision is poor. The young women were laughing at me as I was too slow.”

Wr03 *"I was so eager to learn, but members of the society have no concern for Education."*

Wr04 *"In my community, education has little value. They say, "It is not important to go to school." As a result, they never encourage people, especially those who are old like me to go to school. When I started my literacy, they were laughing at me, but slowly they became convinced as they could see my progress."*

Wr05 *"I am too busy at home. During my participation in the adult literacy program as a student, I faced a serious shortage of time."*

Wr06 *In orders to attend the adult literacy classes, I should first finish all my work at home. I am working alone at home, and nobody supports me. If I go to school without accomplishing my entire job at home, I will be bitten by my husband. As a result of this, I did not attend adult literacy classes in a relaxed environment.*

Wr07 *"We lack support from the members of the community. They always discouraged us when they see us going to the literacy classes by saying, "you will not be a doctor or an engineer after all! You are old, and your golden ages are over!"*

Wr08 *"I did not have extra time to attend my classes in a comfortable way. I used to cook the meal for my husband and children at home. In addition, I have to work on the farm with my husband. I also look after my cattle"□*

Wr09 *"I had to cook the meal for my family, work on the farm, and fetch water by moving long-distance and the like. As a result of this, I had a serious shortage of time. My husband was not eager as such to support me."*

Wr10 *"As my husband did not support me financially, I have to work as a daily laborer. I had a shortage of time. As a result of this, I did not actively participate in the literacy program."*

Wr11 *"Sometimes, I was sick. As a result, I did not regularly attend the class."*

Wr12 *"I was pregnant. As a result of this, sometimes I was sick."*

Wr13 *"I was sick. I had also a problem with seeing and hearing. As a result, I could not contribute a lot in the program like young women who were participating actively. There was also no support from my husband and other family members. Even, my small children were laughing at me. Sometimes they joke with me by saying, "Why do you not give us the exercise book and the pen, as you cannot learn at this age."□*

Wr14 *"As I am old, I do have a problem of understanding things quickly. I want to learn slowly but my teacher never allows me to do so."*

Wr15 *"As I was busy at home, I was always late for classes."□*

Wr16 *"I did not have enough support from my husband, family as well as my community, especially at the early stage of my education. My husband tried to hide my exercise book and pen. However, gradually, he changed his mind after he was persuaded by the literacy teachers about the importance of the program."*

Wr17 *"We are working on the substance, type of agriculture, and we do not have surplus production. I have to work hard. I have to go to the market every day to buy something for my family. As a result, I did not get enough time to attend literacy classes."*

Wr18 *"My literacy teachers were so young. They want me to learn quickly, but I could not as I am old. They were upset when I became slow. As a result, I was so angry and lose an interest to learn."*

Wr19 *"Sometimes, I could not understand what my teacher was teaching. Her handwriting was not clear for me."*

Wr20 *"I could not read very well as the print was so small and not attractive."*

3.2.2.2.2 Focus group interview/discussion

Focus group interview not only provides insight into what is being studied but also verify

information generated through interviews (Creswell, 2009). In this study, women who underwent an in-depth interview were again invited for the focus group interview in order to provide rich data sources. All potential focus group participants were selected, and the purpose of the study was explained to them. A total of 20 participants were selected for two focus group discussions, each containing 10 participants. Two facilitators coordinated the focus group meeting that was conducted for approximately four hours within three consecutive days. The facilitator's goal was to generate a maximum number of different ideas and opinions from the participants at the time allotted. The questions to lead an informal discussion were based on a list of guiding themes emerging from the in-depth interview that was conducted with each respondent.

These were:

- How would you describe the quality of the adult literacy program in improving your life?"
- How literacy benefits you?"
- How do you compare your social and economic life before your participation in the adult literacy program and changes after that?
- What challenges do you face in the adult literacy program?" □

The Participants answered as follows to the question "How would you describe the quality of the adult literacy program in improving your life?"

FGI01 "I am happy with the program. It was highly voluntary and also designed based on our real problem. In the class, we discuss problems related to our life. It also encouraged us to participate in income earning activities."

FGI02 "I am satisfied very much. Its entire components (literacy, skill training and entrepreneurship) have good quality. Above all, I liked the skill training part as it improves my life."

FGI03 "I was so old, and I could not easily understand like other young women. But, my teachers helped me a lot. I was happy about the adult literacy program."

FGI04 "Our teachers tried to take into account our interest /needs/ in their teaching. The adult literacy program was also highly correlated with my real problem."

FGI05 "I can say the program has high quality as it touches all our social and economic problems. It was not only about writing and reading letters and numbers, but it goes beyond that."

FGI06 "I was happy and satisfied with the program. Especially, I was so happy with the skills training component of literacy as it equipped me with the skills of earning money."

FGI 109 "The class we were using was not attractive. There were no chairs and desks,"

FGI110 "Before 20 years, I had got the chance to participate in the adult literacy program in the previous socialist regime. I was so lucky again to take part in this new type of adult literacy program. When I compare the previous and the new one, the new one is quite different. The former one focused on memorization of letters and numbers. The current one has got skill training and entrepreneurship component which are directly related to our real social and economic problems. Really, this one has quality."

FGI201 "I was satisfied with the entire lesson and the way our teachers were delivering the contents."

FGI202 "The program was good as it addresses our social and economic problems. I could manage to read and write. The skill training components also helped me to take part in income earning activities. I was not only writing letters and numbers, but I could create my own job."

FGI205 "Oh! I was so happy. It was a bottom-up approach in which women respected very much. The program highly improved my social and economic life."

FGI208 "It was such a well designed and quality program that addressed many of my social, economic and psychological problems."

When asked “How literacy benefits you?” the participants responded in the following ways:

FGI01 “Literacy is light. My eyes opened and are able to see what I did not see before. I can write, read and communicate.”

FGI02 “It is very important. I was well-trained and I am so happy.

FGI03 “I can read & write. In the past when I went to the market to buy something, let say shoes, since I cannot read the number, I should try at least four/five times. Now, I know my exact size, and I can easily buy it:”□

FGI04 “I had benefited in many ways: it reduced my dependence on others to read, write and make some simple calculation:”

FGI05 “Thanks to adult literacy program, it taught me how to wash my hands and how to keep my personal and family hygiene.”

FGI06 “Adult literacy program helps me to use family planning methods. As a result, I can have a child per my own schedule.”

FGI07 “As a result of the adult literacy program, I could manage to use the mobile phone and communicate with my relatives who are very far from me.□

FGI 08 “As a result of the knowledge I gained from literacy classes, for the first time, I build my own toilet, which I am using with my family.”

FGI09 “Thanks to the adult literacy program, I came out of the darkness. I can write, read and calculate.”

FGI110 “Adult literacy program provides us the way and energy to struggle against some social evils like female genital mutilation, polygamy and the like.”

FGI201 "Adult literacy showed me ways to grow financially. I was equipped with important skills to generate my own income and to improve the life of my family."

FGI202 "As a result of my participation in the adult literacy program, I could be able to Participate in the meeting and could be able to express my feeling."

FGI203 "I gained a lot of knowledge related to health, hygiene, vaccination of children, and family planning methods."

FGI206 "As a result of literacy classes, I could be able to recommend other women to learn."

FGI207 "I am a member of peace and conflict resolution forum in my village. The knowledge and skills of the literacy program helped me to enlighten my ideas and write important ideas, especially when I go to the meeting." □

FGI208 "I am not pressurized to give birth every time without the plan. Now, I am using family Planning method. Since then I have been healthy."

FGI209 "As a result of participation in an adult literacy program, I learned a good deal about health, economic and personal issues. I learned about preventing diseases like HIV/AIDS, malaria, and waterborne diseases. Moreover, we learned a great deal about saving. I can also write my name and aid my children at home work.□

The participants answered as follows to the question "How do you compare your social and economic life before your participation in the adult literacy program and changes after that?"

FGI101 "Men are amazed by our changes, and they said that women at this moment are stronger than men. I am stronger than before"

FGI102 "I could manage to stand up on my own. My personal mind set-up is different from the earlier one. By far, I am better psychologically, socially and economically than before." □

FGI103 "As a result of our participation in the adult literacy program, we get more and more organized to change our miserable situations."

FGI104 "Adult literacy program helps me to know myself better and develop a feeling of being self-reliant. These are the qualities that I lacked before."

FGI105 "I have great confidence, since the adult literacy program."

FGI106 "The impact of literacy is great. Now, I can write, read and calculate."

FGI107 "If I go to the clinic, now, I will be able to get the service myself without the support of others. However, I have not done this before."

FGI 108 "Adult literacy made us work together in a lovely way."

FGI109 "Adult literacy helps me to know myself and to have my objective in the future."

FG110 "Adult Literacy improves my skills of communication with my husband. I can persuade him."

FGI201 "Literacy helped us to create unity among ourselves to combat anything that is against Women."

202 "Literacy helped us to stand up as a group always."

FGI203 "We will never get back to where we were. Literacy provided us a lot about how to live a healthier life in the future as women."

FGI 204 "Literacy helped us to integrate education into our business."

FGI205 "I could strengthen my business due to the business skills that I got from an adult literacy program"

FGI206 "I learned to read and write through the adult literacy program"

FGI207 "The adult literacy program taught me how to convince and communicate with my husband without fear."

FGI208 "As a result of my participation in the adult literacy program, I am encouraging other women to organize themselves into groups and out of their kitchen. By far, we are better now"

FGI 209 "I do have the confidence to communicate and discuss with my husband as my fear had already gone."□

FGI210: "As a result of my participation in the adult literacy program, I know my right and how to defend it."

When the participants were asked about "What challenges do you faced in the adult literacy program? They reacted in the following way:

FGI 1001 "My heavy workload at home affected my education."

FGI 102 "I have to feed my husband, children and before I go to the adult literacy classes.

FGI 104 "My husband was not happy to see me going to the class."

FGI 105 "Even kids in the village were laughing."

FGI 106 "The community had the wrong perception about the benefit of schooling."

FGI 107 "The skill training part of the literacy was relatively difficult."

FGI 108 "I have to clean my house and feed my children at home. I did not have extra time to attend literacy classes freely."

FGI 109: "The class we were using was not attractive. There were no chairs and desks,"

FGI 110 "The community has not good attitude towards women's education."

FGI 203 "I was old and relatively my classmates were young when I missed a point, they were laughing at me."

FGI 205 "We are living under pressure at home."

FGI 208 "We manage to work both at home and outside the home. As a result, we do not have extra time to learn."

FGI 209 "I was pregnant. I could not attend my class properly."

FGI 210 "I cook the meal, feed my husband and children. So I did not get free time."

3.2.2.3 Data analysis

Qualitative Data Analysis is a methodology of arranging information into its constituent segments to demonstrate its components and structures. For this study, to analyze the data, the researcher took the rules of Huberman and Miles (1994), Marshall, and Ross (1995). It has the following steps: Data organization: the first step of information examination comprised in transcribing an interview, writing field notes or sorting and organizing the information into distinctive sorts relying upon the source of data. To help the legitimate investigation and grant review of full information, the information was put away in one area and was additionally orchestrated systematically to answer the research questions.

Discovering and sorting out concepts and ideas: after the association of the information, the analyst recognized themes, repeating thoughts, languages, and patterns of beliefs,

feelings, and ideas in connection with the Impact of adult literacy in women's socioeconomic life. By searching for words/expressions utilized frequently, the researcher made note of distinctive ideas (i.e., keep a rundown) and attempted to distinguish the predominant ideas and thoughts identified with the issue under study. □

Coding and classifying concepts and ideas: Once the researcher has recognized words/expressions utilized regularly, and additionally thoughts originating from the interviewees, he composed these thoughts into codes or classes.

Building overall themes in data: Each of the response categories has one or more related themes that give a clearer meaning to the data. Diverse categories were broken down under one fundamental all-encompassing theme and each of this was discussed in detail.

Guaranteeing *reliability and validity in the data analysis and in the findings*: To guarantee reliability and validity, the researcher takes the responsibility to keep up consistency all through the interviewing, transcribing and analyzing of the findings.

Testing Emergent Findings: After themes and patterns emerged out of the data, the researcher went through the data, precisely looking for negative occasions of the patterns. These are sometimes called "outliers" (Huberman and Miles, 1994). After precisely analyzing and giving conceivable clarifications, the exceptions were tossed since they did not fit into the patterns and themes in the data. The final step of the data analysis consisted of a detailed interpretation to answer the basic questions. □

3.2.2.4 Trustworthiness

Lincoln and Guba (1985) argue that ensuring credibility is a vital issue in building reliability. The reliability and validity of this study were based on several standards that were held while conducting this study. Firstly, broad bases of experience and perspective to construct meaning by accommodating multiple realities of participants were created. Secondly, the researcher used multiple sources of data, namely, adult literacy supervisors, adult literacy teachers and women who participated in the adult literacy program; and two major data collection tools; namely, in-depth interview and focus group discussion. The

third step was checking and rechecking the data when coding and categorizing was taking place. Fourthly, the interview was conducted in a local language and without the absence of adult literacy supervisors and teachers to facilitate free communication of participants. Moreover, the researcher spent two weeks with the participants before conducting any interview and focus group discussions. In addition to all these, the researcher audio-recorded all the interviews to ensure proper capturing of the discussions and transcribed as well as personally analyzed the data to ensure reliability and validity. □

In addition, the researcher followed the following steps to keep the protocol of the study: □

The researcher requested informed consent from study participants for participation in the study. The informed consent discussion was conducted with participants (adult literacy supervisors, adult literacy teachers and women who participated in the adult literacy program) at a convenient location and in a language that the participants were more comfortable with, using translators. After providing information and answering any queries, the participants were asked if they could give their written consent using consent form; based on that, the form was filled.

Information about the objective of the interview and the overall study was provided to each participant at the commencement of each session. Confidentiality and anonymity were explained. Each participant was asked if she/he consented to be interviewed and for the interview to be recorded using a digital tape recorder. □

During each interview, the topic guide was followed. A tape recording was made of the interview and the field worker made notes of the responses and non-verbal behavior during the interview as well as notes about the setting and atmosphere of the interview.

On completion of the interview, the interviewer met to discuss the findings of the interview. The contact summary form was completed immediately by hand and typed into a computer file, labeled with the identity number of the interviewee, and stored with the audio file.

3.2.2.5 Ethical consideration

In this research, ethical issues were considered in the following ways:

Firstly, the researcher took the position that whatever the participants told him was true for it is their reality. The researcher never allowed his experience and philosophy to influence him to question some experience of the participants. The researcher did this consistently throughout the study.

Secondly, the researcher informed participants about the overall purpose of the research and its main features, as well as the risks and benefits of participation in the study.□

Thirdly, the researcher took full responsibility for the participants, including issues such as ensuring confidentiality and avoiding harmful practices that affect the participants. In ensuring confidentiality, the researcher did not reveal private data and identities of the participants. The researcher never mentioned their names and their addresses. The researcher also never forced them to share their personal stories, unless they did it voluntarily.□

Fourthly, as the individuals participating in this study had a reasonable expectation that the conduct of the researcher need not be excessively intrusive, the researcher used only convenient time and space. The researcher ensured that the research process does not intrude on their time, or their space, or their personal lives.

Fifthly, the researcher tried to analyze data in a way that stay away from wrong interpretations.

CHAPTER 4: DATA ANALYSIS, INTERPRETATION, AND FINDINGS □

In this chapter, the researcher examined results of the collected data. The data were collected from focus group discussions, interviews with women who participated in the adult literacy program, adult literacy supervisors and adult literacy teachers as well as personal notes kept during the study. Twenty-eight interviews were conducted. Twenty people who participated in the interview were women who took part in the adult literacy program. Moreover, three adult literacy supervisors and five adult literacy teachers participated as well. In addition to this, a total of 20 women participants, who formerly participated in a personal interview, were selected for two focus group discussions, each containing 10 participants. Two facilitators facilitated the focus group meetings conducted for about four hours within three consecutive days. The steps taken to analyze the data were also discussed in this chapter. □

4.1 DATA ANALYSIS PROCESS

This part of the study deals with the data analysis. The collected data sets consisted of transcripts of two focus group interviews with women who participated in adult literacy; transcripts of 20 women interviews; transcripts of the five adult literacy teachers' interviews and transcripts of the three adult literacy supervisors' interviews. It also includes the researcher's personal notes kept during the entire period of the research. These sets of data were then coded, analyzed and scrutinized to find themes. This enabled the researcher to combine all the data sheets from the different sources used during his analysis and interpretation.

Qualitative Data Analysis is a methodology of arranging information into its constituent segments to demonstrate its components and structures. For this study, to analyze the data, the researcher took the rules of Huberman and Miles (1994) and Marshall and Ross (1995). It has the following steps:

Data organization: the first step of information examination comprised in transcribing an interview, writing field notes or sorting and organizing the information into distinctive sorts relying upon the source of data.

To help the legitimate investigation and grant review of full information, the information was put away in one area and was additionally orchestrated systematically to answer the research question.

Discovering and sorting out concepts and ideas: after the association of the information, the analyst recognized themes, repeating thoughts, languages, and patterns of beliefs, feelings, and ideas in connection to the impact of adult literacy in women's socioeconomic life. By searching for words/expressions utilized frequently, the researcher made note of distinctive ideas/ and attempted to distinguish the predominant ideas and thoughts identified with the issue under study.

Coding and classifying concepts and ideas: Once the researcher has recognized words/expressions utilized regularly, and thoughts originating from the interviewees, he composed these thoughts into codes or classes.

Building overall themes in data: Each of the response categories has one or more related themes that give a clearer meaning to the data. Diverse categories were broken down under one fundamental all-encompassing theme and each of this is discussed in detail.

Guaranteeing *reliability and validity in the data analysis and in the findings*: To guarantee reliability and validity, the researcher takes the responsibility to keep up consistency all through the interviewing, transcribing and analyzing the findings.

Testing Emergent Findings: After themes and patterns emerged out of the data, the researcher went through the data, precisely looking for negative occasions of the patterns. These are sometimes called "outliers" (Miles and Huberman, 1994). After precisely analyzing and giving conceivable clarifications, the exceptions were tossed since they didn't fit into the patterns and themes in the data.

The final step of the data analysis consisted of a detailed interpretation to answer the basic questions.

Thus, the researcher looked at how all the respondents responded to each interview question, noted the similarities and differences. From these, he identified patterns or

themes; these were then organized into coherent categories. In order to analyze the collected data, the researcher first organized the data. And then, he transcribed interview data, typed field notes or sorted and arranged the data into different types depending on the sources of information. □

After the interviews were transcribed, the researcher read and re-read the text and wrote down the impressions derived from the data. By looking for words/phrases often used, the researcher made note of the different ideas (i.e., kept a list) and tried to find the dominant concepts and ideas related to the issue under study. Once the researcher had identified words/phrases often used, as well as ideas coming from the interviewees, he organized the ideas into codes or categories. Each of the response categories has one or more associated themes that could give a clearer meaning to the data. Finally, the researcher identified themes, recurring ideas, language, and patterns of beliefs, feelings, and ideas about the impact of adult literacy on women's socioeconomic life. To ensure quality, the researcher made diligent efforts and commitment to keep up consistency throughout the process of interviewing, transcribing and analyzing the findings. □

Finally, the researcher took the responses of adult literacy supervisors; adult literacy teachers and women to the interview questions, as well as data obtained from focus group discussions; how individuals responded to each of the questions was also assessed. The interview and focus group discussion questions were open-ended questions. The responses of the participants were recorded in chapter three. These responses were analyzed and the analysis was recorded here under. □

4.1.1 The analysis of data obtained from adult literacy supervisors

Questions 1-3 in the interview schedule were used to collect data about demographic information while questions 4-9 were used to collect data aimed at addressing the research question;

The summary of analysis, which has been based on data from questions 4-9 of the interview, is recorded as follows:

- How could you describe the main purposes of women's empowerment program through adult literacy?"(*The aim of the program*).
 - *Boosting rural women's psychological, social and economic situation through adult literacy program incorporating three elements-literacy, skill training and financial scheme.*
 - *Bring about women's socioeconomic freedom.*
 - *Bring about women's socioeconomic empowerment.*
- How would you explain, the way the adult literacy program changed women's self-esteem and understanding? (*The Impact of adult literacy program on women's personal growth/psychological benefit*).
 - *Help them express their feelings and ideas freely.*
 - *Develop their ability in forwarding solutions to their problems.*
 - *Believing in their ability. Help them say "I can do! We can do!"*
 - *Help them to question the already established wrong status quo about women in the village.*
 - *Enable them to use the mobile phone. □*
- How could you describe the impact of adult literacy program on women's social life? (*The Impact of adult literacy in women's social life*).
 - *Increased women's presence in public gathering (wedding, meeting....).□*
 - *Increased women's knowledge about family planning and other health related issues;*
 - *Improved women's social network and mobility.*
 - *Change women's wrong attitude about their children's education;*
- Does women's participation in adult literacy program equip them with the skills that help them to engage in different income earning activities outside their home? What type of activities? (*The Impact of Adult Literacy on women's engagement in different income earning activities*).
 - *Yes!*
 - *Animal fattening, small trade, growing different types of vegetables, Honey production, Poultry production and Dairy farming.*

- Does the knowledge, women gained from the adult literacy program help them to decide on the income they generate? If not, why? (*The Impact of Adult Literacy on women's income managing capacity/decision-making ability on their income*).□
 - *No! because of:*
 - *Decision making is the mandate of the male in the village.*
 - *Pressure from husbands.*
 - *Patriarchal nature of the society*
- What major challenges women have faced in the adult literacy program? (*Challenges/factors that affect women's Participation in Adult Literacy Program*).
 - *Lack of strong support from adult literacy administrators.*
 - *Lack of strong coordination among stakeholders.*
 - *Women's high workload in the village.*
 - *Negative attitude of the community toward women's education.*
 - *Strong resistance and discrimination from the side of husbands.*
 - *Shortage funds to scale up the economic components of the adult literacy project.*

4.1.2 The analysis of data obtained from adult literacy teachers

To collect data from adult literacy teachers, questions 1-3 in the interview schedule were used to gather data on demographic information while questions 4-8 were used to collect data aimed at addressing the research question.

The summary of analysis, which has been based on data from questions 4-8 of the interview, is recorded as follows:

- What were your major roles in women's adult literacy program as a teacher? (*Roles of Adult literacy teachers in adult literacy program*)
 - *Lecturing.*
 - *Encouraging learners to talk, discuss and take part in practical exercises.*

- *Counseling.*
- *Home visits.*
- What type of methodologies were you using in adult literacy program as a □ teacher? (*The methodologies used in adult literacy program*).
 - *Participatory type of teaching.*
 - *Bottom-up approach of teaching learning.*
 - *Learning based on dialogue.*
 - *Non Conventional type/learner centered approach. □*
- How does the adult literacy program (its skills and knowledge) help to meet the practical need of women's life? (*The impact of adult literacy program on improving women's socioeconomic condition*).
 - *Raises women's knowledge on how to sell and buy items at the market without deceived by others. □*
 - *Increases women's cognitive development-reading, writing and calculating.*
 - *Familiarizes women with technologies like the mobile phone. □*
 - *Improves women's skills on how to protect their personal and family hygiene.*
 - *Improves women's communication and persuasion ability.*
- Could you describe the way the adult literacy program contributes to women's socioeconomic empowerment?" (*The socioeconomic Benefits of Adult Literacy Program*).
 - *Helps them to express themselves in public;*
 - *Increases women's participation in income earning activities and help them gain money for their family;*
 - *Increases knowledge of women about personal hygiene, family health and children's education; □*
 - *Raises women's self-confidence (belief in their potential and ability to manage issues). □*
 - *brings light and hope to rural women to help them to see and dream; □*
- What are some of the major challenges related to adult literacy program? (*Challenges/factors that affect women's Participation in Adult Literacy Program*).

- *Class heterogeneity (age variation).*
- *Negative attitude of the community toward women's education.*
- *Poor Teaching facilities;*
- *UN attractive pay for adult literacy teachers.*

4.1.3 Analysis of data obtained from women who participated in adult literacy program

Questions 1-3 in the interview schedule were used to collect data on demographic information while questions 4-8 were used to collect data aimed at addressing the research question.

The summary of analysis, which has been based on data from questions 4-8 of the interview, is recorded as follows:

- Does participation in adult literacy program improve your confidence, self-worth and potential? How? □
 - Yes
 - *It restores women's vision to see (read and write).*
 - *Helps women to properly understand their inner potential*
 - *Advances women's future hope*
 - *Decreases women's dependence on others to write, read and use technologies like the mobile phone. □*
 - *Increases women's capability of sharing ideas and feeling to others.*
 - *Help them to question the wrong perception of the community toward women.*
 - *It brings women from shiness and helps them to speak loudly.*
 - *Increases women's communication and persuasion ability.*
 - *Improves the respect that the community has for women.*
- Could you describe how adult literacy impacted on the following components of your social life (Your children's education, you and your family health, your social networking outside the home, Involvement/ participate in community matters and

social events and awareness about human rights issues)? *(The Impact of adult literacy on women's social life)*.

- *It changes the negative attitude of women towards children's education and schooling.*
 - *Improves women's knowledge about communicable diseases and its curative measures.*
 - *Improves women's knowledge of family planning.*
 - *Increases women's knowledge of human right and legal issues.*
 - *It paves ways for women's mobility.*
 - *It increases women's social network.*
- How does your participation in adult literacy program enhance your knowledge and skills to engage in different economic activities outside the home? *(The Impact of Adult Literacy on women's engagement in different income earning activities)*.
 - *Equip women with the knowledge and skills of trading, poultry production, growing vegetables, dairy processing and honey production.*
 - *Increases women's knowledge and skill of business making.*
 - *Advances women's knowledge of saving.*
 - *Advances women's knowledge of wise resource utilization.*
 - *Improves women's access to loans.*
- Does the knowledge you gained from the adult literacy program help you manage and have total control over your income? If not, why? *(The Impact of Adult Literacy on women's income managing capacity/decision-making ability on their income)*. □
 - *No! Because:*
 - *Pressure from husbands.*
 - *The negative attitude of the community toward women's decision-making practices and ability.* □
 - *Patriarchal nature of the society.*
- What major challenges do you face as a student in the adult literacy program? *(Challenges/factors that affect women's Participation in Adult Literacy Program)*.
 - *Women heavy Workload.* □

- *Age factors.*
- *Negative attitude of the community toward women's education.*
- *Lack of support from the family and community.*
- *Pregnancy and health related problems.*
- *Lack of support from husbands.*
- *Poor teaching facilities.*

4.1.4 The analysis of focus group interview/discussion/ data obtained from women who participated in adult literacy program

The analysis, which has been based on data from questions of focus group discussion/interview, is recorded as follows:

- How would you describe the quality of the adult literacy program in improving your life?" (*Quality of Adult Literacy Program*).
 - *High quality as its content relates to women's real social and economic problems;*
 - *It has got quality as it improves women's life.*
 - *High quality as its content helps women to solve their social and economic problems.□*
- How literacy benefits you?" (*The socioeconomic Benefits of Adult Literacy Program*).
 - *Renews women's vision at their old age (able to read and write)*
 - *Makes women very strong in communicating with their husband.*
 - *Decreases women's dependence on others for money and other related matters.*
 - *Help women to use technology like mobile phones;*
 - *Help women to struggle against social evils like female genital mutilation and polygamy;*
 - *Develop the confidence of women to express their ideas and concerns;*
 - *Provides women with the knowledge of family planning;*

- *Improves women's knowledge of communicable diseases and curative measures;*
- *Increases women's mobility;*
- *Improves women's social network;*
- Is there a change when you compare your social and economic life before your participation in the adult literacy program and after that? (*The presence change/impact as a result of participation in the Adult Literacy Program*).
 - Yes, Very big change!!
- What challenges do you face in the adult literacy program?"(*Challenges that affect women's participation in the Adult Literacy Program*).
 - *Women heavy workload.*□
 - *Lack of Support from husband and family*
 - *Poor facilities at literacy centers.*□
 - *Negative attitude of the community toward women's Education.*
 - *Pregnancy and health related problems.*

After the interviews had been transcribed, the researcher read and re-read the text and wrote down the impressions derived from the data. By looking for words/phrases often used, the researcher made note of the different ideas (i.e., kept a list) and tried to find the dominant concepts and ideas related to the issue under study. Once the researcher had identified words/phrases often used, as well as ideas coming from the interviewees, he organized those ideas into codes or categories. Each of the response categories has one or more associated themes that give a clearer meaning to the data. Finally, the researcher identified themes, recurring ideas, language, and patterns of beliefs, feelings, and ideas about the impact of adult literacy on women's socioeconomic life. The analysis resulted in two major themes, five categories, and twenty-one sub-categories.

Table 3. Summary of the results

S N	Major Themes	Category		Sub Category	
1	<p><i>The Impact of Adult Literacy Program on women's Socioeconomic Empowerment</i></p>	1	<p><i>Improves women's Psychological/personal/Individual/ Performing Capacity</i></p>	1	<p><i>Help them express their feelings and ideas freely (Come out from shyness).</i></p>
				2	<p><i>It restores women's vision to see, read and write.</i></p>
				3	<p><i>Believing in their ability and Potential(Self-respect)</i></p>
				4	<p><i>Help them to question the already established wrong status quo about women in the village.</i></p>
				5	<p><i>Familiarizes</i></p>

					<i>them with technology- Mobile phone</i>
				1	<i>Increases women's mobility</i>
				2	<i>Improves women's social network</i>
		2	<i>Improves women's social life</i>	3	<i>It changes the negative attitude of women toward children's education and schooling.</i>
				4	<i>Improves women's knowledge about communicable diseases and its curative measures and, family planning</i>
				5	<i>Increased women's presence in public affairs</i>

					(weeding, melting...)
				6	Increases women's communication/persuasion ability of their husbands
		3	Improves women's engagement in different income earning activities	1	Equip women with the knowledge and skills of trading, poultry production, growing vegetables, dairy processing and honey production.
				2	Advances in women's knowledge of saving/advances in women's knowledge of wise resource utilization.
				3	Increases women's access to loan

2	<i>Factors that affect the Participation of women in the Adult Literacy Program/challenges related to women's empowerment process</i>	4	<i>Socio-cultural and Health Related Factors</i>	1	<i>Negative attitude of the community toward women's education.</i>
				2	<i>Women's high workload in the village.</i>
				3	<i>Pregnancy and health related problems.</i>
		5	<i>Administrative and Facility Related Factors</i>	1	<i>Poor facilities at literacy centers.</i>
				2	<i>Class heterogeneity (age variation).</i>
				3	<i>Lack of strong coordination among stakeholders.</i>

4.2 RESULTS OBTAINED FROM IN DEPTH INTERVIEW AND FOCUS GROUP DISCUSSION

Under this subsection, two main issues were discussed based on the data obtained from adult literacy supervisors, adult literacy teachers, and women who participated in the adult literacy program. The first part discusses research results related to demographic characteristics of the research participants. The second part of the discussion is related to the answers provided to main and subsidiary research questions based on the data. Moreover, after having read through the purpose of the study, the research questions and

the interviews' responses, the researcher reviewed the themes and categories and found out that the themes and categories used expressed the meaning derived from the literature and the interviews. □

4.2.1 Research results related to participants' demographic characteristics

Questions on the first part of interview schedule were used to collect data on demographic issues while the rest of the questions were used to collect data for addressing the research questions. Thus, this section describes the general features of women; adult literacy supervisors and teachers who participated in the study.

Table 4. Participant characteristics (women who participated in the study)

<i>Participants</i>	<i>Age</i>	<i>The Language they, Mostly Speak</i>	<i>Ethnic Group</i>	<i>Religion</i>	<i>Marital Status</i>
<i>(Wr01)</i>	26	Afan Oromo	Oromo	Orthodox	Married
<i>(Wr02)</i>	32	Afan Oromo	Oromo	Protestant	Married
<i>(Wr03)</i>	30	Afan Oromo	Oromo	Wakefata	Married
<i>(Wr04)</i>	27	Afan Oromo	Oromo	Orthodox	Married
<i>(Wr05)</i>	29	Afan Oromo	Oromo	Wakefata	Married
<i>(Wr06)</i>	24	Afan Oromo	Amhara	Protestant	Widow
<i>(Wr07)</i>	24	Afan Oromo	Oromo	Orthodox	Married
<i>(Wr08)</i>	32	Afan Oromo	Oromo	Orthodox	Married
<i>(Wr09)</i>	30	Afan Oromo	Oromo	Wakafata	Married
<i>(Wr10)</i>	32	Afan Oromo	Oromo	Wakefata	Married
<i>(Wr11)</i>	35	Afan Oromo	Oromo	Protestant	Married
<i>(Wr12)</i>	28	Afan Oromo	Oromo	Orthodox	Separated
<i>(Wr13)</i>	46	Afan Oromo	Oromo	Wakefata	Widow
<i>(Wr14)</i>	47	Afan Oromo	Amhara	Wakefata	Married
<i>(Wr15)</i>	29	Afan Oromo	Oromo	Orthodox	Married
<i>(Wr16)</i>	52	Afan Oromo	Oromo	Orthodox	Married
<i>(Wr17)</i>	30	Afan Oromo	Oromo	Wakefata	Married
<i>(Wr18)</i>	48	Afan Oromo	Oromo	Wakefata	Widow
<i>(Wr19)</i>	37	Afan Oromo	Amhara	Wakefata	Married
<i>(Wr20)</i>	50	Afan Oromo	Oromo	Protestant	Married

@Wr= Refers to Women Respondents (the numbers 01-20 Represents the 20 Women who Participated in the Interview.

The age of women who were interviewed ranged between 24 and 52 as shown above.

Their average age was 34. Out of them, 75 percent of them were between the ages 15 and 45; and 15 percent of them were 45 years and above old. Out of 20 women, 80 percent were married, 15 percent widowed and 5 percent separated.□

The ethnic composition of the women interviewed shown that 85 percent of the women were Oromo, and the rest (15 percent) was Amhara. Afan Oromo is the language that they mostly speak. This does not mean that they only speak Afan Oromo, some of them can also speak the Amharic language. □

As far as the religion is concerned, 45 percent of the women interviewed were Wakefatas (Oromo traditional religion), 35 percent of them were Orthodox Christians, 10 percent of them were Muslims and the rest (10 percent) were Protestant Christians.

Table 5.Participants characteristics (adult literacy teachers)

<i>Participants</i>	<i>Sex</i>	<i>Age</i>	<i>Highest Educational Level</i>	<i>Experiences in Adult Literacy program</i>	<i>On Job Training</i>
<i>(Alt 01)</i>	Female	25	Certificate	3 Years	Received
<i>(Alt 02)</i>	Female	27	Grade 10 Complete	3 Years	Received
<i>(Alt 03)</i>	Female	28	Grade 10 Complete	2 ½ Years	Received
<i>(Alt 04)</i>	Female	26	Certificate	3 Years	Received
<i>(Alt 05)</i>	Female	29	Grade 10 Complete	3 Years	Received

@Alt refers to adult literacy Teachers and the numbers 01 -05 represent five Teachers selected for Interview.

The age of teachers interviewed ranged between 25 and 29 as shown above. Their average age was 27. Out of them, 10 percent of them were between the age 18 to 25; and

80 percent were over the age 25 and above. All the respondents were female teachers. In terms of qualification, 50 percent of them have a certificate of teaching while the rest 50 percent were high school leavers (took grade 10 national exam). As it was indicated above, all of them had got on job training related to the adult literacy program. As far as their experience is concerned, four of them had got three years of experience in adult teaching, but one of them had got two and half years of experiences.

Table 6. Participant’s characteristics (adult literacy supervisors)

<i>Participants</i>	<i>Sex</i>	<i>Age</i>	<i>Highest Educational Level</i>	<i>Experiences in Adult Literacy program</i>	<i>Training Related to Adult Literacy</i>
(Als01)	Female	35	College Diploma	3 Years	Received
(Als02)	Female	32	College Diploma	3 Years	Received
(Als03)	Male	34	Degree	3Years	Received

@ Als=refers to adult literacy Supervisors and the numbers 01-03 show the three persons selected for an in-depth interview.

The age of teachers who were interviewed ranged between 32 and 35 as shown above. Their average age was 37. Out of the three, one was male and the rest (two) were female supervisors. In terms of qualifications, two of the supervisors had a college diploma while one of the supervisors had a bachelor's degree in teaching. As it was indicated above, they all received on job training related to the adult literacy program. Concerning their experience, all of them had three years of experience in adult literacy supervision and facilitation. □

4.2.2 Research results related to the impact of adult literacy on women's socioeconomic empowerment

The research questions and the information obtained from the literature review were used to guide the designing of the interview and focus group discussion schedules that were used to collect data presented in chapter three. The following main research question and the three subsidiary questions were addressed in the study, as explained in Chapter one under subsections 1.5.1 and 1.5.2; the purpose is to investigate the impact of adult literacy on women's socioeconomic empowerment.

Main Research Question:

How does adult literacy contribute to rural women's socioeconomic empowerment?

The Subsidiary Research Questions:

The Subsidiary Research Questions are:

- How does involvement in adult literacy change women's feelings about themselves (Self worth, potential, confidence...), which is critical for socioeconomic empowerment?
- How does adult literacy improve women's knowledge of basic social issues (children's education, health, mobility, networking...)?
- How do women use adult literacy skills to generate and manage income of their own?
- What are the challenges that affect women's empowerment process through adult literacy in the study area?

The analysis of these research questions yielded two major themes, five categories, and twenty-one sub-categories. (See Table 4.1 for summary of Results). □

The results were organized first, by themes, second by categories and lastly by sub-categories. Data were grouped first by themes, then, one or more categories appeared under each theme. The categories attempt to categorize smaller nuances of information within each theme. The sub-categories highlight unique components of participant experience within each theme. Direct interview quotations were used to highlight and personalize data.

4.2.2.1 The impact of adult literacy on women's /individual /personal growth

The data emerged as a theme in the interview and focus group discussion had been analyzed; the researcher read and re-read the data together with the available literature under which, four sub-categories emerged.□

4.2.2.1.1 Self-confidence (coming out of shyness) to discuss issues□

Most of the informants indicated that as a result of their participation in the adult literacy program, their self-confidence and self-esteem have changed. They proved that their capacity of perusing, writing, and calculating, and others, helped them to build their confidence. Their eyes were opened, their thoughts were increased in value by their instructors and generally, their heart longing was attained. After the adult literacy program, women viewed themselves as all round persons who were vital both at home and in the community. All these contributed to the improvement of their self-confidence and self-development.

Wr20 for example stated:□

"The adult literacy program has made me come out of darkness to light, from shyness to speak; from home to be public from not deciding to decision-making."□

One of the adult literacy teachers, (Alt03), who critically observed changes in women after participating in the adult literacy program, expressed this very vividly:

"The ways they express their feelings, ideas, and address issues improved. They talk in a large group with confidence."□

By comparing her situation before and after Adult literacy program, Wr06 stated:

Formerly, I always used to keep quiet, and I was not lucky to share my feelings, ideas and problems with others. I did not believe in myself. However, literacy class taught me doing these without any fear. From now onwards, I cannot keep quiet and my mouth never stops talking any time when it is necessary.

Wr09 also claimed:

“Thanks to literacy, it has given me the courage to talk loudly. I think this is one of the big benefits that literacy provided me.”

Indicating how shyness hindered her communication ability before her participation in adult literacy program and the success story after the adult literacy program, Wr11 shared her memories as:

“Personally, I was shy. However, the adult literacy program I took part has transformed and encouraged me to become persuasive speaker. It improved my communication ability/skill.”

Wr12 also expressed similar experience:

“Literacy boosted my confidence as it helps me in my social and economic affairs.”

For adult literacy participants like (Wr19), the program created an opportunity to come out of the kitchen and meet new friends to whom ideas are shared. As a result of their interaction with many new people, they learn skills of communication. This again builds her confidence.

In the past, as I totally spent at home (kitchen), I had not got any opportunity to share my problems and plans to others. The adult literacy classes taught me how to discuss with other community members outside my home. The program familiarized me with many people to build my confidence.

A study by Archer and Cottingham (1996) assessing women in literacy in Bangladesh observed that women enhanced their confidence and feeling of self-adequacy for activity inside of the family unit. Furthermore, Stromquist (1997) study which focused on Freire-based literacy programs in Brazil also shows a positive result about the relationship between literacy and self-esteem. This study reported the high increase in self-esteem in the women who took part in the adult literacy program.

4.2.2.1.2 Cognitive benefit (reading, writing and calculating)

Most of the primary informants indicated that as a result of their participation in the adult literacy program, they could be able to read and write letters and paragraphs. At the adult literacy center, women were encouraged as learners to talk and discuss as the lessons demand that. Teachers were teaching those letters, words or numbers following three steps. Firstly, issues of concern related to their socioeconomic problems were identified. Secondly, teachers have identified keywords from the problem already identified. Thirdly, from the words that were identified, they teach them those letters and numbers in a very systematic way. Thus, the system goes beyond simple reading and writing. This helps women to know more about the world they are living in.□

Wr03, for example, expressed the benefits of adult literacy program in relation to reading and writing in this way:□

Now, I have a lot of information about myself, my family, my village and even my Country. There is a big change in my knowledge, attitude, and behaviors. Because of adult literacy program I attended, my eyes gained vision, and now I could see that women can also make their dreams become true.□

Wr17 also expressed similar understandings:

In the past, as I did not read and write my name, I used to feel bad. Though I am too old as compared to my classmates in the literacy class, I am better now. I can write my name, I can read letters, simple words and count numbers. Had it been in my early age, I would have become a doctor, but I missed it as there was no such an opportunity.□

Moreover, the knowledge of numbers that they acquired from the adult literacy program helped them to manage daily routines. For example, they could be able to buy shoes and dresses that fit their size by looking at the numbers/sizes on them. One of the supervisors expressed this clearly:

Adult literacy does a lot for them. In the past, when they go to market/shop/ to buy, let say shoes, they did not know their exact size as they cannot read the numbers. However, after

the literacy education, they managed to buy the size they like by reading the numbers. They can also read office numbers when they visit health center and government offices."□

FGI03 also shared similar experiences:

I can read & write. In the past when I went to the market to buy shoes since I cannot read the number, I should try at least four/five times. Now, I know my exact size, and I can easily buy it:"□

As a consequence of their exposure to the idea of number through the adult literacy program, women could be able to deal with their money without being deceived by anyone.□

Wr01 *claimed:*

This Adult literacy program contributes a lot to strengthening my ability to count and calculate. In the past, sometimes people try to deceive me at marketplaces and even at home. At present, I recognize my money and count it very well. Thanks to adult literacy, my husband, and others cannot deceive me at the moment. Shop keepers cannot deceive me after all.□

Moreover, women's dependence on other literate people decreased as they were able to write their names and append their signatures in the purpose of administrative, legal and financial services.

In Specific relation to this point, Wr16 said:

"I do not have to depend on others to write my name, to count numbers, to buy and sell and get administrative services."

As Stromquist (1995), explains, the cognitive part, which is fundamental to other types of empowerment, includes the women's understanding of their condition of subordination and the causes for that, both at the micro and macro levels of the

society. The adult literacy program provided them the opportunity to write their names, their father's names and family's names; it also helped them to construct a sentence and beyond that level of writing.

4.2.2.1.3 Ability to challenge the already established status quo about women

Mainly because of women's lack of knowledge and the patriarchal nature of the society, even women themselves consider the perceived superiority of male over female as something normal. However, when they started discussing gender issues and the equality of men and women in adult literacy classes, the reality became quite different. Thus, they started questioning it. Most of the informants indicated that their participation in adult literacy program has contributed a lot in urging them to challenge the already established status quo.

Indicating the negative attitude and outlook of the members of the community towards women and how the adult literacy program helps her to question it, Wr05 stated the following:

After literacy, I truly started believing in myself and started questioning the negative attitude that my husbands and community had toward women. Men never considered women as important as men. They doubt our ideas, speech, and works and in general, everything we do. Even I myself think like that before, but now, like I was born again. Thanks to the adult literacy program, I do have confidence in myself now

In relation to this point, the respondent (Wr08) indicated that women in the village were controlled systematically by males,

Mainly because of their negative attitude towards themselves, which emanated from the wrong assumption of the community about women? She further stated that the adult literacy program provided them strategies to negotiate and deal with the oppressors as follows:

We were totally controlled by our husband and males in general because of it are a wrong attitude we develop about ourselves. However, literacy showed us the ways in which we free ourselves from those who controlled us.” At least, I do have the confidence to confront them, to negotiate and to talk. I can make my own choices on issues related to my life.

Another participant, during focus group discussion, also confirmed that the adult literacy program provides women with ways of grappling with social evils like female genital mutilation and polygamy, which are the common practices in the village. This was confirmed by FGI110 as follows:

“Adult literacy program provides us the way and energy to struggle against some social evils like female genital mutilation and polygamy.

4.2.2.1.4 Self-respect

In the village, women did not have faith in what they do irrespective of whether what they do is correct or not. However, almost all informants stated that the adult literacy program changed shy women to be confident and believe in their potential. Thus, the program improved their negative self-image to positive.

Some of the respondents indicated that they are happy because of their participation in adult literacy program; it helps them add value to what they have. It helps them to understand that even though knowledge, skills, and potential inside them are so pernicious, they can be transformed into something that can change this world.

During the interview, Wr04 stated:

Truly speaking, my heart's desire was achieved. After literacy, I started to give value for my prior knowledge, skills and experience and the potential inside me. I can totally change into resources. Literacy gives me a sense of confidence to see myself again and again. Yes! We all women have the power to change our selves, our family and our community, though most of us were not aware of this truth□

In a similar way, Wro7 Explained:

“Literacy improves the value that I give to myself.”

FGI104 also expressed similar experience:

“Adult literacy program helps me to know myself better and develop a feeling of being self-reliant. These are the qualities that I lacked before”

In general, adult literacy programs have contributed a lot towards reconstructing the women’s image by deconstructing their already distorted image in the village. This was summed up by Wr01 as follows:

I was blind though I was born with two eyes like others, but now my vision is restored with the help of God. I would like to thank my literacy teachers as well as those who taught us. Formerly, even I did not consider myself as a human being. I did not consider myself important as such. However, after the literally class, I understood that I am also very important, like others, and my confidence grew up.

Studies that have been done so far confirmed that adult literacy projects can improve women’s self- esteem. Young et al. (1980), for example, made a national assessment of literacy projects under the Adult Education Act in the United States. The study uncovered because 85 percent of literacy learners reported a change in their self-esteem. Another national assessment of his own also found that 65 percent of the proficiency learners felt better about themselves following a three-year follow-up (Young et al., 1994). In this study, the same results were obtained.

4.2.2.1.5 The ability to use technology

The knowledge they gained through literacy also helped them to explore and use the latest technologies like mobile phones. □

Wr20 expressed her funny memories as:

The adult literacy program has made me come out of darkness to light. My husband has a mobile phone. I was wishing to have my own mobile phone like him. But, I did not know how to operate it. I also felt shy to ask him about that. However, after literacy classes, one day I slowly took the mobile phone from his pocket. When I started looking at it, I found on it letters and numbers that I learned in the literacy classes. Afterward, I get the confidence to see it further in the next day. After that, I decided to use it. Now, I am using my simple mobile phone. I am using it. Yes! Thanks to the literacy program. It paved the way for me to use this technology.

Wr18 also said:

"The adult literacy program has made me come out of darkness to light. I had got the confidence to use technologies like the mobile phone."□

4.2.2.2 The impact of adult literacy on women's social life

This emerged as a theme after the interviews' responses and focus group discussion had been analyzed and the researcher read and re-read the data together with the available literature; the five categories emerged Under this category were: □

4.2.2.2.1 Women's mobility/movement

The data from primary informants revealed that Adult literacy program also enhances women's level of mobility. They are no longer restricted to stay only at their homes like detainees; but they were able to move from one area to another.

In the area where the research was conducted, the community thought that women are not expected to work outside the home. Surprisingly, women themselves thought that they are not entitled to work outside their homes like men. This thinking actually restricted them from making any movement. But, their participation in adult literacy program equipped them with the skill to take part in economic activities that provided them an opportunity to make a movement.

In relation to this issue, Wr20 said:

"I am no longer confined to my kitchen. Every week, I am busy traveling to the nearby town to sell my Vegetables and chickens. I am very happy for that. In the past, I did not think that such a thing is there."□

Although there is an improvement as a result of the adult literacy program, for some women, the freedom of mobility is not totally guaranteed. Indicating how her husband plays a decisive role, Wr17 *smiled* and said:

"Sometimes, I go to a nearby village and town, but I have to get permission from my husband. Furthermore, I cannot stay more than a day there. I should openly discuss with my husband. However, I do think that all husbands are positive like that."

Wr13 also expressed that she was in prison and now she is free and she will never go back to it.

"Now, I am no longer confined to home like a prisoner. Sometimes, I am invited to nearby town to attend the meeting. Moreover, I do not have any problem to convince my husband to go to the town to buy and sell."

Another vital part of the social advantage of adult literacy is that it has many critical social advantages. Among others, Kagitcibasi et al. (2005) demonstrate that participation in the functional adult literacy project helped to enhance Women's mobility in public and provided women opportunities for interaction.

4.2.2.2.2 Women's social network

Some of the primary informants stated that women's social ties also improved as a result of their participation in the adult literacy program. All adult literacy members visit one another on a weekly basis. Some of the informants strongly believe that women should organize together, especially to fight any social evils that can affect women's socioeconomic development. As a result, they took the initiative to bring them together as a team. Among them, FGI208 explained:

“As a result of my participation in the adult literacy program, I am encouraging other women to organize themselves into groups and come out of their kitchen. By far, we are better now”

Indicating how literacy brings the rural women together as a group, FGI201 claimed:

“Literacy helped us to create unity among ourselves to combat things that are against Women.”

Women who participated in adult literacy program formed 'Edir and Ecub (the local association made to backing one another) as a result of close relationship established at the adult literacy center. □

Wr20 said:

Literacy improves our social networks with each other. We visit each other. We do have air and sub (local associations to support each other). Within two weeks, we are meeting together. We ask each other during the bad and good time. Literacy class brought us together. Literacy also taught us that we had the right to voice our concern when it is needed.□

FGI103 also expressed this very clearly as follows:

“As a result of our participation in the adult literacy program, we get more and more organized to change our miserable situations.”

FGI 202 also revealed:

“Literacy helped us to stand up as a group always.

A study by Burchfield (1997) additionally found that adult literacy projects had a measurably remarkable constructive impact on individual empowerment. It enhances women's confidence in communicating their presumptions. It also arouses their interest in discourses about governmental issues, men's drinking, wife beating, investments, and

participating in talks about what they have perused. Adult literacy can equally help empowerment at the individual level (expanded feeling of self-regard and fearlessness, assertiveness in social interaction, etc.) providing individual's greater sense of confidence.

4.2.2.2.3 Women's attitude toward children's education and schooling

In the rural parts of Ethiopia, most people are not ready to send their children to school mainly because of their wrong attitude towards children's education. However, this study revealed that women's attitude towards children's education has been changed because of what they gained from the program.

Wr01, for example, expressed her experience as follows:

"I had been against children's education and schooling, but from my literacy classes, I understood that education is very important. I assure you that all my children will go to school".

One of the informants explained how she was tormented mentally when she was denied the opportunity of education during her early age and concluded that she will never allow her children to suffer the way she suffered.

Wr02 emphasized:

"My children will never suffer the way I suffered because of lack of education. They all will go to school. I will keep advocating that education is the right of all children and even adults. I will never let ignorance affect my family and my community. Education is light. I do not let everybody be in the deep dark, but come to light and shine like a moon in the dark" □

One of my respondents shared with me how she was not ready to send her children to school as she needed them to provide labor in their agricultural fields. But, as a result of the benefit they gained from the program, they decided to provide opportunities for their children to learn. □

In relation to this issue, Wr03 said:

“In the past, I wanted to use my children as labourers and I did not believe in children’s education. Nevertheless, after literacy, the attitude that I had toward children’s education is totally changed”

Moreover, adult literacy helps participants to understand the fact that education makes people very wise, effective and independent.

As this point is concerned, Wr04 said:

Today’s children are lucky. There is a wide opportunity for them to learn. In the past, there was not such an opportunity and people were not alert about the benefits of education at all. Now, I understood that education makes people very strong, wise and independent. Thus, I was convinced that sending my children to school will result in improving their future life. □

There is a solid relationship between women’s literacy and their children's education. Educated women demonstrated to be more eager to send their youngsters to class (Schultes, 1993). In addition, he confirms that though both educated and non-educated parents agreed that the provision of education for their children is important, educated parents were happier to have the capacity to help children in viable routes, for example, meeting teachers and talking about advancement with children.

4.2.2.2.4 Women's health and health-related knowledge

Most of the primary informants indicated that the adult literacy program improved their knowledge about health and health related issues. They gained a lot and made progress on issues concerning communicable diseases like malaria, HIV/AIDS and how to prevent them. Moreover, changes have been observed on issues related to hygiene and the use of family planning methods.

FGI05 indicated what she gained from the program in the following way:

“Thanks to adult literacy programs, it taught me how to wash my hands and how to keep my personal and family hygiene.”

FGI 08 also expressed her similar experiences as follows:

“As a result of the knowledge I gained from literacy classes, for the first time, I build my own toilet, which I am using with my family now.”

Indicating the benefit of adult literacy program in equipping herself with the knowledge of family planning, FGI06 stated that:

“Adult literacy program helps me use family planning methods. As a result, I can have a child per my own schedule.”

Wr11 also explained how she feared before, but ever since she knew about family planning as a result of her participation in adult literacy program her fear has disappeared, as follows:

I had a great fear of family planning method. I thought that using family planning methods could lead to sterilization. However, thanks to the literacy class, things are not the way I was thinking. My fear has gone as I was exposed to the reality. Now, I am using pills in order not to have a baby without our schedule. Because of the adult literacy program, I had got enough information on family planning matters.

Explaining how the knowledge she gained from the adult literacy program has enabled her to drink water after purifying it, Wr08 said:

Wow! This adult literacy program is amazing! For example, I and my family were drinking river water without treating it. We did not have any problem of buying a tablet /chemical / that can easily purify water with two or three Ethiopian Birr. However, we did not know about the existence of such a thing in this world. Ignorance is a disease by itself. Thanks to our adult literacy teachers, they taught us all these things. As a result, I and all by family members are drinking pure water by purifying it with this chemical.

Among others, Cochrane (1979) recognized that every additional year of maternal education was connected with a nine percent diminish in under five mortality. Moreover, Sandiford, Cassel, Sanchez, (1995) analyzed the impacts of adult basic education in Nicaragua over a time of ten years and discovered the factual critical drop in child mortality among mothers who had participated in the adult literacy program. In relation to fertility Egbo (2000) found that 67 percent of educated women interviewed in her study in Nigeria reported having utilized family planning strategies in stark contrast to just 11 percent of uneducated women who said they had utilized some family planning routines but not all.

Other than these, few studies in Latin America also show that women with more education are more eager to utilize family planning routines and to have fewer children (CEDPA, 1995).

4.2.2.2.5 Women's participation in social affairs

The adult literacy program also expanded women's interest in social occasions

(wedding ceremony, community get-together and the like).

Wr18 explained this very vividly:

"As a woman, I always used to consider myself as a person whose place is in the kitchen. I did not think about going out to visit relatives or attend meeting like my husband does. Thanks to literacy, it helped me to come out of the kitchen."

Wr19 also expressed her similar experiences as:

"Literacy has not only paved the way for us to come out of a kitchen to be in public, but also help us to give our opinion on issues related to the community we are living in."

FGI207 who works as a member of peace and conflict resolution in the village illustrated the following:

"I am a member of peace and conflict resolution forum in my village. The knowledge and skills of the literacy program helped me to enlighten my ideas and write important ideas, especially when I go to meeting."

A study by Burchfield (1997) additionally found out that adult literacy enhances women's confidence in communicating their presumptions. It also arouses their interest in discourse about governmental issues, men's drinking and wife beating, investments, and participating in talks about what they have perused.

4.2.2.2.6 Increases in women's communication/persuasion ability of their husbands

One of the elements that were improved as a result of adult literacy program was women's communication/negotiating ability with their husbands. In the community where the research was conducted, husbands control everything. However, as a result of their participation in the adult literacy program, women started thinking differently. They started negotiating with their husbands boldly on issues related to their resources, human rights, and family matters. This finding is very similar to the finding of earlier studies. □

In connection to this issue FGI207 Said:□

"The adult literacy program taught me how to convince and communicate with my husband without fear."

FG110 also shares similar experiences:

"Adult Literacy improves my skills of communication with my husband. I can persuade him."

FGI 209 also added the following:

"I do have the confidence to communicate and discuss with my husband as my fear had already gone."□

Participation in adult literacy programs does empower women to gain access to and challenge male commanded ranges of working, learning the language of force beforehand connected with men and taking part in family unit matters. For example, in some Bangladesh families, adult literacy has empowered women to wind up included in the money-related administration of the family at one time controlled by men (Maddox, 2005). In the same way, women in

Burkina Faso who took part in the adult literacy system felt that they had figured out how to influence their spouses to hear them out more and picked up meddling family undertakings (Oxenham, 2004). Thus, adult literacy programs have the impact on social and cultural variables.

4.2.2.3 The impact of adult literacy on women's income earning and income managing/controlling/ capability

4.2.2.3.1 Participation in income earning activities (money making)

The program targeted women who were living in the rural area. It has three main themes-functional adult literacy, skill training, and entrepreneur support. The lesson of literacy incorporates all these three elements. So the main aim of the program was to improve the livelihood of women through these three elements. Thus, it was designed to bring about socioeconomic empowerment. All the primary informants stated that the skill training and entrepreneurship component of the adult literacy program equipped them with the skill on how to take part in income earning activities.

During the interview, the supervisor AIS01 stated:

This program was intentionally designed for this purpose. The adult literacy program had skill training parts on animal fattening, small trade, and growing different types of vegetables, honey production and the like. There were professionals from technical & vocational colleges, supporting adult literacy teachers on these issues. As a result, women who participated in the adult literacy program gained more income.

By comparing the current life of women with their life before their participation in adult literacy program, one of the supervisors AIS02 elucidated as:

Yes! When they started the program, most of them were poor. However, as a result of their exposure to business skill training components of the adult literacy program, they could take some important measures. Now, they are producing chickens, fattening sheep and taking part in dairy processing. They are really earning money.

Wr08 also explained:

The adult literacy program provided me the chance to take part in income earning activities like producing chickens, sheep, donkeys and growing vegetables. With the money they give us, I started fattening sheep. Now, I do have 10 sheep that I can sell at any time. Thus, I will not be dependent on anybody for money in the future as my sheep will highly increase in a number.□

Wr03 also indicated her similar experience as follows:

"Together with the adult literacy program, I receive some important business training. This gives me the opportunity to engage in small business to earn money."□

Adult literacy program has helped one of the adult literacy participants to be employed as a teacher in a school. As illustrated by Wr06 who works as a teacher, adult literacy has helped her to be a teacher:

Because of the literacy classes I attended, I had got vital knowledge and skills very important to my life. I can read and write as well as I can do some calculation. Because of this, one of my relatives who lived in a nearby town facilitated the way for me to be employed in one small kindergarten. Now, I am employed. So, attending literacy class helped me a lot as it provided me an opportunity to come out from a rural area and to live in the town where everything is better.□

Fiedrich and Jellema (2003) shows that adult literacy expands the profit and earning capability of a population. Adult literacy does not just improve the people's procurement-related skills; it, likewise, has a constructive impact on the economic development of the nation (UNESCO, 2005).

4.2.2.3.2 Knowledge of saving /effective utilization of resources

Most of the primary informants indicated that the adult literacy program provided them the knowledge of saving and effective utilization of resources. In relation to this issue, some of the respondents stated as follows:

To explain how the adult literacy program helped her in saving, Wr07, for example, said that:

Because of my participation in the adult literacy program, my saving capacity has increased. In the past, I did not know about saving money. My husband and I were extravagant. During the summer season, we harvest a lot from our farm. However, we are very extravagant. As a result, during winter, we do not have anything even to eat.□

Wr05 also stated her experience as follows:

Yes! The adult literacy program taught me a lot regarding how to manage my resources. For example, I do have chickens of my own. I sell eggs and hens every time.

Wr06) also expressed very similar experience:

“Yes, literacy taught me how to manage the small amount of money that I got from agricultural production and rearing sheep. The concept of saving was the concept that I developed after the literacy program. But, before now I did not have total control over what I had.”

Wr07 vividly explained how the knowledge she gained from the adult literacy program helped her to manage the little income she received. She said:

In the past, we did not know our total income, and we did not know our expense too. In my case, for example, I had a serious shortage of food because of lack of proper management. Now, manage my agricultural production as well as my money. I am living by plan. Even though I am not the only person to control the small amount of money we have, my husband does not reject my plan on how to use it.□

4.2.2.3.3 Access to credit/loan

Other basic needs that were improved because of the adult literacy program were women's access to loans. Some of my primary informants indicated that the program provided them chances for easy access to loan/credit. □

In connection to this issue, Wr15 said: □

"Thanks to the adult literacy program, I learned a lot about saving and borrowing money. I borrowed 1000 Ethiopian Birr from small microfinance, and I bought two sheep and they have become five. Now, I do have money to pay for my children's education." □

Wr17 also explained:

I would like to thank the adult literacy program designers. In addition to reading, writing, and arithmetic, they give us startup capital to generate our own income. With this money, I bought two sheep. Now, they have become six. If face some financial problem, I will sell them and solve my problem." □

Others explained that because of the loan, they planned to start new businesses.

Wr04 said the following:

"The adult literacy program and skill training I acquired stimulated me to open a small shop in my village. I was provided one thousand Ethiopian Birr as a loan that helped me to generate income."

4.3 FACTORS THAT AFFECT THE PARTICIPATION OF WOMEN IN THE ADULT LITERACY PROGRAM

The negative attitude of the community towards women's education, women's heavy workload, women's health related problems, poor facilities at literacy centers, participants'

age variation and poor coordination among adult literacy stakeholders were some of the major factors that affected the participation of women in adult literacy programs. □

4.3.1 Negative attitude of the community towards women's education

The community has a negative attitude towards education in general and women's education in particular. As most of the informants stated, they faced serious resistance from their husbands, members of the community and even from their children especially at the initial stage of the program.

In connection to this, Als03 said:

"Women faced strong resistance from their husbands and even their children"

Wr03 also added:

"I was so eager to learn, but members of the society have no concern for Education."

Very similar to the points indicated above, Wr04 explained:

In my community, education has little value. They say, "It is not important to go to school." As a result, they never encourage people, especially those who are old like me to go to school. When I started my literacy, they were laughing at me, but slowly they became convinced as they could see my progress.

To indicate how she was denied support, especially from her husband and other members of the community Wr16 stated:

I did not have enough support from my husband, family members as well as my community, especially at the early stage of my education. My husband tried to hide my exercise book and my pen. However, gradually, he changed his mind after he was persuaded by the literacy teachers about the importance of the program.

4.3.2 Women's heavy workload □

Women's heavy workload was another serious factor that affected women's participation in the adult literacy program. Most of the informants stated that they were busy working day and night both at home and outside at their farms. □

FGI 1001 indicated this reality as follows:

“My heavy workload at home affected my education.”

FGI 102 expressed her low motivation with regard to participation in adult literacy program

“I have to feed my husband, children, and even cattle before I went to the adult literacy classes. □

FGI 108 also expressed similar experience:

“I have to clean my house and feed my children at home. I did not have extra time to attend literacy classes freely.”

In a very similar way, Wr01 also said:

“I believe in the importance of literacy, but I do have a high workload. I am working from dawn to late dusk at night. As a result, I faced serious problems to make an active participation in a literacy class. I missed classes so many times.”

4.3.3 Health related problems

In addition to women's heavy workload, women's health problem was another factor that affected women's participation in an adult literacy program. Some of the informants indicated this as a problem. □

FGI 209 said:

“I was pregnant. I could not attend my classes properly.”

Wr12 similarly explained:

"I was pregnant. As a result of this, sometimes I was sick."

Explaining that her health problem is related to age Wr13 said the following:

"I was sick. I had also problem with vision and hearing. As a result, I could not contribute a lot in the program like young women who were participating actively."□

4.3.4 Poor facilities at adult literacy centers

Poor learning infrastructure was indicated as one of the serious problems that affected women's participation in an adult literacy program. Some of the informants indicated that the teaching-learning facilities at the adult literacy centers were not attractive. □

One of the teachers explained this as:

Teaching facilities were very poor. By the time we start, we start teaching them under the tree, but gradually we built small houses from locally available materials. Inside the houses, there were no quality tables, chairs, and boards. They used to sit on stones. There were no desks on which they could write. However, we managed to teach them.□

FGI 109 also confirms that:

"The class we were using was not attractive. There were no chairs and desks,"

4.3.5 Weak coordination among stakeholders

Weak coordination among adult literacy program implementers was also indicated as one of the serious problems that affected women's participation in the program.

One of the supervisors said:

Als01 "The support from the concerned bodies was not strong. There was the so-called steering community selected by the Ministry of education, Ministry of Agriculture, Ministry

of Children, Youth and Women, and Micro and Small Enterprise Authority. However, truly speaking, there was no strong co-coordinating between them. Moreover, at the beginning stage of the project, we faced tough resistance from community leaders and husbands. They considered the education of women as a social evil. As a result, there were high numbers of dropouts. However, we made a strong struggle to convince them. Our adult literacy teachers were busy in searching women dropouts and bringing them back to literacy classes.

4.4 INTERPRETATION AND THE FINDINGS

Before moving to the detailed interpretation of the results and the recommendations, it is important to revisit the aim of the study and the questions posed in this study. □

The aim of this study is to explore the impact of the adult literacy program of the rural women's socioeconomic empowerment. □

The research questions were:

- How does involvement in adult literacy change women's feeling about themselves (Self worth, potential, confidence...), which is critical for socioeconomic empowerment?
- How does adult literacy improve women's knowledge of basic social issues (children's education, health, mobility, networking...)?
- How do women use adult literacy skills to generate and manage income of their own?
- What are the challenges that affect women's empowerment process through adult literacy in the study area?

The Data analysis revealed two major themes, five categories, and eighteen sub-categories. Along with the purpose of the study and research questions originally set, the theoretical framework was another important element that was revisited before the researcher moved on to the interpretation of the results. The guiding theoretical framework for this study was the Theory of Paulo Freire and models of women's empowerment developed by Stromquist and Kabeer. They were used as an explanation for the impact of adult literacy on women's socioeconomic empowerment. □

4.4.1 The impact of adult literacy on women's individual /personal growth

As Stromquist (1995), explains, the cognitive part, which is fundamental to other types of empowerment, includes the women's understanding of their condition of subordination and the causes for that, both at the micro and macro levels of the society. In relation to this, as almost all participants confirmed it; they acquired the ability to read, write and make some essential calculation. Formerly, they were considering themselves as persons with eyes, but cannot see anything as they could not read and write. The adult literacy program provided them the opportunity to write their names, father's name and family's names, and also helped them construct a sentence and even more constructions of meaning than sentences. They could read some common vocabularies and short paragraphs. The informants expressed their happiness because of being able to do all these things. They indicated that adult literacy moved them from darkness to light and from hopelessness to hope. □

In addition to the reading and writing abilities, the informants were witnessing major changes in their counting and calculating abilities. They could not only count numbers ranging from one to one thousand, but also make some calculation. The informants could also share with the researcher how they could apply the knowledge they got in their daily life routines. For example, they count their money without any error at market places; read numbers from their ticket to get the service in their turn when they come to a grinding mill to have their wheat processed; find government offices by reading office numbers without the support of others; they could buy shoes and clothes that fit them by referring to the figures written on the shoes, and their size numbers indicated on the clothes.

They could also properly write their names and append their signature when they visit financial institutions like a bank either to deposit or withdraw their money without the support of others. In addition to the benefits mentioned above, some of the participants even could be able to go further in exploring and reflecting on different social, political and economic issues.

Other key areas of improvement that happened as a result of the adult literacy programs' benefits were women's self-confidence and self-worth. The data obtained from the informants clearly show that their ability of reading, writing, and calculating contributed a lot towards the boosting of the women's self-confidence. Their eyes were opened, ideas they gained during class discussions in the literacy classes were appreciated by their teachers, and their heart desires were achieved. After the literacy program, most women considered themselves as all-rounded persons who are very important both at home and outside in the community. All these contribute to the development of their self-confidence and self-growth. □

Moreover, the story of most of the informants demonstrated that literacy changed shy women to be confident women who could communicate and persuade others. The male-dominated type of society does not believe in women's potential, ability and dreams. They do not believe in what they do even though what they do is right. They were always used to speak in murmurs and they were not lucky to share their feelings, ideas and emotions to others. Thus, expressing themselves was something that they lacked before. However, adult literacy program transformed and encouraged them to freely express their feelings and ideas.

The negative attitude that the women themselves developed so far about their potential, their place in the society and their rights, were relatively deconstructed. As a result of women's awareness about silent cultural factors that contribute to women's oppression and related issues in the adult literacy classes, they understood that most of the fictions written or spoken about them by their husbands and members of the community were wrong. And it was done for the purpose of subduing them. Accordingly, women participants developed a positive attitude about themselves as human beings (give respect for themselves).

Moreover, In this study, the informants pointed out that their exposure to gender issues and women's rights in the adult literacy classes helped them to question some status quo., the women themselves accepted the mistreatment and the abuse as the right throughout their lives because of ignorance and lack of exposure to the outside world . They did not

use to complain when they were abuse by their husbands and other members of the community. In the past, they were not even conscious of the existence of oppression itself.

□

Freire calls this first type of consciousness, magical consciousness. Individuals in such a condition adjust themselves helplessly and actively to the desires of a prevalent power. They are not aware of the socioeconomic inconsistencies in this society. They acknowledge life for what it is and do not address the shameful acts done to their lives. They are noiseless and quiet. The step to be taken to change this situation is to make the unskilled people be mindful of the causes of their situation. The main sources are social conditions, which shape the man and his awareness. Hence, the first undertaking is to change the uneducated cognizance. This endeavor to change their awareness is, in the meantime, an attempt to make adult literacy training the act of freedom.□

As to Freire, literacy is to be the path to permanent liberation and consists of two stages. The first stage is that by which people become aware of their oppression and transform that state through praxis. Freire calls it conscientization stage. The second stage expands upon the first and is a permanent procedure of freeing social activity.

As a result of their participation in the adult literacy program, women also get the energy to voice their concern at any time. They develop the attitude that women should not be discriminated without any reason in the village. They developed the capacity to say no for the violation of their basic rights and report to concerned bodies when the worst happens.□

4.4.2 The impact of adult literacy on women's social life

The data obtained from primary informants show that the adult literacy program improved many components of women's social life.

One of the elements that were improved as a result of adult literacy program was women's communication/negotiating ability with their husbands. In the community where the

research was conducted, the husband controls everything. They are the heads of the family, managers of the house and all the resources; and they are the ones who plan and carry out everything in the way that the other family members do not want, but in the ways only they like. Opposing what the husbands say can lead to punishment. Thus, discussing and raising issues that contradict the husband's argument or point of view is very risky. However, as a result of their participation in the adult literacy program, women started thinking differently. They started negotiating with their husbands boldly on issues related to their resources, human rights, and family matters. This finding is very similar to the finding of earlier studies. □

A study in Lesotho by Attwood, Castle, and Smythe, (2004) also demonstrates that a few members who participated in the adult literacy program have developed the capacity to change gender roles and practices with men assuming equal roles at home. In the same way, women in Burkina Faso who took part in the adult literacy system felt that they had figured out how to influence their spouses to hear them out more and picked up certainty meddling family undertakings (Oxenham, 2001).□

Another very important part that adult literacy programs addressed was women's participation in social matters. In the past, most of the women in the village thought that women's role as a person was in the kitchen. They did not think about going out to take part in the wedding ceremony, to attend the meeting and have time to visit relatives like their counterparts. However, adult literacy program increased women's participation in social events (like wedding ceremony, community gathering, and local meetings). Literacy has not only paved the way for them to come out from the kitchen to the public but also made them be strong to voice their opinions on issues related to the community they are living . Adult literacy can equally help empowerment at the individual level (expanded feelings of self-regard and fearlessness, assertiveness in social interaction, etc.) and providing an individual's greater sense of ability at a larger scale.□

Burchfield (1997) found that literacy projects had a measurably remarkable constructive impact on personal empowerment. It increased respect for women's opinions from family and community members, enhanced trust in communicating one's presumptions, take an

interest in discourse about governmental issues, men's drinking and wife-beating, and investment in talk about what they perused.

Another very important social element improved as a result of an adult literacy program was the women's friendship network (social network). All the literacy participants visit each other weekly. They also formed 'Edir' and 'Ekub' (local associations established to support each other) as a result of close friendship they developed at adult literacy centers. They visit each other during bad and good times. They also share the experience. Women openly started to talk to each other about problems they faced at home with their husbands. They also propose solutions to the problems they face. They share the burdens and pains of one another.

Adult literacy also acquainted, especially young women, with the skill to use technology like mobile phones. They developed the confidence to touch and use the mobile phone apparatus as they recognize letters and numbers they have been taught at literacy centers. Most of them bought this technology after their participation in literacy classes. Formerly, they thought that mobile phones were such an amazing technology that works with the help of some evil spirit. However, later they saw that there are letters and numbers on the mobile phone. They read it; touched it and finally decided to use it. □

Adult literacy also changed women's attitude towards their children's education and schooling. Most of the participants were against children's education and schooling. Though some of them send their children to school because of the pressure from the government, their support for their children's education was negligible. They did not believe in education as such, as they want to use them as laborers. However, after attending literacy classes, their attitude changed completely. They clearly indicated that their children will never suffer the way they suffered. They approved with their word that education is light and hope. They confirmed that they will never ever leave their children in the dark, but will send them to school and pay whatever price for their children to shine like a moon in the dark. □

Adult literacy also changed women's attitude towards family planning methods. In the past, they feared the notion of family planning methods. They thought that family planning would lead to sterilization and end the hope of getting children in the future. Moreover, even those who believed in family planning methods were not in a position to go to health centers as they were afraid to talk to the nurses. However, as one of the issues of discussion at the literacy centers was family planning and health, they had the opportunity to talk about it. Finally, their fears disappeared. This finding is similar to the findings so far by different researchers.□

Brushfield Nepal's study (2002), for example, demonstrates that adult literacy participants demonstrated a reasonable example of expanding the information on both sexually transmitted malady and HIV/AIDS. Egbo (2000) similarly found that 67 percent of educated women interviewed in her study in Nigeria reported having used family planning strategies in contrast to just 11 percent of uneducated women who said they had used some family planning routines but not all. □

Moreover, in Tanzania, members in adult literacy projects were found to know more about family planning and inspired concerning family planning systems and use them more often than their companions who did not take part in adult literacy classes (Carr-Hill et al. 1991).

Other than these, few studies in Latin America also show that a woman who took part in literacy program is more eager to follow family planning routines and to have fewer children than those who did not take part in the literacy program (CEDPA, 1995). In his study, Smith (1997) also found that women taking part in adult literacy programs started to take even more dynamic part in making choices regarding health needs than those women who did not take participate in the project.

Moreover, this study shows that the number of women understanding the causes and ways of preventing diseases like HIV/AIDS, malaria, and waterborne diseases, has grown considerably. They were trained on how to wash their hands before and after a meal; on how to build and use their own toilets; and on how to maintain their personal hygiene. As a result, they showed a remarkable change. Another very important issue related to health

was the habit of visiting health centers urgently when health related problem was identified. However, people in the village did not believe in modern medication as such; they prefer the traditional ways of healing. □

Women's attitude towards the commonly practiced social evils like female children genital mutilation and polygamy, were also changed. In the past, female genital mutilation was highly supported by both women and men in the village. They considered this practice as something that benefits women. They used to believe that a woman who has never been circumcised will never find a husband in that village. Not to be circumcised used to be a shameful condition. They also believe that women who have been circumcised become very submissive to their future husbands. This thinking also changed greatly because of this adult literacy program. Another social evil is polygamy. A man can marry five women as his wives. In relation to this, adult literacy also empowers women to resist the practice, even though it appears to take some times to win the battle. □

4.4.3 The impact of adult literacy on women's income earning and income managing capability

Women's financial freedom is one of the key components in the process of women's empowerment. Kabeer (2005) clarifies that for the people to settle on a vital decision, (true decision) certain condition must be satisfied. There must be an option. Poverty and disempowerment go as an inseparable pair. Powerlessness to meet one's essential needs and the ensuing reliance on influencing others limits decision-making ability. Thus, the economic demand requires that women should be able to get engaged in productive activities that will allow them some degree of financial autonomy, be it small and hard to get at the beginning (Stromquist, 1995). A study by Feredrich and Jellema (2003) also shows that adult literacy improves earning ability of people. Likewise, it has a constructive impact on the economic development of the nation (UNESCO, 2005).□

In this study, the informants confirmed that the adult literacy program highly increased their ability to engage in income-earning activities to attain financial/economic freedom. They acquired some important skills like poultry production, rearing sheep, honey production and

growing different types of vegetables in gardens. In that way, they could get money for their families. □

Data from the informants show that the skills they acquired from the adult literacy program helped them to engage in different economic activities. This provides women an opportunity to be free from poverty and dependence on men to get money. They found the opportunity to do all these activities without moving far away from their home and sacrificing their family life.

Other important skills that the participants developed as a result of their involvement in the adult literacy program were the skills of saving money and those of effective use of resources. Saving helped them to decrease extravagance they had at home.

Their exposure to the concept of numbers and calculations through adult literacy program helped them to take care of their finances without deception by anybody. They also developed the skills of selling for profitable prices and buying items at affordable prices for their families. The entrepreneurship component of the literacy program boosted women's motivation to make money and acquire knowledge about ways of making it greatly.

Another ability that was developed as a result of adult literacy program was a women's ability to access loans. Some of my primary informants indicated that the program provided them opportunities for easy access to loans/credit.

Another very important and unexpected result was also found in relation to financial management ability of women. The informants indicated that they had no total control over the income they generated by taking part in all these economic activities. They had to be instructed by their husbands as how to save and spend their income. They had learned a lot about how to take control over their income. Nevertheless, the culture still favors males with respect to the management income. □

They are not totally free to sell what they have without the permission of their husbands, nor are they liberated to use the money in the way they like. Most of the women have their

own bank accounts for saving their money. However, the interference of their husbands is visible when they withdraw money for different purposes. The degree of involvement of their husbands actually varies from giving approval to the plan they have to the total control over the income women make through their own efforts.

Explaining this reality, Kabeer (2005) states that how changes in women's resources will translate into changes in the choice they are able to make, will depend in part on other aspects of the condition in which they are making their choice.

For example, it is expected that women are likely to practice a more noteworthy level of self-rule in their areas of competence like the use of land. However, studies, which use measures of women's access to land as an indicator of empowerment seldom show the pathways by which such access translates into the agency and achievement. One of the limitations of imperfection measures of land privilege is, they overlook the process by which the ownership or dispossession is identified by agency and achievements. The primary methodological point to take out of this talk is that it is to be helpful as an issue of empowerment; the asset measurement must be characterized by a way which illuminates the potential for human agency and esteem achievement more unmistakably than the basic access. The estimation attempt ought to all the more some venture ahead, including the bringing ideas like control. In a few studies, control refers to ownership and choice making. □

As Kabeer (2005) explains it well gaining income by itself does not lead to empowerment. To be empowered, the one who is gaining the money should have total control over it and use it to carry out her/his dreams. In this study, it is confirmed that adult literacy helps women to gain income. However, it could not help them to have a total control over it. This is mainly because of the deep-rooted decision-making privilege given to men in the community. Thus, in this regard, a lot is needed to enable women to have total control over their income and resources. □

4.4.4 The challenges women faced during their participation in adult literacy program

As indicated by informants, there are many problems that gravely affect women's participation in an adult literacy program. The challenges are presented as follows:

One of the serious problems related to women in the village was the heavy workload they have. Women were working from dawn to dusk. They are not like men. Men, in most cases, are expected to work on the farm and after that they are free to go wherever they like. However, women are expected to work both at home by cooking the meal, cleaning house as well as supporting their husbands on a farm. In relation to this, most of the women were supporting large sizes of families. Thus, it is not convenient for them to learn in a relaxed environment and memorize what they learn. □

In addition, community's outlook towards education in general and women's education, in particular, is not good. Though women were eager to learn, members of the community discouraged them as the community has no regard for education. Both community leaders and the husbands of the women were not happy to support women's education. Especially, during the initial period of this project, they strongly resisted the program. Because of the efforts of different agents (government, project owners and adult literacy teachers) they became positive to it. In general, the community sees very little value in education.

The heterogeneity of the class was also one of the serious problems. Some of the women participants were very aged as compared to a large number of junior women. The old women could not read and write like the young women; the visions of the old women were also very poor; so they consistently committed mistakes. As a result, young women were constantly laughing at them.

A health problem is another issue that challenges women's participation in an adult literacy program. Most of the time, some of the women were suffering from diseases like

malaria and other waterborne diseases. In addition to this, some women were becoming frequently absent from the classes because of pregnancy and problems associated with it.

Another serious problem was the problem of coordination and strict follow-up from the side of the stakeholders. There was a committee organized to coordinate the program. The members of the committee were from the Ministry of Education, Ministry of Agriculture and Ministry of children and Women's Affairs. As it was confirmed by adult literacy supervisors, there was no effective communication among them. The follow-up from all concerned bodies was not satisfactory, especially in addressing issues related to teaching materials, adult literacy staff salaries and benefits, and adult literacy facilities and infrastructures. This, in turn, affected women's education.□

Poor learning infrastructure was indicated as one of the serious problems that affect women's participation in the adult literacy program. Some of the informants indicated that the teaching-learning facilities at the adult literacy centers were not attractive.

CHAPTER 5: OVERVIEW, CONCLUSIONS AND RECOMMENDATIONS

The purpose of this study has been to explore the purpose of adult literacy programs on empowering rural women. Thus, the study has dealt with the impact of an adult literacy program on the socioeconomic life of rural women in relation to the major challenges women face during their participation in the adult literacy program. The Impacts of adult literacy in women's socioeconomic life and problems related to adult literacy were explored by the present researcher raising the following pertinent research questions from the very beginning of the study: How does involvement in adult literacy change women's feeling about themselves (Self-worth, potential, confidence...)? How does adult literacy improve women's decision-making ability in their family's social affairs (children's education, health, mobility, networking...)? How do women use adult literacy skills to generate and manage their own income and what are the challenges that affect women's empowerment process through adult literacy in the study area? This final chapter provides an overview of the investigation, conclusions and the recommendations.

5.1 OVERVIEW OF THE STUDY

Chapter one of this study, dealt with introductory part of the research. In this chapter, the researcher presented the general overview of adult literacy and education, the background of the study and statement of the problem. Moreover, aims and objectives, significance, demarcation and limitations of the study were explained. In addition, a set of research questions was set to tell the readers about what initiated the researcher in this exploratory study. The methods followed were also briefly mentioned and discussed. Definitions of key terms and concepts used in the study have been described, and the chapter organization was also included. □

Chapter two provided a review of related literature. Chapter two is about an in-depth study of literature sources for adult literacy programs, which deal with ways of empowering adults, especially those in the rural areas. In this chapter, the researcher has presented arguments on how rural women can be empowered. It discusses different types of adult literacy education and how each of them contributes to women's empowerment. This

chapter explains the strategies, and the models that are used to measure women's empowerment, in relation to adult literacy in particular. Moreover, the adult literacy education experiences of developed, developing and underdeveloped countries were highlighted. The experiences of the United States of America and Russia as developed countries are discussed. In addition, the experiences of Turkey and the Republic of South Africa, as developing countries are explained. The strengths and weaknesses of all these countries in relation to their adult education systems have been highlighted. Finally, the possible lessons that Ethiopia as a country can learn from adult literacy education of all these countries have been identified.

In Chapter three the philosophical views that determined the research design and the choice of the research methods for the study were discussed. This chapter has described the research method. It includes research design, research setting, sampling strategies, and data collection tools and data analysis techniques. The target population of the study and sampling methods and the methods followed to select the participants, who provided various types of data needed to answer the research questions, is highlighted. □

A qualitative approach was adopted in this exploratory study. The collected data sets consisted of transcripts of two focus group interviews with women who participated in adult literacy; transcripts of the 20 women interviews; transcripts of the five adult literacy teachers' interviews and transcripts of the three adult literacy supervisors' interviews. It also includes the researcher's personal notes kept during the entire period of the research. These sets of data were coded, analyzed and scrutinized to identify the themes that enabled the researcher to combine all the data sheets from the different sources used during his analysis and interpretation.

The individual interviews with women who participated in the study were coded as Wr 01 to Wr 20. The individual interviews with adult literacy teachers were coded as Alt 01 to Alt 05. The individual interviews with adult literacy supervisors were coded as Als 01, Als 02 and Als03. With regard to focus group interviews, the first focus group interviews were coded as FGI 01to FGI 10. The second group interviews were coded as FGI 10 to GFI 20.

Chapter four focused on the data analysis and the interpretation of the findings. This chapter presents the results of the study in a format that is easy to read as objectively as possible.

In the last chapter, Chapter five, an overview of the conclusions drawn from the research, is presented. This chapter furnishes the conclusions and suggestions for further research

5.2 CONCLUSIONS OF THE STUDY

5.2.1 Conclusions drawn from the Literature Study □

- At the individual level, adult literacy empowers women by boosting the feeling of self-regard and fearlessness, assertiveness in social interaction and by providing individual women a greater sense of strength. Moreover, literacy contributes a lot to improving women's self-worth, self-belief in their daily practical applications. □
- Socially, the practice of adult literacy can be instrumental in the women's accomplishment of a scope of abilities, such as, keeping up great well-being and living longer, obtaining all through life, controlling reproductive conduct, raising and teaching kids, lessened child mortality, and expanded future. It also expands their knowledge to fight against sexually transmitted diseases and to promote family planning methods. Participation in an adult literacy program is equally important in enhancing Women's mobility in public and it provides them with opportunities for interaction. It also promotes respect for women's opinions from family and community members.
- Economically, adult literacy develops profit-making and earning ability of a population. Adult literacy does not just improve the people's production; likewise, it has a constructive impact on the economic development of a nation and a positive impact on GDP per capita development. Adult literacy has a huge effect on rural benefit and expectation of everyday life. From the result accumulated, it is affirmed that the farmers who take part in an adult education plan acquire more wages/benefits in contrast to the individuals who do not partake in the literacy program. □
- There are two types of adult Literacies implemented in women's empowerment. The primary type is traditional adult literacy, which is about the instructing of reading and

composing and the second kind is functional literacy. The aim of work-oriented or functional literacy is to develop the learner's literacy ability, vocational knowledge and technical skill, and social skills in an integrated way to the extent that adults can keep and use what they have acquired in their occupations and everyday life.

- The conventional adult literacy instruction is not regularly connected with the empowerment of women; it is essentially intended to help people just to read and compose. Functional adult literacy is regarded as important for development as its attainment is long-lasting or permanent and is connected with the empowerment of women, unlike the traditional type of adult literacy
- Adult literacy that aims to empower women and enhance their living conditions should not just rely on the contents and instructional methods of the literacy; it should also focus on the social environment where the literacy is provided and rehearsal of skills. Thus, the benefits of taking part in the adult education system are not consistent, since it is influenced by the current social setting of individuals and groups in the community of the teaching-learning environment. □

5.2.2 Conclusions drawn from the case study

The aim of this case study was to explore the impact of an adult literacy program on women's socioeconomic empowerment by employing qualitative case study method. Therefore, the conclusions below that are drawn from this study, are directly related to the study's aim:

5.2.2.1 The impact of adult literacy on the women's personal growth/individual agency

- The cognitive part of the empowerment could include the women's understanding of their condition of subordination and the causes for that, both at the micro and macro level of the society because of their exposure to reading and writing. As almost all participants confirmed, they had acquired the ability to read, write and make some basic calculation. Formerly, they were considering themselves as persons with eyes who could not see any more, as they could not read and write. The literacy program provided them the

opportunity to learn to write their names, their father's name, family's name, to append their signatures, and to construct sentences.□

- Other key areas of improvement that happened as a result of an adult literacy program were women's self-confidence and self-worth. The data obtained from the informants have clearly shown that the women's ability to read, write and calculate contributed a lot towards the development of their self-confidence. Their eyes were opened, the ideas they raised during class discussions in the literacy classes were appreciated by their teachers, and their heart desires were achieved.
- The story of most of the informants demonstrates that adult literacy changed shy women to confident women who could communicate and persuade others who could not believe in their potential.□
- As a result of women's awareness of so many issues in the adult literacy classes, women participants developed a positive attitude towards themselves as a human being.
- As a result of their exposure to gender issues and women's rights in the literacy classes, they started to question the status quo. They started discussing openly with their husbands and other members of the community when they realized that they were abused. They also gained confidence to voice their concerns at any time;□

5.2.2.2 The social impact of adult literacy

- One of the women's capabilities that were improved by the provision of literacy was women's communication/negotiating ability with their husbands.
- Another very important capability that the literacy programs addressed was women's participation in social matters. The adult literacy program increased women's participation in social events (wedding ceremony, community gathering and local meetings). Adult literacy has not only paved the way for them to come off the kitchen to the public, but also it made them be confident to express their opinions on issues related to the community they are living in; □
- Adult literacy improves women's level of mobility. They are no longer confined to their homes like prisoners now as they can go to the nearby villages or towns to attend meetings;

- Adult literacy also acquainted women, especially young women, with the skill to use technology like mobile phones for communicating with their relatives.
- Another very important social element that improved as a result of an adult literacy program was women's social network. All the literacy participants visit each other on weekly basis. They also formed 'Edir'and 'Ekub'(local associations established to support each other) as a result of close friendship they developed at adult literacy centers;□
- Adult literacy changed women's attitude towards their children's education; and towards the practice of using their children as a labor force. They confirmed that they will never leave their children in the deep dark, but will always send them to school for whatever price so that their children can shine like a moon in the dark; □
- Adult literacy also changed women's attitude towards family planning methods. In the past, they had a great fear of family planning methods. Finally, their fears vanished.
- Moreover, women's understanding of the causes and ways of prevention of diseases like HIV/AIDS, malaria and waterborne diseases has increased greatly;
- Women's attitude towards commonly practiced social evils like female genital mutilation and polygamy were changed;

5.2.2.3 The economic impact of adult literacy

- The informants confirmed that the adult literacy program highly increased their ability to engage in income-earning activities to attain financial/economic freedom; □
- Another important quality that the participants have developed as a result of their participation in an adult literacy program was the concept of saving money and effective use of resources;
- The entrepreneurship component of the literacy program also improved women's motivation to make money and get knowledge about ways of making it and how to access loans;
- Another very important and unexpected result was also found in relation to income management ability of women. The informants indicated that they had no control over the income they earned in all economic activities. They had to obtain approval from their husbands as how to budget and spend their income;

5.2.2.4 Challenges of women's adult literacy program

- One of the serious problems related to women's adult education in the village was the heavy workload they have. They were working from dawn to dusk.
- Community's outlook of education in general and women's education, in particular, is not good.
- The heterogeneity of the class was also one of the serious problems. Some of the women participants were very old as compared to many of the young ones. Health Problem is another issue that challenges women's participation in an adult literacy program. Most of the time, women suffer from diseases like malaria and other waterborne diseases. In addition, women become absent from classes because of pregnancy and problems associated with it;
- Another serious problem was the problem of lack of coordination and strict follow-up from the part of the stakeholders;□

5.3 RECOMMENDATIONS

5.3.1 Recommendations with regard to women's adult literacy program

- Age variation among learners affects the teaching-learning process; so, it is recommended that there should be three types of classes at an adult literacy centre--- namely, one class for very old women, another for women of average age and the third type for very young women;
- Effective implementation of women's adult literacy program needs strong coordination among many parties; Therefore, there should be a strong coordination among literacy project owners, government agents, adult literacy supervisors, adult literacy teachers and adult literacy learners on issues related to project design, implementation and evaluation as well as learners handling;
- There should be a strong community awareness campaign and a sensitization program to change the negative attitudes of the community towards women's education;
- In order to solve problems related to a heavy workload for women, it is recommended that men should share some workload from them. Thus, the already constructed labor division

between the two sexes should be deconstructed through a strong type of adult literacy and short-term training;

- Health problem was one of the serious problems that affect women's active participation in an adult literacy program; so, it is recommended that adult literacy centers should coordinate and work with health centers to solve urgent health issues. Moreover, attention should be given to raising the awareness of the participants' health skills by focusing on preventive measures than curative one to improve the health of literacy participants (keeping personal hygiene, hand washing and proper use of the toilet);
- Delivering quality adult literacy that consists of skill training program is money consuming. Therefore, it is recommended that all the stakeholders, including the government, should take part in funding instead of only relying on a very small funding from unsustainable foreign sources;□
- The positive results obtained from the program must be disseminated to other settings.

5.3.2 Recommendations for future research

- This research was conducted at only one adult literacy centre in Ethiopia; therefore, it is recommended that a similar study should be conducted at other centers in this country;
- It is recommended that a longitudinal study should be carried out to investigate the impact of adult literacy on women's socioeconomic empowerment;□
- Even though, qualitative research method is one approach to investigating the impact of adult literacy on women's life, both quantitative and mixed method research approaches are recommended to conduct a thorough investigation into the issue;□
- In the current study and in most of the studies carried out so far in the world, many studies focused on women's adult literacy and its impact on their lives. It is recommended that the impact of adult literacy on both men and women should be examined in order to determine whether the literacy impact varies between the two sexes.

5.4. Model of empowerment emanated from data

Stage 5: Empowerment*

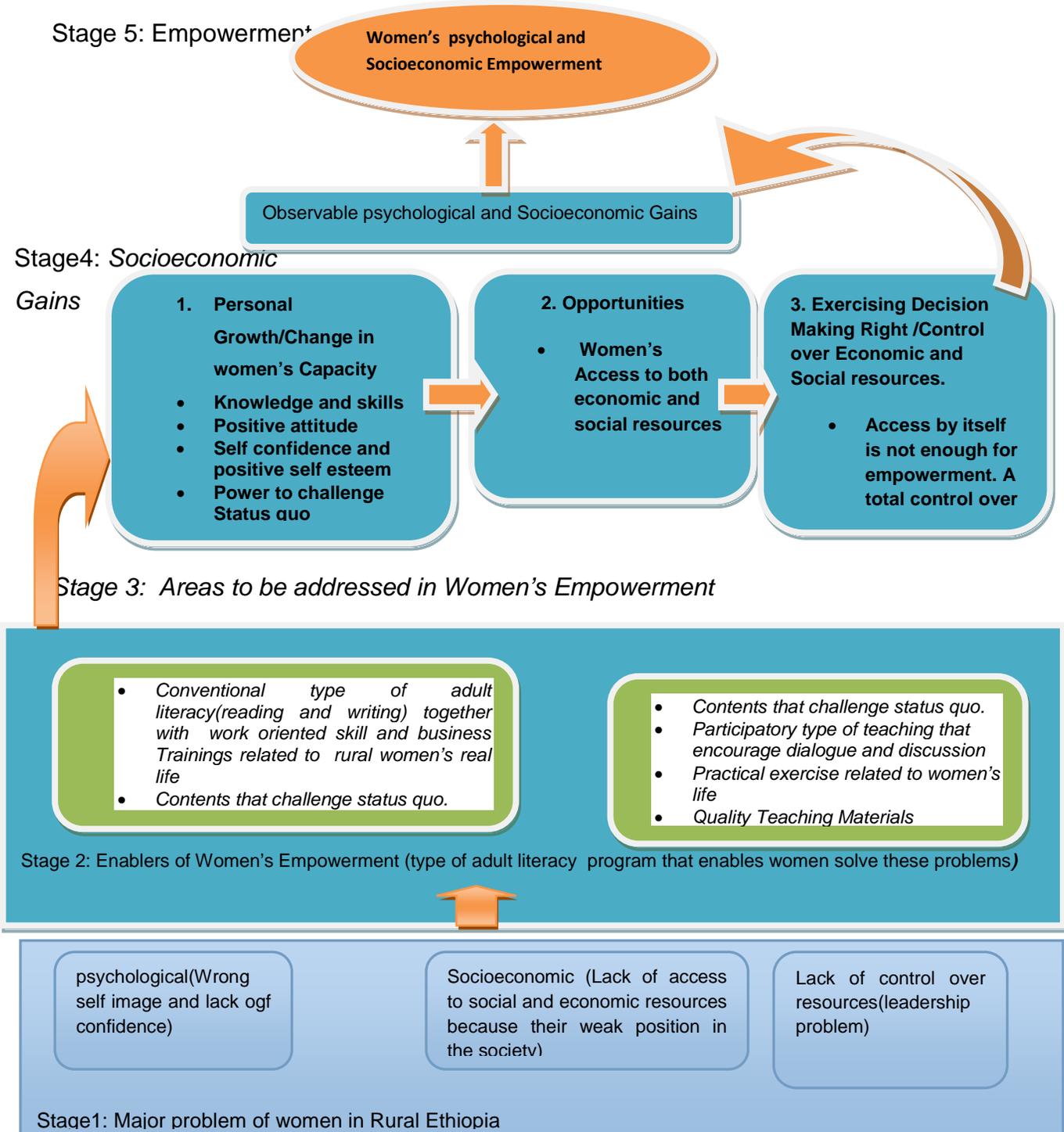


Figure 4. Model used to conceptualize the empowerment process of women in Ethiopia

The findings of the previous as well as the current research indicate that adult literacy program can empower rural women. However, all types of adult literacy programs cannot empower. The above model shows the type of adult literacy that can empower rural women. As it was indicated in the model, there are four stages for the empowerment of women is obtained through the adult literacy program.

Stage 1: Sensing the problem

As could be understood from the finding of this study, the real problem of Ethiopian rural women can be categorized into three domains: psychological, socioeconomic, and leadership/control over resource/ related problems. The next three stages show how we tackle these problems using sound adult literacy program and help women to walk up to the stage of empowerment.

Stage 2: Enablers of women's empowerment from the adult literacy point of view

Firstly, for the empowerment of women to happen, the conventional adult literacy type, which focuses on reading and writing should be supported by work oriented skill and business training program that is directly related to the rural women life. The conventional type of adult literacy (reading and writing), can improve women's cognitive ability to some extent, but it does not guarantee socioeconomic empowerment for rural women.

Secondly, the most important component that should be is the content aspects of the adult literacy program. The content of the program should be effective enough in raising women's conscious about their real socioeconomic reality and factors contributing to it. As content is a package that carries skills and knowledge to the learner, it should be very strong and helpful to liberate them from their problems rather than domesticating them. Moreover, the content should enable women to challenge the existing status quo of women that are based on wrong and unscientific assumptions.

The third most important element is teaching methodology. In Implementing an effective type of adult literacy program that can change the rural women life, the methodologies used to deliver the content play a key role. The methods of teaching should not encourage the banking concept of education in which teachers are considered as a sole source of knowledge and students as knowledge consumers. Instead, adult literacy participants should be provided with opportunity to discuss, make a dialogue, reflect on their views and play an active role in the adult literacy classes. There should also be practical exercises to teach contents related to work-oriented skill and business training components.

Stage 3: Areas to be addressed in women's empowerment through adult literacy
women's individual capacity: The adult literacy program should address issues related to individual capacity. Women need the knowledge and basic skills that enable them to develop self-confidence and positive self-esteem. Women should be in a position to add value to their potential in order to succeed in agricultural and non-agricultural activities. The adult literacy program should again help them in liberating their mind and body because the oppressors of women are very wise and they have been silently working on their mind for many centuries to control them; if the mind is controlled, the body would be easily domesticated.

Access: Women need access to financial assets, resources and administrations, including land, water, technology and money. Additionally, they ought to be admitted to social institutions like education, sustenance endowments, human services, and sponsored lodging provided by the government to enhance the life and living conditions. Subsequently, the adult literacy program ought to contribute something for women by giving them methodologies that help them to have access to all these assets and resources.

Exercising decision making: Access to resources by itself is not enough for women's empowerment. Women need enhanced influence over household decision-making, particularly decisions related to the household division of labor, the use of household income and decisions affecting other affairs of their families. Many studies reveal that

access to land or other resources and participation in social affairs by itself does not guarantee women's empowerment unless their participation or access to resources enables women to make strategic life choice/free them from the culture of slavery.

Stage 4: Women's socioeconomic gains/improvements

This stage refers to changes in women's socioeconomic variables as a result of their exposure to adult literacy program. But, all the changes in women's cognitive, social and economic dimensions cannot lead to empowerment.

As was discussed above, empowerment goes beyond a mere change in cognitive and socioeconomic conditions. To mention one example from my study, as a result of their access to loan and credit, women had got more money than before. But, the bad news is that most of them were disowned by their husbands in a very shameful way. Men enjoy drinking alcohol or enjoying with other women who are not their legal wives, but women work and gain money which directly or indirectly goes to relax men. How shameful it is? Moreover, even those women who are lucky in depositing some amount of money in their account, they are not using it in the way helps them. Because, in most cases, money generated by women is used to feed the family. Thus, the money/the socioeconomic gains could not liberate or lead women to empowerment directly some times.

Stage 5: women's socioeconomic empowerment

To say that there is empowerment, the changes in all the adult literacy variables should enable the women to make vital decisions related to social, political and economic matters without any pressure from others. Thus, the existence of socioeconomic change does not necessarily indicate the existence of empowerment.

5.5. Bibliography

- Ahmed, M. (2011). Defining and measuring literacy: Facing the reality. *International Review of Education*, 5(1-2), PP. 179-195.
- Aitchison, J. (2003). Struggle and Compromise: a history of South African adult education from 1960- 2001. *Journal of Education*, 29, PP. 125-178.
- Aitchison, J. (2004). *Adult literacy and basic education: a SADC regional Perspective. Paper presented at the SADC (Southern African Development Community) conference on Adult Basic and Literacy Education in the SADC region. Pietermaritzburg.*
- Aitchison, J. and Harley, A. (2006). South African Illiteracy Statistics and the Case of the magically growing number of Literacy and ABET Learners. *Journal of Education*, 39, 89-112.
- Aitchison, J. and Hassana, A. (2009). *The state and development of adult learning and education in Sub Saharan Africa.* Hamburg: UNESCO.
- ANFEAE, R. (2004). *Adult and non formal education association in Ethiopia, activity report.* Addis Ababa: Bole Printing Press.
- Anonuevo, C. and Bochynek, B. (1995). The international seminar on women's education and empowerment. In Medel-Anonuevo, C. (Eds.). *Women, education and empowerment: Pathways towards autonomy.* Hamburg: UNESCO Publication.
- Apata, O. and Shitu, G. (2013). Impact assessment of adult education sheme on agricultural productivity in South Western Nigeria. *Journal of Emerging Trends in Educational Research and policy Studies*, 4(2), pp. 333-337.
- Appleton, S. and Balihuta, A. (1996). Education and agricultural productivity: Evidence from Uganda. *Journal of International Development*, 8(3), 415-444.

- Archer, D. and Cottinghams, S. (1996). *Action research report on reflect: regenerated Freirian literacy through empowering community techniques. The experience of three projects in Uganda, Bangladesh and El Salvador. Educational paper no 17, DFID. London: Fourth estate.*
- Arnove, F. and Graff, J. (1987). *National literacy campaign. New York: plenum.*
- Asnake, S. (1998). *Some determinants of rural voluntary participation in non formal training program planning, the case of Western Oromia.*(Unpublished MA thesis), Addis Ababa University, Addis Ababa.
- Attwood, G., Castle, J., and Smythe, S. (2004). Women are lions in dresses. negotiating gender relations in REFLECT learning circle in Lesotho. In A. Robinson-Pat (Eds.), *Women, Literacy and Development (pp.139-157).* New York: Rutledge.
- Bagchi, A. (2000). Freedom and development as end of alienation. *Economic and policy weekly* 9(December, 4409-4420).
- Barton, D. (2007). *Literacy: An introduction to the ecology of written language, Second edition.* Oxford: Blackwell.
- Batliwala, S. (1993). *Empowerment of women in South Asia: Concepts and practices.* New Delhi: FAO-FFHC/AD.
- Batliwala, S. (2007). 'Walk beside Us', speech given at the high level thematic debate on gender equality and women's empowerment held by the United Nations General Assembly, New York, 6 March.
- Baxter, P. and Jack, S. (2008). Qualitative case methodology: Study design and implementation for novice researcher. *The Qualitative Report*, 13(4), 544-559.
- Beder, H. (1999). *The outcome and impacts of adult literacy education in the United States. Harvard graduate school of education. NCSALL report no. 6.* Nicolas House, Cambridge, MA 02138.

- Bediru, H. (2011). *Practice and challenges on economic empowerment of rural women in Halaba Special Wereda, SNNPR Ethiopia*. (Unpublished MA thesis), Addis Ababa University, Addis Ababa.
- Bohola, S. (1999). Literacy campaign: A policy perspective. In: D. A Wagner, R. L. Venezky and B. V. Street (Eds.), *literacy: An International Hand Book*. Boulder: West View Press.
- Boserup, E. (1970). *Women's role in economic development*. New York: St. Martin's press.
- Botswana, R. (1977). *Report of the national commission on education*. Gaborone: Government print .
- Brown, R. (2006). *Doing your dissertation in business and management: The reality of research and writings*. London: Sage Publications.
- Burchfield, S. (2002). *A Longitudinal study of the effect of integrated literacy and basic education program on women's participation in social and economic development in Nepal. USAID. girls' and women's education policy research activity Report*.
- Burchfield, S. (1997). *An analysis of the impact of literacy on women's empowerment in Nepal*. London: Cambridge.
- Buvinic, M. (1986). Projects for women in the third world: explaining their misbehavior. *World development*, 14(5), 653-54.
- C. S. A. (2010). *Population and housing census*. Addis Ababa: CSA.
- Carr-Hill, R., Okech, A., Katahoire, A., Kakooza, T., Ndidde, A. and Oxenham, J. (2001). *Adult literacy programs in Uganda*. Washington: Human Development Africa Region, World Bank.

- Carr-Hill, R., Kweka, A., Rusimbi, M., and Chengelele, R. (1991). The Functioning and effects of the Tanzanian literacy programme. *IIEP Research Report 93. International Institute of Educational Planning, UNESCO.*
- Cawthera, A. (1997). *Let us teach ourselves: the operation and effectiveness of a People's literacy movement. Available on www.eldis.org*
- CEDPA. (1995). Empowers women in international arenas: ICPD news, no. 2.
- Cochrane, S. (1979). *Fertility and education: what do we really know?* Baltimore Md: The John Hopkins University Press.
- Comings, A. (1998). *A Comparison of impact from schooling and participation in adult literacy programs among women in Nepal.* Boston: World Education.
- Crabtree, B. and Miller, W. (1999). *Doing qualitative research (2nd edition).* London: Sage Publications.
- Creswell, J. (2011). *Controversies in mixed method research. In N. Denzin and Y. Lincoln (eds), the sage hand book of qualitative research (4th ed).* London: Sage.
- CSA, (2005). *Ethiopia demographic and health survey.* Addis Ababa: CSA press.
- DAE and NLC, (1989). *The Ethiopian national literacy campaign: Retrospects and protespects.* Addis Ababa: Brehan Selam Printing.
- Davis, K. (1995). *Don't know much about history: Everything you need to know about American history (but never learned).* New York: Crown.
- Denzin, N. (2000). *Handbook of qualitative research.* London: Sage Publications.
- Diem, K. (2003). *Program development in political world-It is all about Impact. Journal of Extenssion, vol 41(1), PP, 1-20.*
- Ethiopian Ministry of Education, (1989). *Ministry of Education. DAE and NLC Office, The national literacy committee(NLC) evaluation, rural areas.* Addis Ababa: Bole printing.

- Edward, M. (2007). Assessing Impact in Community Development Projects. *Journal of planning Education and Research*, 2, 49-64.
- Egbo, B. (2000). *Gender, Literacy and Life Chances in Sub-Saharan Africa*. Clevedon: Multilingual Matters.
- Ethiopia Census, (2010). *Population and housing census*. Addis Ababa: CSA.
- Ethiopian Government, (1993). *National policy on women*. Addis Ababa: Bole Printing.
- Farah, I. (2002). Improvement in quality of life Indices: Role of women's literacy in rural Punjab, Pakistan. In Madhu Singh(Eds.), *Institutionalizing Lifelong Learning: Creating Conducive environments for adult learning in Asian Context*. Newbury Parch: Sage.
- FDRE, (1994). *Education and training policy of Ethiopia*. Addis Ababa: Bole Printing.
- Fiedrich, M. and Jellema, A. (2003). *Literacy, gender and social agency: Adventures in empowerment, DFID Research Report, 53*.
- Fossen, S. and Sticht, T. (1991). *Teach the mother and reach the child: Results of the international literacy action research project of wider opportunities for women*. Washington, D. C: Wider Opportunities for women Inc.
- Freire, P. (1972). *Pedagogy of the oppressed*. Harmondsworth: penguin.
- Freire, P. (1998). *Teachers as cultural workers: Letters to those who dare teach. The edge, critical studies in education theory*. Boulder, Colo: West View Press.
- Freire, P. and Shor, I. (1987). *Pedagogy for liberation: Dialogue on transformation education*. London: Macmillan.
- Freire, P. (1985). *The Politics of education: Culture, power and liberation*. London: Macmillan.

- Gere, A. (1997). *Intimate practices: Literacy and cultural work in U.S. women's clubs*. Chicago: University of Illinois Press.
- Godfrey, M. (1977). Education, training and productivity: A Kenyan case study. *Comparative Education Review*, 1, 29-36.
- Goldberg, M. (2009). *The American prospect. Right versus rites: when it comes to the lives of women around the globe, do local traditions ever trump human rights*. London: Longman.
- Harley, R. (1996). *A Survey of adult basic education in South Africa in 90's*. Johannesburg: SACHED Books.
- Harley, A., Aitchison, J.J.W., Lyster, E. and Land, S. (1996). *A survey of adult basic education in South Africa in the 90s*. Johannesburg: SACHED Books
- Huberman, A. and Miles, M. (1994). *Qualitative data analysis: Second Edition*. New Delhi: SAGE.
- Hussain, S. and Byerlee, D. (1995). Education and farm productivity in Asia, in GH. Peters and Douglas, D. (eds). *Agricultural competitiveness: Market forces and policy choice*, proceedings of the 22nd international conference of agricultural economists, Harare, Zimbabwe. Dartmouth publishing company Ltds, 554-69.
- Jack, P.(2008). Qualitative case methodology: Study design and implementation for novice researcher. *The Qualitative Report*, 13(4), pp. 544-559.
- Jamison, D. and Lau, J. (1982). *Farmer education and farmer efficiency*. Baltimore: The John Hopkins University Press.
- Kabeer, N. (1999). Resources, agency, achievements: reflections on the measurement of women's empowerment. *Development and Change*, 30(3), PP. 435–464.
- Kabeer, N. (2001). Resources, agency, achievements: Reflections on the measurement of women's empowerment. In B. Sevefjord, et al(Eds.), *Discussing Women's Empowerment – Theory and Practice*, SIDA Study No.3.

- Kabeer, N. (2005). Gender equality and women's empowerment: A Critical analysis of the third millennium development goal. *Gender and Development*, 13(1), PP. 13-24.
- Kagıtcıbası, C. (2005). 'Functional adult literacy and empowerment of women: impact of a functional literacy program in Turkey'. *Journal of Adolescent and Adult Literacy*, 48(6), PP. 472-489
- Knowles, M. (1977). *A history of the adult education movement in the United States*. Melbourne, FL: Krieger.
- Knowles, M. (1977). *The Adult education movement in the United States*. Melbourne, FL: Krieger.
- Lau, D. (1982). *Farmer education and farm efficiency*. Baltimore: The Johns Hopkins University Press.
- Levine, K. (1982). Functional literacy: Fond illusions and false economies. *Harvard Educational Review*, 6, 249-266.
- Lincoln, Y. and Guba, E. (1985). *Naturalistic inquiry*. Beverly Hills, CA: Sage.
- Luke, R. (1992). The NEA and Adult Education. A Historical Review: 1921-1972. ERIC ID;-----
- Maddox, B. (2005). Assessing the impact of women's literacy in Bangladesh: An ethnographic inquiry. *International Journal of Education Development*, 25(2), 123-132.
- Malhotra, A. (2002). *Measuring women's empowerment as a variable in international development*, World Bank, Gender and Development Group. Washington DC: World Bank
- Mamo, S.(2002). *Ethiopia; where and who are the World's illiterates?* Paris: Adventure Works Press.

- Marlaine E. Lockheed, T. (1980). Farmer education and farm efficiency. A Survey. *Economic Development and Cultural Change*, 29(1), 37-76.
- Marshall, C. and Ross G. (1995). *Designing Qualitative Research*. Sage Publications, Thousand Oaks California.
- Marshall, P. (2003). Human subject's protections, institutional review boards, and cultural anthropological research. *Anthropology Journal*, 76(2), PP. 269-85.
- Menkir, M. (2002). *The implementation of adult literacy In East Gojam Zone(Amahara Region)*. (Unpublished MA thesis), Addis Ababa university, Addis Ababa.
- Micahel, M. (2004). *The status syndrome: How social standing affects our Health and Longvity*. New York : Owl Books.
- Minstry of Education. (2008). *National report on the development and state of the art of adult learning and education(ALE)*. (Unpublished Report), Addis Ababa.
- Minstry of National Education. (2010). *Country report on mothers and doughters at school campaign, general directore for appernticeship and nonformal education*. Ankara: Ocak Publication.
- Mosedale, S. (2005). Policy arena. Assessing women's empowerment: towards a conceptual framework. *Journal of International Development*, 17(2), 243-257.
- Moser, O. N. (1993). *Gender planning and development: Theory, practice and trainings*. London: Rutledge.
- Nassimbeni, M. and May. B.(2009). *Adult education in South African Republic libraries. Enabling conditions and inhibiting factors*. Cape Town: University of Cape Town.
- Nussbaum, M. C. (2001). *Women and human development: The capabilities approach*. USA: Cambridge University Press.
- OECD. (1992). *Adult literacy and economic performance*. Paris: OECD.

- Omolewa, M. (2008). Adult literacy in Africa: The push and pull factors. *International Review of Education*, 54(5), 697-711.
- Oxaal, Z. and Baden, S. (1997). *Gender and empowerment: Definitions, approaches and implications for policy*, BRIDGE Report No.40.
- Oxenham, J. (2004). 'ABET vs. POVERTY: what have we learned?' *Adult Education and Development*, 63, 83-103
- Oyedeyi, L. Omolewa M and Asiedu K. (1982). *Handbook of literacy education in West Africa*. Lagos: Longman.
- Oyedeyi, O. (1982). *A Hand book of literacy education for West Africa*. Lagos: Longman Nig. Ltd.
- Patton, M. (2000). *Qualitative research and evaluation methods*(3rd ed). Thousand, CA: Sage.
- Quigley, B. (1997). *Rethinking adult literacy: The critical need for practice based change*. San Francisco : Jossey Bass.
- Rawl, J. (2001). *Justice as fairness: A restatement* (2nd ed). Cambridge Mass: Harvard University Press.
- Razavi, S. and Miller, C. (1995). *From WID to GAD. Conceptual shift in the women and development discourse*. Geneva: UNRISD.
- Reimer, J. (1998). *succeeding at Jewish Education: How one synagogue made it work*. JPS. Palgrave: Macmillan.
- Robinson, D. (2012). *Development through adulthood: An Integrated Source Book*. Palgrave: Macmillan.
- Robinson-Pant, A. (2005) 'The social benefits of literacy'. London: Routledge

- Rogers, A. (2000). Literacy comes second: Working with groups in developing Society. *Development in Practice*, 10(2), 36-40.
- Rowland, J. (1997). *Questioning empowerment: Working with women in Honduras*. Oxfam. London: Oxford.
- Runcheva, H. (1999). John Rawls: Justice as fairness behind the veil of ignorance. *Iustinianusprimus Law Review* 4(2), PP. 1-12.
- Sandiford, P., Cassel, M. Sanchez, G. (1995). 'The impact of women's literacy on child health and its interaction with access to health services'. *Population Studies*. 49, pp. 5-17
- Sayilan, F. (2005). *Education for All: Symposium on basic education in Turkey within the context of Lifelong Learning*. Ankara: Pegem Publication.
- Schultes, T. (1993). 'Returns to women's education'. In King, E.H. and Hill, M.A. (Eds), *Women's education in developing countries: Barriers, benefits and policies*. Baltimore and London: published for the World Bank by the John Hopkins University Press.
- Seamon, D. (1992). AAACE past, present and future. *Adult Learning*, 4 (2), 7. ERIC ID: EJ452460.
- Sen, A. (1985). Well-being, agency and freedom". *The Journal of Philosophy*, 82(4), 169–221.
- Sen, A. and Grown, C. (1987). *Development, crises and alternative visions: Third world women perspective*. New York: Monthly Review Press.
- Sen, A. (1990). Development as capability expansion. In Keith Griffin and John Knight(Eds.), *human development and the human development strategies for the 1990's*(41-58). London: Macmillan.
- Sen, A. (1999) *Development as Freedom*. London: Oxford University Press.
- Singh, K. (2007). *Quantitative social research methods*. London: Sage publications.

- Shenkut, M. (1989). *The Ethiopian national literacy campaign: Policy, strategies, achievements and prospects.*(Unpublished). Nairobi.
- Shetty, S. (1991). *Development projects in assessing empowerment, occasional paper series No. 3 , New Delhi, Society for Participatory Research in Asia.*
- Sida, (2001). *Discussing women's empowerment: Theory and Practice.*
- Smith, C. (1997). *Women's acquisition of literacy skills and health knowledge in Nepal: a comparative study of non-formal education approaches.* Kathmandu: World Education
- Stromquist, N. (1995). The theoretical and practical bases for empowerment. In C. Medel-Anonuevo (Eds.), *Women, Education and Empowerment: Pathways towards Autonomy.* Hamburg: UNESCO Institute for Education.
- Sparr, P.(1994a). What is structural adjustment? In Pamela Sparr(Eds), *mortgaging women's lives: Feminist critiques of structural adjustment.* London: Zed Books.
- Supa, B. (1999). Literacy campaign: A plocy prespective. IN: D. A. Wagner, R. L. Venezky and B. V Street(Eds.), *Literacy: An International Hand Book.* Colorado: West View Press.
- Taylor, P. (1993). *The text of Paulo Freire.* Bucking: Open University Press.
- Tekste, N. (2006). *Education in Ethiopia: From crisis to the brink of collapse.* Stockholm: Elanders Gotab .
- Terzi, H., Kocacick, S. and Oztekin, A. (2011). *Adult literacy education: Mothers and daughters at school in Turkey. Prepared for EFT.* Ankara: Ocak Publications.
- Tomori, S. (1988). *Language and adult education: Essays in memory of S. H. O. Tomori.* Ibadan(Nigeria). Ibadan University Press.

U.S. Department of Education, (1998). *Adult education: Human investment impact 1992-1996*. Washington, DC: Office of Vocational and Adult Education, Division of Adult Education and Literacy.

U.S. Department of Education, (2000). *State-administered adult education program: Program year 1992-1999*. Washington, DC: Office of Vocational and Adult Education, Division of Adult Education and Literacy.

US Department of Education (2013). *The condition of Education 2013. National Center for Education Statistics*. Synergy Enterprises, Inc.

UNESCO, (1978). *Recommendation concerning the International Standardization of Educational Statistics. Adopted by the general conference at its 20th session, Paris, 27 November 1978*. Paris: UNESCO.

UNESCO, (1997). *The Humburg declaration, the Agenda For the Future:Fifth International Conference on Adult Education. CONFINTEA*.

UNESCO, (2000). *The dakar frame work for action. France: ED-2000/WS/27*.

UNESCO, (2005). *Background paper for the education for all global monitoring report 2006, Literacy for Life*. Paris: UNESCO

UNESCO, (2006). *Education for all global monitoring report, 2006*. Paris: UNESCO.

UNESCO, (2008). *Education for all monitoring report. Net enrollment rate in primary education*. Paris: UNESCO.

UNESCO, (2013). *Adult and youth literacy: National, regional and global trends, 1985-2015*. Montreal, Quebec: UNESCO Institute for Statistics.

UNITED NATIONS. (1988). 1986 Declaration on the right to development (GAR 41/128). 97th plenary meeting on 4 December, 1986.

WHO, (2010). *Regional health statistics and information system. WHO*.

- William, H. (2007). The value of rural life in American culture. *Rural development prespective*, 12, 1.
- World Bank, (1997). *Education sector report*. Washington, DC. World Bank.
- World Bank, (2001). *Education for dynamic economies: Accelerating progress towards education for all. Human Development Net work*.
- World Bank, (2005). *Education in Ethiopia: Strengthening the foundation for sustainable progress*.
- Yin, R. (2003). *Case study research: Design and methods (3rd ed.)*. Thousand Oaks, CA: Sage
- Young, M. B.; Hipps, Jr.; Hanberry, G.; Hopstock, P.; and Goldsamt, M. R. (1980) *An Assess- ment of the State-Adminisfered Program of the Adult Education Act. Final Report*. Arlington, VA: Development Associates, Inc (ERIC Document Reprb- duction Service No. ED 195 700).
- Youngman, F. (2003). *Training the post CONFINTEA adult educator. Journal of Adult Education and Development*, 54, 285-299.
- Youngman, F. (2000). *The political economy of adult education and development*. London: Zed Books.
- Zajda, J. (1994). Educational reforms and the discourse of democracy in Soviet and post communist education. In V. Rust, (Eds.), *International Perspective on Education and Society*, 4, 165-203. Green which: JAI Press.
- Zajda, J. (1992). *Country profile: USSR*. Canberra: Department of Employment, Education and Training.
- Zajda, J.(2007). The new history text book in the Russian Federation. *A Journal of Comparative and International Education*. 3, 223.

Zubair, S. (2004). Qualitative method in researching women's literacy. A case study. In Robinson-pat, A. (Eds.), *Women, literacy and development: An Alternative Perspective*. London: Rutledge

5.6. Appendices

Appendix: A Request for Permission to Conduct Research at Meki Province Education Centre

Date 11/20/13

The Impact of Adult literacy Program on the Socioeconomic Empowerment of Rural Women in Oromia, Ethiopia: an Exploratory Investigation.

Department of Education Supervision

I, Teshome Gudissa Degu, am doing research with Elias Mathipa, a professor in the college of Education at the University of South Africa. We are inviting you to participate in a study entitle “the Impact of Adult literacy Program on the Socioeconomic Empowerment of Rural Women in Oromia, Ethiopia: an Exploratory Investigation.”

The aim of the study is to explore the impact of adult literacy program on the rural women’s socioeconomic empowerment. Your institution has been selected as it was supervising the adult literacy program targeted on women for a long period of time and has a rich experience as far as women’s adult literacy is taken into account.

The study will entail an in depth interview with adult literacy administrators, women participants in the adult literacy program and adult literacy teachers. Moreover, it involves a focus group interview (discussion) with women participated in the adult literacy program in addition to the in depth interview on mutually agreed upon date and time which will last for one and half hour.

The benefits of this study lies in its contribution to deep understanding of the role of Adult Literacy in improving the socioeconomic life of rural women. Specifically the study helps out professionals, practitioners and policy makers to better understand the issues and challenges related to women’s literacy and make a great contribution to the field of education by helping professionals in conceptualizing literacy in a way that addresses multi dimensional aspects of women’s life. The research has no any potential risk. Feedback procedure will entail arranging seminar section, workshops and group

discussion.

Appendix B Request for Permission to Conduct Research at DVV International-Centre for Adult Education

The Impact of Adult literacy Program on the Socioeconomic Empowerment of Rural Women in Oromia, Ethiopia: an Exploratory Investigation.

I, Teshome Gudissa Degu, am doing research with Elias Mathipa, a professor in the college of Education at the University of South Africa. We are inviting you to participate in a study entitle “the Impact of Adult literacy Program on the Socioeconomic Empowerment of Rural Women in Oromia, Ethiopia: an Exploratory Investigation.”

The aim of the study is to explore the impact of adult literacy program on the rural women’s socioeconomic empowerment. Your institution has been selected as it was supervising the adult literacy program targeted on women for a long period of time and has a rich experience as far as women’s adult literacy is taken into account.

The study will entail an in depth interview with adult literacy administrators, women participants in the adult literacy program and adult literacy teachers. Moreover, it involves a focus group interview (discussion) with women participated in the adult literacy program in addition to the in depth interview on mutually agreed upon date and time which will last for one and half hour.

The benefits of this study lies in its contribution to deep understanding of the role of Adult Literacy in improving the socioeconomic life of rural women. Specifically the study helps out professionals, practitioners and policy makers to better understand the issues and challenges related to women’s literacy and make a great contribution to the field of education by helping professionals in conceptualizing literacy in a way that addresses multi dimensional aspects of women’s life.

The research has no any potential risk. Feedback procedure will entail arranging seminar section, workshops and group discussion with participants.

Yours sincerely ,Teshome Gudissa Degu



Appendix C A letter Requesting Adult’s Consent (Adult literacy Supervisors, Adult literacy Teachers, and Women participated in the Adult Literacy Program) to Participate in an in Depth Interview

Dear

This letter is an invitation to consider participating in a study I, Teshome Gudissa Degu, am conducting as part of my research as a doctoral student entitled “*the Impact of Adult literacy Program on the Socioeconomic Empowerment of Rural Women in Oromia, Ethiopia: an Exploratory Investigation*” with the supervision of professor Elias Mathipa at the University of South Africa. I have purposefully identified you as a possible participant because of your valuable experience and expertise related to my research topic.

The benefits of this study lies in its contribution to deep understanding of the role of Adult Literacy in improving the socioeconomic life of rural women. Specifically the study helps out professionals, practitioners and policy makers to better understand the issues and challenges related to women’s literacy and make a great contribution to the field of education by helping professionals in conceptualizing literacy in a way that addresses multi dimensional aspects of women’s life. In this interview, I would like to have your views and opinions on this topic. This information can be used to improve the practices related women’s adult literacy and make women to benefit more.

Your participation in this study is voluntary. It will involve an interview of approximately *60 minutes* in length to take place at a mutually agreed upon location at a time convenient to you. You may decline to answer any of the interview questions if you so wish. Furthermore, you may decide to withdraw from this study at any time without any negative consequences.

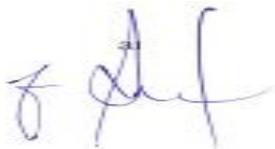
With your kind permission, the interview will be audio-recorded to facilitate collection of accurate information and later transcribed for analysis. Shortly after the transcription has been completed, I will send you a copy of the transcript to give you an opportunity to confirm the accuracy of our conversation and to add or to clarify any points. All

information you provide is considered completely confidential. Your name will not appear in any publication, resulting from this study and any identifying information will be omitted from the report. However, with your permission, anonymous quotations may be used. Data collected during this study will be retained on a password protected computer *in* my locked office. There are no known or anticipated risks to you as a participant in this study.

If you have any questions regarding this study, or would like additional information to assist you in reaching a decision about participation, please contact me at +251 911396857 or by e-mail at 47296666@mylife.unisa.ac.za.

I look forward to speaking with you very much and thank you in advance for your assistance in this project. If you accept my invitation to participate, I will request you to sign the consent form. Yours

Sincerely

A handwritten signature in blue ink, appearing to read 'Teshome Gudissa Degu', is positioned above the printed name.

Teshome Gudissa Degu

Appendix D A letter Requesting Adult’s Consent (Women participated in Adult Literacy Program) to Participate in Focus Group Interview (Discussion)

Dear

This letter is an invitation to consider participating in a study I, Teshome Gudissa Degu, am conducting as part of my research as a doctoral student entitled “*the Impact of Adult literacy Program on the Socioeconomic Empowerment of Rural Women in Oromia, Ethiopia: an Exploratory Investigation*” with the supervision of professor Elias Mathipa at the University of South Africa. I have purposefully identified you as a possible participant because of your valuable experience and expertise related to my research topic.

The benefits of this study lies in its contribution to deep understanding of the role of Adult Literacy in improving the socioeconomic life of rural women. Specifically the study helps out professionals, practitioners and policy makers to better understand the issues and challenges related to women’s literacy and make a great contribution to the field of education by helping professionals in conceptualizing literacy in a way that addresses multi dimensional aspects of women’s life. In this focus group interview (discussion), I would like to have your views and opinions on this topic. This information can be used to improve the practices related women’s adult literacy and make women to benefit more.

Your participation in this study is voluntary. It will involve an interview of approximately *60 minutes* in length to take place at a mutually agreed upon location at a time convenient to you. You may decline to answer any of the interview questions if you so wish. Furthermore, you may decide to withdraw from this study at any time without any negative consequences.

With your kind permission, the discussion will be audio-recorded to facilitate collection of accurate information and later transcribed for analysis. Shortly after the transcription has been completed, I will send you a copy of the transcript to give you an opportunity

to confirm the accuracy of our conversation and to add or to clarify any points. All information you provide is considered completely confidential. Your name will not appear in any publication, resulting from this study and any identifying information will be omitted from the report. However, with your permission, anonymous quotations may be used. Data collected during this study will be retained on a password protected computer *in* my locked office. There are no known or anticipated risks to you as a participant in this study.

If you have any questions regarding this study, or would like additional information to assist you in reaching a decision about participation, please contact me at +251 911396857 or by e-mail at 47296666@mylife.unisa.ac.za.

I look forward to speaking with you very much and thank you in advance for your assistance in this project. If you accept my invitation to participate, I will request you to sign the consent form. Yours

Sincerely

A handwritten signature in blue ink, appearing to read 'Teshome Gudissa Degu', written in a cursive style.

Teshome Gudissa Degu

Appendix E In Depth Interview Schedule for Adult literacy Supervisors

Introduction

You have been selected to speak to me (researcher) because you have been identified as someone who has a great deal to share about the subject under investigation. This research project as a whole focuses on studying the impact of adult literacy on the socioeconomic life of rural women with particular interest of understanding how literacy improves the life of individuals. To facilitate my note taking, I would like to audio my conversation. Only researcher on the project will be privy to the tapes which will be eventually destroyed after they are transcribed.

A. Record Time _____

B. Place of Interview _____

C. Demographic Data _____

D. Post Interview

Comment _____

- Would you tell me your age?
- Qualification?
- Years of experience in the adult literacy program?
- How could you describe the main purposes of women's empowerment program through adult literacy?"
- How would you explain, the way's adult literacy program changed women's self-esteem and understanding?
- How could you describe the impact of adult literacy program on women's social life?
- Does women's participation in adult literacy program equipped them with the skills that help them to engage in different income earning activities outside their home? How?
- Does the knowledge, women have gained from the adult literacy program help them to decide on the income they generate
- What major challenges women have faced in the adult literacy program?

Appendix F In Depth Interview Schedule for Adult Literacy Teachers

Introduction

You have been selected to speak to me (researcher) because you have been identified as someone who has a great deal to share about the subject under investigation. This research project as a whole focuses on studying the impact of adult literacy on socioeconomic life of rural women with particular interest of understanding how literacy improves the life of individuals. To facilitate my note taking, I would like to audio my conversation. Only researcher on the project will be privy to the tapes which will be eventually destroyed after they are transcribed.

E. Record Time _____

F. Place of Interview _____

G. Demographic Data _____

H. Post Interview

Comment _____

- Would tell me your age,
- qualification and experiences in adult literacy program?
- What were your major roles in women's adult literacy program as a teacher?
- What type of methodologies you were using in adult literacy program as a teacher?
- How does the adult literacy program (its skills and knowledge) help to meet
- the practical need of women's life?
- Could you describe the way the adult literacy program contributes to women's socioeconomic empowerment?
- What are some of the major challenges related to adult literacy program?

Appendix G In Depth Interview Schedule for Women participated in the Adult Literacy Program

I. Introduction

You have been selected to speak to me (researcher) because you have been identified as someone who has a great deal to share about the subject under investigation. This research project as a whole focuses on studying the impact of adult literacy on the socioeconomic life of rural women with particular interest of understanding how literacy improves the life of individuals. To facilitate my note taking, I would like to audio my conversation. Only researcher on the project will be privy to the tapes which will be eventually destroyed after they are transcribed.

J. Record Time _____

K. Place of Interview _____

L. Demographic Data _____

M. Post Interview

Comment _____

- Are you married?
- Would you tell me your age, religion and ethnic background?
- Does participation in adult literacy program improve your confidence, self worth and potential? How?
- Could you describe how adult literacy impacted in the following components of your social life?
 - ✓ Your children's education
 - ✓ You and your family health
 - ✓ Your social networking outside home
 - ✓ Involvement/ participate in community matters and social events
 - ✓ Awareness about human right issues

- How does your participation in adult literacy program enhance your knowledge and skills to engage in different economic activities outside the home?
- Does the knowledge you gained from the adult literacy program helps you to manage and have total control over your income/
- What major challenges you faced as a student in the adult literacy program?

The following data were obtained from an in-depth interview conducted with adult women who took part in women's empowerment program through adult literacy.

Appendix H FOCUS Group Interview (DISCUSSION) Question with women Participated in Adult Literacy Program

Good Morning! My name is Tshome Goddess Degu, PhD fellow at the University of South Africa.

I am very happy you have agreed to join me in this study. I am here to talk about the adult literacy program that you took part in, and its impact on your life. The discussion that I am going to have is called focus group Interview (discussion). For those of you who have never participated so far, I would like to explain about it.

Focus group interview (discussion) is used to gather information from a small group of individuals who have a common interest in a particular subject- in this case, the impact of adult literacy in your socioeconomic life.

In this discussion, there are no right and wrong answers. I want to hear from every participant in the room. I am pleased you can be part of this group discussion because I think you have important ideas regarding the research issue I am talking about. Do not hesitate to speak up when you have a point you would like to make. You are totally free to talk about what you feel important.

I will be moderating the session and moving along so that I touch on all of the key subjects. I would like to avoid getting bogged down on issues that do not pertain to everyone in the group.

We will be keeping a record of this discussion and important notes. I would like to follow what is being said and then go back later to review what you said again so that I can accurately convey your ideas and opinion.

My role as a researcher is to see that I have a productive discussion and to summarize the groups feeling. I will not refer to any participant by name in the report that I will prepare. The information will be kept confidential and used only for research purpose to improve practices and adding new knowledge to the existing one. Later on avoided.

Thank you Very Much in advance

- How would describe the quality of the adult literacy program in improving your life?”
- How literacy benefits you?”
- How do you compare your social and economic life before your participation in the adult literacy program and changes after that?
- What challenges do you faced in the adult literacy program?”

Appendix I Focus Group/Interview Consent and Confidentiality Agreement

I _____ grant consent that the information I share during the group discussions (focus group interviews) may be used by the researcher, Teshome Gudissa Degu, for research purposes. I am aware that the group discussions will be digitally recorded and grant consent for these recordings, shared in the group discussions with any person outside the group in order to maintain confidentiality.

Participant's Name _____

Participant Signature: (It Will be signed after ethical clearance)

Researcher's Name: Teshome Gudissa Degu

Researcher's Signature:



Date: 11/21/2014

Doni D.
Supervisor



Qajeelcha Barnoota Godina Shawaa
Bahaatti Vajjilira Barnoota Aa/Dugdaa
በምክርቤት ስያ ሆኖ ገምግሞት ለማድረግ
የሥራ ላይ ማስገባት ይገባል
Ref. No. EO/24-933/92/05

Appendix

I Permission Given to conduct the Research

Date 07/06/2014

To: **Teshome Gudissa Degu**

Subject: **Permission**

Teshome Gudissa, who is a PhD fellow at University of South Africa (UNISA), wrote us a formal letter to get permission to conduct a research entitled "The Impact of Adult Literacy on Socio-economic Life of Rural Women in Oromia, Ethiopia, an Exploratory Study".

Based on his request, the office agreed to give him permission to conduct his research as the finding of the research benefits the community.

Doni Degaga Jarra

Doni D.
Supervisor



CC

- UNISA