

Addis Ababa

University

(Since 1950)



**ADDIS ABABA UNIVERSITY
SCHOOL OF GRADUATE STUDIES
COLLEGE OF EDUCATION AND
BEHAVIOURAL SCIENCES**

**THE PRACTICE OF FUNCTIONAL ADULT LITERACY IN BUILDING THE
CAPACITY OF ADULT WOMEN: THE CASE OF ORGANIZATION FOR
WOMEN IN SELF EMPLOYMENT (WISE) PROJECT**

BY

TEMESGEN ENDALEW



ADDIS ABABA

JUNE, 2010

**THE PRACTICE OF FUNCTIONAL ADULT LITERACY IN
BUILDING THE CAPACITY OF ADULT WOMEN: THE
CASE OF ORGANIZATION FOR WOMEN IN SELF
EMPLOYMENT (WISE) PROJECT**

**A THESIS PRESENTED TO THE SCHOOL OF GRADUATE STUDIES
ADDIS ABABA UNIVERSITY**

**IN PARTIAL FULFILLMENT OF THE DEGREE OF MASTER OF EDUCATION
DEPARTMENT OF CURRICULUM AND TEACHERS PROFESSIONAL
DEVELOPMENT STUDIES ADULT AND LIFE LONG LEARNING PROGRAM**

BY

TEMESGEN ENDALEW



JUNE, 2010

ADDIS ABABA

ADDIS ABABA UNIVERSITY
SCHOOL OF GRADUATE STUDIES

**THE PRACTICE OF FUNCTIONAL ADULT LITERACY IN BUILDING THE
CAPACITY OF ADULT WOMEN: THE CASE OF ORGANIZATION FOR
WOMEN IN SELF EMPLOYMENT (WISE) PROJECT**

BY

TEMESGEN ENDALEW

**COLLEGE OF EDUCATION DEPARTMENT OF DEPARTMENT OF
CURRICULUM AND TEACHERS PROFESSIONAL DEVELOPMENT STUDIES
ADULT AND LIFE LONG LEARNING PROGRAM**

APPROVED BY BOARD OF EXAMINERS

Abduloziiz Hussien

CHAIR MAN, DEPT, GRADUATE COMMITTEE

Abduloziiz Hussien

ADVISOR

Woubse Kassaye (Dr.)

INTERNAL EXAMINER


SIGNATURE
SIGNATURE
July 8/2010
SIGNATURE

Acknowledgments

Praise be to the Almighty Lord, who helped me and never let me hopeless all the way through the ups and downs I walked along to reach where I am now.

First of all my heart felt thanks goes to my advisor, Dr. Abdulaziz for his unreserved advice and help. I am indebted to him particularly, for high valuable suggestions, without which this study in the graduate program couldn't be successful.

I also would like to forward my deepest gratitude to WISE Organization and its staff members for allowing and supported me to use their library and their collaboration during the process of data gathering.

I acknowledge all the respondents for their contributions in filling out questionnaires and taking part on focus group discussions and in the interview.

I would like extend my thanks to Ato Yared Asgedom and Ato Tsegazab Fiseha who encourages me during my study.

Finally my thanks goes to W/t Woinshet Desalegn for typing the script of the 'thesis'.

Table of Contents

	Page
Acknowledgements	i
Table of Contents	ii
List of tables	iv
List of plates	v
Abbreviations and Acronyms	vi
Abstract	vii
 CHAPTER ONE	
1. Introduction	1
1.1 Background of the Study	1
1.2 Statement of the Problem	2
1.3 Significance of the Study	4
1.4 Delimitation of the Study	4
1.5 Limitation of the Study	5
1.6 Organization of the Study	5
1.7 Operational Definitions and Conceptual Meanings	5
 CHAPTER TWO	
Review of Related Literature	7
2.1 Conceptual framework of Non-formal Education and Adult Literacy	7
2.1.1 Non-formal Education	7
2.1.2 Concept of Adult Literacy	8
2.2 Concepts and Approaches of Functional Adult Literacy Programs	9
2.2.1 Concepts of Functional Adult Literacy Program	9
2.2.2. Approaches of Adult Functional Literacy	11
2.3. The objectives and Implementation of Functional Adult Literacy Program	14
2.4 Functional Adult Literacy Assessment	15
2.5 Literacy and Economic Benefit	17
2.6 Challenges of Skill Trained Women	19
2.7 Organization for Women in Self Employment Project (WISE)	20
2.7.1 Trainings and Development	20

CHAPTER THREE

3. Research Design and Methodology	21
3.1 Method of the Study	21
3.2 Sample and Sampling Techniques	21
3.3 Instruments of Data Collection	22
3.4 Data Analysis Techniques	24
3.5 Pilot Study	24
3.6 Procedures of Data Collection and Administration	25

CHAPTER FOUR

Presentation, Analysis and Interpretation of Data	26
4.1 Background of Respondents	26
4.2 Functional Adult Literacy Training Program being provided by WISE	29
4.2.1 Educational Benefit	29
4.2.2. Benefit of business skill training	31
4.2.3. Health benefit	32
4.2.4. Economic Benefit	34
4.2.5 Decision Making	36
4.2.6 Income generating activities	38
4.2.7 Literacy Approaches	42
4.2.8 Management of Functional Adult Literacy Program	47
4.2.9 Method of Teaching, Class Size and Learning Assessment	47
4.2.10 Conditions of the Training Center	51
4.2.11 Challenges faced by trained women	51

CHAPTER FIVE

Summary, Conclusion and Recommendations	54
5.1 Summary	54
5.2 Conclusions	57
5.3 Recommendations	58

Bibliography

Appendices

List of Tables

Tables	Page
Table I: Market shelter and project beneficiaries in the sub cities and kebeles	22
Table II- Age and Marital status of Respondents	27
Table III: Educational Background of Respondents	27
Table IV: Occupation and Income Level of Respondents	28
Table V: Current Functional Adult Literacy Program by Educational Benefit.....	29
Table VI: The Benefit of Business skill Training in Building the Capacity of Adult Women	31
Table VII. Benefit of Health education in building the capacity of adult women.....	33
Table VIII: Economic Benefit Adult Women's Attained as a Result of the Training	34
Table IX: Participants financial Contribution to their family monthly income	35
Table X: Decision making on family income and expenditures	37
Table XI: Respondents by Income Generating Activities	38
Table XII: Challenges of the Skill Trained Women Applying their Practice.....	52

List of Plates

Plate	Page
Plate 1: Beneficiaries Saving Account Book	35
Plate 2: Women Engaged in Injera Baking Income Generating Activities in Kebele 59 Market Shelter in Akaki Kalit Sub City	40
Plate 3: Women Engaged in Various Baltena Products Income Generating Activities in Kebele 59 Market Shelter in Akaki Kalit Sub City	41
Plate 4: Kebele 59 Market Shelter in Akaki Kalit Sub City	41
Plate 5: Saving and credit cooperative leaders engaged in collecting members saving	46
Plate 6: Trainers on short term Training	48
Plate 7: Adult women on Group discussion in business planning skill training	49
Plate 8: Paper and Pencil Test	50
Plate 9: Paper and Pencil Test	50
Plate 10: The Training Rooms were found in the Ground in front of the Vehicle	51

Abbreviations and Acronyms

AAWAO	Addis Ababa Women Affair Office
ANFEAE	Adult and Non Formal Education Association in Ethiopia
IIZ/DVV	Institute for International Cooperation of the German Adults Education Association
SACCOS	Saving and Credit Cooperatives
UNDP	United Nations Development Program
UNESCO	United Nations Education Scientific Cultural Organizations
WISE	Women in Self Employment

Codes

FGD1	Focus Group Discussion held with beneficiaries who were found in Kebele 57/58 market shelter in Nifas Silk sub city
FGD2	Focus Group Discussion held with beneficiaries who were found in Kebele 59 market shelter in Akaki Kality sub city

Abstract

The purpose of this study was to explore the practices and challenges of functional adult literacy program in building the capacity of Adult women to attain economic empowerment. Target population of the study were self employed adult women engaged and run income generating activities in kebele 57 and 58, market shelter in Nifas-silk sub-city and in kebele 59, market shelter in Akaki sub city. Mixed research method (quantitative and qualitative) was employed for the study. Questionnaire, interview, focus group discussion, document analysis, observations data collection techniques were employed to gather the necessary information for the study. And then the data is analyzed using statistical instruments such as frequencies, percentage and mean value to estimate the population characteristics under study and the qualitative data also analyzed in statement form. The findings indicated that functional adult literacy builds the capacity of adult women with which they can attain economic empowerment. However, lack of basic literacy skills among illiterate adult women and inconsistent follow up and technical support were the major challenges or problems faced by adult women during and after the training to operate their business operations which in turn become a barrier to expand and develop their business activities. Finally the researcher recommended that good practices of WISE should be replicated by other organization to empower other groups of women found in poverty situation on the other hand, Women In Self Implement (WISE) Organization should due attention on the problems to achieve its intended objectives adequately.

CHAPTER ONE

1. Introduction

1.1 Background of the Study

Adult Literacy is a concept that changes overtime, and there is now a substantial literature on historical changes of the concept (e.g Cook, 1977; Stedman & Kaestle, 1987). Early definitions conceptualized it as reading and writing simple text and then shifted slowly to seeing literacy as related to “functioning” in society (Stedman & Kaestle, 1987).

Anthropological, socio-linguistic and psychological studies of language and literacy focus on an understanding of Adult Literacy as multiple and situated with social and cultural practices and discourses. These studies point to the central role of power (Hull & Schultz, 2002:21). Especially Freire’s writings have an explicit political agenda and promote Adult Literacy as a tool through which individual’s can empower themselves and reshape their lives (Freire, 1970).

In 1978, UNESCO’s General Conference adopted a definition in a way that a person is functionally literate who can engage in all those activities in which literacy is required for effective functioning of his group and community and also for enabling him/her to continue to use reading, writing and calculations for his own and the communities development (UNESCO, 2005:154). Besides, Hunter and Harman (1979) states literacy as possession of skill perceived as necessary by particular persons and groups to fulfill their own self determined objectives as family and community members, citizens, consumers, job-holders, and members of social, religious, or other associations of their choosing.

From the above idea, we can understand that functional skills are connected to the context of daily life outside the training centers. Functional adult literacy has been identified as a means of increasing productivity.

Literacy is not a single skill or quality that one either possesses or lacks. Rather, it encompasses various types of skills that different individuals possess to varying degrees. It encompasses everything which enters into life.

Moreover, literacy ensures equity especially in the less developing countries like Ethiopia where the gender gap in literacy and education is widespread. Beyond being a serious human right and

equity issues, it also has significant economic, demographic, and health ramifications, as substantiated by several studies. Much research in developing countries points to the empowering effects of literacy for women (Ellis, 1995; Javaaera, 1997) for example, in some Bangladeshi households, literacy has enabled adult women to be involved in the financial management of households, previously enrolled by men. Mishra (2005:11) added that female literacy plays an important role raising productivity levels, and in reducing child mortality and population growth.

In line with this, the present government of Ethiopia has implemented skill training programs on livelihood or income generating activities in collaboration with non-governmental organizations to equip adult women with the necessary knowledge and skills to develop their problem solving abilities and change their lives.

So, the researcher intention was to study similar projects being provided by WISE to assess how much the functional literacy program contributed or helped adult women to attain economic advancement and security.

1.2 Statement of the Problem

Education is an instrument from which people can acquire knowledge, skill and attitude. It helps to bring changes in perception of individual in the course of time when any program is carried out. Besides, awareness of the society can be changed through experience and practice that is, education brings change in some elements of attitude, education would be given value to the extent of pertaining productivity.

Education outcomes are powerfully linked to individual factors such as attitude, motivation, gender and livelihood development. All over the world, education is regarded as the key factor in overcoming the barriers that women face and basic tool for empowering women and bringing them into the main path of development. Research has shown “a direct link between women’s education and child-mortality rate, fertility rate, and income generation activities” Mishra, (2005:161).

However, in about one-third of the countries with detailed literacy data, fewer than 80 women are literate for every 100 men (UNESCO, 2005:69). World wide as noted by (Mishra 2005:162) one out of three women is illiterate compared with one out of five men. The discrepancy is even greater in developing countries where one in four men and one in two women are illiterate where more than 60% of illiterate people in the world are the women.

According to UNESCO's 2006 publications entitled Global EFA monitoring report, 58.5% of the population aged 15 years and above were illiterate in Ethiopia (MoE, 2008:1). In Addis Ababa, there were 23.4% of illiterate adult women (AACNAO, Action Aid Ethiopia, and UNICEF, 2006:5). Moreover, the unemployment rate is higher especially among the less educated women. Even those employees work in the informal sector in petty commodity productions, domestic services, prostitution and fuel wood collections. The vast majority of fuel wood collectors (76%) were illiterate women showing that their level of education is associated with less opportunities in the world of work that endanger their life. To solve this problem many scholars of Adult education recommended that the provision of functional literacy, basic skills and livelihoods' and income generating skills helps to achieve economic empowerment. Hence, programs related to skills development to help women should focus on a career and work development.

Taking this problem into account, the present government has formulated various policies that address the issue of women and girls, for example, the issue of equities addressed in the education and training policy. Especially the objective of adult literacy program are basically focused on literacy, numeracy and functional adult literacy and other relevant skills to enable adult learners develop problem solving abilities and change their lives. Moreover, the government has worked together with non-governmental organizations to enable them to provide various trainings and to contribute their share in developing problem solving abilities of poor adult women. By using this opportunity there are various such organizations that have provided literacy, numeracy, functional adult literacy and other skill trainings related to income generating activities (AAWAO, Action AID and UNICEF, 2006:21).

In this regard, the researcher motivated to study the efforts of organization for self employed women (WISE) Non-governmental organization in Addis Ababa.. Because, WISE is given due emphasis to gender sensitive and responsiveness. WISE was established in September, 1997 and commenced full program operation in January 1998. That means it has ten years of experience. Functional adult literacy training program was its one of intervention area and, as well as it is directly related to the researcher field of study.

Finally, the researcher sought to observe some researches undertaken in WISE education program. The investigator could not find a study undertaken except field observation reports, quarterly, mid-term, yearly reports. It is, therefore, important to document WISE dedication in the elimination of

the facts of urban poverty and the realization of sustainable livelihoods' among poor urban women. This study, therefore tries to explore the practices and challenges of functional Adult literacy program in building the capacity of adult women to attain economic empowerment. Specifically, the study was intended to;

1. Investigate the extent to which functional adult literacy training build the capacity of adult women.
2. Assess the literacy approach the organization has been following.
3. Assess the economic benefit attained by adult women as a result of the training.
4. Assess the challenges or problems the trained women faced to exercise the skill they acquired in to practice.

Basic questions

1. To what extent the training program being provided by WISE build the capacity of adult women?
2. What literacy approach has been followed by the organization?
3. What economic benefit is obtained by adult women as the result of the training program?
4. What challenges or problems the trained women faced to exercise the skill they acquired into practice?

1.3 Significance of the Study

The study will have the following significance

- The research findings will help practitioners and policy makers to draw lessons from the implementation of the Functional Adult Literacy being provided by WISE.
- The research findings will help WISE to identify weaknesses and strengths of the skill training programs so as to improve its components in the future.
- Moreover, the study will assist policy makers and practitioners to look back on how acquisition of knowledge, skills and attitudes empower women to promote economic independence to trace the impact observed.

1.4 Delimitation of the Study

WISE was operated its program on five sub-cities of Addis Ababa namely; Kirkos, Nefas-silk-lafto, Aqaqi Kality, Addis Ketema and Gulele. In order to made the study manageable, the researcher is delimited the scope of the study on the two sub-cities namely, Aquqi-Kaliti and

Nefas silk- Lafto. There were two market shelters(places) in Nefas- silk sub -city, Kebele, 57/58 and one market shelter in Aqaqi- quality sub-city, Kebele, 59. The whole market shelters were included under the scope of the study. Conceptually, the study is delimited to the role of skill training program in building the capacity of adult women to promote economic independence.

1.5 Limitation of the Study

WISE was operated its program on five sub-cities of Addis Ababa namely; Kirkos, Nefas-silk-lafto, Aqaqi Kality, Addis Ketema and Gulele.

Respondents, such as adult women project beneficiaries, training coordinator facilitators were not available based on the pre-arranged appointment. This situation resulted or forced the researcher to travel frequently above the data collection time frame which in turn subjected the researcher for extra expense and delayed the research project activities.

1.6 Organization of the Study

There are five chapters in the thesis. The first chapter consists of an introduction within which it holds background of the study, statements of the problem, significance of the problem, delimitation and limitation of the study. Chapter two focuses on related literature such as state of non formal education in Ethiopia. Concept of adult literacy, functional adult literacy program objectives benefit of education, literacy and economic benefit challenge the skill trained women faced. Chapter three puts forward the research methodology which constitutes sample population and sample technique, method of data collection instruments, procedures to be followed in the research and methods of data analysis. Chapter four analyses results obtained. This chapter is organized in such away that it constitutes presentations of educational and economic benefit adult women's have attained as a result of the functional adult literacy program literacy approach the organization has followed and challenges of the skill trained women faced to exercise the skill they employed into practice.

Finally, the fifth chapter draws out findings, conclusions and forward recommendations for improvement of functional adult literacy program or else for further study.

1.7 Operational Definitions and Conceptual Meanings

Adults: Refers to a person who is fully developed and mature and who performs adult roles (Webster's New Collegiate Dictionary, 1973:17).

Adult Literacy Program: Literacy program launched under the umbrella term of Adult Education or outside of the formal education for Adults Usually the age 15 and above are taken by most development Agencies (e.g UNESCO and the World Bank).

Economic Independence: Property ownership, new skills and knowledge and increased income, engaged in new/non traditional type of work and the ability to make decisions on resources without the domination of others. (Mkwelly. B and McCord.M. 2001)

Functional Adult Literacy (FAL): as stated in IIZ/DVV (2006, 2007) and Okech (2007), this research adopts the definitions as reading and writing that a person requires and uses in various task and engagements in every day life. It also implies providing adults a range of functional skills, practice and ability. In the context of Organization for Women in Self Employed (WISE) adult functional literacy is related to livelihood activities and include; entrepreneurship (business) skills, leadership skills, health education, basic literacy.

Project: A Development plan which targets people of under privileged.

Self-Employment: Adult women who are engaged in low income generating activities such as home-based production and micro-scale trading.

CHAPTER TWO

Review of Related Literature

In this section, literature related to the subject under study is presented. It covers literature of what is known about the investigation. In addition, this section sets the context for the research questions.

Various topics and sub-topics which have direct relationship with the researched questions are discussed.

2.1 Conceptual framework of Non-formal Education and Adult Literacy

2.1.1 Non-formal Education

Many educators such as Ahmed and Combs, and Seya characterize non-formal education as any organized, systematic, educational activity carried out on outside the framework of the formal system to provide selected type of learning to particular sub-groups in the population, adults as well as children (combs and Ahmed 1974; Seya, 2005).

Moreover, adult and non formal education refers to efforts at improving the provision and implementation of development programs, which a basic education or training component. Adult and non-formal education is indisputably lifelong education in developing countries where most of the populations are illiterates, particularly women. More than 60%(about 600 million) illiterate people in the world are women (Mishra, 2005; 162).

Many researchers have revealed that organizations have set up a non-formal education working group, which seen non-formal education in a wider sense than including non-formal schools for children. They want to try to identify all parts of the non-formal education in the world (Agricultural and health extension, for example, women's programs, income-generation training, environmental enhancement activities etc) and seek to integrate into one non-formal education system, so that all such activities can be co-opted to help with the development of the country. Ethiopia is a prime example of this approach (Rogers, 2001).

Mamo (1999) categorized functional literacy as one of the non-formal education for which it gives due emphasis to the integration of literacy skills and livelihood (any developmental aspects of the society). Besides, street (1995), Beder (1991) and Agnello (2001) gave the classification of non-

formal education in so many as adult basic education, adult education, adult literacy, basic literacy, human capital literacy and critical literacy.

On the basis of the classification given to a Functional Adult Literacy, the researcher assumes that Functional Adult Literacy program focuses on the application of literacy and livelihood, and the investigator believed that such program might bring a change in the societal livelihood or else, such a program might be tested for the sake of being an approach. For this and other reasons, the researcher has given due emphasis to assess the practice of Functional Adult Literacy program in building the capacity of adult women to attain economic independence.

2.1.2 Concept of Adult Literacy

The concept of Adult Literacy varies, according to the conception of the society based on time, context and importance. In 1965 at the Tehran conferences the role of literacy was articulated as a way of preparing man for increased productivity, a greater participation in civil life and a better understanding of the surrounding world and should open the way to basic human culture (Gillette, 1987).

Wagner (2000) identified many definitions of literacy relating in some way, at their core, to an individual's ability to understand printed text and to communicate through print.

Most contemporary definitions portray literacy in relative rather than absolute terms. They assume that there is no single level of skill or knowledge that qualifies a person as "literate", but rather that there are multiple levels and kinds of literacy. In order to have a bearing on real life situations, definitions of literacy must be sensitive to skills need in out of school contexts, as well as to school-based competency requirements.

Literacy is also seen as essential to social development and the achievement of social equity and justice. Yet, as many literatures pointed out that literacy is considered as a component of human capital and as an essential skill required of the labour force, helps the production and service effectiveness and efficiency. (Bluent, 2000).

Besides, UNESCO (1997) synthesizes that literacy not only takes in the basic skills of reading, writing and calculating but it can and does involve learning and education for more productive livelihoods, deeper understanding of local and national issues.

Jomtien Conference influenced the definitional aspect of the literacy goals, which are seen in terms of Mastery of the 3R's (Reading, writing and arithmetic) and life skills (Wagner, 2000; Thompson, 2001).

The lack of a uniform definition of "Adult Literacy" and consistent standards for demonstrating the outcomes of participation in Adult Literacy programs makes it difficult to provide specific data regarding the contribution of the program.

However, the studies that have been collected indicate that adult and their families gain significant benefits when adults participate in literacy programs (Beder, 1999).

To conclude, the definition of literacy determines how it is measured or assessed and how it is promoted and encouraged (Street, 1995). One of the main purposes of literacy is to enable people to bring about changes in their lives. Therefore, in assessing the contribution, the role the program played or effectiveness of the literacy course, it is important to gain some idea of these changes expected to come in society and individual elements (Blunt, 2000).

2.2 Concepts and Approaches of Functional Adult Literacy Programs

2.2.1 Concepts of Functional Adult Literacy Program

During the last 20 years, there have been major advances in the scientific understanding of literacy, representing contributions from history, anthropology, psychology, linguistic and educational research (Wagner, et al. 1999).

Functional adult literacy program was developed by Durgunoglu, Oney, and Kuscul (2003) for the inaccessible citizens for application to adults without any reading and writing skills.

UNESCO proposed a new non-formal education strategy that is functional adult literacy in the 1960s. In Oxenham et al. (2002) UNESCO put assumptions in such a way that:

1. Literacy skills are only means to ends and therefore require clear purposes and almost immediate applicability.
2. Adults would respond better to context and methods that build upon their existing knowledge, interest and abilities to discuss, than to the driving and repetition that characterized earlier programs.

3. Most learners could not be expected to be able automatically to see how to transfer skills from a classroom situation to 'real life', so that opportunities to apply the skills needed to be built into the curriculum.

In 1976, the NDP and UNESCO jointly published a summary evaluation on functional adult literacy and learning. Its generally modest findings reduced confidence in the efficacy of literacy programs in general (Oxenham et al. 2002).

Functional Adult Literacy sometimes conceptualized in terms of contextualization. Some learning activities and teaching-learning materials are highly contextualized-chosen or created for this one learning group alone with considerable involvement of the learner group in the design of both curriculum and learning materials that is self-directed or participatory education (Moker and Spear 1982). Besides, Rogers (2001) explains that adults choose what they want to learn, so that the curriculum will be built by each learning group and around their particular interest. The outcomes are not pre-set chosen by the participants, and the evaluation is made by the participants in terms of their personal satisfaction with whether the program meets their individual needs at their time.

Functional adult literacy as a broader concept takes ones being adult literacy, skills training and development and management of income generating projects and the provision of micro finance services among others (Okech, 2005). Functionally literate means someone who can engage in all those activities, in which literacy is required for effective functioning of his group and community and also for enabling him to continue to use reading, writing, and calculations for his own and the communities' development (UNESCO, 1997).

Functional literacy is not just acquisition of skill or knowledge, and its acquisition encompasses more than learning a number of skills. Being functionally literate is more than simply decoding script, or producing essays; it is also taking on the identities associated with these practices.

Functional literacy is an emancipatory practice that requires people to read, speak, and understand a language. In this sense functional literacy is a competence that goes beyond grammar and semantics rooted in everyday exchanges. Such conceptualization emphasizes the linkages between writing and written texts, and culture, economy, and political system (Venezky, Wagner, and Giliberti, 1990, Wagner, 1999).

Functional adult literacy is particularly important in developing countries where formal education has not reached a significant proportion of the adult population, particularly for women.

2.2.2. Approaches of Adult Functional Literacy

Rogers (1997) has discussed literacy approaches by classifying into three broad categories namely, Traditional, Freirean and the Socio-cultural approach. Other times, in his article of IIZ/DVV (2000) education, Rogers, nonetheless, classifies literacy approaches into two broad categories: The traditional and alternative approaches, in which the latter is again divided into various forms. The first version is regenerated Freirian Literacy (through) empowering community (REFLECT) model in which literacy is put in the context of complete social transformation. The second is the real literacy's approach, which starts from the position that all people, even illiterates, have literacy tasks which they need to deal within the course of living in a modern society. And the third one, which is the literacy, comes second approach, starts by running with working groups-groups that already exist in the community and are engaged in some activity.

Despite the different ways of classification, his basic assumptions of literacy approaches are almost constant, and Rogers emphasizes the building up of literate communities, not the individual illiterates. Rogers (2000) further argues that the traditional approach to adult learning literacy skills is based on primary school which makes, adult learners to be treated like children,

Forming an adult class is formal way to conduct a program, a set number of learners, all 'illiterate', are found, a local person to teach them is identified, and text books (primers) are provided to run the course. This process is sometimes referred as a literacy first approach. Since it is thought that adults learn literacy skills first and use them later. Teaching literacy in most adult literacy classes both for men and women, follows school-based approaches. It is indicated that learning literacy under this model is assumed to be sequential in a straight line, and it is top-down. Text books (printer) are provided to run the course, and the concern in this approach is importing knowledge and skills of reading, writing and simple arithmetic. It is further argued that the illiterate women find it hard to learn in the environment which is very different from their every day existence.

Bown (1990) on her part classified models of literacy interventions in to three:

- a) Literacy as a preliminary to change
- b) Literacy as an ingredient in a multifaceted development programme which leads to change, and

- c) Change leading to a desire for literacy, which then leads to desire for further change.

Experiences and approaches in many developing countries (e.g. IIZ/DVV 2002, 2003; Melesse 2000; ANFEAE 2003 in Ethiopia, Regina 2000; Okech et al 2001 in Uganda; Exenham et al 2002) show that teaching literacy and income generating or livelihood activities are combined in adult literacy programs under two umbrella approaches. One is to enrich a livelihood-led programme with components of calculating, writing and reading. The other is to enrich a literary led programme with training, for one or more livelihoods, a framework developed by Rogers, (1997, 2000); IIZ/DVV(2002); Oxenham et al (2002)distinguishes five-categories in some cases with minor distinctions.

1. Literacy as a prerequisite and preparation for training in livelihood or income generation activities. Training in livelihood is the longer term aim, but people are encouraged not to start training in a livelihood until they have first master reading, writing and calculating sufficiently to cope with the livelihood's sufficiently to cope with the livelihood's operating and development requirements.

There is a planned progression between the two

2. Literacy followed by separate livelihood or income-generation activities. Learning literacy is regarded as a self-standing and worthwhile aim in itself and is undertaken first. Thereafter, training is offered in either livelihoods or some form of income generating activities. There are no systematic connections between the two components.
3. Livelihood training or income generating activities leading to literacy. In this sub-category, groups start out learning to develop a business but come to recognize that their progress will be frustrated, unless they learn to calculate more comprehensively, record their income and out goings and read their records. The content of the illiteracy and numeracy grows out of the livelihood and income generation.
4. Livelihood and income-generation activities and literacy integrated. In this sub-category, training in a livelihood and instruction in literacy and numeracy begin simultaneously, often with the content of the literacy derived from or influenced by the livelihood.
5. Literacy and livelihood and income-generation activities taking place in parallel but separately. Programmes under this sub-category recognize the importance of both components, start both simultaneously/but omit to develop any systematic connections between them.

The first two sub-categories fall within literacy-led programmes, the third and fourth fall within livelihood led programmes while the type of programmes of the 5th sub-category would depend on their origins and emphasis.

Various researches in the area mostly in developing countries (e.g in Ethiopia, Uganda, India, Bangladesh, Tanzania, Nepal etc, have shown that livelihood training with literacy, numeracy instruction for very poor people mostly for women has been the experience and helped to the emancipation and empowerment of women through Functional Adult Literacy (FAL) programmes. A project in Uganda of FAL classes, livelihood activities are more emphasized and literacy emanated from the specific activities, for example, health and nutrition programmes for women is incorporated in FAL classes (Rogers, 1997, 2000; Okech et al 2000; Rogers et al 2001; IIZ/DVV 2000, 2003).

Research on evaluation of literacy approaches indicated that livelihood-plus literacy/numeracy programmes can reinforce their chances of success substantially if they can incorporate trainings in savings, credit and business management, along with actual access to credit (IIZ/DVV 2002, 2003). In addition, it is stated that programmes that start from livelihood skills seem to stand as stronger chance of success. Nevertheless, the integration of literacy to other development efforts is not taken positively as can be seen in the words of Lind and Johnston (1990) that integrating literacy to other activities often implies that literacy instruction becomes neglected, since the participating women are expected to be involved in so-many other activities at the sametime. This is substantiated in the following quote. "It is upsetting to observe that women organized in many integrated projects manage neither to generate income nor to learn literacy skills" (Lind et al (1986) cited in Lind and Johnston 1990:155).

Although the problem exists in these kinds of programmes, integrating literacy with other terms of functional literacy dominate most literacy projects in developing countries. This relationship is clearly articulated.

Each literacy project had to link with a specific project, often economic in nature, leading to improved livelihood as understood by many "(IIZ/DVV 2007;16).

Ugandan experience (e.g. Okech et al 2001; IIZ/DVV 2007) shows that FAL refers to the reading and writing that a person requires and uses in the various tasks and engagements in everyday life

such as agriculture, health, income generation activities, marketing and trade, gender, culture, civic consciousness, environmental education and cooperative education. the concept is almost understood in a similar manner in Ethiopia in that Functional Adult 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.” (MOE 2006 cited in Anis, 2007:6)

2.3. The objectives and Implementation of Functional Adult Literacy Program

Non-formal education therefore proclaims strategies calling for a stronger, more integrates and more community-based approach to rural development to meet the basic needs of the poor (Onyishi, 2004).

As participants in the workshop organized by the World Bank (2001) reviewed 27 projects on Adult Literacy programs concluded that programs that incorporate income generating activities such as agricultural production participations, as means of creating, reinforcing and sustaining learners’ motivation, tend to report relatively changes in attitude. Besides, they concluded that programs where facilitators receive some payment and are well trained tend to be associated with large changes in participants’ levels of skills, attitudes, practices and social and political participation programs that reported relatively high attendance, completion and graduation rates and large changes in participants’ levels of skills, attitudes and practices claim to have used participatory approaches to learning.

Programs of adult literacy usually do not confine themselves to helping people simply to read, write and calculate but to bring change on their livelihood by increasing the attitude and understanding those who kept hold of the program. Studies in Kenya and India revealed that Adult literacy programs were aimed to build up and able to increase the participation of women in economic aspects and productivity (Oxenham et al, 2002).

The researcher undertook in sub-Saharan countries depicted that adult literacy data are no available, however, to show the impacts of adult literacy training on production, productivity and standard of living (Rogers, 1997, Oxenham et al, 2001).

In Kenya and Uganda, the same educational program strategy has been practiced so as to bring changes in the livelihood of the society. This is called literacy first. In both countries functional

adult literacy program is an example of literacy first which focuses on incorporating livelihood skills as part of literacy education. it incorporates training for livelihood skills in to literacy education (Oxenham et al, 2002).

In Kenya, Mwangi (2001) recommended that the program has to give due attention to assist farmers produce better: help deepen knowledge, understanding and skills. In Guinea, livelihood and literacy are how to closely enter wined, that it is no longer realistic to different approaches but in Uganda the program is named as functional adult literacy, which gave attention to the integration of literacy with the livelihood of the society (Diallo, 2000).

Ghana, the program defines a functionally literate person as one who engages in activities in which literacy is required for enabling him/her to continue to use literacy and numeracy for community development. The main objective of the functional adult literacy program is to improve the quality of life of the poorest society, especially those in the rural areas. Based on the experience gained during the program, illiteracy is highly correlated with location, income level and gender, the literacy program provides an opportunity for illiterate adults, especially women, to improve their human capital and become more productive members of civil society (Oxenham and Makfar, 2001).

In Uganda the approach used covers some dimensions such as integration of knowledge from different subjects or disciplines, integration among different service providers and integration of learning and life. The methodology actually used by the functional adult literacy instructors is a practical improvisation whose final shape depends on the ability and ideas of the instructors. The findings noted that the methodology used in the program was sounded in terms of problem solving (Oxenham et al, 2002).

The research conducted in Turkey by Durgunoglu, Oney, and Kuscul (2003) revealed that many adults have participated in functional adult literacy program for which two of the objectives of the program were empowering women and bringing change in the livelihood of the society.

2.4 Functional Adult Literacy Assessment

There is a growing body of literature about ways of adopting Freirian pedagogy to adult literacy programs (Coggins, 1973: Creighton, 1997). However issues of measurement in functional adult

literacy program present obstacles to its more general acceptance especially at a time when the “cult of efficiency” pervades public discourse (Stein, 2001).

In Ivory Coast, there were performance indicators to measure the effectiveness of the functional adult literacy program was the outcome of the program. Outcomes were measured in terms of literacy level achieved, completion rates, and changes in knowledge, attitude and practices that contribute to an improved quality of life. It was found that the program has brought a significant change in lives of the society who have participated in the program (World Bank, 2001). In Ghana, the program performance was monitored through several objectively verifiable indicators of literacy skills, knowledge utilization, and improved attitudes and practices in agricultural activities (Human Development Network, 2001).

The use of grade level to assess literacy skills of adults is based on the assumptions that the program provided the necessary literacy skills and that these skills, once obtained, are retained. “It is clear that such distinctions (based on grade level) are not accurate and provide little insight into the actual abilities and the educational needs of adults” (Verhoeven, 1994).

It is recognized that adult learners are likely to have variable levels of knowledge, skills and understanding in literacy training levels. Commonly, learners may be able to demonstrate their abilities confidently in some aspects of literacy and are less able to do so in another, that is, they evidence a ‘spiky’ literacy skills profile at entry level. Successful completion of adult literacy at entry level will allow the learner to progress to other levels of adult literacy program.

It may also be appropriate, depending up on the associated education or training context, for the learner to progress on to a key skill program for the development of attitude and knowledge (Rogers, 1997; Oxenham et al, 2002; Stein, 2001).

Rogers (2001) notes literacy process and any goal of all literacy learning programs as not to encourage learning but to encourage the use of literacy skills. The success and failure of literacy learning programs must be judged by how far they succeed in getting the participants to use their skills. Failures of literacy learning programs are observed in many developing countries. The reason for this failure is that literacy learning programs did not contextualized. The activities are specimens not the real activities.

The paradigm used, contrary to children, a literacy learning program is that adults learn for a purpose, which they have chosen. Adults, in their lives, learn by doing; they do not learn in a linear fashion (Rogers, 2001). Some researches done in Brazil, the Philippines, Sierra Leone and other places show that many adults learn literacy skills without ever going through life (Rogers, 2001).

However, Burckhardt (2000) found in her research that there is usually no clear and realistic assessment of what is practicable and of the pre-requisites for implementation. Nor is there a plan of the individual steps to be taken during implementation though everyone understands in theory where the difficulties lie.

2.5 Literacy and Economic Benefit

The 1948 Universal Declaration of Human Rights and other major international conventions emphasize the right to education (right to literacy). Lind (2007) states that whatever the causal effects look like, progress in literacy and progress in human development often coincide, just as illiteracy and poverty do. Poverty is not just lack of income, but also deprivation of capabilities. Literacy contributes to strengthen the capacities of individuals and families to benefit from existing opportunities such as health, education, political freedom, and income. Oglesby (1996:608) shortly put “Literacy is a potential empowering tool...”, however, it does not automatically empower women but offers keys for unlocking closed doors. In other words, education is seen as one of the most important means of empowering women with the knowledge, skill and self-confidence necessary to participate fully in the development process. It is an entry point to other opportunities, and the educational achievement of women can have ripple effects within the family and across the generations. However, UNESCO's document (1997) on women's education show that participating in male dominating education system benefits only a tiny percentage of women. Hence, one of the tasks of adult (literacy) programmes is to address the limitations of women's involvement in the social, political and economic system. UNESCO in its EFA Global Monitoring Report (2006) puts the link between literacy and the benefits it renders to adult learners. The document classifies the benefits of literacy into five interrelated (arbitrarily and conveniently are the terms used to justify the classification) divisions: human, political, cultural, social, and economic. It further reads:

Literacy can be associated with a wide spectrum of benefits. Human benefits are deeply tied to an individual's self-esteem, confidence and personal empowerment.

Related to this is the increased civic engagement-whether in labour unions, community activities or politics-found to be correlated with participation in adult literacy programmes. Cultural diversity is enhanced by literacy programmes in minority languages, improving people's ability to engage with their own culture... The economic returns to education have been extensively studied, especially in terms of increased individual income and economic growth (UNESCO 2006:22).

IFAD's (2000) project in Uganda shows that functional literacy programmes such as linking literacy to credit/savings help women control over income, which in fact was powerful tool to empower rural women. Here is a quotation taken to strengthen the argument:

Women acknowledge the FAL classes play an important role in empowerment and poverty reduction. They identified the following benefits: participants learn how to read, calculate and write, generate income through modern farming methods, control crop pests, improve household sanitation and hygiene, and improve food planning and preparation; moreover, they get to know each other, creating networks and forming groups, and learn to work together to establish poverty-reduction strategies (IFAD 2000:13).

In addition, a Chinese women says this describing the way literacy has changed her life,

"I don't have to mark bus tires anymore to make sure I get the right bus, and I don't panic when I leave my child in hospital because I know I will be able to find her way and may way out again. And when I use the public toilets, there are no more embarrassing surprises!" (Aksorkool 1995) quoted in UNESCO (2001:3)

In order to make literacy programmes more effective and thus benefit for whom they are intended, they must be interwoven into the practical and everyday environment in which poor women live. This argument is supported by Stromquist (1995), who believes that achieving empowerment through education is dependent upon developing a mode of learning close to the women's everyday experiences that builds upon the intellectual, emotional and cultural resources the participants bring to their social space.

Looking the economic dimensions at the forefront, various local organizations in Ethiopia (e.g ANFEAE, EDA, LIA, ZEMASAFE, KCADO and many others) have been engaged in projects by integrating adult literacy programmes with livelihoods of poor women that has resulted in a strong relationship of maintaining the socio-political, political, and economic dimensions of the individual or societal dynamism (ANFEAE 2003; Pact Ethiopia 2006,2007; IIZ/DVV 2000,2002,2007). The UNESCO (2001) document reinforces the strong relationship between the economic dimension and empowerment of women. The document puts “The most basic prerequisite for empowerment is economic self-reliance and it was believed that lack of economic power was at the root of women subordination (Tapia, 2002). Besides, increasing women’s economic opportunities is an entry points to addressing multiple development goals (United Nations Development Program, 2008. To achieve economic empowerment women must obtain access to and control over economic resources, assets and self confidence in order to benefit from them on a sustainable and long-term basis” (UNIFEM 1996) quoted in UNESCO (2001:8).

2.6 Challenges of Skill Trained Women

The promoting of literacy linked income-generating projects, among women in particular is very common today (Lind and Johnston 1990; Goodale 1996; IIZ/DVV1999/.

Particularly, the acquisition of functional skills for gainful self-employment is one of the direct strategies observed in many developing countries, to promote the job opportunities. To this effect, developing quality and relevant training with entrepreneurial competencies is one of an institutional efforts that training providers should expect for the successful self-employment programs.

However, inadequate and poor quality training, lack of knowledge about local needs for self-employment, inadequate and lack of start up capital have hinderd the effectiveness of income generating ventures (Mulat and Wolday; 2006). Under funding and under qualified staff are also another factor that affects its effectiveness. Regarding to this, Lind and Johnston states the following:

The members (mainly female) of the groups initiating projects are not trained in marketing and management skills, they also lack the technical expertise to produce the intended

products: they do not know how to fulfill the conditions for credit and receive hardly any management support for planning, implementing and developing projects (1990:116).

For example a study conducted among women micro-enterprise operators in Kenya showed that lack of access and skill to improved technology has taken as a barrier to expansion. Likewise, a brief study sponsored by Christian Relief and Development Agency (CRDA) in 1998 revealed that failure to promote and develop improved technology has discouraged women in the Southern part of Ethiopia from producing and marketing “enset” (banana used as staple food) on a commercial scale.

2.7 Organization for Women in Self Employment Project (WISE)

Organization for Women In Self Employment (WISE) is an indigenous non-governmental organization established in 1997 and engaged in organizing of poor self employed women in Addis Ababa with the objective of making them self reliant.

In its effort to bring about sustainable changes in the lives of the target groups WISE adopts a four-fold program strategy to translate its objectives into action, chiefly: organizing saving and credit cooperatives, capacity building trainings on various aspects and start up capital is being given for the cooperatives.

2.7.1 Trainings and Development

Members are trained in various essential skills related to micro-enterprise operations as well as other spheres of their lives.

The trainings provided to the women are classified as follows.

Entrepreneurship/Business Skills: This part of the training is provided to all women who join membership in the saving and credit cooperatives in order to improve their skills and knowledge in the area of business management.

Health Education: The provision of health education aims to enable women to combat problems, business operations due to ill health of the major operator, themselves.

The provision of basic literacy skill training are expected to increase self- confidence and enables member to strengthen their business.

CHAPTER THREE

3. Research Design and Methodology

3.1 Method of the Study

This study was aimed to assess the practices and challenges of functional adult literacy being provided by WISE (Organization for Women in Self Employment) to attain economic advancement. To this end, the researcher chose a mixed research methods to get comprehensive information about research topics. As Creswell (2003) noted that researcher should mix methods in a way that is likely to provide complementary strengthen and non-developing weaknesses.

Source of Data

The sources of data for the study were;

- i. The sources of data for this study were adult women who attended the training program provided by WISE and engaged in income generating activities.
- ii. WISE training program coordinator, program assistants and trainers were another sources of data for the study
- iii. Documents:- like records, reports, printed forms (like brochures, newsletters, pamphlets, posters etc), were additional source of data for the study.

3.2 Sample and Sampling Techniques

WISE is operational its program on five sub-cities of Addis Ababa namely; Kirkos, Nefas-silk-lafto, Aqaqi Kality, Addis Ketema and Gulele. Since, it was not possible to deal with the whole target population, and it was imperative to reach the accessible population, two sub-cities namely, Aqaqi-Kality and Nefas-silk-lafto were taken as sample of the study by using simple random sampling method. The target population of the study were Adult Women who participated in Functional Adult Literacy program at WISE and engaged in various income generating activities in Nefas-Silk- Lafto sub-city, Kebele 57/58, and Aqaqi- Kality sub-city,Kebele, 59 market shelters(place). All these market shelters were determined to be included in the study. There were 167 total population. Of these, 105(62%) were decided to be sample population. Because the larger sample size the more precise research findings. The researcher selected the decided sample size through using simple random sampling. Because random sampling is the best single way to obtain a representative sample since it gives equal opportunities to be selected.

To calculate and determine equal sample size from each market shelter, the researcher used the following formula.

$$n = n/N(Nk)$$

n = the total sample size

Nk = the population size of the k th stratum.

nk = the sample size for the k th stratum.

N = the total population

Finally the following sample size was obtained from each Kebele.

Table I: Market shelter and project beneficiaries in the sub cities and kebeles

Sub-city	Kebele	Total number of beneficiaries in the market shelter	samples
Nefas-silk Lafto	57	$30 \quad n/N(Nk)=105/167(30)=19$	19
	58	$65 = 105/167(65)=41$	41
Aqaqi-kality	59	$72=105/167(72)=45$	45
		167(100%)	105(62 %)

In addition to that, the available training coordinators and facilitators were also another sample population. Accordingly, one training coordinator, one program assistance and 5 facilitators were interviewed to gather information about the planning, implementation and evaluation of the training program.

3.3 Instruments of Data Collection

To obtain information for the study, questionnaire, interview, document analysis, focus group discussion and observation were employed.

Questionnaire

Questionnaires are preferred to include a large number of respondents for this reason, questionnaires were taken as a tool for the fact that data gathering was conducted in selected market shelters. In order to keep the high response rate and provide assistance to subjects in case

ambiguities or difficulties happen, the questionnaire were administered in the presence of the researcher and project facilitators. Both closed and open ended types of questions were set. Most of the questions were in Liker Scale form so that they could be answered more easily and quickly by respondents than the open ended items. By taking in to consideration the respondents' level of understanding, the questionnaires were translated into the Amharic language (see Appendix-2).

Interviews

Both structured and unstructured interview questions were prepared to WISE staff members particularly for training coordinators, program assistant, trainers to gather information about the practices of functional adult literacy training program planning, implementation and evaluation as well as success and challenges of the training program (see appendix III).

Interviews are helpful to gather data on subjects opinions beliefs, feelings and experience, about the situation with their own words(Ary etal, 2002). Accordingly, in order to get in-depth data, an open ended interview questions in a more and less structured schedule were designed- (see appendix-3). Informal and formal interviews were made. Informal interviews were made in the natural conversational manner where as, formal interview were conducted interview schedule contained specific questions in a fixed order. Interviews were conducted with training coordinator, program assistance and facilitators.

Focus Group Discussions

Focus group discussion, which were the core data gathering tools for this study, were employed to get the different perspectives from women. Much information about functional adult literacy program associated with their income generating activities and economic advancement. Two focused group discussions were conducted with respondents who were engaged in various income generating activities in the two sample sub-cities. To gather the information, structured and unstructured guiding equations were prepared for group focus discussion (see appendix 5). When the focus group discussion was held, the researcher played the role of mediator. The second person played the role of recording and photographing the discussion through using audio tape recorder and digital camera respectively (see the transcribed information and the plate of focus group discussion in appendix VII and VIII). The number of FGD discussant was 12

3.3.4 Document Analysis

Document analysis is appropriate to describe the prevailing practices or conditions (Best and Kahan 1993). And it is helpful to gain and understanding of the phenomenon under study (Ary, etal, 2002). Such documents include trainings manuals, annual reports, different printings (like broacher, newsletters, pamphlets, posters etc) and pictures will be exploited. They help to see the results, impacts, successes, and challenges as perceive and feel primarily by program stakeholders.

3.3.5 Observations

The researcher was employed non-participant observation points to look in to the whole context of the functional adult literacy program and economic empowerment effects of WISE. Three project market places Namly keble 57 and 58 in Nefas Silk lafto sub- city and kebele,59 in Aqaki sub-city were observed in order to describe to what extent trained women used or applied the skill they acquired on their income generation activities'. In what type of income generating business activities they were engaged, the condition of the training center and availability of facilities. To keep the Ethical consideration, women were made aware of the purpose of the observation. Some observation points were pre-designed in order to keep common frame of reference (see appendix VI).And anecdotal recording method was employed to describe the situation. To overcome personal bias, the researcher used mechanical instruments(camera) which allows a degree of accuracy which could not achieved by human behavior.

3.4 Data Analysis Techniques

The quantitative data gathering using questionnaire were tabulated, analyzed and discussed by applying descriptive statistics such as frequencies, percentage and mean score. These descriptive statistics instruments were used to estimate the population characteristics under study. The statistical work was processed manually. On the other hand, the qualitative data were described in a narrative form and interpreted. In analyzing the qualitative data, procedures suggested by (eg. Ary et al 2002) like organizing the data, summarizing it; interpreting and finally reporting were followed.

3.5 Pilot Study

The draft questionnaire were first prepared and administered to 25 adult women beneficiaries who were attended functional adult literacy program at WISE and run their income generation activities in market shelter found in kebele 59, Akaki Kaliti sub city. After it has been filled out by those

respondents, each questions was examined item by item to detect ambiguous and unclear statement for instance, part II, question number 2 and 8 were improved and open-ended such as number 3,5,7,9,11,12,and 15 were incorporated in the questionnaire. . Finally, the questionnaire is shaped in the present form.

3.6 Procedures of Data Collection and Administration

Primarily contacts were made with WISE organization as to get permission and support for the research work. And then the researcher were informed about the objective of the study. Convenient time and place were selected for all groups of respondents and the purpose of the study was explained in clear and understandable manner in order to avoid any sort of confusion. The questionnaire was administered and distributed to the adult women in the presence of the investigator. The respondents were instructed to read and fill the questionnaire carefully.

The researcher collected questionnaires as soon as the subjects of the study finished completing. The interview was conducted with training coordinators, program assistant and facilitators and recorded. Two focus group discussions were held with adult women beneficiaries who were run their income generating activities in market shelter found in kebele 59 Akaki Kaliti sub city and kebele 57/58 in Nifas Silk sub city. The discussion was photographed and recorded. Descriptive statistics such as frequencies, percentage, and mean score were applied to tabulate and analyzed the quantitative data. On the other hand the qualitative data was described in statement form along with quantitative data.

CHAPTER FOUR

Presentation, Analysis and Interpretation of Data

In this section, the collected data were presented, analyzed and interpreted. Once the research data have been collected using different types of data collection tools and procedures as described chapter three, the next step was to analyze those data. It generally consists of presentation of the statistical results obtained, illustrated tables and figures, detail description of the interviews, focused group discussion, observation made, photographs taken and documents review results and the implication of the results to the research topic. The collected data then, were analyzed and interpreted using different statistical tools and the various qualitative techniques.

The total of 105 questionnaires was distributed to the respondents and then the whole distributed questionnaires were returned and filled properly. There were not rejected questionnaires. After checking the respondents answer and the questionnaire was found complete the data were processed manually.

Descriptive Statistics such as frequencies, percentage and mean score were used in analyzing the quantitative elements. The information generated through qualitative methods were compiled and analyzed along with the data generated from quantitative methods to help better understanding of respondents background, educational benefit, economic benefit obtained by adult women as a result of the training program. The literacy approaches the organization has been followed and challenges or problems trained Adult women faced to exercise the skill they acquired in to practice.

4.1 Background of Respondents

The following table 2, 3, and 4 indicated respondents age and marital stats, educational level, occupation and condition of income before they attended the currant training program.

Table II- Age and Marital status of Respondents

No	Variables	Frequency	Percentage
1	Age		
	From 16-20	5	4.76
	From 21-25	15	14.28
	From 26-30	27	25.71
	From 31-35	37	35.23
	Above 36	21	20
2	Marital status		
	• Single	12	11.42
	• Married	45	42.85
	• Divorced	13	12.38
	• Separated	25	23.80
	• Widowed	10	9.52

Table two shows Age, marital status, respondent previous educational status, occupation, total monthly income and their financial contribution to family monthly income before they were attended the current training program.

Regarding age, the majority of respondents 79(75.2%) are the age between 21-35 years. Of the remaining, 5(4.6%) and 21(20%) are in the age category of 16-20 and 36 and above years, respectively.

As to marital status of respondents, 12(11.42%) are single and 45(42.85%) of are married. The divorced and widowed are 13(12.38%) and 10(9.52%) respectively. The remaining 25(23.80%) of subjects are separated.

Table III. Educational Background of respondents

3	Educational Status		
	• illiterate	37	35.25
	• Basic literacy and numeracy	19	18.09
	• Primary (Grade 1-8)	34	32.38
	• Secondary (Grade 9-12)	15	14.28
	• Secondary and above	-	-
	• Below or equal to 100	43	40.95
	• From birr 101-300	21	20
	• From birr 301-500	8	7.61
• Above birr 701	105	100	

Women respondents were asked about their educational background before they participated in the current training program and among the respondent 34(32.28%) of them had primary education, fifteen(14.28%) of respondents had secondary education. 19(18.09%), were literate in basic literacy skill, while 37(35.2%) were illiteracy status. The finding indicated that the majority 68(64.8%) of respondents had literacy status, while 37(35.2%) were illiterate.

Table IV. Occupation and income level of Respondents

4	Occupation before you start attending the current training program		
	• “Gulit” and street vender	27	25.71
	• Home based self-employed	39	37.14
	• House wife	19	18.09
	• Unemployed women	14	13.30
	• Private organization Employee	6	5.71
	• Government employee	-	-
5	How much was your total family monthly income in birr when you started the current training program (in birr)		
	• Below and equal to 200	37	35.23
	• 201-400 birr	43	40.95
	• 401-600 birr	19	18.09
	• 601-800 birr	6	5.71
	• 801-1000 birr	-	-
6	How much did you contribute to your family income in birr		
	• Nothing	33	31.42
	• Below or equal to 100	43	40.95
	• From birr 101-300	21	20
	• From birr 301-500	8	7.61
• Above birr 701	105	100	

The investigator was asked the respondents about their occupation before they attended the current training program at WISE? Accordingly, 27(25.71%), and thirty nine(37.14) of respondents responded that they were engaging in ‘Gulit’ and street vender and home based micro-scale activities respectively, and 19(18.09) of respondents were house wife’s. The remaining 14(13.30%) of respondents were unemployed adult women.

The subjects of the study were also asked about their total family monthly income at the time of the current training commencement. Accordingly, 37(35.23%) of respondents answered that they had below and equal to birr 200 family monthly income, sixty two(59.04%) of respondents replied their family monthly income was from birr 401-600. The rest 6(5.71) of them claimed that they were secured birr 601-800 family monthly income.

The respondents were also asked the amount of their financial contribution before they became the current program. Connected to this, 33(31.42%)of respondents noted that they were not financial contribution. 43(40.95%) of the respondents contributed below or equal to Birr 100. the rest, 29(27.61%) of respondents contributed birr 101-500.

From the above data one can understand that the respondents were found in poverty situation. Thus, since WISE aims to help poor self employed or unemployed women, the project beneficiaries were directly related to its intervention area. Because wise dedicated to promote sustainable income, created job opportunities for self and others through providing skill training and offering start up capital.

4.2 Regarding to Functional Adult Literacy Training Program being provided by WISE

4.2.1 Functional Adult Literacy Program by Educational Benefit

The respondents were asked to answer the educational benefit attained as a result of the current training program.

Table V: Current Functional Adult Literacy Program by Educational Benefit

Participants attained as a result of the program	Frequencies	Present
Awareness about health issue, such as HIV/AIDS, family planning, harmful traditional practices, Nutrition, sanitation, first aid, life skills only.	68	64.76
In all areas indicated above and including reading, writing and arithmetic literacy skills.	37	35.23
Total	105	100

As can be seen from table 3, 37(35.2%) responded that the training program helped them to attain the basic literacy skill, acquired business skill and knowledge that enable them to run and manage business, to get awareness about health issue such as HIV/AIDS, family planning, harmful traditional practices, nutrition, sanitation, first AIDS and life skills like communication ability with people (see table 5).

The majority 68(64.8%) of subjects of the study responded that they attained business skills and knowledge, awareness about health issues and life skills. The respondents were also asked that why they didn't participate in the current basic literacy skill training program provided by WISE. They answered that they were able to read write and calculate at the time of program commencement so that they omitted to participate in the current basic literacy skill training program.

Moreover, the respondents who were illiterate and attained basic literacy skills in WISE program also asked in open-ended questions to what extent the training solved your problem or meeting your personal needs as a result of the ability to read, write and count. Accordingly, the respondents witnessed that not only they attained the ability to read, write and count but also served them as a means to write and sign their name, record, read and calculate their income, expenses, profit, to record list of the names of customer who take business products with credit, to red social ceremony celebration invitation card, to identify their mobile telephone numbers and able to call to a person that they need to communicate.

A women whose age is 41 reported the benefit of the program as follows she said this

The only difficulty I had was inability to read and write. I could not record my income and expenditures. However, the organization provided me with basic literacy training by sending trainers right at my business place. I attended the program for 9 months. Now I can read and write and able to calculate simple mathematics. Besides, the skills enabled me to record my income and expenditures, business profit, which was my problem before (FGD, Held on 10/04/2010).

The findings indicated that participants earned from the training the ability to read, write and count which in turn enabled them to record their income generating activities to strengthen their business and other livelihoods activities. The program solved their problem which they had before and served as a means to an end. This condition in turn minimize or avoids the relapsing of the literacy knowledge and skills since their income generating activities encouraged or promoted the application of basic literacy skills.

4.2.2. Benefit of business skill training

According to WISE document, the course component of business training includes basic business skills, marketing, business planning, record keeping, and creative thinking.

Table VI: The Benefit of Business skill Training in Building the Capacity of Adult Women

	Benefits	Very high		High		Moderate		Low		Very low		no of respondent	
		Frequency	Percent	Frequency	Percent	Frequency	Percent	Frequency	Percent	Frequency	Percent	frequency	percent
1	Helped you to attain knowledge and skill in running a business	21	20	61	58.09	23	21.9	-	-	-	-	105	100
2	Enabled you develop saving and credit culture	67	63.8	28	26.6	-	-	-	-	-	-	105	100
3	Benefited you to learn a skill of recording income and expenditure	19	18.09	64	60.99	18	17.1	4	3.8	-	-	105	100
4	Enabled you to acquired skills for the purpose of buying and selling business products.	17	16.1	65	61.9	17	16	6	5.7	-	-	105	100
5	Benefited you to develop awareness about innovative business ideas that enabled them generate better incomes for sustainable development.	18	17.1	57	54.2	25	23.8	5	4.7	-	-	105	100
6	Acquired knowledge and skills in order to design business plan.	15	14.3	55	52.4	32	3	3	2.9	5	4.7	105	100

The above table summarizes the specific benefits acquired/ attained by beneficiaries. Accordingly, more than half percent of the respondents replied that business skill training program helped them to gain very high benefit in developing saving culture, and rated high benefit and explained as follows.

- Have acquired skills and knowledge that enables them to run and manage business.
- Have acquired the skill of recording income and expenditure.
- Have gained skill and knowledge that enables them to apply the purpose of buying and selling business products.
- Have increased awareness about innovative business ideas that enables them generate income for sustainable development.
- Acquired the skills and knowledge in order to design business plan (see table - 6)

Plate 1: Certificate Given for Business and Training Participants

4.2.3. Health benefit

Health problem were another area calling for intervention. Because, education plays a great role in bringing social transformation. It is broadly believed that education is the best instrument in changing out looks and beliefs and it psychologically affected people at individual and community levels. WISE believes that Health related problems hinder beneficiaries to operate their business smoothly which in turn negatively affected the flow of their income. So health education is another areas of WISE intervention provided to project beneficiaries. The major contents of health education were basic health, HIV/AIDS prevention and care, first Aid, Harmful/wasteful traditional practices, nutrition and family planning.

Table VII. Benefit of health education in building the capacity of adult women.

No	Benefit	The extent of the benefit										Total no of respondent
		Very high		High		Moderate		Low		Very low		
		Frequency	Percent	Frequency	Percent	Frequency	Percent	Frequency	Percent	Frequency	Percent	
1	Helped you to develop awareness about hygiene and sanitation	23	21.9	69	65.7	9	8.6	4	3.8	-	-	105
2	Increased awareness about HIV/AIDS	79	75.2	23	21.9	3	2.9	-	-	-	-	105
3	Enabled you to acquire first Aid skill and knowledge which can be applied when accidents occur in the family.	19	18.09	47	44.8	21	20	18	-	-	-	105
4	Helped you to identify harmful traditional practices.	21	20	64	61	16	15.23	4	3.8	-	-	105
5	Increased awareness about the use of family planning methods	73	69.5	27	5	4.8	-	-	-	-	-	105
6	Increased awareness about better feeding practice to their children and the family as a whole	11	10.5	53	50.5	31	29.5	6	5.7	4	3.8	105

Accordingly, the respondents were asked to rate the extent of the benefit they earned from health education. More than half percent of the respondents were answered that they attained very high benefit as a result of health education and expressed the benefit as follows.

1. Increased awareness about HIV/AIDS prevention and care.
2. Increased awareness about the use of family planning methods as enabled them to limit the number of children in the family which in turn contributes to economic advancement and security, and improved health status of the mother as well as the child.

Beside more than half of the respondents were responded that they were gained high benefit in the following areas

1. Helped them to develop awareness about hygiene and environmental sanitation.
2. Helped them to identify harmful traditional practices.
3. Increased awareness about better feeding practice (see table-7).

4.2.4. Economic Benefit

The most basic prerequisite for empowerment is economic self reliance. Thus the investigator was exploring the impact of the training program on economic empowerment of Adult Women.

Table VIII: Economic Benefit Adult Women's Attained as a Result of the Training

Economic benefit	Frequency	Percent
• Increased business profit	72	68.6
• increased their financial contribution to their family monthly income.	61	58.09
• Start/increased saving	105	100
• Created job opportunities	33	31.4
• Expanded business	7	6.7
• Satisfied their financial needs for saving and credit cooperatives to initiate or expand their preferred line of micro enterprise operation.	105	100

The respondents were asked the economic benefit they attained as a result of the training. Related to this, 72(68.6%) of respondents replied that their business profit have increased; 61(58.09%) of the respondent answered that their financial contribution of family monthly income increased. Furthermore, 33 (31.4%) of respondents witnessed that they have got job opportunities. Only 7(6.7%) of respondents indicated they expand their business. All subjects of the study replied that they enabled to satisfy their financial needs through their cooperatives with which they could initiate or expand their prepared lines of micro-enterprise operations.

The respondents were also asked about the practice of the loan system. Accordingly, the interview result reported that, primarily attending livelihood particularly business skill training is mandatory or a prerequisite to get access to loan. Secondly any member of saving credit cooperatives get access to loan to start or expand their preference lines of business through their cooperatives not directly granted by WISE (the mother organization). Primarily the loan was given for their cooperatives as a start up capital by WISE and then it was the cooperatives responsibilities to provide and disburse the loan to members in the revolving fund system based on the cooperatives rule. Their saving was deposited individually in their name. The following business indicated members pass book the amount of saving recorded in their pass book.

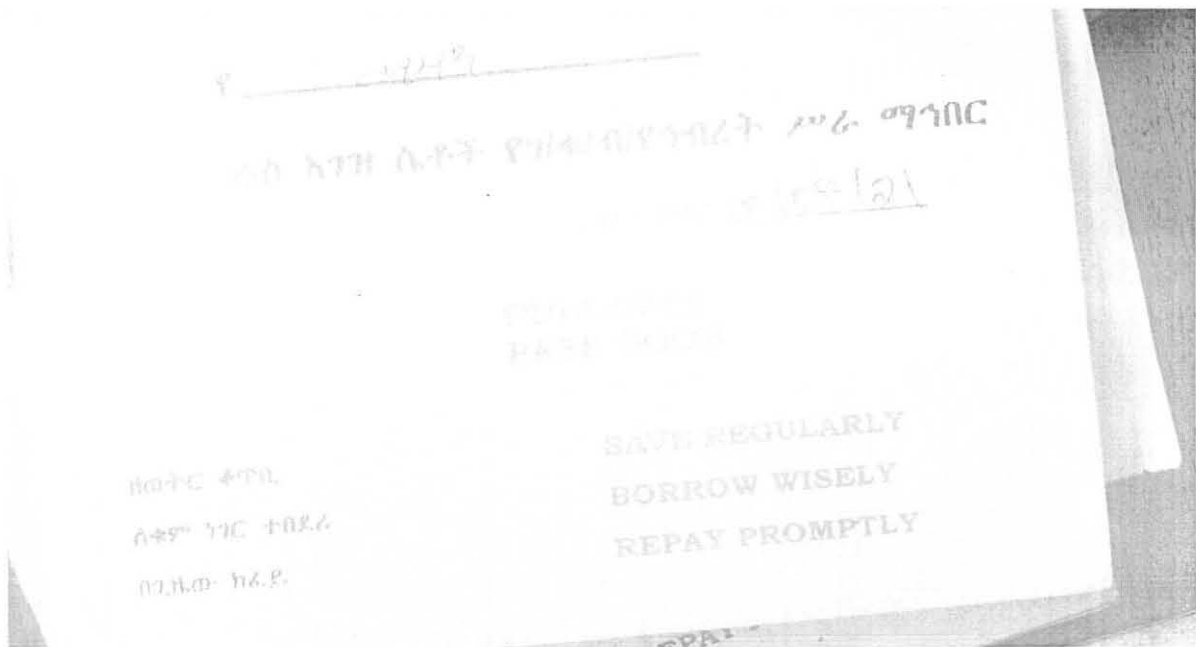


Plate 2: Beneficiaries Saving Account Book

The interest they paid for the loan they had taken was recorded as the cooperatives income not the mother organization (WISE) to satisfy their financial needs and, as well as increased the financial capacity (capital) of their cooperatives.

Table IX: Participants Financial Contribution to their Family Monthly Income

Degree felt	Frequency	Percent
• Increased by hundred percent	10	16.4
• Increased by more than half percent	13	21.3
• Increased by half percent	31	50.8
• Increased by twenty five percent	7	11.5
• Increased by ten percent	-	-

The respondents were asked to rate the extent of their financial contribution if it was increased as a result of the current program.

Accordingly, as indicated in table VII, 37(50.5%) of respondents witnessed that their contribution was increased by half percent, 13 (21.3%), and 10(16.4%) of respondents replied that their contribution was increased by more than half percent and hundred percent respectively. The rest of respondents 7(11.5%) indicated that their contribution was increased by twenty five percent.

Besides, in the focus group discussion carried out with program participants reported that the training program contributed to them to get where they are now. Related to this, a woman who is aged 31 expressed the benefit of the training she attained as follows:

I do not believe that success only depends on formal education. I was engaged in business activities before, but I was not able to generate significant profit. It was not happened because of my illiteracy, as I have attained grade 10. All the success I have gained is after I attended business skill training at WISE. I am now preparing to diversify my business by increasing the number of products I serve. I have constructed a balcony for my bakery shop by spending 1800(one thousand eight hundred) birr and as well as a shelf for the vegetable products for 3050 (three thousand fifty) birr. Now I have taken out a loan of 7,000 birr of which I have managed to repay 2,343 birr. My saving has also reached 2,853 birr (FGD 2 HELED ON 13/04/2010).

A woman, who is about aged 34 also suggested about the benefit of the training as follows:

One thing I would like to emphasis is that of all the other services, the training was the most vital in helping me to get were I am now. I am saying this because I was running the business before I was organized in the cooperative, and I have now realized progress. Now I earn a monthly income of 400(four hundred) birr. I used my third loan (2,500 birr) to expand independently my small commodity shop. I have also enrolled my children in a better school. There are also other benefits that I reaped from the training I got at WISE. built my ethical behavior and discipline; it enabled me to effectively manage my family, as well as helped me to understand the benefit of saving and build asset(FGD 2. HELD ON 13/04/2010).

4.2.5 Decision Making

Economic Empowerment is not only obtained access to economic resources but also the ability to make decision on resources with out the domination of their husband and others. Thus, to explore whether adult women were control their resources in order to benefit from on a sustainable and long term basis or not, the researcher was exploring the situation of decision making on family expenditures.

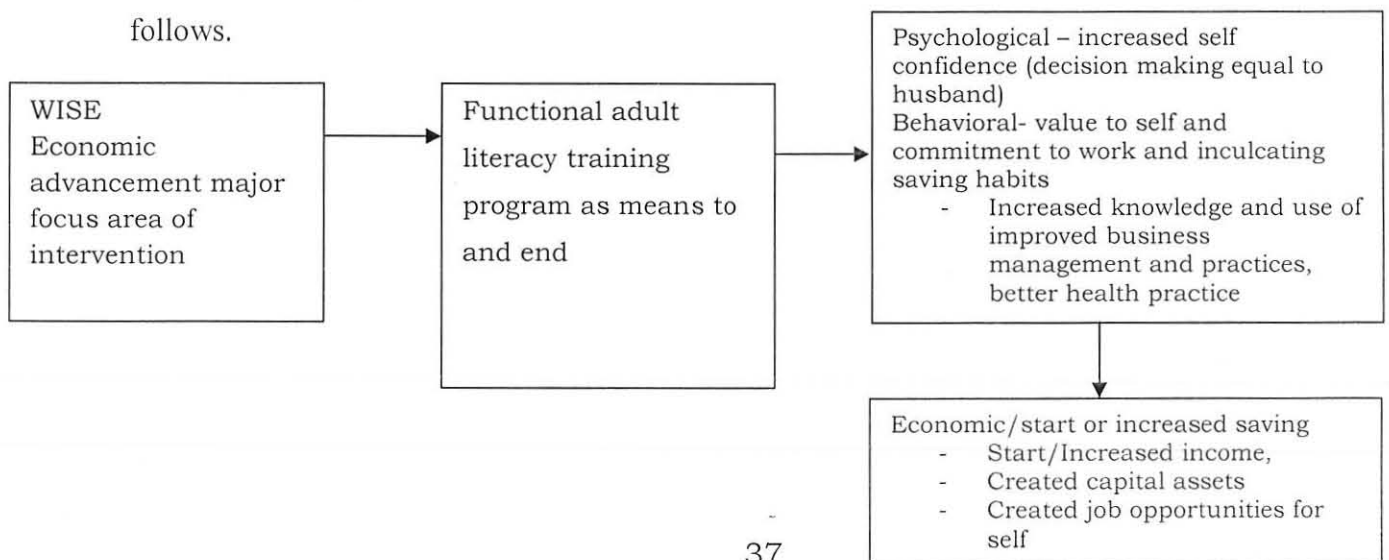
Table X: Decision making on family income and expenditures

Decision making	Frequency	Percent
• Only your husband	12	11.42
• Mostly your husband	18	17.14
• Jointly you and your husband	60	75.14
• Mostly you and only you	15	14.28

The respondents were also asked who decided on family income and expenditures. As the data shows the majority 60 (75.14%) of respondents answered that they decided jointly with their husbands and 18(17.14%) of respondents replied mostly their husband.

From the above quantitative and qualitative data, we can infer that adult women have gained accesses to employment opportunities, able to generate and increased their own income and empowered to control resources. Because their saving deposited individually in their name, and their decision was equally important to utilize family incomes to family expenditures. This research findings coincides with (UNIFEM 1996) Quoted in UNESCO(2001:8) suggestions about economic empowerment. It says, “ the most basic pre-requisite for empowerment is economic self reliance. To achieve economic empowerment, women must obtain access to and control over economic resources, assets and opportunities in order to benefit from on a sustainable and long term basis.” Moreover, Mkwelly and Mc cord.M.(2001; 27) define economic independence as “property ownership, new skills and Knowledge, engaged in new/non-traditional type of work and the ability to make decisions on resources without the domination of others.”

Finally in order to show, clearly the relation between functional adult literacy program and its benefit the participants attained, the researcher tried to draw the ret halt in the form of diagram as follows.



4.2.6 Income generating activities

Table XI: Respondents by Income Generating Activities

Income generating activities	Frequency	Percent (%)
Service activities	16	15.23
- Small restaurant (preparing different types of meals)		
- Coffee and tea	9	8.57
- Hair dressing/beauty salons	3	2.85
Total	28	26.65
- Producers	19	18.09
- Injera baking		
- Food processing (preparing baltna products, shiro, paper, lentels etc.)	12	11.42
- Making fuel saving stove	8	7.61
- Embroidery	3	2.85
Total	42	40
Traders (buying and selling business activities)	8	7.61
- Grain and cereal selling	5	4.76
- Selling of cultural cloth, ready made cloth	10	9.52
- Selling of vegetable and fruit products	12	11.47
Total	35	33.35

As to respondents income generating activities, 28(26.65%) of the respondents were engaged in service activities (repapering and selling of meals, selling coffee and tea, hair dressing). Large numbers 42(40%) of the respondents were engaged in production activities such as injera baking, preparing "baltna" products, making fuel saving stove and the remaining 35(33.33%) of respondents were traders (engaged in buying and selling activities).

From the above data one can understand that the respondents were engaged in different economic activities.

The respondents were also asked what economic and other benefit they attained as a result of operating their business activities in permanent market shelters.

A women aged around 35 explained the benefit she gained as follows.

I am engaging in preparing and selling food. In order to prepare various types of meals, I purchase the inputs such as injera, vegetables "baltna" products, fuel saving stoves from my friends who are engaged in such business activities. So I can say that we are not only

members of saving and credit cooperatives, but also business customers of one another (FGD1 held on 10/04/2008).

Moreover, a women aged 31 year and engaged in food processing economic activities replied the following. She tells this:

Of course we know that among the large part of our society what works better is eating together rather than working together. However, even though eating together is not a bad practice in itself, working together is more important in increasing productivity and bringing about development (FGD1 held on 10/04/2010).

Another women aged 55 and engaged in buying and selling grain and cereal business activities reported the benefit of permanent market shelter as:

For many years, I used to do my trading activities by going from place to place. During this time the polis was constantly harassing when I were selling my business products. This situation was hindering me to generate better profited from my business actives But I am now able to do my business in a settled manner as result of securing access to this shop, Now as I have my own market shelter, I am always available. My customers identify my shop and come to by may produces (FGD2 held 13/04/2010).

Based on a pre-designed open-ended observation questions, the researcher obser4ved the relationship and collaboration among adult women micro – interpreters in the market shelters. Accordingly the researcher observed and collaboration of adult women and then expel and the result in the form of the following his own crated diagram to make the finding clear and understandable to the reader.

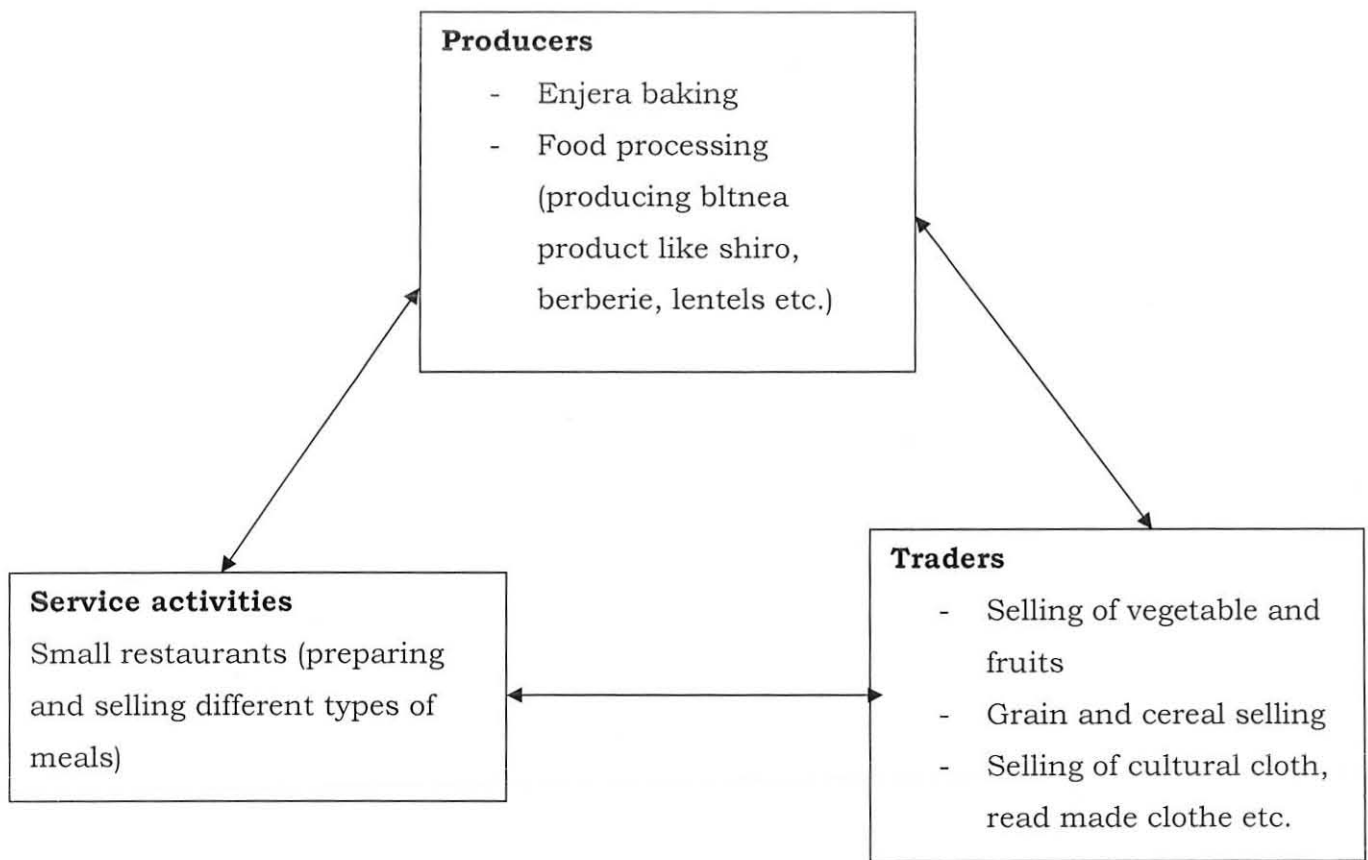


Plate 3: Women Engaged in Injera Baking Income Generating Activities in Kebele 59 Market Shelter in Akaki Kalit Sub City

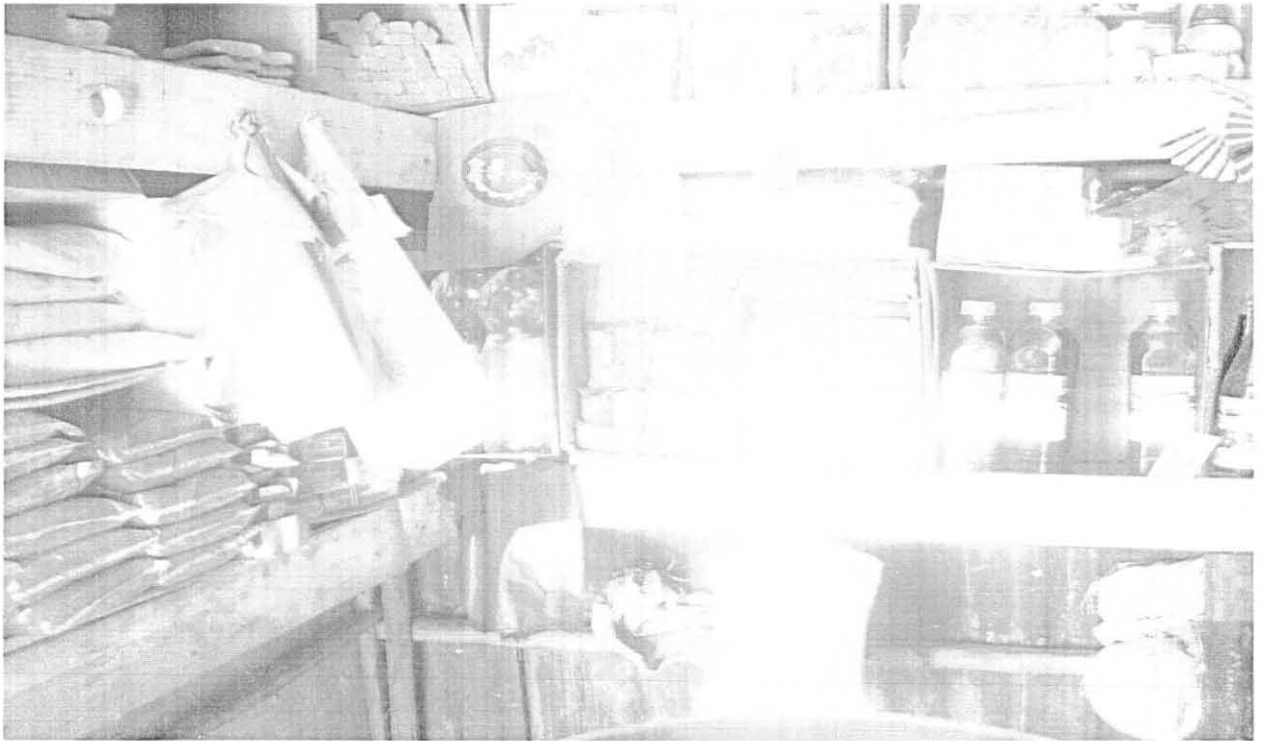


Plate 4: Women Engaged in Various Baltena Products Income Generating Activities in Kebele 59 Market Shelter in Akaki Kalit Sub City



Plate 5: Kebele 59 Market Shelter in Akaki Kalit Sub City

As we have learnt from this research findings, securing market place played a very significant role in promoting business profit. The reason was that since respondents operate income generating activities in a permanent market shelter in settled manner and in group, the environment become conducive that enabled them to promote business profit, to use or apply the skill they employed and to support each other. In addition to that it will be favorable to carry out follow up or to give technical support since they settled in permanent place.

4.2.7 Literacy Approaches

Many development agencies such as the World Bank and UNESCO have been advocating the various models of literacy and its effects on socio-economic, political and cultural changes in the society.

In regard to literacy approaches, various scholars such as Rogers (1997, 2000) Bown (1990) have identified various approaches of literacy and other development interventions.

Thus, the planning, implementation and evaluation of the training program were explored in order to find out what literacy approach has been followed by the organization. The main source of the data were interview questions conducted with training coordinators and facilitator observations made. Documents like reports, brochures, text books were analyzed.

What is Emphasized Literacy or Empowerment

In regard to the program, the researcher was asked both training coordinators and facilitators what was the primary objective of the program. Accordingly, the interview result revealed that the objective of adult functional adult literacy program was intended to build the capacity of adult women in various skills that enables them to better practice of business activities with which increase their income to better living condition. In this case, the educational outputs (skill and knowledge were served as a means to an end. Primarily economic empowerment was emphasized, literacy was secondary. WISE document was also reported the same result. But it indicates that a Clear correlation between educational out puts (skill and knowledge) and economic empowerment which is WISE major area of intervention. The correlation of literacy and development (primarily economic empowerment in this case agrees with Bown's (1990) second model of literacy intervention. She says literacy is an ingredient in a multifaceted development program which leads to change.

Approaches of teaching literacy and income generating or livelihood skills

The researcher were also asked how was teaching literacy and income generating activities and livelihood activities approached and, as well as learning basic literacy approached. Accordingly, the interview result and WISE document revealed that primarily adults were provided with livelihood skills followed by instruction in basic literacy skills. The interview result and WISE document also reported that WISE found that keeping proper track of orders, stock, and sales requires the ability to read, write and count. On the other hand, particularly the content of business skill training modules requires that participants are able to read and write and count, in the process of learning. In this regard, the illiterate status of participants posed to a problem. To solve the problem, WISE launched basic literacy skill training program scheduled during the late afternoon through home based and result oriented literacy approach. In this case, the researcher argues teaching literacy and income generating activities or livelihood activities fall under Rogers' (1979, 2002) 3rd category of livelihood approach.

This clearly indicated that the contents of basic literacy derived from or influenced by income generating activities (business activities). Moreover, since program participants were mainly engaged in home based production and micro-scale trading activities and primarily organized in saving and credit cooperatives, learning literacy skills comes from the real task they were engaged.

In the 'business planning' skill training module, the participants first learn how to design business plan and then instructed to apply components of basic literacy skills. A business plan encompasses objective, activities to be done to achieve objectives and allocation of financial budget to run the business. To accomplish these activities, adult women were expected to have the ability of basic literacy skills to write and read business objectives, activities, and put mathematical numbers to indicate the allocated financial budget to each activity and apply mathematical instruments to calculate the total financial budget of the business plan. In all these engagements, adult women learn basic literacy skills and able to enrich their basic literacy skills.

In record keeping module (I) and (II) business skill training, adult women learn primary how to record business income and expense, their savings and credits. And then adult women instructed to apply basic literacy skills. They fill various forms in saving and credit activities and use simple calculations to indicate saving progress and the amount of loan beneficiaries were borrowed. The participants also record their business income and expense in their micro-enterprise operations.

In “Marketing” business skills training module adult women learn about good management of micro-enterprises and in ‘creative thinking’ business skill training module, adult women learn how to create innovative business ideas that enable them to generate better income for sustainable livelihoods. In all these engagements, women need literacy skills for effective operation of their business activities and accomplishment of the main task of maintaining the saving and credit as planned or expected.

This situation creates opportunities to literate groups of program beneficiaries before and participated at WISE training program to learn and enrich their basic literacy skills simultaneously. In this case, teaching literacy and income generating activity or livelihood activities fall under Rogers (1979, 2002) 4th category of livelihood lead approach. And from the perspective of learning basic literacy classification WISE fails under ‘literacy comes’ second approach.

From the above information, we can infer that the literacy approach followed by WISE was favored for literate adult women at the time of the current training program commencement.

Because, they can understand and develop business skills and literacy skills since, the content of business skill training requires the participants are able to read, write and count. On the other hand, this situation limited the illiterate adult women to develop the necessary business and literacy skills and knowledge which in turn leads to poor practice of micro-enterprise operations.

The researcher were also asked training coordinator respondent what mechanism the organization employed to avoid the relapsing of the skill adult women acquired and ensure the sustainability of the program. Connected to this, the interview result reveled that sponsorship i.e. illiterate members were assisted to access primary education after they completed their basic literacy skill training. WISE document also reported that up to now over 500 illiterate adult women were assisted to access primary education.

The interview result and WISE document also reported that establishing community based institutions such as credit and saving cooperatives, ‘yetena idir’ were another mechanisms employed by the organization to avoid the relapsing of the skill they employed and sustainability of the program. In relation to this, the researcher raises questions how these institutions avoid the relapsing of the skill and knowledge the adult women acquired and sustainability of the program.

Accordingly, the interview result and WISE document reported that since the saving and credit cooperatives (SACCOS) managed by beneficiaries themselves and provides members for micro finance services, the approach provides women leadership development and it gives them ownership of the institutions. Members are able to easily access sizeable loans for their business and they are directly involved in making decisions on pertinent issues such as the rate of interest on loans and savings, size of loans, repayment period. Besides, when they provide micro finance services to members, they fill various forms to record beneficiaries' savings and credit, use calculations, put signatures. In all these engagements, members need the application of basic literacy skills.

WISE documents further reported that the long term goal of the cooperative is to be self reliance institutions that are capable of meeting the development needs of their members in a sustainable manner.

The following plates also show that cooperative leaders were applied basic literacy skills in the process of Micro Finance activities. The first women found the right side of cooperative leaders read beneficiaries saving account. The second women next to the first women starting from the right side, was writing on the beneficiaries pass book to record saving, credit and interest for the loan she used. The 3rd person engaged in reading filled forms. The last women were writing receipt to be given to members of saving and credit cooperative. In front of them on the table, there is a calculator machine that use to arithmetic purpose. Thus, the researcher can conclude that this situation avoids the relapsing of the skill adult women employed as a result of the training program and at the same time it insures the sustainability of the program as a result of the beneficiaries gained the opportunities to carryout the saving and credit activities by themselves and follows revolving loan fund system which strengths the cooperatives financial capacity to realized self reliance institutions which is a long term goal of the cooperatives.

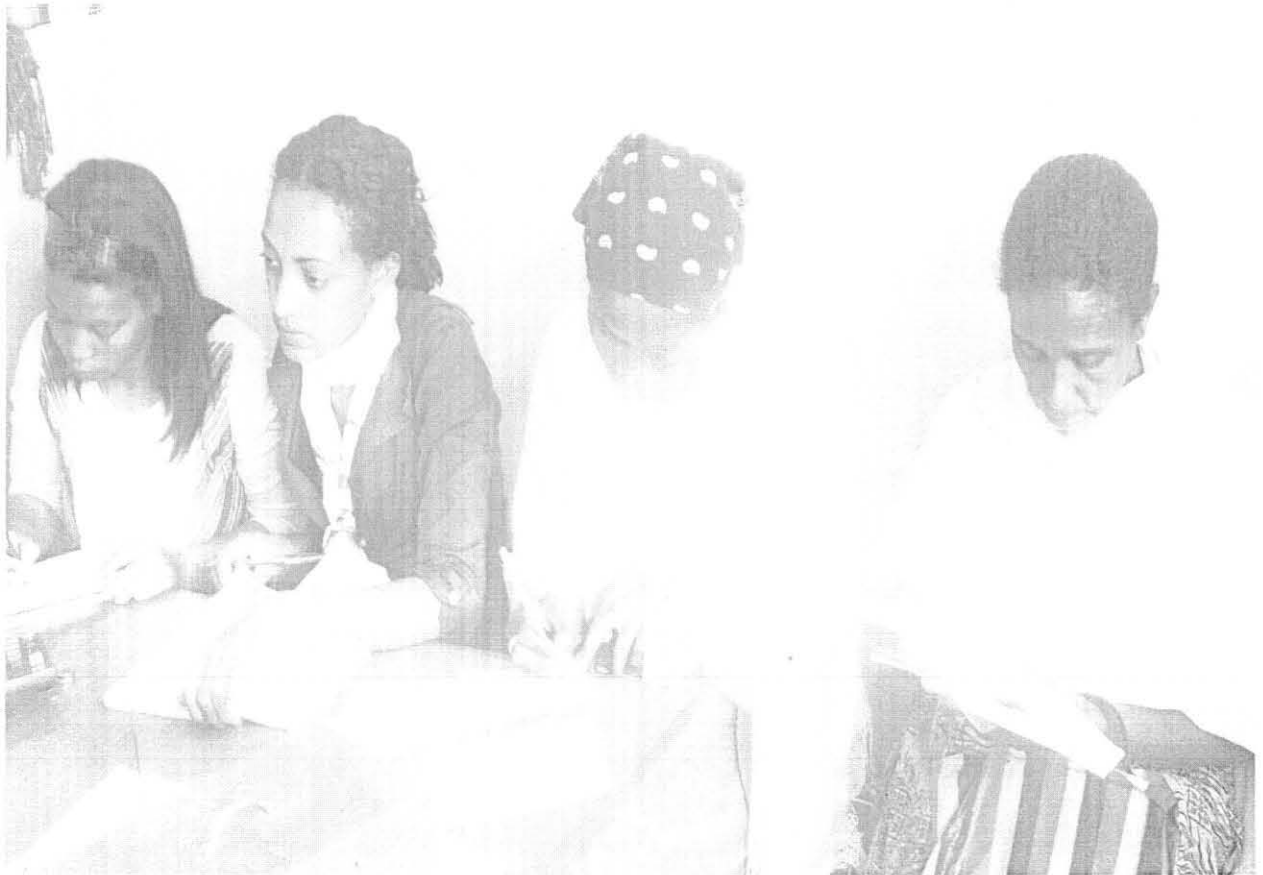


Plate 6: Saving and credit cooperative leaders engaged in collecting members saving

The researcher asked the training coordinator who initiated and established the micro-health. Accordingly, the interview result reported that WISE initiated and established micro-health insurance scheme by the name “yetene idir” which aims at creating social collateral to provide or delivered health education to members of saving and credit cooperatives focusing on prevention and covering partial medical expense and thereby saving medical costs. WISE Document also supported the interview result.

The researcher also asked about the long term goals of ‘yetena idir’. The interviews result and WISE document claims that the long term goal of the Idir is improving the coverage of the medical services including family members to benefit from medical services and established their own medical center.

To this end, one can infer that the presence of this yetena idir helps to provide periodic awareness creating about health issues that enables members to remember the literacy they forget and strengthen member’s skills and knowledge on health issues.

4.2.8 Management of Functional Adult Literacy Program

In regard to management of the training program the researcher were asked that how the training program was managed during implementation of the program. Accordingly, the interview result and WISE document revealed that the training programs were managed by WISE training coordinator, facilitator and members of credit and saving cooperatives. The training coordinators were responsible for the allover smooth operation of the training program. The trainers were responsible for carrying out the teaching learning process. Each credit and saving cooperatives established educational committee by selecting 3 individual members, which have been working in collaboration with WISE training coordinators and facilitators in the smooth operation of the training program. In this regard, the management and administration of the training were participatory.

4.2.9 Method of Teaching, Class Size and Learning Assessment

Functional Adult Literacy Program Teaching Methods

In regard to Documents developed by WISE revealed that Group Discussion, role playing, drama, panel discussion, demonstration, pear teaching and picture were suggested to be employed in the functional adult literacy program. The researcher were asked whether program coordinator, program assistant and trainers were provided with additional training. Accordingly, the interview result and WISE document claimed that the educational level of program coordinator, program assistant and trainers were consisting of twelve complete, diploma and degree.

As reports from WISE document claimed that also to implement functional adult literacy program, the trainers, program coordinator, program assistants have got concepts of literacy and development, role of literacy in development programs, about principles of adult teaching and learning to enrich their capacity.



Plate 7: Trainers on short term Training

Besides, the trainers were asked what type of teaching method they were employed in teaching adult women. They replied that group discussion, demonstration, drama, field visit and pictures were methods applied to build adult women existing knowledge and acquire new knowledge and skills which are responsible and relevant to the livelihood and social needs and interests and likely promote opportunities to apply adult basic literacy skills needed in income generating business activities.

The following plate show also that adult women were on business skill training and in group discussion. In the process of learning, they were using charts and writing materials and applied basic literacy skills to learn business skills. Thus, trainers were applied student-center teaching methods as suggested by the document.



Plate 8: Adult women on Group discussion in business planning skill training

The above plate also witnessed that the class size was not exceeded more than 25 participants. As to class size, the trainers answered that the class size was 18-25 students per-class. In regard to learning assessment, paper and pencil test were employed to evaluate their knowledge and skill of basic literacy. The two plates below proved that the organization was applied paper and pencil test to evaluate basic literacy knowledge and skills of adult women. As we have seen the assessment questions, they were derived from directly related to their livelihood activities.

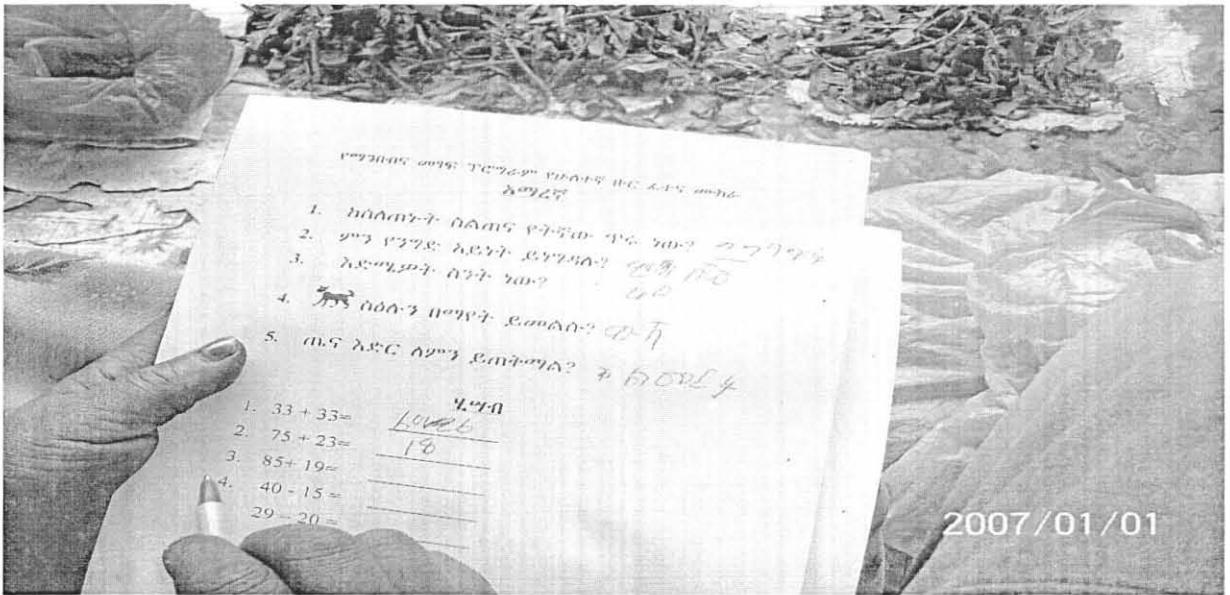


Plate 9: Paper and Pencil Test



Plate 10: Paper and Pencil Test

4.2.10 Conditions of the Training Center

As the researcher observed, the condition of the training centers were comfortable and equipped with the necessary facilities such as adequate sitting chair, electricity, water, restroom.



Plate 11: The Training Rooms were found in the Ground in front of the Vehicle

4.2.11 Challenges faced by trained women

The trained women were also asked to reveal the challenges they were facing during and after the training.

Table XII: Challenges the skill trained women faced to put the skill they employed in to practice

No	Factor	Very high		High		Moderate		low		Very low		Average value	Degree	No of respondents
		Freq	%	Freq	%	Freq	%	Freq	%	Freq	%	Freq		
1	Inadequate or lack of skills	27	135(25.75%)	58	232(55.2%)	17	51(16.1%)	3	6(2.9%)	-	-	4.0	High	105
2	Inadequate or lack of startup capital	1	5.09	5	20(4.8%)	7	21(6.7%)	32	64(30.5%)	60	60(57.1%)	1.6	Low	105
3	Lack of market place	0	0	37	185(35.2%)	3	9(2.9%)	38	76(36%)	7	7(6.7%)	2.6	Moderate	105
4	Inadequate or absence of consistent of follow up	10	143(9.52%)	20	80(18.04%)	30	93(28.57%)	30	9(28.5%)	25	25(23.80%)	2.5	Moderate	105

As indicated in table 10, the major problem or challenge the trained women facing were the inability to read, write and count to learn income generating skills and livelihood activities which in turn also became a barrier to operate their business activities effectively.

Lack of consistent follow up and technical support were another major challenge or problem that hindered in smooth operation of their micro enterprise.

CHAPTER FIVE

Summary, Conclusion and Recommendations

This section comprises the summary, conclusions and recommendations of the research results. Summary was made by taking the major incidents of the study. Conclusions were also given by incorporating personal insights and by discussing previous works of other scholars. After the summary and conclusions of the study had been made, some possible suggestions were given.

5.1 Summary

This study is aimed at understanding the practice of functional adult literacy training program. It attempted to assess to what extent functional adult literacy training program build the capacity of adult women with which they can attained be economic advancement. The literacy approach the organization has been followed was another area of the investigation included in the study. The study was conducted in the three market shelters in Aqaq-Qui Kality sub city kebele 59, and Nefas Silk sub-city kebele 57/58, where skill trained adult women engaged in income generating activities.

Both qualitative and quantitative research designs were used. Hence, questionnaire, interviews, observations, focus group discussions, document analysis, photographs and audio tape recordings were employed as data collection tools.

The collected data were analyzed both quantitatively (using descriptive statistics) and qualitatively (describing things in the form of statement). To analysis the quantitative data, frequency, percentage and mean score were used (See Table-12). In analyzing the quantitative data, the suggested procedures like organizing the data, summarizing it, interpreting and finally reporting were seriously followed. During interpretations, meanings and personal insights were extracted using already described data.

Findings

Based on the analysis of the data, the following findings are drawn

It was found that the majority of respondents were engaged in low income generation activities such as home-based production and micro-scale trading, and unemployed

women. Besides, the majority of respondents had low level of educational background and there were also significant number of illiterate adult women when they commenced to participate at WISE functional adult literacy training program.

The findings indicated that the various training provided by WISE were helped adult women to brought changes in attitude regarding to self and work, and inculcated saving and training culture and increased awareness about various health issues.

It was found out that the desired economic benefit has registered as a result of the training. Participants were able to generate or increased their own income, increased business profit, secured and got job opportunity, increased financial contribution to their family income. Besides this, participants were also empowered to control economic resources since their saving deposited in the name of each beneficiaries and their micro-enterprise business registered in the name of adult women. Their decision was also equally important on family expenditures.

WISE functional literacy training approach was found out functional. a clear correlation has been found out between educational out puts (skill and knowledge) and economic empowerment which is WISE major area of intervention. Educational outputs were served as a means to achieve economic empowerment.

It was found that WISE functional adult literacy program was designing enabling adult women to use literacy on their livelihood activities and enabling to become better applying adult basic literacy particularly in their business activity. However, the literacy approach employed by WISE was not considered the needs experiences of adult women, since they were primarily provided with livelihood skill training which need the ability of reading, writing and counting.

The performance of skill training through home based and result oriented literacy approach was found low performance when seen against the plan because of high drop outs. Besides, lack of time, lack of interest, seeking allowance, sight problems and inability to see the advantages of being literate were found the main reason for dropouts.

It was found out that saving and credit cooperatives approach were provided women's leadership development and sense of ownership of institutions since the cooperatives were managed by the beneficiaries themselves and provides members for micro finance services. It was also found out that when they dispersed loan to members, they were applied basic literacy skills to accomplish activities such as fill various forms in order to record beneficiary's savings and credits, to sign on various forms to grant loan to beneficiaries. The research findings indicated that adult women should provide business plan and has saving account to get access to loan. It was also found out that this situation encouraged adult women to apply basic literacy skills in the process of designing business plan.

The results of this research has shown that the development of market shelter (place) was created business friendly environment for micro-enterprise entrepreneurs to work together thereby enhance the development of their business enterprise.

Lack of basic literacy skills and lack of consistent follow up and providing technical support were the major challenges and problems faced by illiterate adult women to operate their business ventures effectively.

5.2 Conclusions

WISE was working with poor urban women found poverty situation or at risk, and need support. Since, WISE major focus area of intervention is Economic Empowerment of poor urban women, the desired Economic benefit was registered. WISE functional adult literacy program helped or contributed a significant role for the attainment of the various objective (Economic Empowerment). Because, the various skill trainings provided by WISE helped adult women to brought changes in attitude regarding to self and work, in calculated saving and credit culture, better practice of business management and increased awareness about various health issues mainly focusing on prevention in order to secure the flow of income without interruption due to health problem. It indicated that Educational outputs served as a means to attain Economic Empowerment.

Moreover, the establishment of community based institutions such as credit and saving cooperatives and “Yetena Idir” by WISE resulted to gain to fold benefits. It insures program sustainability since the microfinance service and income generating activities were managed by the beneficiaries themselves and at the same time helped to avoided the relapsing of the skill they attained as the result of the training since their were applied and practice the skills they acquired to accomplish saving and credit tasks as well as operating there business activities.

On the other hand, teaching literacy and income generating activities or livelihood skills approach followed by the organization was a barrier or problem particularly for illiterate adult women participants, since the organization was following livelihood-lead approach. First they learn livelihood skills followed by basic literacy skill training. In this case, particularly the content of business skill training required adult women were able to read, write and count. This situation limited the illiterate adult women to develop adequate livelihood knowledge and skills in the teaching and learning process which in turn negatively affects the performance of their business operations. Besides, the organization recognized the problem and provided basic skill training programs through home based and result oriented literacy approach scheduled during the late afternoon. But the performance was very low when seen against the plan because of high dropouts. This condition again negatively affects the performance of the organization to attain the intended objectives adequately.

5.3 Recommendations

Based on the findings, the following recommendations are given.

1. Functional adult literacy program built the capacity of adult women and helped adult women to attain economic empowerment. Besides, the establishment of community based organization such as credit and saving cooperatives (CSCCOS) and 'yetena Idir' were given an opportunity to beneficiaries to leadership development and ownership of the institutions since, saving and credit activists were provided and delivered by themselves. In this case, this situation ensures program sustainability and, as well as helped to avoid the relapsing of the skill adult women attained as a result of the training since they were applied and practice the skills they acquired to accomplish saving and credit tasks and to operate their business activities. Thus, WISE approach should be replicated by other organizations to further contribute in the reduction of poverty and attain economic empowerment of other women found under poverty situation in the country.
2. WISE functional adult literacy program was designed in enabling adult women to use basic literacy particularly in the process of Business skill training and in the operation of their income generating activities. This situation limited to develop a livelihood skill which in turn leads to poor practice of micro-business operations. Among illiterate adult women participants. Besides, it affects the performance of the organization to attain its intended objectives adequately. Thus, WISE should take into account the problem and redesign appropriate literacy approach that serves to attain its intended objectives effectively and adequately.
3. The beneficiaries were carried out their in come generating activities at home or they used to do their trading activities by going from place to place. The absence of permanent market place was hindering them to generate better profit from their business activities. Thus, the development of market shelter currently by WISE created to carry out their business activities in settled manner, to work together and develop their business enterprise. This is also an innovative idea and good practice of WISE so that other organization should replicate in order to empower other disadvantaged groups of women.

4. Lack of basic literacy skills and inconsistent follow up and technical support were the major challenges or problems faced by adult women to operate their business activities smoothly and to generate profits and expand their preferred lines of business activities. Thus, the organization should strengthen consistent follow up and give technical support, provide innovative business information or provide additional trainings based on their needs that enable them to strengthen and expand their business activities.

Bibliography

- Agnello, M.F. (2001). *A Postmodern Literacy Policy Analysis*. New York: p.long.
- ANFEAE. 2003. "Literacy Plus: The Benefit of Integrating Literacy Programmes with Livelihood Activities, Experience of ANFEAE, in Addis Ababa, Yeka Sub-City" Addis Ababa.
- Ary and et al (1985). *Introduction to Research in Education*. USA: Saundres College of Publsihing: The Dryden Press.
- Beder H. (1991). *Adult Literacy: Issues for Policy and Practice*. Florida: Krieger.
- _____ (1999). *The Outcomes and Impacts of Adult Literacy Education in the United States*. Harvard Graduate School of Education: National Center for the Study of Adult Learning and Literacy.
- Blunt, A. (2000). *The Contested Terrains of Policy and Practice*. In M.C. Taylor (ed.), *Adult Literacy Now!* Toronto, ON: Culture concepts.
- Bown L. (1990). Preparing the Future-Women, Literacy and Development. *The Impact of Female Literacy on Women Development and the Participation of Literate Women in Change*. London: Action Aid.
- Cook, W.D.(1977) *Adult literacy Education in the United States*, Newark, DE: International Reading Association.
- Coombs, P. and Ahmed, M. (1974). *Attacking Rural Poverty: How Non-formal Education can help*, Baltimore: John Hopkins University Press.
- Creswell, J. (2003). *Research Methods: Qualitative and Quantitative and Mixed Approach* (2nd ed). Thousand Oaks, CA:Sage.
- Dillo, H. (2000). *Strengthen livelihoods with Literacy: The Guinea Case-Version1*. Institute for Intentional Cooperation German Adult Education Association (IIZ/DVV). Bonn.
- Ellis, P.(1995). Non-formal Education and Empowerment of Women: Insights from the Carbean.*Convergence*, 28(3), 86-97.
- Fraire, P. 1972a. *Pedagogy of the Oppressed*. Harmonsworth: Penguin Books.

- Gillettee, A. (1987). The Experimental World Literacy Program. A unique international effort revisited. In R.F. Arnove and H.J.Graff (Eds.), *National Literacy campaigns: Historical and Comparative Perspectives* (pp.197-218). New York: Plenum.
- Goadale, G. 1996. "Women and Access to Vocational Training", in Tuijnmany A.ed.1996. In *International Encyclopedia of Adult Education and Training*, 2nd ed. Oxford: Pergaman.
- Hull, G. and Schultz, K. (2002) 'locating literacy theory out-of school contexts', in G-Hull and K.Schultz (eds). *School's Out! Bringing Out-of-school Literacies with Classroom Practice*, Teachers College Press, New York.
- Hunter, C.St.J., and Harmen, D.C. (1979). *Adult Literacy in the United States. a report to the Ford Foundation*. New York: McGraw-Hill book company.
- IFAD/OE.2000. The Republic of India: Tamil Nadu Women's Development Project: Completion Evaluation, Report 340-IN.Rome/April, at <http://www.ifad.org/gender/learning/role/labour/intamil.htm> accessed on 24/04/09 IIZ/DV.
- IIZ/DVV. 1999. "Strategies for Women's Empowerment: Experience of PRADAN", In *Adult Education and Development*. Volume 53. Addis Ababa.
- _____.2000. "Psychological Freirian Approach to Functional adult Literacy (FAC)." *News Letter*, No7, Addis Ababa.
- _____.2002. Newsletter, No.10, Addis Ababa.
- _____.2003. Adult Literacy Trainings for Better Livelihoods: A Report of a Study Tour to Uganda, *Adult Education 17*. Addis Ababa: IIZ/DVV.
- _____.2007. "Functional Adult Literacy: Clarifying Concepts." *NewsLletter*, No. 20/21. Addis Ababa.
- Jayaweera, S. (1997) Women, education and empowerment in Asia. *gender and education*, 9,411-424.
- Lind, A., and A. Johnston. (1990). *Adult Learning in the Third World: A Review of Objectives and Strategies*. Stockholn. SIDA.
- Lind. A. (2007). "The Challenges of Literacy for all: Paper Prepared for the ILE, Alumini Smyposium", *Institute of International Education*, Department of Education. Sweden: Stockholm University.

- Mamo K. (1999). *Non formal Education in Ethiopia. An Overview of the Current Situation. Its Origins, Meanings and Significance*. Proceedings of the National Conference on the Situation of Non formal Education in Ethiopia Held in Addis Ababa. Non formal Education: Addis Ababa. AAU.
- Melesse Delelegne. (2000). "Psychosocial Freirian Approach to Functional Adult Literacy (FAL)", in *News letters, IIZ/DVV*. Addis Ababa.
- Mishira. R.C (2005) *Women Education*. New Delhi. A.A.H Publishing Corporation.
- MoCker, D. and Spear G. (1982). *Life Long Learning. Formal, Non formal, Informal and Self Directed*, Columbus, Ohio: ERIC.
- MOE. (2008). *National Adult Education Strategy*. FDRE: Addis Ababa.
- Mulat, D. and Wolday, A. (2006). *An Overview of Training Programs and Approaches or the Informal Sectors in Sub-Saharan Africa*. World Bank PHRD Proect. Study Report. No.9. Addis Ababa.
- Mwagni, P. (2001). *Strengthening Livelihoods with Literacy: The Kenya Case-Version 1*. Institute for International Cooperation, German Adult Education Association (IIZ/DVV). Bona.
- Oglesby, K.L. 1996. "Women and Adult Education", in *International Encyclopedia of Adult Education and Training: 2nd ed*. Oxford: Pergamon.
- Okech, A and et al (2001). *Adult Literacy Program in Uganda*. The World Bank: Washington D.C.
- Okech, A. (2005). *Innovative Approaches to Adult Literacy/Education Currently used in Uganda*. Kampala: SNV/the Netherlands Development Organization.
- Onyishi, S. (2004). *Eradication of Poverty Through Women's Participation in Adult and Non-formal Education: A Study of Nsukka in Enugu State of Nigeria*. Adult Education and Development. Vol. 61.
- Oxenham et al. (2002). *Skills and Literacy Training for Better Livelihood: A Review of Approaches and Experiences*. Human Development Sector. Africa Region the World Bank. Washington, D.C. World Bank.

- Oxenham, J. and Maktar D. (2001). *Synthesis of the Evaluation of 27 Programs in Adult Basic Education with Literacy and Numeracy*. In John Oxenham (ed.) *Proceeding of a Workshop in Programms of Adult Basic Education and Training with Literacy and Numeracy*. Washington D.C: World Bank and International Literacy Institute.
- Papen, V (2003). *Adult Literacy as Social Practice: More than Skills*. London: Roulledge.
- Regina, N.S.M. (2000). *Adult Literacy and Development*. Nsamizi Training Institute for Social Development: Uganda.
- Rogers, A. (1997). *Women Literacy Income Generation London: Education for Development*.
- Rogers, A.(2000). "Different Approaches to Literacy Skills: Build up the Literacy- Community," *in Newsletter*, NO. 7, Addis Ababa: IIZ/DVV.
- Rogers, A.(2001). *Some Contemporary Trends in adult Literacy from an International Perspective*. *Adult Education and Development*. Vol. 56.
- Seya Pierre J. (2005). *Adult Education and African Development in the Context of Globalization*. *Adult Education and Development*. No. 65. Pp.95-118.
- Stedman, C.C. and Kasestle, C.F. (1987). Literacy and reading performance in the United States, from 1880 to the Present. *Reading Research Quarterly*, XXII(1), 8-46.
- Stein, J-G. (2001). *The Cult of Efficacy*. Toronto, ON: House of Anani:
- Street, B.V.(1995). *Social Literacies: Critical Approaches to Literacy in Development, Ethnography and Education*. London. Longman.
- Stromquist, N.P.(1995). "The Theoretical and Practical Bases for Empowerment, in Women, Education and Empowerment: Paths Ways towards Antonomy." *Report of International Seminar, Institute for Education, UNESCO, Hamburg*.
- Taipa, E.2002. "The Role of Women in Development", *In Reflections*, Vol:1. Addis Ababa: Panos Ethiopia.
- Thompson, E. (2001). *Successful Experience in Non-formal Education and Alternative Approach to basic Education in Africa*. Mainstreaming Non formal Education: Towards Oroanded Theory. Tanzania, Arusha.

- UNDP. (2008). "Paper for the Partnership event on September 25, 2008: MDG3-Gender Equality and Empowerment Women a prerequisite for achieving all MDGs by 2015". *Innovative approaches to promoting Women's Economic Empowerment*. New York.
- UNESCO. (1997). *Adult Learning and Challenges of the 21st century*. Fifth International Conference on Adult Education. Hamburg: UNESCO, Institute of Education.
- UNESCO (2001) *Literacy a Key to Empowering Women Farmers*. Paris: UNESCO
- UNESCO.(2006). *EFA Global Monitoring Report*. Literacy for Life Summary. Paris.
- UNESCO. United Nations Decade of Education for Sustainable Development, 2005-2014. <http://portal.unesco.org/education/en/ev.php> accessed on 01/09/08.
- UNICEF, AAWAO, AAE (2002) *Assessment of the Situation of Women and Girls in Addis Ababa*. Addis Ababa.
- Venezky, R., Wagner, D. & Ciliberti, B. (Eds.). (1990) *Toward Defining Literacy*. New York, DE: International Reading Association.
- Verhoeven, L. (1994). *Modeling and Promoting Functional Literacy*. In L.Verhoeven (ed.) *Functional Literacy: Theoretical Issues and Educational Implications* (pp.3-34). Philadelphia: John Benjamins.
- Wagner. D. (2000). *Literacy and Adult Education: Adult Education and Development*. Vol. 55.
- Wagner. D. (1999). *Improving the Quality of Adult Literacy Programs in Developing Countries: The 'Real Literacy's' Approach*. *International Journal of Educational Development* 19(3):219-234.
- World Bank (2001) *Skills and Literacy Training for better Livelihood: A Review of Approaches on Experiences of 27 Projects on Adult Literacy Programs*. Adult Education and Development. Vol 55.
- WISE (1999). Annual Report 1998
- WISE. (2010). "WISE Visions and Missions, Brochure. Addis Ababa."
- _____ (2000). "A Micro Health Insurance for Poor Self Employed Women Broacher Addis Ababa. Designed and Printed by Central Printing Press.
- _____ (2000). Annual Report 1999
- _____ (2001). Annual Report 2000

- _____ (2002). Annual Report 2001
- _____ (2003). Annual Report 2002
- _____ (2004). Annual Report 2003
- _____ (2005). Annual Report 2004
- _____ (2006). Annual Report 2005
- _____ (2007). Annual Report 2006
- _____ (2008). Annual Report 2007
- _____ (2009). Annual Report 2008
- _____ (2010). Annual Report 2009

- ራሴድ(2000) የመዝገብ አያያዝ ትምህርት ማስተማሪያ መጽሀፍ ራአስይ. አዲስ አበባ
- ራሴድ(2000) የንግድ ዕቅድ ትምህርት ማስተማሪያ መጽሀፍ ራአሴድ.አዲስ አበባ
- ራሴድ(2000) የንግድ ፈጠራ ትምህርት ማስተማሪያ መጽሀፍ ራአሴድ አዲስ አበባ
- ራሴድ(2000) መሰረታዊ የጤና ትምህርት ማስተማሪያ መጽሀፍ ራአሴድ.አዲስ አበባ
- ራሴድ(2000) የቤተሰብ ምጣኔ ትምህርት ማስተማሪያ መጽሀፍ ራስኤድ.አዲስ አበባ
- ራሴድ(2000) የኤች አይ.ቪ. ኤድስ ትምህርት ማስተማሪያ መጽሀፍ ራስኤድ.አዲስ አበባ
- ራሴድ(2000) የአመጋገብ ትምህርት ማስተማሪያ መጽሀፍ ራስኤድ.አዲስ አበባ
- ራሴድ(2000) የአገልግሎት ባህል ትምህርት ማስተማሪያ መጽሀፍ ራስኤድ.አዲስ አበባ
- ራሴድ(2000) የመጀመሪያ እርዳታ ትምህርት ማስተማሪያ መጽሀፍ ራስኤድ.አዲስ አበባ
- ራሴድ(2000) መሰረታዊ መሰረተ ትምህርት ማስተማሪያ መጽሀፍ ራስኤድ.አዲስ አበባ

Annex – I
Addis Abba University
College of Education

Department of Curriculum and Teacher Professional Development Studies
Adult and lifelong Learning Program

Questionnaire to be filled by Adult Women Program Participants

The purpose of this questionnaire is to collect data about the role of functional adult literacy in building the capacity of Adult Women to attain economic independence. So, the information you provide will be absolutely used for this research paper only, and I can assure you that any information you provide will not be transferred to a third person/party without your consent. I sincerely request you to provide me accurate and genuine information so that we both can benefit a lot from the research outcomes directly or indirectly.

NB: No need to write your name

General Direction: Read to the following questions by ticking (✓) filling in, or circling following the specific instructions or using format clues. You may provide more than one answer.

I. Personal Information

1. Age a) Below 15 b) 16-20 c) 21-25 d) 26-30
2. Marital Status
a. Single b. Married c. Divorced
d. Separated e. Widowed
3. Occupation before you start attending the current training program
a. "Guilt" and street vendors d. Private organization employee
b. Home based self employed e. Government employee
c. Unemployed women including house wife
f. NGO governmental employee
4. Educational status
a. Illiterate b. Basic literacy and numeracy
c. Primary (1-8) d. Secondary (grade 9-12)
e. Above secondary education

5. How much was your total family monthly income in birr when you started the current training program?

a. less or equal to 200 c. 401-600

b. 201-400 d. 601-800

e. 801-1000 f. Birr 1001 above

6. How much did you contribute to your family income

a. Nothing is contributed c. From birr 301-500

b. Below birr 100 d. From Birr 501-700

e. Above birr 701

II. Related to Functional Adult Literacy Program being provided by WISE

1. Have you attend the current functional adult literacy training program

a. Yes b. No

2. What have you learned new from the current program?

a. Basic literacy skills and knowledge

b. Business skills

c. Awareness about health issues

d. Life skills

3. If you attained basic literacy skills in the current program, what extra benefit is you attained

4. How do you rate the benefit of business skill training in building your capacity in terms of the following points?

No	Points	Very high	High	Moderate	Low	Very Low
1	Helped them to attain knowledge and skill in running a business					
2	Enabled them develop saving and credit culture					
3	Benefited you to learn a skill of recording income and expenditure					
4	Enabled you to acquired skills for the purpose of buying and selling business products.					
5	Benefited them to develop awareness about innovative business ideas that enabled them generate better incomes for sustainable development.					
6	Acquired knowledge and skills in order to design business plan.					

5. Specify if any other benefit _____

6. Rate the extent of the benefit you attained as a result of health education in terms of the following points.

No	Points	Very high	High	Moderate	Low	Very Low
1	Helped you to develop awareness about hygiene and sanitation					
2	Increased awareness about HIV/AIDS					
3	Enabled you to acquire first Aid skill and knowledge which can be applied when accidents occur in the family.					
4	Helped you to identify harmful traditional practices.					
5	Increased awareness about the use of family planning methods					
6	Increased awareness about better feeding practice to their children and the family as a whole					

7. Specify if any other benefit _____

8. What economic benefit you earned as a result of the training?

a. Increased business profit

b. Start/increased saving

c. Credit/secured job opportunities

d. Expanded business

e. Access to financial loan through cooperatives

f. Start/increased financial contribution to their family income

9. Explain if any other economic benefit _____

10. If your income increased, how do you rate it?

- a. Increased by hundred percent
- b. Increased by more than half percent
- c. Increased by half percent
- d. Increased by twenty five percent
- e. increased by ten percent

11. In what type of income generating business activities you have engaged?

12. How long how you engaged the current income generating/business activities? _____

13. Who decides on family income and expenditures in the family?

- a. Only your husband
- b. Mostly your husband
- c. Jointly you and your husband
- d. Mostly you and only you

14. How you rate the challenge you faced to apply the skill you employed in to practice in terms of the following points?

No	Points	Very high	High	Moderate	Low	Very Low
1	Inadequate or lack of skills					
2	Inadequate or lack of startup capital					
3	Lack of market place					
4	Inadequate or absence of consistent of follow up					

15. Specify if any other _____

Annex – II

በአዲስ አበባ ዩኒቨርሲቲ

የሥነ- ትምህርት ኮሌጅ

የስርዓተ ትምህርትና የመምህን ልማት ጥናት ክፍል

የጎልማሶች እና ዕድሜ ልክ ትምህርት ፕሮግራም

ራስ ገዝ የሴቶች ድርጅት ያዘጋጀውን የጎልማሶች ትምህርት ተክታትለው አሁን በዝቅተኛ የገቢ ማስገኛ የንግድ ስራ ለሚተዳደሩ ጎልማሳ ሴቶች የቀረበ ቃለ መጠይቅ።

የዚህ ጥናታዊ መጠይቅ አላማ በዋናነት በአዲስ አበባ ዩኒቨርሲቲ የሁለተኛ ዲግሪ የትምህርት ፕሮግራም ለማጠናቀቅ በማሞያነት የሚያገለግል ሲሆን በተጨማሪም በድርጅቱ የተዘጋጀው የጎልማሶች ትምህርት ሴቶች ለነበራቸው ችግር ምን ያህል መፍትሴ እንደሰጠና የፍላጎት ክፍት ቦታውን ሞልቶ የሚተዳደሩበትን ዝቅተኛ የገቢ ማስገኛ የንግድ ስራ ትርፋማነት እንዲጨምር ያበረከተውን ጥቅም ወይም አስተዋጽኦ ለማወቅና የነበረውን ደካማ ጎን ለይቶ በማወቅ መፍትሄ ሃሳብ ለመጠቀም ነው። ስለሆነም ከእናንተ የሚገኘው መረጃ ሙሉ በሙሉ ለዚህ ጥናት አላማ ብቻ የሚያገለግል መሆኑን በቅድያ ለመግለጽ እወዳለሁ። በማንኛውም መልኩ መረጃው ያለ እናንተ ፈቃድ ለሶስተኛ ወገን ተላልፎ እንደማይሰጥም ቃል ስገባ የምትሰጡት ትክክለኛ እና እውነተኛ መረጃ ጥናቱን ፍሬአማ በማድረግ ሁላችንንም በቀጥታም ሆነ በተዘዋዋሪ በሙሉ እምነት ተጠቃሚ ያደርገናል።

- ማሳሰቢያ:- 1. ስማችሁን መጻፍ አይጠበቅባችሁም።
- 2. ይህ መጠይቅ ጥናቱን በሚያጠናው ሰው ወይም በአስተባባሪው እገዛ አማካኝነት የሚሞላ ይሆናል።

አጠቃላይ መመሪያ:- ከዚህ በታች የሚቀርቡላችሁን ጥያቄዎች በማክበብ፣ የጭረት ምልክት (√) በማድረግ ወይም ክፍት ቦታውን በመሙላት ምላሻችሁን ስጡ።

ግላዊ መረጃ

1) ዕድሜ

ሀ. 16-20 ለ. ከ21-25 ሐ. 26-30
መ. 31-35 ሠ. ከ36 ላይ

2) የጋብቻ ሁኔታ

ሀ. አላገባሁም ለ. አግብቻለሁ ሐ. ተፋትቻለሁ መ. በትዳር ላይ ነኝ ነገር ግን አብረን አንኖርም

3) የራስ አገዝ ሴቶች ድርጅት ባዘጋጀው በጎልማሶች ትምህርት ከመሳተፍዎ በፊት ምን አይነት ስራ ይሰሩ ነበር

ሀ. በጎዳና ላይ የንግድ ስራ
ለ. በቤት ውስጥ የንግድ ስራ
ሐ. መንግስታዊ ባልሆኑ ድርጅቶች
መ. መንግስት መስሪያ ቤት
ሠ. የቤት እመቤት
ረ. ስራ አልነበረኝም

4) የራስ አገዝ ሴቶች ድርጅት ባዘጋጀው እና በጎልማሶች ትምህርት ከመሳተፍዎ በፊት የትምህርት ደረጃዎ ምን ይመስል ነበር

ሀ. መሰረተ ትምህርት
ለ. መደበኛ የአንደኛ ደረጃ ትምህርት (ከ1-8ኛ ክፍል)
ሐ. መደበኛ የሁለተኛ ደረጃ ትምህርት (ከ9-12ኛ ክፍል)
መ. ምንም ትምህርት አልነበረኝም

5) የቤተሰብዎ የወር ገቢ በብር ሲገመት ስንት ነበር

ሀ. ከ100 ብር በታች
ለ. ከ201-400
ሐ. ከ401-600
መ. ከ601-800
ሠ. ከ801-100
ረ. ከ1001 ብር በላይ

6) እርስዎ በግል ለቤተሰብዎ የወር ገቢ የሚያበረክቱት አስተዋጽኦ በብር ሲገመት ስንት ነበር

ሀ. የራሴ ገቢ ስለአልነበረኝ ምንም አስተዋጽኦ አልነበረኝም

ለ. ከመቶ ብር በታች

ሐ. ከ301-500 ብር

መ. ከ501-700 ብር

ሠ. ከ701 ብር በላይ

II. የራስ አገዝ ሴቶች ድርጅት ባዘጋጀው የጎልማሶች ትምህርት ተያያዥነት ያላቸው ጥያቄዎች

1. የራስ አገዝ ሴቶች ድርጅት ባዘጋጀው የጎልማሶች ትምህርት ተሳትፈዋል?

ሀ. አዎ ለ. የለም

2. መልስዎ አዎ ከሆነ ከተከታተሉት ስልጠና ምን አዲስ እውቀትና ክሶሎት አገኙ (ከአንድ በላይ መምረጥ ይሻላል)

ሀ. መሰረተ ትምህርት (ማንበብ፣ መጻፍ እና መሰረታዊ የሂሳብ ክሶሎት)

ለ. የንግድ ክሶሎትና እውቀት

ሐ. የጤና ትምህርት

መ. የአኗኗር ዘይቤ

ሠ. ሌላ ካለ ይግለጹ----

3. የማንበብ፣ የመጻፍ እና መሰረታዊ የሂሳብ ክሶሎት በማግኘትዎ ከገቢ ማስገኛ የንግድ ስራዎች ጋር እና ከሌሎች ክሶሎት ዕለት ኑሮዎች ጋር በተያያዘ ያስገኘላዎት ጥቅም ወይም ችግርዎትን ከመፍታት አኳያ ያደረገላዎት ጥቅም ምን ይመስላል

4. የንግድ ትምህርት እውቀትና ክሶሎት በመጨበጥዎ እስከ ምን ያህል የዕርስዎን አቅም ለመገንባት ወይም ለማሳደግ ረድትዎታል ወይም ጠቅመዎታል። የግንኙነት ጥቅም ከተሰጡት አማራጮች ውስጥ የጭረት(✓) ምልክት በማድረግ ምላሽዎን ይስጡ።

	ነጥቦች	በጣም ከፍተኛ	ከፍተኛ	መካከለኛ	ዝቅተኛ	በጣም ዝቅተኛ
I	የንግድ ስራዎን ለማካሄድ የሚረዳኝን እውቀትና ክህሎት እንድናጨብጥ ጠቅሞኛል።					
II	የብድርና የቁጠባ ባህል እዲናረኝ ግንዛቤዬን አሳድጎልኛል።					
III	ለንግድ ስራ የማወጣውን ወጭና ገቢ እንዴት መመዘገብ እንዳለብኝ የሚያስችለኝን እውቀትና ክህሎት እንዳገኝ ጠቅሞኛል።					
IV	የንግድ ግብአቶችን እንዴት መግዛትና መሸጥ እንዳለብኝ የሚረዳኝን እውቀትና ክህሎት እንድናጨብጥ ጠቅሞኛል።					
V	አዳዲስና ገቢያን ሊያሳድግ የሚችል የንግድ አይነት በመፍጠር ገቢዬን ማሳደግ እንደምችል ግንዛቤ እንዲኖረኝ ጠቅሞኛል።					
VI	የንግድ ስራዬን እቅድ ለማውጣት የሚያስችለኝን እውቀትና ክህሎት እንዳገኝ ጠቅሞኛል።					

5. ከላይ ከተጠቀሱት ዝርዝር ጉዳዮች ሌላ ተጨማሪ ያገኙትን ጥቅም ይግለጹ-----

6. ስለተለያዩ ጤና ነክ ጉዳዮች በመማርዎ ያገኙትን ጥቅም እስከምን ያህል ደረጃ ያለዎትን ግንዛቤ እደፈጠረልዎት ወይም እዳሳደገልዎት በሰንጠረዥ ውስጥ የተዘረዘሩትን ነጥቦች ወይም ጉዳዮች መሰረት በማድረግ ከተሰጡት አማራጾች ውስጥ የጭረት (✓) ምልክት በማድረግ ይመልሱ

	ነጥቦች	በጣም ከፍተኛ	ከፍተኛ	መካከለኛ	ዝቅተኛ	በጣም ዝቅተኛ
I	ስለ ራስ የንጽህና አጠባበቅና ስለ አካባቢ ንጽህና ያለኝን ግንዛቤ እንዲጨምር ወይም እንዲኖረኝ ጠቅሞኛል					
II	ስለ ኤች ኦይ ቪ ኤድስና መከላከያ መንገድና እክብካቤ ያለኝን ግንዛቤ እንዲያድግ ረድቶኛል ወይም ጠቅሞኛል					
III	ስለ መጀመሪያ ዕርዳታ የሚያስፈልጉ ዕውቀትንና ክህሎትን እንዳገኝ ረድቶኛል ወይም ጠቅሞኛል					
IV	የጎጂ ባህል አይነቶች ለይቼ እንዳውቅና ስለ ጉዳታቸው ግንዛቤ እንዲኖረኝ ወይም እዲያድግ ረድቶኛል።					
V	ስለ ቤተሰብ ምጣኔ ያኝን ግንዛቤ እና አመለካከት እንዲያድግ ወይም እንዲጨምር ጠቅሞኛል።					
VI						

	ነጥቦች	በጣም ከፍተኛ	ከፍተኛ	መካከለኛ	ዝቅተኛ	በጣም ዝቅተኛ

7. ሌላ ያልተገለጸ ያስኘልዎት ጥቅም ካለ ይግለጹ?

8. ይኸንን ስልጠና በመከታተልዎ ምክንያ ያገኙት የኢኮኖሚ ጥቅም ምንድን ነው(ከተሰጡት አማራጾች ሶስቱን መምረጥ ይችላሉ)

- ሀ. በንግድ ስራዬ የማገኘው ትርፍ እንዲጨምር ረድቶኛል
- ለ. የራሴ ስራ እንዲኖረኝ ጠቅሞኛል
- ሐ. ቁጠባ እንድጀምር ወይም እንዲያደግ ረድቶኛል
- መ. ያለኝን ገቢ በአልባካነ መልኩና በአግባቡ እንድጠቀም ረድቶኛል
- ሠ. ለቤተሰብ የወር ገቢ የገንዘብ አስተዋጽኦ መስጠት ጀመርኩኝ ወይም እንዲያደግ ጠቀመኝ

9. ሌላ ያልተገለጸ ያገኙት የኢኮኖሚ ጥቅም ካለ ይግለጹ ----

10. ለቤተሰብዎ የወር ገቢ የሚያደርጉት የገንዘብ አስተዋጽኦ ከጨመረ እንዴት ይገልጹታል?

- ሀ. በ100 ፐርሰንት ጨምሯል
- ለ. ከግማሽ ፐርሰንት በላይ ጨምሯል
- ሐ. በግማሽ ፐርሰንት ጨምሯል
- መ. በ25 ፐርሰንት ጨምሯል
- ሠ. በ10 ፐርሰንት ጨምሯል

11. አሁን በምን አይነት የዝቅተኛ የገቢ ማስገኛ የንግድ ስራ ላይ ተሰማርተዋል?

12. ስልጠናውን ከወሰዱና በዚህ የንግድ ስራ ከተሰማሩ ስንት አመት ሆነዎት?

13. በቤተሰብዎ ገቢና ወጭ ላይ ማን ነው የሚወስነው?

- ሀ. ባል ብቻ
- ለ. የሚበዛውን ግዜ ባሌ ይወስናል
- ሐ. እኩል በጋራ እንወስናለን
- መ. አብዛኛውን ግዜ ሁል ጊዜ እኔ እወስናለሁ

14. አሁን ለምን አይነት የዝቅተኛ የገቢ ማስገኛ የንግድ ስራ ላይ ተሰማርተዋል?

Annex – III

Addis Abba University

College of Education

Department of Curriculum and Teacher Professional Development Studies

Adult and lifelong Learning Program

Interview Guide questions to be conducted with program coordinator and trainer

Instruction

This study focuses on the role of functional adult literacy in building the capacity of adult women to attain economic independence. It is believed that the information you provide will make the study more productive and fruitful. Now, I want you to know if you are willing to participate in the interview, and if it yes, I would like to ask you also your consent for the voice recordings. In any the sections of the study, I can assure you that your personal name will not be referred. Instead, your position or responsibility might be sued.

Date: _____

Time: Beginning _____ Ending _____ Number of participants _____

I. Probing Questions

These are probing questions and when appropriate some more questions might be forwarded.

1. What was/were the primary objective of the training?
2. What are the educational and societal backgrounds of project beneficiaries?
3. Does the program focus on literacy first or literacy second? How?
4. What literacy materials are sued? What kind of teaching and learning activities employed in the program? What kinds of teaching learning methodology have employed and how do these differ from those conventionally used at primary school?
5. What literacy approaches have been sued?
6. To what extend do the beneficiaries put into practice that have learnt from the training?
7. What impacts have achieved on the daily life of project beneficiaries?
8. How do you assess whether the beneficiaries put into practice what have learnt through the training?
9. What useful experiences have achieved to replicate the training program to the other governmental and non governmental organizations working in different regions of the country?
10. What are the challenges adult women faced to apply the skill they employed in their income generating activities and other aspects of their daily life?

Annex – IV

Addis Abba University

College of Education

Department of Curriculum and Teacher Professional Development Studies

Adult and lifelong Learning Program

Focus Group Discussion conducted with Project Beneficiaries

The purpose of this focus group discussion is to collect data about the role of functional adult literacy in building the capacity of adult women to attain economic independence. For this reason this focus group discussion is prepared to assess to what extent the training build your capacity to promote your income generating ventures profitability and other aspects of daily life.

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

Number of participants _____

1. How much have your attitude changed after the program?
2. How do you use the basic literacy skills such as writing, reading and calculating in income generating activities? How often?
3. How much do the basic literacy skills help you to promote the income generating ventures profitability as a result of the training?
4. How do you see the relevance and responsiveness of the training to your needs and societal needs?
5. To what extent do you put into practice what have learnt through training?
6. What challenges you faced to apply the skill employed through training in the income generating activities or other aspects of your life.

Annex – V

ለፕሮጀክት ተጠቃሚ ሴቶች የጋራ ውይይት መነሻ ጥያቄዎች

ቀን _____

ሰዓት _____

ቦታ _____

የተሳታፊዎች ቁጥር _____

የውይይት መግቢያ እና ስምምነት መግለጫ

ይህ ጥናት በአሁኑ ሰዓት እናንተ የተሳተፋቸዎትን ፕሮጀክት ራስሴ ወይም የጎልማሶች ትምህርት አጠቃላይ ክንውን የሚያስከትል ሲሆን ከእናንተ የሚገኘው መረጃ ለጥናቱ ውጤታማነት የጎላ አስተዋፅኦ ሲኖረው፣ መረጃውን የበለጠ ውጤታማ ለማድረግ የድምጽ ቀረጻና ፎቶግፍ ማንሳት ቢፈጸም የእናንተ ስምምነት አስፈላጊ መሆኑን እንድትገልጹልኝ በትህትና እጠይቃለሁ። በሌላ በኩል ግን ለጥናቱ ማንኛውም ክፍል ስማችሁን በመጥራት የማልጠቀም መሆኑን ለመግለጽ እወዳለሁ። ስለዚህ ውይይታችን ነጻና በእውነታ ላይ የተመሰረተ እንዲሆን ምኞቴን ስገልጽ በውይይቱ ለመሳተፍ መሆናችሁን እንድትገልጹልኝ በድጋሚ እጠይቃለሁ።

ፈቃደኛ ነኝ _____ ፈቃደኛ አይደለሁም _____

ማሳሰቢያ፡- እነዚህ ነጥቦች ለመነሻ የቀረቡ ስለሆኑ እንደ አስፈላጊነቱ ማዳበርና ሌሎች ተጨማሪ ጥያቄዎች ሊነሱ ይችላሉ።

ለተሳታፊ የቀረቡ ጥያቄዎች

1. በዚህ ፕሮግራም ከመሳተፋችሁ በፊት የት/ም ሁኔታችሁ ምን ይመስል ነበር?
2. በዚህ ፕሮግራም በመሳተፋችሁ ያገኛችሁት ክህሎት ምን ይመስላል? የትምህርቱ አሰጣጥ፣ የአመቻቸች ትምህርቱን አቀራረብ፣ ጊዜያችሁን በአግባቡ የመጠቀም ሁኔታ፣ ለትምህርታችሁ ማጠናከሪያ ማቴሪያሎችን የማቅረብ ሁኔታ ምን ይመስል ነበር?
3. በትምህርቱ በመሳተፋችሁ ያገኛችሁት ባህሪያዊ፣ ስነልቦናዊ የአመለካከት ለውጥና ኢኮኖሚያዊ ጥቅሞችን ይግለጹ?
4. ቋሚ የገበያ ቦታ በማግኘታችሁና የአንድ የሕብረት ስራ ማህበር በአንድ አካባቢ በመሆን የዝቅተኛ የንግድ የገቢ ማስገኛ ስራችሁን በማከናወናቸው ያገኛችሁት ጥቅም ምን ይመስላል?
5. ያገኛችሁትን እውቀትና ክህሎት በተግባር በንግድ ስራችሁ ላይና በሌሎች የእለት ከእለት ኑሮዎችሁ ላይ የማዋል ወይም የመጠቀም ሁኔታ ምን ይመስላል?
6. ስልጠና ወስዳችሁ በዚህ ዝቅተኛ የገቢ ማስገኛ ስራ ከተሰማራችሁ ስንት ዓመት ሆናችሁ?
7. የንግድ ስራችሁን አስፋፍታችኋልን? ከነበረው ደረጃ ከፍ ብሏል? በዚያው ባለበት ደረጃ ካለ ችግሩን ብትዘረዝሩልን?
8. ለንግድ ስራችሁ ማስኬጃ የብድር አሰጣጥ፣ የገንዘብ ቁጠባ አሰራር ምን ይመስላል? በቡድን ነው የሚቀመጠው ወይስ በእያንዳንዳችሁ ስም? ብድርስ ለመውሰድ ምን ሚላት ይጠበቅባችኋል?
9. በአጠቃላይ በስልጠና ያገኛችሁትን እውቀትና ክህሎት በንግድ ስራችሁ ላይ በተግባር ለማዋል ወይም ለመጠቀም እንዳትችሉ ያደረጓችሁ ችግሮች ምንድን ናቸው? ብትዘረዝሩ

Annex – VI
Observation Points

Date _____

Place/Center _____

Time: Beginning _____ Ending _____

Observation focus areas

The observation in this study was meant to cross-check what was meant to cross-check what was reported by the different personnel the organization. The actual practices of the programme were weighted against the literature and reflections made by the project management leader. The areas include:

1. To what extent is the training center comfortable and equipped with the necessary facility
2. To what extent the skilled trained women applied literacy skills in their income generating activities, and saving and credit
3. Types of income generating activities, adult women engaged
4. How the training program is managed
5. What looks like the relationship and collaboration between adult women micro-entrepreneurs in operating business activities in the market shelter.

Annex – VII

Document Assessment

The main objective of this assessment is to collect information for the research entitled. The practices and challenges of functional adult literacy program in building the capacity of adult women to attain economic independence. Therefore, the following guiding questions are intended to assess how the program is planned, implemented and evaluated.

1. What is the objective of functional adult literacy program?
2. How functional adult literacy program is designed enabling adult women micro-enterprise entrepreneurs to use literacy at a level of function at work?
3. To what extent the skill trained women applied basic literacy skills on their income generating activities. And saving and credit?
4. Does the program focus on literacy first or literacy second?
5. Is the program intended to integrate knowledge form different subjects or disciplines? How?
6. How functioned adult literacy training program implementation is scheduled?
7. What are the mechanisms the organization employed to avoid the relapsing of the skill adult women acquired as the result of the training and program sustainability?
8. What success, impacts and challenges have been registered in relation to women beneficiaries?
9. How many women have been benefited so far since the programs have been launched?

Annex – VIII

ከድምጽ ቀረጻ በቀጥታ የሰፈረ የጋራ ውይይት ሃሳቦች
(Transcribed information)

ማሳሰቢያ፡- እነዚህ ነጥቦች ለመነሻ የቀረቡ ስለሆኑ እንደስፈላጊነቱ ማዳበርና ለሎች ተጨማሪ ጥያቄዎች ሊነሱ ይችላሉ

ለተሳታፊዎች የቀረቡ ጥያቄዎች እና የተሳታፊዎች ምላሽ

በዚህ ኘሮግራም ከመሳተፋችሁ በፊት የትምህርት ሁኔታችሁ ምን ይመስል ነበር?

- መሰረተ ትምህርት የተማርን አለን
- የመጀመሪያ ደረጃ ትምህርት የጨረስን እና የተወሰነ ደግሞ የሁለተኛ ደረጃ ትምህርት እየተማርን እያለን ያቋረጥን አለን
- ምንም ያልተማርን ጎልማሳ ሴቶችም አለን።

ጥያቄ፡ በዚህ ኘሮግራም በመሳተፋችሁ ያገኛችሁት ክፍሎችና እውቀት የኢኮኖሚ ጥቅም ምን ይመስላል

መስል፡ በትምህርት መስክ ከዚህ በፊት ምንም አይነት ትምህርት ያልነበረን ማንበብ መጻፍ ተምረናል በጣታችን እንፈርማለን ቁጥሮችን መረዳት ችለናል። የንግድ ክእሎትና እውቀትን ጨብጠናል የተከታተልነው የጤና ትምህርት ስለ ጤና ሁኔታ ያለንን ግንዛቤ አሳድጎልናል።

ጥያቄ፡- በዚህ ኘሮግራም ከመሳተፋችሁ በፊት የትምህርት ሁኔታችሁ ምን ይመስል ነበር?

- መሠረተ ትምህርት የተማርን አለን
- የመጀመሪያ ደረጃ ትምህርት የጨረስን እና የተወሰነ ደግሞ የሁለተኛ ደረጃ ትምህርት እየተማርን ያቋረጥን አለን
- ምንም ያልተማርን ጎልማሳ ሴቶችም አለን።

ጥያቄ፡- በራስ አገዝ ሴቶች ድርጅት የተዘጋጀውን ትምህርት በመከታተላችሁ ያስገኛችሁት የኢኮኖሚ ጥቅሞችን ቢገልጹልን።

መልስ፡- የተሰጠን ትምህርት በተለይ ስለ ራሳችን ጥሩ ግምት እንዲኖረንና በስራ ላይ ጠንካራና ቆራጥ እንዲንሆን እንዲሁም የቁጠባ ባህል እንዲኖረን በማድረግ እና ከገቢ ስራችን ጋር በቀጥታ የተያያዘ አዲስ እውቀትና ክዕሎት በማግኘታችን

- የንግድ ስራችን ትርፍ ጨምሮልናል
- ገንዘብ መቆጠብ ጀምራናል ወይም እንዲያድግ ረድቶናል
- ለቤተሰባችን የወር ገቢ የገንዘብ አስተዋፅኦ ማድረግ እንድንጀምር ጠቅሞናል ወይም እንዲጨምር ረድቶል
- ስራ ላልነበረን የስራ እድል ፈጥሮልናል
- የነበረንን የዝቅተኛ የገቢ ማስገኛ የንግድ ስራ እንድናሳድግ ጠቅሞናል።
- ቋሚ ንብረት እንድናፈራ ጠቅሞናል

የ31 አመት የስልጠናው ተሳታፊ የስልጠናውን ጥቅም እንደሚኪተለው ገልጸውታል በእኔም እምነት የቀለም ትምህርት መማር ለንግድ ስኬት ቦታ የለውም። እላለሁ። ለዚህ ሌላ ምስክር የለውም ምስክራ እኔው ራሴ ነኝ። ከዚህ በፊት የንግድ ስራ እሰራ ነበር። ነገር ግን የኸን ያህል ትርፋማ አልነበርኩም። ይህ የሆነበት ምክንያት ምሃዴም በመሆኔ አይደለም። አስከ 10ኛ ክፍል የቀለም ትምህርት ተምራክለሁ። በሬሴድ የተዘጋጀውን የንግድ ስልጠናዎች በመውሰዴ በገቢዬና በትፌዬ ላይ ለውጥ ለማምጣት ችያለሁ። ንግዴን ለማስፋፋት 1800.00 /አንድ ሺህ ስምንት መቶ/ ብር ወጪ በማድረግ ለዳቦ ቤት የሚሆን ባንኮኒና መደርደሪያ በተጨማሪም አትክልት ለመጨመር በብር 3050/ሶስት ሺህ ሃምሳ ብር/ እያሰራሁ ነው። ይኸንንም ለማሰራት እንድችል ከቁጠባና ብድር የህብረት ስራ ማህበራችን 7000/ሰባት ሺህ ብር/ ተበድራክለሁ። ከዚህም ውስጥ 2343 ብር /ሁለት ሺህ ሶስት መቶ አርባ ሶስት ብር/ ከፍዬ አለሁ። የገንዘብ ቁጠባዬም 2833 ብር/ሁለት ሺህ ስምንት መቶ ሰላሳ ሶስት ብር/ ደርሶል።

በተጨማሪም የ34 አመት የኘሮግራም ተሳታፊ ስለሰልጠናው ጥቅም የሚከተለውንና አስተያየት ሰጠዋል።

የመጀመሪያ ዙር ብድራን ብር 500.00 ወስጄ በ6 ወር አጠናቀቅኩኝ። የሁለተኛ ዙር ብር 1000.00 ወስጄ በተማርኩት መሰረት ስለተጠቀምኩ ውጤቱ በጣም አስደሳች ሆነ። አንድ ነገር መዘንጋት የሌለበት ግን ለዚህ ዕድገት ያበቃኝ ስልጠናው መሆኑ ነው። ምክንያቱም ከመደራጀቱ በፊት እነግድ ነበር ነገር ግን ምንም መሻሻል አላሳየሁም ነበር። አሁን ልጆችን የተሻለ ትምህርት ቤት አንዲመዘገቡ አድርጌአለሁ። ጥሩ ስነምግባር እና ዲ.ሲ.ኛሊን አንዲኖረኝ አድርጎኛል። የቁጠባ ጥቅምን ቋሚ ሃብት የማፍራት ጥቅምን በደንብ እንዲረዳ ጠቅሞኛል።

ጥያቄ፡- ቋሚ የገበያ ቦታ በማግኘታቸው እና የአንድ የህብረት ስራ ማህበር በአንድ አካባቢ በመሆን የዝቅተኛ የንግድ የገቢ ስራ ማስገኛ ስራችሁን በማከናወናችሁ ያገኛችሁት ጥቅም ምን ይመስላል።

መልስ፡- ለምንሰራው ንግድ ትርፋማ እንድንሆን የበኩሎን አስተዋፅኦ አድርጎልናል። አንድ የ35 አመት የንግድ ቦታ ተጠቃሚ ጥቅሙን እንደሚከተለው ገልጸዋለች እኔ ምግብ በማዘጋጀትና በውሸጥ ንግድ ስራ ተሰማርቻለሁ። የተለያዩ ምግቦችንም ለመዘጋጀት እንደ እንጀራ፣ አትክልት የባልትና ውጤቶችን ከሌሎች በዚህ አይነት የንግድ ስራ በተሰማሩ የማህበራችን አባላት እገዛለሁ። ስለዚህ የቁጠባና የህብረት ስራ ማህበር አባላት ብቻ ሳንሆን የንግድ ደንበኞችም ነን።

በመቀጠልም የ31 አመት የባልትና ውጤቶችን በማዘጋጀት ንግድ ስራ ላይ የተሰማሩ ተጠቃሚ ስለ ማህበሩና አብሮ መስራት የሚከተለውን አስተያየት ሰጠዋል።

ብእርግጥ አብዛኛው ህብረተሰብ አብሮ መብላት አንጂ አብሮ መስራትን አናውቀም። ነገር ግን አብሮ መብላት መጥፎ ባይሆንም አብሮ መስራት ግን ምን ያህል ውጤታማነትን ሊያስገኝ እንደሚችል ነው።

ጥያቄ፡- ያገኛችሁትን እውቀትና ክዕለት በተግባር በንግድ ስራችሁ ላይና በሌሎች የዕለት ክዕለት ኑሮዎችሁ ላይ የማዋል ወይም የመጠቀም ሁኔታ ምን ይመስላል?

መልስ፡- በቁጠባና በብድር ስራ ላይ እንጠቀማለን ገቢያችንና ወጪዎችን ለመመዘገብ ለማስላት እንጠቀምባቸዋለን። ብድር ለመውሰድ የንግድ እቅድ ስለሚያስፈልግ እቅዱን ለመስራት እንጠቀምበታለን።

ጥያቄ፡- ስልጠና ወስዳችሁ በዚህ ዝቅተኛ የገቢ ማስገኛ ስራ ከተሰማራችሁ ስንት አመት ሆናችሁ? ከአንድ አመት እስከ 7 አመት ድረስ ሰርተናል።

የንግድ ስራችሁን አስፋፍታችኋልን? ከነበረው ደረጃ ከፍ ብሏል? በዚያው ባለበት ደረጃ ላይ ካለ ችግሩን ብትዘረዝሩ።

በንግዳችን ትርፋማ ነን ነገር ግን የኑሮው ሁኔታ እየናረ ሲመጣ ንግዱን ከጥቃቅን ወደ ትናንሽ ወይም ከፍተኛ የንግድ ደረጃ አብዛኞቻችን ለማስፋፋት አልቻልንም። የተወሰኑ ቁጥራቸው ትንሽ የሆኑ የማህበር አባላት ያሰፋፉ አሉ።

ለንግድ ሰራችሁ ማስኬጃ የብድር አሰጣጥ የገንዘብ ቁጠባ አሰራር ምን ይመስላል? በብድን ነው የሚቀመጠው ወይስ በያዘንዳንዳችሁ ስም? ብድርስ ለመውሰድ መን ማሟላት ይጠበቅባችኋል።

አሰራሩ በጣም ጥሩ ነው። ስልጠና ከወሰድነ በኋላ በመጀመሪያ ዙር 700 ብር እንወስዳለን ይኸን ከፍለን ከጨረስን በኋላ እና የሚጠበቅብንን ገንዘብ መቆጠብ ከቻልን በሁለተኛው ዙር 1200 ብር፣ በሶስተኛው ዙር 1700 ብር እያለን ወሰድን የምንፈልገውን የንግድ አይነት መጀመር እንችላለን።

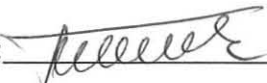
በአጠቃላይ በስልጠና ያገኛችሁን ዕውቀትና ክፍሎች በንግድ ሰራችሁ ላይ በተግባር ለማዋል ወይም ለመጠቀም እንዳትችሉ ያደረጓችሁ ችግሮች ምንድን ናቸው? ብትዘረዝሩልን።

በተለይ በፊት ማንበብና መጻፍ የማንችል ሰዎች በስልጠና ወቅት በተለይ የንግድ ክእሎት ስልጠናና ለመማር እንቀፋት ሁኖብን ነበር። የንግድ ስራችን በምናከናውንበት ወቅት ገቢያችን ወጪችን ለመመዘገብ ለማንበብና ለማስላት ችግር ገጥሞን ነበር። ምንም እንኳን የመሰረታዊ ትምህርት ክእሎት ስልጠና በሆላ በንመርም። በመቀጠልም ክትትልና ድጋፍ ያንላል።

DECLARATION

I, the undersigned, declare that this thesis is my original work and has not been presented for a degree in any other university and that all sources of materials used for this thesis have been duly acknowledged.

Name: TEMESGEN ENDALEW

Signature: 

Date of submission: June, 2010

SUBMISSION FOR APPROVAL

This thesis has been submitted for examination with my approval as a university advisor.

Name: Abdulaziz Hussain (PhD)

Signature: _____

Date of Approval: June, 2010