

**THE ROLE OF FUNCTIONAL ADULT LITERACY TO RUN A
SUCCESSFUL MICRO AND SMALL ENTERPRISE.**

THE CASE OF GULELE SUB-CITY SELECTED WOREDAS

**A THESIS PRESENTED IN PARTIAL FULFILLMENT OF THE
REQUIREMENTS FOR THE DEGREE OF MASTER OF ART IN
ADULT AND LIFE LONG LEARNING**

By : Dagne Negash

Advisor: Meseret Asefa (Dr.)

**ADDIS ABABA UNIVERSITY FACULTY OF EDUCATION SCHOOL OF
GRADUATE STUDIES DEPARTMENT OF CURRICULUM**

Addis Ababa University

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ACRONYMS

FAL: Functional Adult Literacy

FeMSEDA: Federal Micro and Small Enterprises Development Agency

IGA: Income Generation Activities

MoE: Ministry of Education

MSE: Micro and Small Enterprise

NAES: National Adult education Strategies

NGO: Non-Governmental Organization

TVET: Technical and Vocational Education and Training

UNECE: United Nations Economic Commission for Europe

UNESCO: United Nations Education, Scientific and Cultural Organization

UNDP: United Nations Development Program

UN: United Nations

ABSTRACT

This study was designed to assess the role of Functional Adult Literacy (FAL) to run a successful Micro and Small Enterprise (MSE) or Income Generation Activities (IGA). It also addressed the characteristics of functionally literate and Functionally Illiterate micro business operators in establishing, managing and scaling-up of women entrepreneurs in MSEs and their IGA and the supports they acquire from FAL and MSE sector. A sample of 54 micro business/IGA operators, 12 group IGA leaders, 16 FAL Facilitators and 24 MSE officers were taken for the study using random sampling. In the process of answering the basic questions, a questionnaire that include characteristics of respondents, the role of FAL to run micro business, linkage and collaboration among FAL and MSE office, challenges related to FAL program implementation was designed in a closed ended and open ended questions. Moreover, interviews were held with top officials of MSEs, FAL facilitation office. After the data has been collected, it was analyzed using simple statistical techniques (Frequency and percentages).The results of the study indicate characteristics of micro business operators and the role of functional adult literacy in their micro business activity. It also shows that integrating Functional Adult Literacy programme with different livelihood program has great contribution it improve the life of needy adults. The results of the study also indicate weak collaboration among FAL facilitation office and MSE office, shortage of budget, shortage of manpower and inaccessibility of materials as among the major challenges. Moreover, lack of interest among FAL facilitators and FAL program participants due to different factors like; lack of incentive and absence of motivation from facilitators side and learners un friendly program delivery in place, time, approach and need focus from, learners side are also the major challenge. Finally, based on the major findings, recommendations were forwarded for concerned bodies such as existing and potential micro business operators, group IGA leaders MSE Offices, and FAL program facilitation office.

CHAPTER ONE

1. Introduction

This chapter addresses the introductory part of the research. It is basically includes background of the study, statement of the problem, purpose and significance of the study, delimitation of the study, limitations of the study, organization of the study and definition of basic terms.

1.1. Background of the study

Education is among one of basic human rights and essential tools for achieving the goal of equality, development and peace. Education in every sense is one of the fundamental factors of development. No country can achieve sustainable economic development without substantial investment in human capital. Education enriches people's understanding of themselves and world. It helps to broad social benefits, raises people's productivity, and improving income distribution (UNESCO 2000).

Adult education is one aspects of education which provided for matured men and women, outside formal schooling system. According to UNESCO, 1997 Adult education is powerful concept for fostering ecologically sustainable development, for promoting democracy, justice, gender equity, and scientific, social and economic development, and for building a world in which violent conflict is replaced by dialogue and a culture based on justice. Adult education is a planned and purposeful learning that addresses those matured individuals; primarily focus on the need and experiences of adults to improve the quality of their lives.

Functional Adult literacy is Adult learning system including the practical life experience or real life style of the learner. It is an approach designed to imparting reading, writing and numeracy skill among adult with others functional skills such as trading, manufacturing, agriculture, and other livelihood. The acquired knowledge and skill are expected to improve performances learners in all aspects. According to DVV International (2008) literacy is a vital human and economic development and improving literacy is significant to increase economic benefit. In this regard, FAL help the learner to gain self-confidence, sense of empowerment and improving their own living condition with their own effort. It also includes a wide range of localized basic livelihood activities characterized by participation and goal oriented.

According to Sara Mickman (2010) FAL enables people particularly adult to acquire practical skill and help to have proper attitude to improve their living condition. Functionally illiterate are incapable "to manage daily living and employment tasks that require reading skills beyond a basic level. Bhola (1994) supporting the above idea stated that the poor are powerless and the powerless are illiterate. The illiterate are always front victim for poverty and other socio-economic challenges because they do not have power to curb it.

FAL related to the Adult income generation activities also part of the program which helps the learner to operate the enterprise in an effective manner. According to ministry of Education (2008) FAL provides practical knowledge and skill which helps adults to search ways to improve their living condition on what-ever they are engaged in including income generation activities (IGA). FAL is one of the ways of literacy program through which adult education is directly linked with their livelihood including IGA (Assefa 2003).

Micro and Small Enterprise is among the major income generating activities which involves enormous adults including many illiterate adults. The overall economic contribution of MSE is very significant to alleviate the national poverty. In Ethiopian MSE has taken the lion share of employment creation

and then the national economic growth. According to MoFED, (2003) MSE development strategy is considered as the major strategic areas of the government to reduce unemployment and poverty.

Many scholars particularly focusing on developing countries agreed that MSE is a quick remedy for unemployment problem in urban areas. Supporting this argument Assefa, (2003) stated that MSE is said to be a seedling ground for domestic entrepreneurship and is suitable for large low income population. Currently Ethiopia in recognizing the socio-economic importance of MSE has formulated the national MSE development strategies. This is because the sector can accommodate all groups of the society (the professionals and the illiterates) mainly the illiterates and the poor one. In supporting this Nigist (2007) stated that MSE absorbs a large proportion of labor force that does not require high technical expert and technology.

Statement of the problem

In Ethiopia especially in the urban areas like Addis Ababa MSE has taken the lion's share of employment creation, means of income generation for many adults and then boost national economic growth. Adults are responsible to generate income to meet the family needs. Micro and Small Enterprise is among the major income generating activities which involves enormous adults including many illiterate adults. The overall economic contribution of MSE is very significant to alleviate the national poverty.

In Ethiopia many functionally illiterate adults govern their life by depend their income on MSE. According to Stevenson and Song, (2005), in Ethiopia 45% of MSEs are owned by illiterate adults. However, currently many experts, university and technical and vocational school graduates have been joining the sector. Following this the competition has been becoming high to the extent that the illiterate MSE operators are becoming out of the competition. Thus functional adult literacy which focuses on MSE operation is a key solution to

make them competent and stay in the sector. Adults are socially and economically responsible person in all aspects. However many adults still lack access and remain functionally illiterate, consequently become unsuccessful in the MSE activities. Functional adult literacy believed to encourage adults to engaged in MSE activities and enable them to identify micro business opportunities. Furthermore, Functional adult literacy supposed to develop adult's micro business management skill.

Considering this condition the study attempt to address the role of Functional adult Literacy (FAL) in implementing Micro and Small enterprise (MSE), the extent of FAL linked with MSE program and to identify the major factors that influence the link between Functional Adult Literacy (FAL) and MSE program. Accordingly the study tried to address the following research questions:

1. What are the main contributions of Functional adult Literacy (FAL) to run a successful MSE?
2. To what extent Functional adult Literacy (FAL) program have linked with MSE program?
3. What are the major factors that influence the link between Functional Adult Literacy (FAL) and MSE program?
4. Which strategies should be employed to integrate Functional adult Literacy (FAL) with MSE program?

1.2. Objectives of the study

General objective

The General objective of this study is to assess the Role Functional Adult Literacy Plays in Running a Successful Micro and Small Enterprise operated by adults.

Specific Objective

The specific objectives of the study are:

1. To explore the main contributions of Functional adult Literacy (FAL) to run a successful MSE.
2. To examine the extent of Functional adult Literacy (FAL) linked with MSE program.
3. To identify the major factors that influences the link between Functional Adult Literacy (FAL) with MSE program.
4. To indicate appropriate strategies that should be employed to integrate Functional adult Literacy (FAL) with MSE program.

1.3. Significance of the study

The study assist all organizations involved in MSE training in designing more effective training programs that also help towards the goal of diversification of businesses. It also help adults, to improve their ability to manage MSE successfully and earn a reasonable income and give them the necessary tools to have the businesses grow to a higher level, this should significantly improve quality of life, not only for them individually, but for the families they are supporting. However, the main significance of this study will be giving insight for different stakeholders to participate and benefit from its outcome. Besides,

it enables policy maker to revisit their policy about the links with Functional adult literacy and MSE and also help as a spring board for further study in the area. Accordingly the research have the following specific significances:-

- ✓ It will clearly indicate the major contribution of functional Adult literacy for successful MSE operation
- ✓ It can indicate approaches/ways that help adults to develop micro business management skill.
- ✓ It will indicate strategies that should be employed to integrate Functional adult Literacy (FAL) with MSE program.
- ✓ It will give direction for other investigators with regards FAL to a success MSEs operation by adults.

1.4. Scope of the study

The study is limited to study the major contributions of Functional adult Literacy (FAL) in relation to manage Micro and Small Enterprise operation. The study also limited on the geographical coverage of Addis Ababa particularly gulele sub-city to selected woredas. Besides, the sector (FAL) has accompanied all adult communities, whereas the study is limited to those needy adults who are operating micro and small enterprise.

1.5. Limitation of the study

The major limitation encountered the study during the time of data collection was frequent turnover of officers and management bodies at both FAL programe facilitation and MSE sector offices. Besides even though orientations have been provide some respondents see the questionnaire politically. Furthermore, since respondents have been in a tight work, some were not as such willing to fill the questionnaires and were not provide exhaustive information. Due to busy schedules of MSE sector office officials, the

researcher obligated to interview representatives as a result exhaustive information were not gathered from the sector offices.

1.6. Operational Definition of terms

Adult:- is a life cycle of an individual he or she is first a child, then youth, then an adult. It can set a status, gain acceptance by the society that the person complete his or her novitiate and now incorporated fully in the community (Roger 2000:34).

Entrepreneur: a person who creates and owns a business activity which is relatively with a novel approach.

Functional Adult literacy:- Adult learning system programme including the practical life experience or real life style of the learner (NAES, 2008).

Functional literacy:- The process of enabling a person to become not only literate but also capably perform adult tasks with in his or her socio-economic and political settings (Bhola, 2008).

Functional illiteracy: incapable to manage daily living and employment tasks that require reading skills beyond a basic level.

Income generating skills: The type of skills that will enable one to do useful work and earn money for himself or herself (Youngman, 2000:573).

Micro enterprise: are small business enterprise with a paid up capital of not exceeding birr 20,000 (Konjit Debla 2012).

Small enterprise: are those business enterprise with a paid up capital of exceeding birr 20,000 and not exceeding 500,000 (Konjit Debla 2012).

1.7. Organization of the study

This study has five chapters. The first chapter covers Background of the study, statement of the problem, significance of the study, limitation of the study, organization of the study, scope of the study and definition of operational terms. The second chapter is about the conceptual framework of review literature. The third chapter includes Research Design and Method of the study. The fourth chapter encompasses data interpretation, analysis presentation and discussion. The fifth one is about research finding, summery, conclusion and recommendation.

CHAPTER TWO

REVIEW OF RELATED LITRATURE

2.1. An overview of adult literacy

According to UNESCO, 1997 Adult education is powerful concept for fostering ecologically sustainable development, for promoting democracy, justice, gender equity, and scientific, social and economic development, and for building a world in which violent conflict is replaced by dialogue and a culture based on justice.

The debate about the provision of basic literacy to all people has been a bone of contention in today's changing world (UN Report, 2002:13). A number of United Nations Resolutions, International Conventions and Conferences ascertain the "Right of education for all" as a fundamental human right (UN Report, 2002:15). However it seems that many countries to date have failed to make this human right a reality, despite certain notable efforts by some countries around the globe to ensure the right to education for all.

According to Freire (1991:201), more than 960 million adults, two thirds of who are women are illiterate, and functional illiteracy is a significant problem in all countries. More than one third of the world's adults have no access to the printed knowledge, new skills and technologies that could improve the quality of their lives and help them shape and adapt to social and cultural changes.

Therefore all these realities in many countries have led to the establishment of non-formal education, which is an alternative branch to formal education to respond to challenges that have become a major priority in most African countries including Ethiopia. Empower adults, so that they can participate in a

fuller manner in the general development of the country and their own personal growth;

2.1.1. The concept of Functional Adult literacy (FAL)

Functional literacy refers to 'life-oriented literacy' with programmes focused not only on narrow economic concerns, but also on other concerns related to daily living; for example: nutrition, health, family planning, and culture to mention just a few (Vanderveen & Preece 2006:76).

FAL is not a skill or knowledge only and its acquisition encompasses more than learning a number of technical skills. Functional adult literacy is emancipatory practices that requires people to read speak and understand language. FAL is a competence that goes beyond grammar rooted in everyday exchange. According to (Rogers 2000, 27) functionally illiterate adults can engaged in different developmental activities but who have attended functional adult literacy involve in development more effectively.

2.1.2. The Aim of FAL

According to (DVV 2007) from the outset of FAL is introduced for all elements of learning base on the learners interest it is highly emphasized on adult problem solving skills so as to increase productivity and solve community common problems generally it has the following major aims:

1. to reduce adult illiteracy rate;
2. to equip learners with essential life skills for personal and community development;
- 3 to build the capacity of the community for income generation and self-reliance;
- 4 to enable beneficiaries and their families to attain improved living conditions and a better quality of life;
5. to provide equitable and adequate access to literacy education to youth and adult women and men;

6. to create responsible society in every aspect
7. to build a culture of lifelong learning among adult learners; and
8. to empower marginalized and vulnerable groups in society to participate fully as partners in development

Generally FAL aims at promoting economically socially and culturally related literacy practices and livelihood skill which helps adults to fight against poverty. It also aimed at achieving adults need based on dynamic and sustainable development in all aspects. Oxfam et.al (2002) states that one of the main aims of FAL is to help learners to establish the usefulness of literacy and their new knowledge through combining instruction with the actual application of activities.

2.1.2. Impacts of Functional illiteracy

Functional illiteracy is reading and writing skills that are inadequate "to manage daily living and employment tasks that require reading skills beyond a basic level." Functional illiteracy is contrasted with illiteracy in the strict sense, meaning the inability to read or write simple sentences in any language.

Functional illiteracy is imprecisely defined, with different criteria from nation to nation, and study to study. However, a useful distinction can be made between pure illiteracy and functional illiteracy. Purely illiterate persons cannot read or write in any capacity, for all practical purposes. In contrast, functionally illiterate persons can read and possibly write simple sentences with a limited vocabulary, but cannot read or write well enough to deal with the everyday requirements of life in their own society.

A Literacy at Work study, published by the Northeast Institute in 2001, stated that functional illiteracy adult populations have high tendency to be live under poverty and they are also highly resource extravagant and hence role for the national development will insignificant. Moreover they are highly deprived to benefit from the national development

Development means the improvement in economic, social, and political conditions of a whole society in terms of reduction or elimination of poverty, inequality, injustice, insecurity, ecological imbalances, and unemployment within the context of growing (Archer, 2001: 259). In this regard literate society can play meaningful role in all scenarios of development and can benefit from the result.

2.1.3. Functional Adult Literacy (FAL) in Ethiopia

New Adult Education and Alternative Basic Education strategies have been official zed by the Ministry of Education in 2006. These strategies refer to the Education Sector Development III definitions and specifications of non-formal education. Functional adult literacy as “the practice of reading and writing put to some People have attained functional literacy when they have adequate knowledge and skills to use reading and writing for any purpose for which they need those skills” (Ministry of Education, 2006). The policy documents also define functional literacy as “the acquisition and use of reading and writing to learn practical knowledge and skills useful for other aspects of life, such as agriculture, health, civic education cultural education and so on (Ministry of Education, 2006).

In Ethiopia FAL have got high emphasize to ensure the different scenarios of the national development Adult education must not be understood to mean only literacy, basic education and skills for youth and adults. In today’s fast changing society, adult education is part of the life-long education effort through which people keep up with changes and increasingly develop themselves (Ministry of Education, 2006),

According to Ethiopian education national report (2008) Adult and non-formal education programme is planned, through its functional adult literacy component, to reach 5.2 million adults in the programme period, quite an ambitious target. Moreover, it plans to train 143,500 adults in different skills in the existing 287 CSTCs. Regarding the implementation ESDP III recognizes

that government alone cannot provide sufficient financial or human resources to support the programme and hence will seek support from other stakeholders: multi-lateral and bilateral development partners, NGOs, local governments and communities. The targets need a well-designed, professionally implemented strategy to ensure that they are achieved. Furthermore the national education policy 2008 clearly indicated that functional adult literacy programmes shall be expanded: each region shall organize adult literacy programme which would involve developing materials in the mother tongues of learners covering various areas of life skills

2.1.4. Responsibility of Providing FAL

Adult education is not limited to these components offered by the MOE; other ministries such as those of health and agriculture, and other agencies in Ethiopia also carry out adult education. Cognizant of this fact, Ethiopia has developed a new national adult education strategy. The following summary shows how adult education is perceived and envisaged to be handled in Ethiopia in the forthcoming periods.

Today in Ethiopia, adult literacy programme has been undertaken by government, non-governmental organizations and the societies. As indicated by the national education policy each region shall organize adult literacy programme which would involve developing materials in the mother tongues of learners covering various areas of life skills. It is known that, the organizations that undertake this programme have their own curriculum, leadership, implementation, assessment and examination strategies.

However In order to coordinate and help the previously isolated effort made by different organizations and effectively implement the adult literacy strategy prepared at the national level, it is mandatory to have one and uniform implementation guidelines. Based on the educational sector development programme-ESDP-III and National Adult Literacy Strategy MoE together with

dvv international launched FAL implementation guideline to perform and strengthen the programme effectively and efficiently. (dvv international 2006).

2.1.5. Approaches to Provide FAL

FAL is the approach that provides skills on reading, writing and counting integrated with practical knowledge and skills. It is a participatory approach that motivates the learners to continue searching for knowledge and skills, which help them to improve on whatever they are engaged in for the betterment of their lives and the communities where they live. Link literacy education with livelihood skill training and to empower illiterate/semi-illiterate youth and adults to fight poverty. There are different approaches of providing FAL based on the needs of development practices. According to the world bank (2002) entitled skill and training for better livelihood there are 4 types of approaches. These are:

- 1, literacy followed by separate livelihood training on income generating activities. According to this approach training and income generating activities may lead to slightly improved income for participants but it is not a prerequisite to improve livelihood.
2. Livelihood training on income generation activities lead to literacy this approach build on that adults should learn FAL before engaging in any income generation activities. According to Gutman (1994) experimental research adults attended income generation skill are more effective than those operating MSE without FAL.
3. Integrated literacy, livelihood and income generation activities focuses on occupational and literacy training
4. Literacy as pre requisite for livelihood training. In this approach literacy is considered as preparation for livelihood or income generation activities. In this

approach individual advised not to start any income generation activity livelihood training focused on basic literacy before engaged in any IGA.

The basic principle of FAL programme is that it should relate directly to the lifestyles and the needs of the people. Adult literacy facilitators are encouraged to use a hands-on, flexible approach that will enable them to work literacy targets into people's everyday issues, and to provide the relevance that will lead to meaningful capacity building.

However, resource limitations are a major restriction in the teaching-learning approaches used. Local Councils do not have the funds to provide Adult literacy facilitators with a wide range of materials, and participants are often too poor to contribute materials such as ingredients to practically practice at class, so most classes are based on a more traditional textbook-centered method of learning.

An important aspect therefore is the way in which the textbooks have been designed to incorporate the real issues and situations being experienced by participants. To demonstrate the relevance of the texts, some facilitators reported very intense reactions from some learners who did not recognize how widespread the issues were, and thought that the text was making a very personal reference to their own situation.

A key aspect of the FAL programme is the development of Literacy, in which the learner meet as a group to discuss personal and community based issues. These sessions provide an opportunity for participants to apply their new knowledge and skills, and to gain confidence in public speaking and leadership in an unthreatening environment. Furthermore, FAL graduates are encouraged to apply their skills to new income generating activities through the provision of micro-loans.

2.1.6. Challenges Related to FAL program implementation

One of the key challenges of the FAL programme remains in mobilizing participants. Many factors prevent people from coming to attend FAL program; of which lack of awareness is most significant. Although classes should be free of charge, many of the target group cannot afford to neglect their subsistence activities to travel to and attend classes. Furthermore, many fear that fees will be expected by participants.

For others, fear of embarrassment is a barrier to class participation. Many people are worried that their participation in FAL classes will assert their status as an illiterate and inferior member of the community. Fear of embarrassment is a particular barrier for older members of the community, and for males, who consider that the stigma of being a FAL participant far outweighs any potential benefits.

According to DVV international (2007) Due to the participation barriers facing illiterate people, many of the FAL class participants are actually partly literate people, looking for further education. These people have experienced formal education and understand its benefits, and they come to the FAL programme seeking the skills development aspect offered through the notion of functional literacy. The failure to target to specific intended audience is therefore one of the programmes greatest challenges. The center estimates that only 50 per cent of those enrolling on the programme are actually illiterates, whilst the rest have completed primary school education to at least grade 3 and come to the programme for the functional skills. Similarly, most participants do not come from the poorest and most deprived parts of society, who do not have the time or resources to attend classes, which they do not understand the value.

According to Ethiopian national report on adult education (2008) Although the country is allocating higher share of its national budget to the education sector, it is still very challenging to reach its adult populations with functional literacy programmes. Budgetary restrictions are perhaps the most important challenge of the programme. Due to resource limitations, FAL classes do not have a

specific venue and are taught outside, and learning materials are severely limited; the desired interactive approach of FAL programmes is hindered by the availability of diverse teaching materials, so the teaching is normally very textbook-orientated.

Furthermore, financial limitations are a great burden on the quality of instruction; Facilitators do not receive any payment or incentives for their work, nor do most of them receive inadequate training. The result is that there is a great turnover of facilitators, and that these facilitators are often unprepared, unmotivated or not regularly attending. This is an outcome which severely hinders the constructiveness of the learning environment and impairs the efficiency of the programme.

The low availability of materials also has a negative impact on the FAL graduates. There is a distinct lack of post literacy reading materials in local languages, and no provision for the further education which many graduates of the programme desire.

2.2. An overview of Micro and Small Enterprise

In 1950s and 1960s MSEs were viewed as marginal and unproductive sector that evade tax and with little potential for growth entrepreneurial capacity, however later in 1970s following the world economic change and rapid population growth MSEs received more attention from the government. Tokman, (1989) reflected that MSEs are important component for urban economic development.

The contribution of micro and small enterprises (MSE) to support the national economic development is very significant particularly for developing nations. Many researchers agreed that micro and small enterprises are a spring board to pass to large industry. Ethiopia starting 2004 has exerted efforts on the sector and find it key to aggravate its development plan and alleviate unemployment specially in the urban area. In spite of the enormous

importance of the micro and small enterprises (MSE) sector to the national economy with regards to job creation and the alleviation of abject poverty among impoverished women in Ethiopia, the degree of recognition and strategic support provided to the sector is grossly inadequate.

According to Stevenson (2005) Ethiopia, Kenya and Tanzania government have increasingly recognize the important of MSE and seek to encourage MSE development as one of the strategies for poverty reduction and employment creation. Hence in developing countries like Ethiopia MSE play remarkable role to capital accumulation.

2.2.1. The current status of Micro and Small Enterprise in Ethiopia and its role to the poorest livelihood

The government of the Federal Democratic Republic of Ethiopia has recognized and paid due attention to the development of Micro and Small Enterprises (MSEs) since they are important vehicles to address the challenges of unemployment, economic growth and equity within the country. The Federal Micro and Small Enterprises Development Agency (FeMSEDA) was established by the council of ministers of Ethiopia regulation No. 33/1998 on April 3/1998. The agency has its own legal personality & led by a board of management constituted from government organizations, educational institutions & the private sector. The FeMSEDA is accountable to the Ministry of Trade and Industry.

Micro and small enterprises (MSEs) allow the poor including some of the most marginalized and vulnerable strata such as needy women, youth, and the land less – to diversify their incomes, create new sources of economic growth and generate additional employment (including self-employment) in rural areas. The same strata may also be reached through MSEs Support to small-scale local entrepreneurs, whose business expansion can create new jobs for the urban poor.

Net to agriculture significant number of population have been engaged in MSE and the highest MSE operators are urban dwellers and most of them run MSE in informal way. According to Andu-alem (1997) more than 50% of urban workforce is engaged in the sector in informal ways which is owned by home-based establish or few employees. The significance of MSE in Ethiopia has been highly recognized by which it helps as way of poverty reduction as a platform for sustainable development. The sector also play important role in providing income and service to people who can not get employment in the formal sector.

According to the FDERoMTI (2007). Ethiopian SME sector is characterized by highly diversified activities which can create job opportunities for substantial population particularly impoverish adults in urban areas. In cities like Addis Ababa the sector has amerceable role for economic development. According to Addis Ababa City administration (2005) business plan more than 60% of Addis Ababa dwellers are directly or indirectly depending on the informal sector of MSE including street vending, bakery, and spices processing, food processing etc. According to Addis Ababa city Administration Bureau there are about 118,000 informal enterprises which are predominantly operated by unskilled individuals. Although the MSE sector in Ethiopia provides livelihood to many unemployed poor adults in Ethiopia, the strategic support it receives from the national government has been minimal Admassie and Amha, (2004).

2.2.2. Functional illiteracy and the Challenges to engage in MSE

According to, Ethiopian Welfare Monitoring Unit (2002) three successive governments that were in power since 1960 have failed to improve the plight of poor and functionally illiterate entrepreneurs in Ethiopia. Although several economists have argued that the promotion of entrepreneurs is a prerequisite for overall economic growth and the alleviation of poverty, poor, functionally illiterate grass root level entrepreneurs in Ethiopia have not been provided with meaningful assistance from the national government of Ethiopia in terms of

recognition, access to finance and skills required for operating small businesses and enterprises profitably and efficiently.

Intervention strategies that are meant to address inefficiency in the sector are often irrelevant, half-hearted and grossly inadequate in terms of resources that are essential for optimal performance and utilization of resources. According to Rahel (2004) and Rahmato (2004), Micro and small businesses enterprises constitute the only livelihood available to the majority of impoverished adults in Ethiopia. Adults depend on MSEs as a source of livelihood essentially because national governments fail to meet their requirements for survival and entrepreneurial aspiration. Survival of a business firm is defined as the ability of the firm to continue its operation and remain in business during a certain period of time in a competitive market.

Based on a survey of 15 representative sites of study, Tegene, A. (2004) has shown that only one in three small businesses survive to their third anniversary, and that the likelihood of survival of small firms operated by women entrepreneurs is closely associated with the degree of support given to women in terms of access to finance, improved skills and an enabling environment.

However most micro business operators are not provided with adequate policy related and strategic support such as access to finance, tax assessment, skills development and managerial training, technological transfer and infrastructural development from the national government, and that the promotion of vibrant MSEs should be one of the most important priority strategies for empowering micro business operators, addressing abject poverty and unemployment in Ethiopia. Hence this study will help to fill the gap by identifying specific factors that are responsible for resilience in MSEs operated by Functionally Illiterate Adults entrepreneurs, and that affect long term survival and viability.

2.3. Integrating Functional adult literacy with Micro and Small Enterprise / income generating activities

The need for functional adult literacy and training is that it can contribute towards the economic growth, improved productivity and communication in the various regions where it is implemented. Adult functional literacy and Training is a basic life skills education and training offered to adults. This type of education includes the acquisition of basic skills of literacy and numeracy; it also provides opportunities for life long-learning and development.

According to (Hinzen, 1993:215) functional adult literacy and training encompasses a wide range of formal, non-formal and informal learning activities undertaken by adults and out-of-school youth, resulting in the acquisition of new knowledge, skills and attitudes in order to enhance the quality of life. Functional adult literacy can equip Adults with the necessary skills required to lead to a better life. Through functional adult literacy learners acquire knowledge and skills useful to their daily live for instance health skills; safety skills and income generating skills.

According to (DVV, UNICEF; 1996; 106) adult literacy program help adults to develop literacy skills like calculating profits and losses, counting, listing business stock/requirements, writing business letters and project proposals/applications Reading a receipts, identifying different currencies and denominations, measurement of weights, lengths, capacity and the like.

2.3.1. The role of FAL in running IGA/MSE

Functional adult literacy can equip Adults with the necessary skills required to lead to a better life. Through functional adult literacy learners acquire knowledge and skills useful to their daily live for instance health skills; safety skills and income generating skills. According to (Hinzen, 1993:215) functional literate adults enable adults, identify viable income-generating activities, list the requirements necessary for successful management of income-generating

activities, select appropriate literacy skills that can be applied to income-generating activities.

According to DVV (1996) functionally literate MSE operator Adults can gradually enhance their capability to identify, Demand for the product/services, market availability, availability and amount of capital required, profitability of the activity, ease of transportation and storage and availability of other raw materials. According to UNICEF (1996) most businesses have collapsed because the promoters did not take into consideration a number of factors such as their marketability, profitability and cost-effectiveness. It is important therefore to fully analyze all the determining factors so that only viable income-generating activities are selected. During this process, the relevant literacy skills for income-generating activities are mastered.

The main purpose of integrating FAL with Income Generating program (IGP) therefore is the promotion of a better quality of life for all citizens. In order to achieve this there is a need to develop vocational skills, knowledge, attitudes, and values, and to ensure that these are used to generate income. According to Townsend, (2004:85). The central focus of IGPs is to alleviate poverty and to contribute to the development of human resources. This is achieved in the following 4 ways:

1. By empowering people to identify their economic needs and explore ways and means of fulfilling those needs;
2. By developing self-confidence and ability to undertake income generating activities through appropriate and adequate training and motivation
3. By providing opportunities for continuous upgrading of vocational knowledge and skills for gainful employment;
4. By developing a team spirit for working together for sustainable social and economic growth

2.3.2. The need to link FAL with IGA

Adult learners want ways to change their lives quickly and Reading and writing will not do it. Literacy is not enough to help with daily needs and challenges. Adult learners are expected to be functional economically i.e. the knowledge and skills they get from literacy should enable adult learners to start and effectively manage income-generating activities of their choice. Literacy classes need development projects, to provide income and the promise of making money on a larger scale as the projects and the literacy skills grow. It also covers adult literacy, life skills, work skills, small enterprise education, Aids education and many other learning areas.

Therefore Literacy learning should be linked with income development. Clear income-generating solutions are needed – projects or small businesses to link with literacy learning. Equally micro-enterprise needs basic adult literacy. Functionally literate adults can create small-scale development projects that use local markets, such as community gardens, intensive vegetable cropping, making shoes and sandals, making ethnic and traditional garments and accessories, bicycle repairs, spaza shops and mobile shops, school catering, concrete block-making, basic electrical installation, basic building, silk-screening T-shirts, cleaning and mending hospital laundry, cleaning office windows, hairdressing, school furniture repair etc.

Micro-enterprise projects also need literacy and numeracy, to keep records of activities, decisions and sales, to manage stock and money, and record orders and contracts. Even planning a project need to write. This engagement with practical literacy and numeracy, as part of small business, helps to prevent relapse to semi literacy. But choosing an income-generating project to help literacy learners needs a strong business sense. Thus adult educators plead for help to “start income-generating projects”.

Literacy people should start with small projects in which they learn to plan, to work together and to make and save money. Later on, when a level of income development experience has been reached, and levels of literacy are higher,

more complex projects with a bigger return should be introduced, for example, a rural literacy group which runs two successful vegetable tunnels can move on to making and selling concrete blocks – a much larger project with better returns. Our best official answer to poverty so far has been Sector Education and Training Authority (Seta) learner ships and department of labor-sponsored short skills courses. But skills training are only one of six important and mutually supportive strategies to implement income generation through micro-enterprise such as Community commitment; Skills training; Small business management training (must be in mother-tongue); Business seed capital; Expertise to provide ongoing business support; Basic literacy and numeracy.

Functional adult literacy is also very important to insure livelihood. Livelihood is the capacity asset and activity required for a means of living. A livelihood is sustainable when someone cope up challenges or recovers from stress and shock maintained or enhances capabilities (Oxenham 2002). According to dvv international two approaches were reviewed combine livelihood training with functional literacy. Those are livelihood led program and literacy led program. In and literacy led program literacy is a pre request for training in livelihood or IGA. In this case people are encouraged not to start livelihood training until they have mastered reading, writing and calculate. Whereas livelihood led program livelihood program or IGA led literacy. Thus in this case people can start to develop business first, but come to recognize that their progress will be under question, unless they learn to calculate more comprehensively. Thus literacy and numeracy program grow out of the livelihood or IGA.

CHAPTER THREE

3, RESEARCH DESIGN AND METOD OF THE STUDY

The main objective of this study is to assess the Role of Functional Adult Literacy to Run a Successful Micro and Small Enterprise operated by adults. To investigate the key roles FAL plays in identifying, establish and operate micro and small enterprise. Besides, the extent to which Functional Adult Literacy (FAL) linked with MSE program was investigated.

Since the problem requires both descriptive and interpretive analysis the researcher was applied a combination quantitative and qualitative approaches because, the two methods are complement each other. Thus combinations of quantitative and qualitative approaches were employed to conduct the research and in the study important procedures of both paradigms were utilized.

3.1. Data sources

The sources of the data for the study included both primary and secondary sources. The primary data was collected using questionnaire, interview, observation and focus group discussion. So as to check the effectiveness of the instruments pilot study was made before collecting the primary data. Administering the questionnaire, it was translated in to Amharic version to make the communication easier. For this purpose, four primary data collectors were hired and provided orientation on how to collect data. Moreover, observation was also used to triangulate the data collected by the questionnaire, interview and focus group discussion. The secondary data was gathered from documents such as Reports, documented data, booklets, journals, policy guidelines and other available documents.

3.2. Sampling procedure

Once the target population has framed the researcher took a representative sample using different sampling technique called multi stage sampling. From the outset so as to decide the sampling frame Gulele sub-city has selected purposely from 10 sub-cities of Addis Ababa. The researcher has selected Gulele sub-city purposely; this is because the researcher has ample experience in the sub-city especially in related to IGA which helps to collect intensive information to the study then two woredas were randomly selected among 10 woredas in the sub City. By using simple random sampling 12 Group IGAs i.e. 6 from each woreda which are operated by members with low education level adults were selected. In the same procedure after categorizing IGA operators based on their literacy level 54 IGAs operators, i.e. 27 from each woreda were selected. Besides, so as to triangulate the data purposive sampling was utilized at office level such as head of each woreda MSE, micro and small enterprise supporting officers and adult education facilitators were picked purposely based on the experience they have in the sector.

3.3. Categories of the respondents

The primary data were collected from four different target groups namely FAL facilitators, MSE officers, MSE/IGA operators and group MSE chair person.

Table 1. Summary of target population and sample size

| S.No | Target population | Total population | selected sample | Percentage of sample population |
|------|-----------------------|------------------|-----------------|---------------------------------|
| 1 | FAL facilitators | 22 | 16 | 15.1 |
| 2 | MSE officers | 34 | 24 | 22.6 |
| 3 | MSE/IGA operators | 520 | 54 | 50.9 |
| 4 | Group MSE/IGA leaders | 36 | 12 | 11.3 |
| | Total | 622 | 106 | 100.0 |

3.4. Method of data collection

The Data collected from target group/population was framed using survey method. During data collection both quantitative and qualitative approaches of data collection were employed. To collect data using quantitative method questionnaire and interview were administered for woreda MSE officers, and for FAL facilitators. Whereas to collect qualitative data focus group discussion questions for micro business/IGA operators were organized. Besides In-depth interview were prepared for Group IGA leaders. In addition, observation check list were prepared. To collect secondary data from the sub-city and selected woredas guiding questions were prepared.

3.5. Method of Data Analysis

The collected data using both quantitative and qualitative approaches using different data collection tools coded and feed to excel sheet so as to simplify further tasks. The respondents' scores were summarized from the sheet and made ready for analysis. After that, it was analyzed using descriptive survey and interpretive approach such as frequency, and percentages that could reflect the true nature of information collected from respondents and documents. Finally, all these were followed by the necessary interpretations and discussions so as to achieve the desired goals.

3.6. Pilot Test

Pilot test was conducted for all data collection instrument before the real field work under taken. The purpose of the pilot test was to find out ambiguities or misunderstandings in the instruments. Hence, the pilot test was conducted in Addis Ababa kolfe-Keraniyo sub-city woreda 9. As a result some questions were rejected.

CHAPTER FOUR

DATA PRESENTATION, ANALYSIS AND DISCUSSION OF RESULTS

This chapter deals with presentation and analysis of data gathered from different sources and discussions of major investigation under basic research questionnaires. The major sources of the information were adult education facilitation center, Functional adult Literacy (FAL) facilitators under education offices, Micro and Small Enterprise office and MSE officers Micro business operators. Different tools; questionnaire, interview, observation, focus group discussion and secondary documents such as Reports, documented data, booklets, journals were used to gather data.

4.1. Background description of respondents

The purpose of this section is to examine the characteristics of the study group with the assumption that it might have some kind of relationship with the role of FAL with micro business management. Accordingly the characteristics of the study group were examined in terms of sex, age, educational level and experience in the area.

4.1.1. Background of questionnaire respondents

Questionnaire respondents were two target groups of sample population Namely FAL facilitators and MSE officers. The characteristics frequency and percentage detail presented in the following table

Table2. Characteristics of questionnaire respondents

| Characteristics | FAL facilitators | | | MSE officers | |
|------------------------|------------------------|-----------|------------|--------------|--------------|
| | | F | % | F | % |
| Sex | Male | 11 | 68.75 | 15 | 62.5 |
| | Female | 5 | 31.25 | 9 | 37.5 |
| | total | 16 | 100 | 24 | 100 |
| Education level | certificate | 12 | 75 | 2 | 8.3 |
| | Diploma | 3 | 18.75 | 3 | 12.5 |
| | First degree and above | 1 | 6.25 | 19 | 79.2 |
| | total | 16 | 100 | 24 | 100.0 |
| Experience in the area | Below 5 months | 0 | 0 | 1 | 4.2 |
| | 5months -1year | 2 | 12.5 | 5 | 20.8 |
| | 2-4years | 10 | 62.5 | 13 | 54.2 |
| | Above 4yeas | 4 | 25 | 6 | 25.0 |
| Total | total | 16 | 100 | 24 | 100.0 |

F= frequency %= percentage

As can be seen from the table above, majority of the respondents are male 11 (68.75%) and the remaining 5(31.25%) of FAL facilitator respondents are female. Similarly most Of MSE officer respondents are also male that is 15(62.5%) are male and the remaining 9(37.5) are female. When we see the educational level of the respondents, it is clearly seen from the table that all of the respondents have certificate and above. Most of FAL facilitators have certificate. 12 (75%) FAL facilitators have certificate. 3(18.75%) FAL facilitators and 3(12.5%) MSE officers have diploma and the remaining 1(6.25%) and 19 (79.2%) of MSE officers are degree and above holder.

With regard to the work experience of the respondents, the table shows that majority of the respondents (62.5%) of FAL facilitator and (54.2%) of MSE officers have 2-4 years of experience in the area. It is also clear that 25% of FAL facilitators and 25% of MSE officer respondents have an experience of above 4 years. 12.5% of FAL facilitator and 20.5% of MSE officer respondents have less than one year.

4.1.2. Background of interview respondents

Interview respondents were grouping IGA/MSE leaders. The characteristics of frequency and percentage details presented in the following table

Table 3. Characteristics of interview respondents

| Characteristics | Group IGA/MSE leaders | | |
|--------------------------|-----------------------|-----------|--------------|
| | | F | % |
| Sex | Male | 5 | 41.7 |
| | Female | 7 | 58.3 |
| | Total | 12 | 100.0 |
| age | 20-40 year | 8 | 66.7 |
| | Above 40 year | 4 | 33.3 |
| | Total | 12 | 100.0 |
| Educational level | Up to grade 4 | 3 | 25.0 |
| | Grade 5-10 | 7 | 58.3 |
| | Above grade 10 | 2 | 16.7 |
| | Total | 12 | 100.0 |
| Experience in the sector | 5months -1year | 2 | 16.7 |
| | 2-4years | 5 | 41.7 |
| | Above 4yeas | 5 | 41.7 |
| | Total | 12 | 100.0 |
| Major sources of income | Micro business/IGA | 9 | 75.0 |
| | other | 3 | 25.0 |
| | total | 12 | 100.0 |

As shown from the table above, majority of the respondents are female 7 (58.3%) of interview respondents are female and the remaining 5(41.7%) are male. With regard to age 8(66.7%) are between 20-40 years old and the remaining 4(33.3) are above 40 years old and no respondent below 20 years old.

When we see the educational level, the majority of the respondents are 5-10 grades. As it is clearly seen from the table 7(58.3%) of the respondents are 5-10 grades, 3(25%) are grade 4, and the remaining 2(16.7%) are above grade 10. No respondent is Unable to read and write.

With regard to respondents experience in the area, the table shows that 5(41.7%) of the respondents have been working 2-4years in the area. Similarly 5(41.7%) of the respondents have been working above 4years and the remaining 2(16.6%) of the respondents are work from 5months to 1year. No respondent work below 5 months. Concerning major sources of income majority of the respondents' income depend on micro business/IGA that they are engaging in. accordingly 9(75%) of the respondents' income depend on micro business/IGA which they are engaging in and the remaining 3(25%) of the respondents income is other sources.

4.1.3. Background of Focus Group discussion (FGD) participants

Focus Group discussion (FGD) participants were IGA/MSE operators. In this section 54 IGA/MSE operators were randomly selected and a total of 8 FGDs were conducted in both woredas i.e. 4 FGD per woreda and the number of FGD participants were 6 to 8. For the purpose of data analysis FGDs are coded in as FGD (FGD1 –FGD8). The characteristics of frequency and percentage details are presented in table 4.

Table 4. Category of FGD participants

| Woreda | FGD site | FGD | No participants |
|---------------|------------------------|------------|------------------------|
| Woreda 7 | shenkora kutir 1 | FGD1 | 8 |
| | shenkora kutir 2 | FGD2 | 7 |
| | Egzihberab Tebel Sefer | FGD3 | 6 |
| | Dildiy sefer | FGD4 | 6 |
| Woreda 3 | Entoto Ambs sefer | FGD5 | 6 |
| | Shemane sefer | FGD6 | 6 |
| | 08 sefer | FGD7 | 7 |
| | Sirate timihirt sefre | FGD8 | 8 |

Table 5. Characteristics of Focus Group discussion (FGD) participants

| Characteristics | Group IGA/MSE leaders | | |
|-------------------|--------------------------|--------------------|--------------|
| | | F | % |
| Sex | Male | 21 | 38.9 |
| | Female | 33 | 61.1 |
| | Total | 54 | 100.0 |
| age | Below 20 years | 5 | 9.3 |
| | 20-40 year | 30 | 55.6 |
| | Above 40 year | 19 | 35.2 |
| | Total | 54 | 100.0 |
| Educational level | Unable to read and write | 12 | 22.2 |
| | Can read and write | 18 | 33.3 |
| | Grade 1-10 | 16 | 29.6 |
| | Above grade 10 | 8 | 14.8 |
| | Total | 54 | 100.0 |
| | 5months -1year | 7 | 13.0 |
| | 2-4years | 35 | 64.8 |
| | Above 4yeas | 11 | 20.4 |
| | Total | 54 | 100.0 |
| | Major sources of income | Micro business/IGA | 51 |
| other | | 3 | 5.6 |
| total | | 54 | 100.0 |

As clearly indicated from the table above, majority of FGD participants/ discussants are female 33(61.1%) of interview respondents are female and the remaining 21(38.9%) are male. With regard to age 30(55.6%) are between 20-40 years old and 19(35.2%) are above 40 years old and the remaining 5(9.3%) discussants are below 20 years old. When we see the educational level, the majority of FGD participants/ discussants are not attended formal education.

As it is clearly seen from the table 12(22.2%) of FGD participants/ discussants are unable to read and write, 18(33.3%) of FGD participants/ discussants can read and write only, 16(29.6%) FGD participants/ discussants are lies grade 1-10 and the remaining 8(14.8%) are above grade 10.

With regard to FGD participants/ discussants experience in the area, the table shows that 7(13%) of the participants have been working 5 months-1year in the area, 35(64.8%) of the discussants have been working above 2-4years and the remaining 11(20.4%) of FGD participants/ discussants are work from above 4years. No FGD participants/ discussants work below 5 months. Concerning sources of income majority of the respondents' income depend on micro business/IGA that they are engaging in. accordingly 51(94.4%) of FGD participants/discussants income depend on micro business/IGA which they are engaging in and the remaining 3(5.6%) of the participants income is other sources.

In general, the sample population of the study comprised various groups that include FAL facilitators, micro small enterprise officers, group MSE/IGA leaders, MSE/IGA operators. This diverse nature of respondents may contributes for the study in the two aspects .On the one hand, it helped to collect more relevant data from respondents that have different background and on the other hand, it helped to countercheck reliability- of the data gathered.

5.2. The role of Functional Adult Literacy (FAL) to run a successful MSE/IGA

Through functional adult literacy learners can acquire knowledge and skills which are useful to their daily live including income generating skills. Literacy is not enough to help with daily needs and challenges. Adult learners are expected to be functional economically i.e. the knowledge and skills they get from literacy should enable adult learners to start and effectively manage income-generating activities of their choice. Moreover functionally literate

MSE/IGA operators can running their business effectively and can scale up it through time. On the contrary, most of functionally illiterate MSE/IGA operators are fail in identifying appropriate (manageable, marketable, profitable and sustainable) micro business/IGA due to lack of skill to do it.

Thus FAL play remarkable role to motivate adults to engage in income generating activities (IGA) and subsequently enable them to identify suitable micro business, run it effectively and scale up it through time. Functional Adult Literacy FAL program has been delivered for adults through FAL facilitators. FAL facilitators are volunteers who are committed to literate interested adults on issues based on participant's interest.

Table 6. Functional adult literacy facilitators response on FAL contribution to run micro business/IGA.

| S.N o | Items | Level of agreement | | | | | | | | | |
|----------|--|--------------------|------|----|------|-----------|------|----|-------|----|-------|
| | | SDA | | DA | | undecided | | A | | SA | |
| | | F | % | F | % | F | % | F | % | F | % |
| 1 | FAL participants are highly motivated when they learn about micro business/IGA operation | 1 | 6.25 | 1 | 6.25 | 1 | 6.25 | 8 | 50 | 5 | 31.25 |
| 2 | Functional adult Literacy initiate participants to engage in income | 0 | 0 | 1 | 6.25 | 2 | 12.5 | 9 | 56.25 | 4 | 25 |
| 3 | Functional adult Literacy (FAL) program can help adults to run micro business | 1 | 6.25 | 1 | 6.25 | 0 | 0 | 8 | 50 | 6 | 37.5 |
| 4 | Functional adult Literacy (FAL) support adults to strengthen their IGA | 0 | 0 | 0 | 0 | 2 | 12.5 | 10 | 62.5 | 4 | 25 |
| 5 | Functional adult Literacy (FAL) program help IGA operators to acquire customer handling skill | 0 | 0 | 1 | 6.5 | 2 | 12.5 | 8 | 50 | 5 | 31.25 |
| 6 | FAL program provide skill on how to identify suitable and manage IGA/micro business activity for participants. | 0 | 0 | 0 | 0 | 1 | 6.25 | 8 | 50 | 7 | 43.75 |

Supports required by business/IGA operators

Functionally illiterate grass root level entrepreneurs (IGA operators) in Ethiopia need have been provided with meaningful assistance from the national government under MSE offices with assigned experts called MSE officers. These officers are responsible to provide support in terms of recognition, access to finance and skills required for operating small businesses and enterprises profitably and efficiently.

Table 7. MSE officer's response on the role of FAL to run micro business/IGA.

| S.No | Items | Level of agreement | | | | | | | | | |
|------|--|--------------------|-----|----|------|-----------|-----|----|------|----|------|
| | | SDA | | DA | | undecided | | A | | SA | |
| | | F | % | F | % | F | % | F | % | F | % |
| 1 | Functionally literate adults have high motivated to engage in micro business/income generating activities than Functionally illiterate adults. | 1 | 4.2 | 3 | 12.5 | 2 | 8.3 | 12 | 50.0 | 6 | 25.0 |
| 2 | Functionally literate adults are more effective in micro business identification than Functionally | 0 | 0.0 | 2 | 8.3 | 1 | 4.2 | 16 | 66.7 | 5 | 20.8 |
| 3 | Functionally literate adults are more effective in micro business management than Functionally illiterate | 0 | 0.0 | 2 | 8.3 | 2 | 8.3 | 15 | 62.5 | 5 | 20.8 |
| 4 | Functionally literate adults are more effective to scale-up micro business than Functionally illiterate | 2 | 8.3 | 1 | 4.2 | 1 | 4.2 | 13 | 54.2 | 7 | 29.2 |
| 5 | Functionally illiterate micro business operators are highly exposed to bankruptcy than Functionally literate. | 1 | 4.2 | 1 | 4.2 | 0 | 0.0 | 17 | 70.8 | 5 | 20.8 |

4.2.1 The role of Functional Adult Literacy (FAL) to motivate adults to involve in MSE/IGA

According to Gutman (1994), Literacy is pre requisite for livelihood training and functional literacy is considered as preparation for livelihood or income generation activities. Hence individual advised not to start any income generation activity before attending Functional literacy which help them identify suitable micro business.

It is clearly seen from table 6 above that majority of the respondents (50%) agreed that FAL participants are highly motivated when they learn about micro business/IGA operation besides (31.25%) of the respondents also strongly agree that FAL participants are highly motivate while they learn about income generating activities. Whereas (6.25 %) of the FAL facilitators disagree on that FAL participants are highly motivated when they lean about income generating activities.

As table 6 above clearly indicate (56.25%) and (25%) of FAL facilitators agree and strongly agree with that Functional adult Literacy initiate FAL participants to engage in income generating activities. Similarly as table 7 above clearly indicate (50.0%) and (25%) of MSE officers are agree and strongly agree respectively with that Functional adult Literacy initiate FAL participants to engage in income generating activities. More over most of focus group discussants respond that they are highly motivated when they are attending FAL.

'Birsawi Alqdir participant of FGD1 in woreda 7 at Shenkora number one urban garden site around Adisu Gebeya states that FAL program helps me to open my eye and to see income generating activities opportunities and now I have established my IGA and run it effectively'.

4.2.2.The role of Functional Adult Literacy (FAL) to enable adults to identify appropriate Micro business

Table 7 above clearly shows (66.7%) MSE officer agreed that functionally literate adults are more effective in micro business identification than functionally illiterate. On the same (20.8%) of MSE officers also strongly agreed that income generating activities. The remaining 8.6% only disagree that FAL help IGA adult to identify suitable micro business activities. Moreover, majority of FGD3 participants agreed that functional adult literacy program help them to identify appropriate micro business from profitability, capability to manage it and financial affordability. Most of the respondents also agreed that the program help them to see customers' availability, location of the micro business, local competition, market accessibility and the potential to create market linkage, during they identify micro business.

Besides interviewees of group IGA leader strictly agreed that most of functionally literate Group IGA members are successful in identifying appropriate (manageable, marketable, profitable and sustainable) micro business/IGA due to the skill they acquired from the program. According to Townsend, (2004:85). FAL can empower people to identify their economic needs and explore ways which fulfilling those needs.

4.2.3.The role of FAL to enable adults to manage their micro business effectively

It is clearly seen from table 6 above that majority FAL facilitator respondents (50%) and (37.25%) respectively of agree and strongly agree that FAL participants are highly motivated when they learn about micro business/IGA operation besides (31.25%) of the respondents also strongly agree that functionally literate adults are more effective in micro business management than functionally illiterate. Similarly as seen table 7 above most of MSE officers (62.5%) and (20.8%) respectively agree and strongly agree on that functionally

literate adults are effective in IGA management than the illiterate one. Whereas (6.25 %) of the FAL facilitators and (8.3%) of MSE officers disagree on the issue.

More over as indicated on table 6 above majority FAL facilitator respondents (50%) and (31.25%) respectively agree and strongly agree that Functional adult Literacy (FAL) program help IGA operators to acquire customer handling skill. Besides most of FGD8 participants agreed that they have acquired skill on how to record income and expense, how to handle customers, how to create market linkage and how to lead it successfully. During my observation I also realized that functionally literate IGA operators have income and expense record and seen that they have properly record their income and expense. I have also observe that functionally literate IGA operators handling customers is better than the illiterate one.

According to (DVV 2007) from the outset of FAL is introduced for all elements of learning base on the learners interest it is highly emphasized on adult problem solving skills so as to increase self-confidence, productivity and solve community common problems. generally it has the following major aims:

- to equip learners with essential life skills for personal and community development;
- to build the capacity of the community for income generation and self-reliance;
- to enable them and their families to attain improved living conditions and a better quality of life;
- to provide equitable and adequate resource management skill and
- to create responsible society in every aspect

4.2.4. The role of (FAL) to qualify adult micro business/IGA operators to scale-up their IGA.

According to (Oxenham 2002) Literacy people should start with small projects in which they learn to plan, to work together and to make and save money. Later on, when a level of income development experience has been reached, and levels of literacy are higher, more complex projects with a bigger return should be introduced, for example, a rural literacy group which runs two successful vegetable tunnels can move on to making and selling concrete blocks – a much larger project with better returns.

As it is depicted on table 6 above majority FAL facilitator respondents (62.5%) and (25%) respectively agree and strongly agree on Functional adult Literacy (FAL) program support adults to strengthen their IGA. Similarly on table 7 most of MSE officer respondents (54.2%) and (29.2%) respectively agree and strongly agree that Functionally literate adults are more effective to scale-up micro business than Functionally illiterate. Interview respondent on their side illustrate that FAL program has helped them to dream further and und scaling up their micro business to small and medium level. Similarly majorities of FGD6 participants agreed that the literacy they received in different forms have been helping them to scaling-up their micro business to small level.

5.3. Integrate FAL with MSE/IGA

One of the important outcomes associated with the FAL initiative is its impact on poverty eradication. The beneficiaries of the programme are active participants in community activities and utilize the functional skills they have acquired to engage in income generating activities and to improve their livelihood. Thus the need for functional adult literacy and training is that it can contribute towards the economic growth, improved productivity and communication in the various aspects. Functional adult literacy can equip Adults with the necessary skills required to lead income generating activity

effectively to a better life. Supporting this (Hinzen, 1993:215) stated that functional Adult literacy could help adults to:

- identify viable income-generating activities
- list the requirements necessary for successful management of income-generating activities –
- Select appropriate literacy skills that can be applied to income-generating activities to the extents of scale-up IGAs.

The following table clearly shows the status of FAL and MSE integration.

Table 8 *Functional adult literacy facilitators response on FAL integration with micro business/IGA.*

| S.N o | Items | Level of agreement | | | | | | | | | |
|----------|---|--------------------|-------|----|------|-----------|------|---|------|----|------|
| | | SDA | | DA | | undecided | | A | | SA | |
| | | F | % | F | % | F | % | F | % | F | % |
| 1 | Functional adult Literacy (FAL) program has sufficiently contemplate issues related with micro business/IGA | 2 | 12.5 | 6 | 37.5 | 2 | 12.5 | 4 | 25 | 2 | 12.5 |
| 2 | FAL office has work collaboratively with MSE office to support needy adults on micro business operation | 3 | 18.75 | 8 | 50 | 0 | 0 | 4 | 25 | 1 | 6.25 |
| 3 | FAL facilitation team and MSE office | 4 | 25 | 9 | 56.3 | 1 | 6.25 | 3 | 18.7 | 0 | 0 |

As illustrated on table 8 above significant number of MSE officer respondents (37.5%) and (12.5%) respectively disagree and strongly disagree that Functional adult Literacy (FAL) program has sufficiently contemplate issues related with micro business/IGA. on the same table majority of MSE officer respondents (50%) and (18.75%) respectively disagree and strongly disagree with that FAL office has work collaboratively with MSE office to support needy adults on micro business operation. Again table 8 above indicate that majority of MSE officer respondents (56.25%) and (25%) respectively disagree and strongly disagree on that FAL facilitation team and MSE office have joint plan to support needy adult on IGA management.

Most of FAL facilitators and MSE officer respondents on open ended question respond that the sector office collaboration has remarkable role to provide strong and effective support for micro business operators, but we don't have strong collaboration to do so.

5.4. Major challenges in FAL implementation with integrating livelihood

Although several economists have argued that the promotion of entrepreneurs is a prerequisite for overall economic growth and the alleviation of poverty, functionally illiterate grass root level entrepreneurs in Ethiopia have not been provided with meaningful assistance from the national government of Ethiopia in terms of recognition, access to finance and skills required for operating small businesses and enterprises profitably and efficiently.

Table 9. *Functional adult literacy facilitators' response on challenges in related to FAL program*

| S.N | Items | Level of agreement | | | | | | | | | |
|-----|---|--------------------|-------|----|-------|-----------|------|---|-------|----|-------|
| | | SDA | | DA | | undecided | | A | | SA | |
| | | F | % | F | % | F | % | F | % | F | % |
| 1 | FAL program has sufficiently address the needs and gaps of adult micro and small business operators | 0 | 0 | 7 | 43.75 | 2 | 12.5 | 7 | 43.75 | 0 | 0 |
| 2 | FAL program provide for adults separately based on their level of education | 3 | 18.75 | 7 | 43.75 | 1 | 6.25 | 4 | 25 | 1 | 6.25 |
| 3 | FAL facilitators are motivated with facilitation fee/payment and certification | 8 | 50 | 6 | 37.5 | 1 | 6.25 | 1 | 6.25 | | 0 |
| 4 | There are sufficient budget and other resources to run FAL program | 9 | 56.25 | 6 | 37.5 | 0 | 0 | 1 | 6.25 | 0 | 0 |
| 5 | Functional adult Literacy (FAL) program provision is learners friendly in place, time and approach | 3 | 18.75 | 9 | 56.25 | 2 | 12.5 | 2 | 12.5 | 0 | 0 |
| 6 | Functional adult Literacy (FAL) program participants are attending the program with full interest. | 2 | 12.5 | 5 | 31.25 | 2 | 12.5 | 4 | 25 | 3 | 18.75 |

As seen table 9 above significant number of FAL facilitator respondents (43.75%) are disagree on that FAL program has sufficiently address the needs and gaps of adult micro and small business operators. And the other (43.75%) are agree that FAL program has sufficiently address the needs and gaps of adult micro and small business operators. On the same table the majority of FAL facilitator respondents (43.75%) and (18.75%) respectively disagree and strongly agree that FAL program provide for adults separately based on their level of education.

As indicated on table 9 above majority of FAL facilitator respondents (50%) and (37.5%) respectively strongly disagree and disagree on FAL facilitators are motivated with facilitation fee/payment and certification. Similarly majority of the respondents on table 9 (56.25%) and (37.5%) respectively strongly disagree and disagree on that there are sufficient budget and other resources to run FAL program. Table 9 also indicated that the majority of the respondents (18.5%) and (56.25%) respectively strongly disagree and disagree on that Functional adult Literacy (FAL) program provision is learners friendly in place, time and approach. Table 9 similarly indicated that the significant number of the respondents (12.5%) and (31.25%) respectively strongly disagree and disagree on that Functional adult Literacy (FAL) program participants are attending the program with full interest. In this regard, majority of FGD7 participants described that FAL provision lack of considering our education level. They explained that 'We all are not on the same education level some of us can read and write and some are not but, we all provide education together'.

Table 10. MSE response on challenges with related to supports provide for functional illiterate adult IGA operators

| S.N o | Items | Level of agreement | | | | | | | | | |
|----------|--|--------------------|------|----|------|-----------|------|---|------|----|---|
| | | SDA | | DA | | undecided | | A | | SA | |
| | | F | % | F | % | F | % | F | % | F | % |
| 1 | The Trainings provide for MSE/IGA operators are always consider trainees literacy level | 3 | 12.5 | 16 | 66.7 | 2 | 8.3 | 3 | 12.5 | 0 | 0 |
| 2 | MSE office has especial training programs which helps illiterate IGA operator adults to improve their IGA management skill | 2 | 8.3 | 14 | 58.3 | 3 | 12.5 | 5 | 20.8 | 0 | 0 |
| 3 | MSE Technical support provide for functionally illiterate IGA operator adults is based on their gap and need | 3 | 12.5 | 17 | 70.8 | 2 | 8.3 | 2 | 8.3 | 0 | 0 |

As it is clearly seen on table 10 above majority of MSE officer respondents (12.5%) and (66.7%) and respectively strongly disagree and disagree on that the Trainings provide for MSE/IGA operators are always consider trainees literacy level. And only (12.5%) of the respondent are agree that Trainings provide for MSE/IGA operators are always consider trainees literacy level. Similarly significant number of MSE officer respondents (8.3%) and (58.3%) respectively strongly disagree and dis agree on MSE office has especial training programs which helps illiterate IGA operator adults to improve their IGA management skill. And only (20.8%) respondents agree on the issue. Table 10 above also show that the majority of MSE officer respondents (12.5%) and (70.8%) respectively strongly disagree and dis agree on that MSE technical support provide for functionally illiterate IGA operator adults is based on their gap and need.

4.3. Discussion.

Functional adult literacy can equip Adults with the necessary skills required to lead to a better life. Through functional adult literacy learners acquire knowledge and skills useful to their daily live; life skill, health skills, safety skills and income generating skills (Hinzen, 1993:219). According to Gutman (1994), Literacy is pre requisite for livelihood training and functional literacy is considered as preparation for livelihood or income generation activities.

Similarly it is discussed above that functionally adult literacy program can high motivate adults to engage in micro business/income generating activities. Most of Respondents also agreed that the program help them to seek to engage in micro business activities following the skill they acquired from the program and the confidence they develop as the result of the program.

In relation to the role of functional adult literacy in identifying suitable micro business activities Townsend (2004:85), illustrate that FAL Empowering people to identify their economic needs and explore ways and means of fulfilling those needs. As the study indicate above Most of the respondents agreed that FAL program help them to see all possible micro business opportunities and as it enable them to analysis related issues such as customers availability, location of the micro business, local competition, market accessibility and the potential to create market linkage. Besides interviewees of group IGA leader strengthen the finding by saying that most of functionally literate Group IGA members are successful in identifying appropriate (manageable, marketable, profitable and sustainable) micro business/IGA due to the skill the skill they acquired from the program.

Regarding the role of FAL to manage micro business/IGA, Rogers (2000, 27), stated that functionally illiterate adults can engaged in different developmental activities but who have attended functional adult literacy involve in development more effectively. Similarly the above finding realized that Functional adult Literacy (FAL) program can help adults to run micro business

effectively. Micro-enterprise projects also need literacy and numeracy, to keep records of activities, decisions and sales, to manage stock and money, and record orders and contracts.

Functional Adult literacy program also play important role to help IGA/micro business operators to scale up micro business to the next level. Oxenham (2002), reveal that Literacy people should start with small projects in which they learn to plan, to work together and to make and save money. Later on, when a level of income development experience has been reached, and levels of literacy are higher, more complex projects with a bigger return should be introduced. Likewise the study also illustrate that functionally literate adults are more effective to scale-up micro business than functionally illiterate. Interview respondent on their side illustrate that FAL program has helped them to dream further and scaling up their micro business to small and medium level.

Concerning integrating FAL program with livelihood program UNESCO: EFA global Monitoring report (2008), states that Functional Adult Literacy programme, delivered by various sectors, designed to be a literacy programme that would focus on linking literacy to people's livelihoods and needs. The programme incorporates a great deal of skill-specific IGA training, in addition to literacy and numeracy, and attempts to link the two to show learners how literacy is important and can be used for personal development in their everyday lives.

In supporting this most of FAL facilitator and MSE officer open ended question respondents agreed that the sector offices collaboration has remarkable role to provide strong and effective support for beneficiaries, however, we don't have strong collaboration to do so. Experts recommend that integrating Functional Adult Literacy programme with different livelihood program contributes in to aspects. In one hand it enhances learners interest and in the other hand it avoids effort duplication. In contrast to this the study result indicates that the

two sectors lack collaboration during planning, implementing, supportive supervision and evaluation of the program.

With regard to challenges of FAL program, Ethiopian national report on adult education (2008), reveal that although the country is allocating higher share of its national budget to the education sector, it is still very challenging to reach its adult populations with functional literacy programmes. Budgetary restrictions are perhaps the most important challenge of the programme. Due to resource limitations, FAL classes do not have a specific venue and are taught outside, and learning materials are severely limited; the desired interactive approach of FAL programmes is hindered by the availability of diverse teaching materials, so the teaching is normally very textbook-orientated. Similarly as study also indicates that lack of resources including budget limitation is the bottle neck of FAL program implementation. As the majority of the respondents realized shortage of budget and inaccessibility of materials which needs to implement the program are among the core challenges.

In addition the study revealed that lack of interest among FAL facilitators and FAL program participants due to different factors like lack incentive and absence of motivation from facilitators side and being the program provision is not learners friendly in place, time, approach and need addressing from, learners side are also the major challenge. In supporting this UNESCO: EFA global Monitoring report (2008), illustrate that Each day, the FAL programme discusses a key issue of local or personal importance which relates to the FAL course curriculum, and encourages listeners to enroll in the FAL classes to discuss the issue further whilst developing their own skills. Participants have also been drawn to the classes under their own initiative, as they seek to improve their personal capacities for a variety of reasons.

The other important challenge among many challenges is participants education level barriers in the FAL class. As I check through my observation many of the FAL class participants are actually partly literate people, looking

for further education. These people have experienced formal education and understand its benefits, and they come to the FAL programme seeking the skills development aspect offered through the notion of functional literacy. And the other is people who are totally illiterate and who seeks basic literacy education. The failure is to target to specific intended audience is therefore one of the programmes greatest challenges. The majority of FAL facilitator and MSE officer respondents respond that FAL program IGA trainings respectively are not always provide based on participants educational level.

CHAPTER FIVE

SUMMARY, CONCLUSION AND RECOMMENDATIONS

In this chapter, the major findings are summarized; conclusions are drawn based on the findings and recommendations are forwarded for the concerned bodies.

5.1 Summary of key finding

The study designed to assess Role of Functional Adult Literacy to Run a Successful Micro and Small Enterprise. It was also tried to address the level of integration among Functional Adult Literacy and MSE/income generating activity program and to identify the major challenges that hinder FAL and MSE program integration. A sample of 106 respondents from divers sectors was taken for the study using stratified and simple random sampling. In the process of answering the basic questions, a questionnaire and interview and FGD guide question that include demographic profiles, characteristics respondents, the role FAL to run a successful IGA, level of integration among Functional Adult Literacy and MSE and major challenges that hinder to link the two sectors were designed. Moreover, observation check list and secondary data gathering guiding questions were designed. After the data has been collected, it was analyzed using simple statistical techniques (tables and percentages). Based on 106 respondents, the major findings of this study are summarized as follow:

- The majority of the respondents (56.25%) and (25%) of FAL facilitators, and (50%) and (25 of MSE officers agree and strongly agree with that Functional adult Literacy initiate adults to engage in income generating activities. Besides most of FGD participants and interview respondents reflect that FAL program motivate them to involve in IGA.

- Most of the respondents from the diverse sector agreed that FAL program help adults to see all possible micro business opportunities from different perspectives such as customers availability, location of the micro business, local competition, market accessibility and the potential to create market linkage and identify suitable IGA. More over majority of the respondents respond that Functional adult Literacy (FAL) program helps IGA operators to run their business and to scale up their business to the next possible level.
- Majority of the respondents (37.5%) and (12.5%) of FAL facilitators and (50%) and (18.75%) of MSE officer respectively disagree and strongly disagree that Functional adult Literacy (FAL) program has sufficiently contemplate issues related with micro business/IGA it indicate that the two sectors has weak collaboration to support this needy adults due to absence of joint planning, implementing, supportive supervision and evaluation of the program.
- Majority of the FAL facilitator respondents (56.25%) and (37.5%) respectively strongly disagree and dis agree on that there are sufficient budget and other resources to run FAL program. with related to this the respondents also revealed that incentives and other motivation provide for FAL facilitators is not encouraging.
- Significant number respondents from divers sectors respond that the support provide for needy adults are not participants friendly from different perspective such as interest base, education level in place, time, approach and need addressing.

5.2. Conclusion

Functional Adult literacy as an important Adult learning system including the practical life experience or real life style of the learner is important to imparting reading, writing and numeracy skill among adult with others functional skills such as running micro business activities, manufacturing agriculture, and other livelihood. As different scholars recognized literacy is a vital human and economic development and improving literacy is significant to increase economic benefit. In this regard FAL help the learner to gain self-confidence, sense of empowerment and improving their own living condition with their own effort. It also includes a wide range of localized basic livelihood activities characterized by participation and goal oriented.

Accordingly the study realized that the role of functional adult literacy is very essential in enabling needy adults motivate to engaged in the sector, identify suitable microbusiness, managing it effectively and then scale-up to the next level. Functional illiteracy adult populations have high tendency to be live under poverty and they are also highly resource extravagant and hence role for the national development will insignificant. In cities like Addis Ababa large number of functional illiteracy adult populations has been engaging in micro business activities in an ineffective manner and govern their livelihood in tough condition. Thus functionally literate these needy adults are important to improve their life and boost up the national economy.

Although the contribution of literate needy adults is tremendous and different strategies designed by the government challenges are still tremendous. Shortage of resource, weak collaboration among concerned sectors, un able to provide FAL program based participants interest in participants unfriendly manner, and un able to address most of the needy are among the major challenges.

5.3 Recommendations

Based on the findings of the study, the necessary recommendations are forwarded to existing and potential micro business/IGA operators, to MSE office, and adult literacy program facilitation office.

1. To Functional Adult Literacy facilitation teams

Adult learning should help adults to cope with real life situations. Functional Adult literacy program should Emphasized the value of the learner's experience with regards to adult education, observing that the approach to teaching adults should be through situations rather than subjects. Functional adult learners, courses should be organized around the acquisition of skills necessary for one to earn a living. These skills may include business skills and livelihood generating skills. Adults learners has to be motivated to learn thus FAL program has to be learners friendly from different perspective such as interest base, education level in place, time, approach and need addressing. In this regard FAL facilitators should teach adults based on learners interest and the program should be provide at accessible site.

2. To MSE office

Ethiopian MSE sector is characterized by highly diversified activities which can create job opportunities for substantial impoverish adults. Most of micro business activities are predominantly operated by unskilled adults in a very traditional and unproductive manner. Therefore acquiring effective micro business operating skill for needy adults is essential to benefit more from the sector. MSE office should provide especial training which helps functionally illiterate IGA operator to improve their IGA management skill. And the training should always consider trainees literacy level. MSE supportive supervision should also be to address the gaps of the needy IGA/micro business operators. Literacy leads to income generation activities thus adults should learn FAL before engaging in any income generation activities. Accordingly MSE office

should encourage adults to attained FAL before engaged in any income generating activities.

3. To group IGA leaders

The study result indicated that significant numbers of group IGA members are functionally illiterate and their role in the group is relatively limited thus group IGA leaders should encourage and create conducive environment for these illiterate adults to attained functional adult literacy program.

4. To IGA/Micro business operators

The study finding has clearly indicate that most of micro business/IGA operators lack skill to identify, establish, manage and scale-up their business hence they should attained FAL program properly. Moreover adults should attained FAL program before engaged in any income generating activities so that they can easily identify, manage and scale-up their IGA.

5. To FAL facilitation and MSE office together

The study findings indicate that FAL facilitators and MSE office collaboration has remarkable role to provide strong and resource effective support for micro business operators, however their collaboration is too weak hence the two offices should plan and work collaboratively to assist needy micro business operators. Both office have one big and common goal for needy micro business operators thus the offices integration sustainable linkage should be initiated and strengthen.

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APPENDICES

Addis Ababa University
School of Graduate Study
Faculty of Education

Department: curriculum and Teachers Professional development Study

Program: Adult Education and Life Long Learning

In-depth interview for Group IGA leaders

The purpose of this questionnaire is to collect reliable data for the study of the role of Functional Adult Literacy to run a successful Micro and Small Enterprise in Gulele Sub city Woreda 03 and 07. The information obtained from you is only for this research purpose. Hence you are kindly request to provide honest information. Thank you in advance for your collaboration.

Personal Background of the respondents

Age sex.....woreda.....

Educational Level

Unable to read and write 1-4 5-8 9-12 Certificate Diploma and above

1. Have you ever attained Functional Adult learning (FAL) which helps you to manage micro business?
2. What major benefits you obtained by attaining FAL
 - In selecting IGA
 - In managing IGA
 - In scale up your IGA
3. If you are not attained FAL, why you are not attained it?
4. Have you seen any difference on income after attending FAL program?
5. What challenges you observe while you are attending FAL program?
6. Does the program help you to improve life style? How?
7. What do you recommend, to make FAL more supportive for adult IGA/MSE operators?.....
.....
.....

Addis Ababa University
School of Graduate Study
Faculty of Education

Department: Curriculum and Teachers Professional development Study

Program: Adult Education and Life Long Learning

Questionnaires to be Filled by Sub city and Woreda Micro and Small Enterprise officers

The purpose of this questionnaire is to collect reliable data for the study of the role of Functional Adult Literacy to run a successful Micro and Small Enterprise in Gulele Sub city Woreda 03 and 07. The information obtained from you is only for this research purpose. Hence you are kindly request to provide honest information. Thank you in advance for your collaboration.

Personal Background of the respondent

Age sex.....woreda.....

Educational Level

1. Certificate 2. Diploma 3. Degree and above

Experience in the area

1. Below five month 2. Five month to 1year 3. Two years-four years 4.
Above four years

Please put (x) under each of your response Note Strongly Dis Agree (SDA), Dis Agree (DA) Agree (A) Strongly Agree (SA)

| S.No | Items | Level of agreement | | | | |
|------|--|--------------------|----|-----------|---|--------|
| | | SDA | DA | undecided | A | S A |
| 1 | Functionally literate adults are more motivate to engage in micro business/income generating activities than Functionally illiterate adults. | | | | | |
| 2 | Functionally literate adults are more effective in micro business identification than Functionally illiterate. | | | | | |
| 3 | Functionally literate adults are more effective in micro business management than Functionally illiterate | | | | | |
| 4 | Functionally literate adults are more effective to scale-up micro business than Functionally illiterate | | | | | |
| 5 | Functionally illiterate micro business operators are highly exposed to bankruptcy than Functionally literate. | | | | | |
| 6 | The Trainings provide for MSE/IGA operators are always consider trainees literacy level | | | | | |
| 7 | MSE office has especial training programs which helps illiterate IGA operator adults to improve their IGA management skill? | | | | | |
| 8 | MSE office has collaboration with FAL office to provide technical support and skill for micro business operators | | | | | |
| 9 | MSE Technical support provide for functionally illiterate IGA operator adults is based on their gap and need | | | | | |

9, what do you recommend, to make functionally illiterate IGA operators to be effective IGA manager? -----

Addis Ababa University
School of Graduate Study
Faculty of Education

Department: Curriculum and Teachers Professional development Study

Program: Adult Education and Life Long Learning

Questionnaires to be filled by Sub city and Woreda FAL Facilitators

The purpose of this questionnaire is to collect reliable data for the study of the role of Functional Adult Literacy to run a successful Micro and Small Enterprise in Gulele Sub city Woreda 03 and 07. The information obtained from you is only for this research purpose. Hence you are kindly request to provide honest information. Thank you in advance for your collaboration.

Personal Background of the respondent

Age sex.....woreda.....

Educational Level

1. Certificate 2. Diploma 3. Degree and above

Experience in the area

1. Below five month 2. Five month to 1year 3. Two years-four years 4.
Above four years

Please put (x) under each of your response Note Strongly Dis Agree (SDA), Dis Agree (DS) Agree (A) Strongly Agree (SA)

| S.N o | Items | Level of agreement | | | | |
|----------|---|--------------------|----|-----------|---|----|
| | | SDA | DA | undecided | A | SA |
| 1 | Functional adult Literacy initiate participants to engage in income generating activities | | | | | |
| 2 | Functional adult Literacy (FAL) program can help adults to run micro business effectively | | | | | |
| 3 | Functional adult Literacy (FAL) support adults to strengthen their IGA | | | | | |
| 4 | FAL program has sufficiently address the needs and gaps of adult micro and small business operators | | | | | |
| 5 | Functional adult Literacy (FAL) program help IGA operators to acquire customer handling skill | | | | | |
| 6 | FAL office has work collaboratively with MSE office and other organizations to support micro business operators | | | | | |
| 7 | FAL participants are highly motivated when they learn about micro business/IGA operation | | | | | |
| 8 | FAL program provide for adults separately based on their level of education | | | | | |
| 9 | FAL facilitators are motivated with facilitation fee/payment and certification | | | | | |
| 10 | There are sufficient budget and other resources to run FAL program | | | | | |
| 11 | Functional adult Literacy (FAL) program provision is learners friendly in place, time and approach | | | | | |
| 12 | Functional adult Literacy (FAL) program participants are attending the program with full interest. | | | | | |
| 13 | There are sufficient and adult friendly FAL materials | | | | | |

13. What challenges does your office face regarding FAL program?.....

14. What do you suggest to make FAL program more supportive for IGA/MSE operators?.....

Addis Ababa University
School of Graduate Study
Faculty of Education

Department: curriculum and Teachers Professional development Study

Program: Adult Education and Life Long Learning

Focus group discussion (FGD) guide for MSE/*IGA* operators

Personal Background of the respondents

Age sex.....woreda.....

Educational Level

Unable to read and write 1-4 5-8 9-12 Certificate Diploma and
above

The following are FGD guiding question; if necessary other questions might be forwarded.

1. Have you ever attended Functional Adult Education (FAL)? If say no, why?
2. Does the program help you to improve your *IGA* management technical skill?
3. In what ways? Could you please mention some the benefits?
4. According to your suggestion what should be improved to make functional adult literacy program more supportive for adult micro business operators?
5. Do you believe that functionally literate adults are effective in micro business management than who are not literate? In what ways?

Addis Ababa University
 School of Graduate Study
 Faculty of Education

Department: curriculum and Teachers Professional development Study

Program: Adult Education and Life Long Learning

Observation Guide

Woreda.....

Name of MSE/IGA to be observed

Date.....

Beginning time.....

Ending time

The purpose of this observation is to collect information, which helps to cross-check how MSE operators have been managing their day to day activities.

| S.No | Items | Yes | No | Not clear |
|-------------|---|------------|-----------|------------------|
| 1 | Is there a difference of handling IGA materials among functionally literate and functionally illiterate adults | | | |
| 2 | Functionally illiterate Income Generating Activity (IGA) operator has not income and expense record | | | |
| 3 | Functionally literate Income Generating Activity (IGA) operator has income and expense record | | | |
| 4 | Functionally literate Income Generating Activity (IGA) operator has properly handling their customers than Functionally illiterate adults | | | |
| 5 | FAL facilitation center has sufficient materials to run FAL program | | | |
| 6 | MSE office has special training manual for illiterate adults | | | |
| 7 | Does Micro and Small enterprise (MSE) operator | | | |

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Document assessment guide

The purpose of this assessment is to collect information from concerned government sector office

1. Is there functional adult literacy program manuals
2. Does the manual have part which deal about how adults run MSE activities?
3. Is there any document which indicates a collaboration agreement or relationship amongst MSE office and FAL offices at woreda level?
4. Do FAL training centers have figurative displays which helps adults/learners to manage MSE?
5. Does MSE office, IGA training materials clearly consider illiterate MSE/IGA operators?
6. Is there data or reports that indicates the performance of functionally literate and functionally illiterate MSE/IGA operators?
7. List of group and individual IGA operators
8. Annual reports on IGA/MSE
9. Different magazine and written material

አዲስ አበባ ዩኒቨርሲቲ

የድህረ ምረቃ

ፋኩሊቲ ትምህርት ክፍል

የትምህርት ክፍል: ካሪኩልም እና የመምህራን የሙያ እድገት ጥናት

ፕሮግራም: ጎልማሶች እድሜ ልክ ትምህርት

ጥልቅ ቃለ መጠየቅ ለቡድን የገቢ ማስገኛ አስተባባሪዎች

የዚህ ቃለ-መጠይቅ ዋነኛ አላማ የጎልማሶች ተግባር ትኩረት ትምህርት ጥቃቅንና አነስተኛ የንግድ ስራን በአግባቡ ለማስኬድ የሚኖረውን ሚና ለማወቅ የሚረዳ ዳታ ለመሰብሰብ ነው። ይህ እርሶ የሚሰጡት መረጃ ለጥናቱ አላማ ብቻ የሚወልድ ነው። ስለዚህ እርሶ የምትሰጡት ቀና መረጃ ጥናቱን ለማካሄድ በጣም ወሳኝ ነው።

ስለትብብርዎ በቅድሚያ አመሰግናለሁ!

የቃለ-መጠይቁ መላሽ መሰረታዊ መረጃ

ዕድሜ.....ጾታ.....ወረዳ.....

ትምህርት ደረጃ.....

ማንበብ እና መጻፍ የማችል 1-4 ክፍል 5-8 ክፍል 9-12 ክፍል ዲፕሎማ እና ከዚያ በላይ

1. እስካሁን እርሶ ጥቃቅንና አነስተኛ የንግድ ስራን በአግባቡ ለማስኬድ በሚረዳ መልኩ የጎልማሶች ተግባር ትኩረት ትምህርት ተካፍልዉ ያዉቃሉ?
2. ተካፍለዉ የሚዉቁ ከሆነ ምንምን ጥቅም አገኙበት
 - የገቢ ማስገኛ ከመምረጥ አዉካያ
 - የገቢ ማስገኛ ከማስተዳደር አዉካያ
 - የገቢ ማስገኛዉን ከማሳደግ አዉካያ

3. ተግባር ትኩረት የጎልማሶች ትምህርት ተካፍልዉ የማያዉቁ ከሆነ ለምን አልተካፈሉም?.....

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4. ተግባር ትኮር የጎልማሶች ትምህርት ከተካፈሉ በሁዋላ ላይ ልዩነት አየተዋል?

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5. የጎልማሶች ተግባር ትኮር ትምህርት በተካፈሉበት ወቅት የመለከቷቸው የነበሩ ችግሮች ምንምን ንበሩ?

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6. ተግባር ትኮር የጎልማሶች ትምህርት መካፈሎ ነአኑዋነዋረቸ ዘየቤዎ ላይ ያመጣው ለውጥ አለ? እንዴት?

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.....7.

ተግባር ትኮር የጎልማሶች ትምህርት የጎልማሶችን ጥቃቅንና አነስተኛ የንግድ ስራን ውጤታማ እንዲያደርግ ምን

ይምክራሉ?.....
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