

The Status and Practices of Functional Adult Literacy Program for Fistula
Victim Women in Hamelin Fistula Desta Mender Projects

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Acronyms

ADRA:	Adventist rural agency
CBI:	Community Based Institutions
CBO:	Community Based Organizations
EFA:	Education for All
ESDP:	Education Sector Development Program
FAL:	Functional Adult Literacy
IIZ-DVV:	German Adult Education Association
LIFE:	Literacy Improvement For Empowerment
MDG:	Millennium Development Goals
MOE:	Ministry of Education
REFLECT:	Regenerated Freirian Literacy through Empowering Community Techniques
PASDEP:	Plan for Accelerated and Sustainable Development to End Poverty
PRAT:	Participatory Rural Appraisal Techniques
UDHR:	Universal Declaration of Human Rights
UNFPA:	United Nations Population Fund

CHAPTER ONE

INTRODUCTION

1.1 Background of the Study

Ethiopia is the most populous state in the Horn of Africa. According to IMF, Ethiopia is one of the world's poorest countries with a real per capita GDP of USD 213 in 2010. About 87 percent of its population lives in rural areas and is dependent on agriculture; more than 56 percent live in absolute poverty. Seventy percent of the adult population is functionally illiterate and unskilled (Biruk, 2010).

Education in Ethiopia has a long history, dating as far back as the 4th century A.D with the advent of Christianity. Since that time access to education has been limited to a few people and the country has remained with high illiteracy rate. In addition, the expansion of education in this country for a long time was restricted to towns. In order to improve access, quality and efficiency to education the current government designed different levels of literacy program (Yalew, 2008).

Literacy is an instrument to support the achievement of the Millennium Development Goals (MDG) and to empower the poor in particular with strong commitment from the leadership and broad participation of the society. It is also high time to mobilize the public with appropriate financial and technological resources to increase the commitment to literacy, especially for women.

Half a century ago, UNESCO defined literacy as an educational activity that provides a person with a skill both to read and write a short and simple statement on his/her everyday life (UNESCO, 1958). More recently, the Global campaign for education has extended this basic idea asserting that literacy is about a question and use of reading, writing and numeracy skill, and thereby the development of active citizenship, improved health and livelihoods and gender equality (Global campaign for education and Action Aid International, 2005).

All discussion above imply that the question and use of reading, writing and numeracy skills is as a means for improving the livelihood and health condition of the people through empowering and equipping the learner with necessary and relevant information that help the learner to solve the problem and to live a better life. Literacy can be provided in an organized way in Adult Education and Functional Adult Literacy Program. UNESCO (2009) in its global report on adult learning and education defined, Adult Education as the entire body of organized education process, whatever the content, level and methods , formal or otherwise, whether they prolong or replace initial education in schools, colleges and universities as well as in apprenticeship , whereby persons regarded as adult by the society develop their ability, enrich their knowledge, improve their technical or professional qualification or turn them in a new direction and bring about change in their attitude or behavior in twofold perspective of full personal development. Adult education however must not be considered as an entity in itself, it is a sub division, and an integral part of global scheme for lifelong education and learning.

Functional Adult Literacy (FAL) as stated in IIZ/DVV (2006, 2007) Okech refers to reading and writing that a person requires and uses in various task and engagements in everyday life. It also implies providing adults with a range of functional skills. There for, Functional adult literacy are connected to the context of daily life outside of class room and training centers and directly related or integrated with different life skills like economic , political and legal skills.

Furthermore, in 1949 the first international conference on adult education recognized adult education as one mechanism for tackling poverty through enhancing productivities. In addition, all UNESCO member states promised and dedicated themselves to ensure access to education for adults (UNESCO, 2009).

Considering the importance and benefits of functional adult literacy program for illiterate adults, the government of Ethiopia designed and launched the national integrated adult education strategy. Besides, the government Planned (Budgeted) 8.8 % of the overall education budget for FAL program of the country as stated in Education Sector Development Program (ESDP IV), which is being implemented for five years starting from 2010/2011.

In line with this, the researcher's intention is to study functional adult literacy program that is being provided by Hamelin Fistula Desta Mender Project and assess how much functional literacy contributed or helped fistula victim women in bringing change in the area of economic empowerment and social security.

In this regard this research was motivated to study the intervention made by one of the non-government organizations called Hamelin Fistula Desta Mender Project which is located in Burayu Woreda of Oromiya Regional State. To address the problem, Hamelin Obstetric Fistula hospital was established in 1974 by Drs. Reginald and Catherine Hamelin. The hospital operates with the vision to see improvement in maternal health and to bring to an end obstetric fistula problem and provide holistic service for women who suffer from child birth and related injuries. In Ethiopia alone, there are an estimated 100,000 women who suffer from untreated fistula, either due to lack of awareness or shame derived from social stigma (DSW, 2005). Each year another 9,000 women develop fistula, representing the highest prevalence of fistula World-wide. Fistula occurs disproportionately among impoverished girls and women, especially those living far from medical services.

According to statistical record from Desta Mender (2005), Hamelin Fistula treats 2500 women every year who have obstetric fistula drawn from all regions. In addition to the medical treatment, the women who are injured and that can be treated in a short period are allowed to rehabilitate psychologically and socially in the hospital. Whereas those whose treatment require an extended period of time are sent to a rehabilitation center called Desta Mender (joy village) to be rehabilitated psychologically and socially by learning various skill development activities and functional adult literacy program, which empowers them socially, psychologically and economically. This contribution, there for, need assessment and evaluation as to check the contribution level of the program to maximum.

1.2 Statement of the Problem

The participation of women is of a paramount importance for the development of society. Studies also indicate that the status and role of the female population in the developing countries is far below the desired level due to lack of education and other related factors (Shostak 1990; Laffey, 1988).

Moreover majority of women in the world operate in informal sector as producers, marketer and distributors of wide range of products, this resulting them for poor health and nutrition, in return this making them less economically productive and more vulnerable to illness, Poor health not only leads to physical suffering but also diminishes learning abilities, limiting women's future economic productivities (World Bank, 1989). Due to this and other related causes, the enrolment rate of women far below women, as indicated in UNESCO, s (2010) EFA monitoring report, 759 million adults about 16% of the world population aged 15 and over– lack the basic reading, writing and numeracy skills needed in everyday life. One –fifth of the total literacy was found in sub-Saharan countries among which two in every three adults are female. The discrepancies and the percentages are even greater in sub–Saharan countries.

The history of women's education in Ethiopia indicates that women's participation in traditional education was insignificant. However, their participation has been showing important change, though it is low compared with men. According to UNESCO, (2009) EFA Global Monitoring Report, the adult national illiteracy rate of Ethiopia is 64% (male 50%, female 77%) in which there are 23,270,767 (male 8,992,983 and female 14,277,784) illiterate adults.

Taking this problem into account, the government has formulated a strategy for solving the problem of adult literacy. The main goal of functional adult literacy strategy is basically focusing on functional adult literacy that enables adult learners to develop problem solving abilities and change their lives. In order to fill the gap and to make the learning practical, the government is working with different civil societies and non-governmental organizations such as, Community Based Organizations (CBOs), Community Based Institutions (CBI), etc.

Thus, this study would try to explore the practice and status of Functional Adult Literacy Program in building the capacity of injured women to attain economic empowerment and be guided by the following basic research questions.

1. What literacy approach and teaching methods has been followed by the organization to train adult women?
2. What economic benefit is obtained by adult women as a result of Functional Adult literacy Program?
3. To what extent does the training program being provided by Desta Mender would help build the Knowledge, skills and attitude of adult women?
4. What literacy practice has been obtained during the management of FAL?
5. What challenges and opportunities do trainees face during and after the training?

1.3 Objective of the Study

The general objective of this study is to assess the status and practice of Functional Adult Literacy (FAL) program for women injured due to Obstetric Fistula with the focus on Hamelin Fistula Desta Mender Project. Derived from the general objective, the specific objective of the study includes;

- To investigate the effects of Functional Adult Literacy in terms of economic, social benefits;
- To identify and analyze the major achievements registered so far as a result of Functional Adult Literacy;
- Examine the methods and literacy approach used in Functional Adult Literacy program;
- To analyze the effectiveness of the design and implementation of Functional Adult Literacy learning curricula;
- To identify major opportunities available for effective practices of Functional Adult Literacy ;
- Identify the kinds of obstacles and opportunities the women encountered during and after their training

1.4 Significance of the Study

The study will have the following significance

- The research findings could help Hamelin Fistula Desta Mender Project to identify strengths and weaknesses of FAL program so as to improve the program in the future;
- The study could assist program coordinators and practitioners to look back on how the literacy program is integrated with livelihood and how the program empower the injured women better ;
- The research finding would help the practitioners and policy makers to draw lessons from the implementation of FAL being provided by the organization;
- The information generated from this study would serve as a basic document for future reference and existing knowledge improvement and suggest important alternative insights to the ongoing training processes and help the practitioner (facilitators and adult educators) to improve in their day to day activities in the process of training delivery as well as relevant development endeavors of activities.

1.5 Delimitation of the Study

Is delimited to assess the practices and status of Functional Adult Literacy program in Hamelin Fistula Desta Mender Project in Burayu Woreda of West Showa Zone. The study is delimited to Desta Mender Project because the functional adult literacy program was only implemented as pilot project and also its accessibility in terms of respondents like participant women, development agents, non-formal education experts and coordinator. Furthermore, the study is specifically delimited to adult learning program which was developed and implemented by Desta Mender with technical assistance of Adult and Non Formal Education Association (ANFEAE). Some injured women sent to rehabilitation center were under the scope of the study

1.6 Limitation of the study

Hamline Fistula Desta Mender project was operated 17 k.m away Addis Abeba. During our research we faced some problems. Some of the respondents such as injured women and coordinator were not available based on the pre- arranged appointments. This situation resulted or forced the researcher to travel frequently, this condition in turn bring extra expense and delays the research project activities.

1.7. Organization of the study

There are five chapters in this thesis. The first chapter consists of an introduction with in which it holds background of the study, statement of the problem, significance of the study, delimitation and limitation of the study. Chapter two treats related literature. Chapter three puts forward ward the research methodology which consists of sample population and sample technical, methods of data collection instruments, procedures to be followed in research and methods of data analysis. Chapter four analyses results obtained. This chapter is organized in such a way that it constitutes presentations regarding the status and practice of FAL. Finally the fifth chapter draws out findings, conclusion and forward recommendation for the improvement of Functional Adult Literacy Program for further strengthening.

1.8. Definition of Key Terms

FAL: - Functional adult Literacy as stated in German Adult Education Association (IIZ/DVV) (2006, 2007) and Okech (2007) defined as reading and writing that a person requires and uses in various task and engagements in everyday life. It also implies providing adults a range of functional skills.

Non formal Education:- Any activity outside the structure of the formal education system that is consciously aimed at meeting specific learning needs of particular subgroups in the community they may be children, youth and adults (Fordham 992:30)

Adult Education- is a broad field that includes basic (foundation or essential education) and continuing education, vocational and technical education, higher and professional development and is offered through formal, non formal and informal education means and by a variety of actors - the state, civil society and organizations .

CHAPTER TWO

REVIEW OF RELATED LITERATURE

This study intended to show the status and practice of FAL program for obstetric fistula women. To understand the case in details from theoretical and philosophical perspectives, discussing the experiences of other developed and developing countries, in this field might serve as background information to the study. The review of related literature, therefore encompasses the following points historical overview of Adult and Women's Education in Ethiopia, Concepts of Adult Literacy, Forms of literacy provision, Adult literacy or education, Concepts of Functional Adult Literacy, Historical overview of the importance of Functional Adult Literacy, Approaches and Methods of Functional Adult Literacy, Challenges of Functional Adult Literacy, Hamelin Fistula Desta Mender project.

2.1 Concept of Adult Literacy

Adult literacy is understood differently by different scholars. This time there is a new debate about the meaning of Adult Literacy. The debate is between practitioners and theoreticians over the nature of the various literacy. The debate is driven indirectly by very necessary attempts to influence globalization and by poverty reduction schemes, which see participation and capacity building as part of the process of economic growth and the establishment of social service. The first view directly related to livelihood (legal literacy, economic literacy, political literacy, etc) activities. The later view is, more closely tied to the narrow field of education which is related to reading, writing and mathematical skills.

2.1.1. Literacy

Literacy has traditionally been described as the ability to read for knowledge, write coherently and think critically about the written word. In fact, going beyond this literacy can be the ability to understand all forms of communication, be it body language, pictures, video and sound (reading, speaking, listening and viewing). In addition there is numeracy, which is the understanding of number communication, but that's a different

subject because it is only understood by specific community. Evolving definitions of literacy often include all the symbol systems relevant to a particular community. There for Literacy encompasses a complex set of abilities to understand and use the dominant symbol systems of a culture for personal and community development. In a technological society, the concept of literacy is expanding to include the media and electronic text, in addition to alphabetic and number systems. These abilities vary in different social and cultural contexts according to need and demand. In any case individuals must be given lifelong opportunities to move along a continuum that includes the reading and writing, critical understanding and decision-making abilities they need in their community.

According to Queensland School Curriculum Council (QSCC, 1997) literacy represents.

The lifelong intellectual process of gaining meaning from print. Key to all literacy is reading development, which involves a progression of skills that begins with the ability to understand spoken words and decode written words, and culminates in the deep understanding of text. Reading development involves a range of complex language underpinnings including awareness of speech sounds (phonology), spelling patterns (orthography), word meaning (semantics), grammar (syntax) and patterns of word formation (morphology), all of which provide a necessary platform for reading fluency and comprehension. Once these skills are acquired the reader can attain full language literacy, which includes the abilities to approach printed material with critical analysis, inference and synthesis; to write with accuracy and coherence; and to use information and insights from text as the basis for informed decisions and creative thought.

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

Besides it is important (UNESCO, 1958) has made four major statements in relation to development;

- a. A person is literate who can, with understanding, both read and write a short simple statement on his or her everyday life;
- b. A person is functionally literate who can engage in all those activities in which literacy is required for effective functioning of his or her group and community and also for enabling him or her to continue to use reading, writing and arithmetic for his or her own and the community's development;
- c. Literacy is the ability to identify, understand, interpret, create, communicate and compute using printed and written materials associated with varying contexts. Literacy involves a continuum of learning in enabling individuals to achieve his or her goals, develop his or her knowledge and potential, and participate fully in community and wider society.
- d. Finally, the notion of "plurality of literacy" (UNESCO, 2004) was advanced to stress the social dimensions of literacy in relation to both acquisition and application. This shows that, literacy is seen as comprising diverse practices embedded in socio-economic, political, cultural and linguistic contexts, acquired in school and outside of school. It also involves family and community contexts; the media in various forms of technology; skills for further learning; and the world of work and life in general. Thus, this concept of literacy emphasizes the literacy challenges as making societies literate and not simply as making individuals literate. This social dimension of Literacy can contribute for people to live together in any social setting.

These evolving ideas pay attention to some key elements that have to be taken into account in any discussion about literacy and literacy measurement: The centrality of using text; The need to use texts with understanding, that is, competently; The need to go beyond texts including numeracy issues; The need to explore these issues anchored to everyday life experiences where the diverse and manifold aspects of social life are instantiated; and the need to Understand that everyday life in any social setting is never an isolated, individually-bound reality.

The above dimension of literacy are linked to different periods and were established in dialogue with the knowledge advanced by the academic debate on the subject, particularly the outcomes of policy interventions intended to cope with literacy challenges. For instance, the Global Campaign for Education has conducted a major consultative effort that led to the establishment of a set of international Benchmarks on Adult Literacy, which includes a definition that has some common elements with those previously explained:

Literacy is about the acquisition and use of reading, writing and numeracy skills, and thereby the development of active citizenship, improved health and livelihoods, and gender equality. The goals of literacy program should reflect this understanding (Global Campaign for Education 2005: 9).

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

2.1.2. Forms of Literacy Provision

According to Aitcheson & Alidou, (2009) Literacy can have different forms some of the forms were,

Literacy as skills this mainly focuses on prime based approaches. Prime based approach is work book especially designed to teach reading and writing, hence it will probably include reading exercise and sometimes ruled (write on) lines with short words or sentences for students. Primers are used predominately in developing country, where distribution network are scarce, material few, and teacher have limited education, preparation or support for their task.

Literacy as task based approach links literacy to a particular purpose acknowledging that different setting and different areas of work have different tasks associated with them. In some places, these are different according to communities with the recognition that one person can carry them out on behalf of the other. In other Worde, a task based approach focuses on the individual, and concentrate on why they can. This is measured against what adults need in a particular society or work place with the implication that adults need to do this for themselves .This approach can ignore the interdependence or skill sharing.

When it comes to literacy instruction, the problem of definition worsens. When is a literacy program a “literacy” program (teaching fundamental reading, writing and numeracy skills)? When is it an “adult basic education” program (providing the equivalent to the primary education in schools)? The latter is much more than reading and writing and doing sums, for it involves gaining a whole body of what is considered useful knowledge, skills and attitudes. There are also distinctions to be made about different types of literacy programs. There have been five main types of literacy provision in African countries. (Aitcheson & Alidou, 2009) one of them where literacy campaign. Literacy campaigns have strong political backing and are usually centrally-controlled. Typical of the immediate post-independence period in Africa, they were often inefficient and poorly-targeted but had successes in countries such as Tanzania, Ethiopia and Mozambique. A major problem with short literacy campaigns is sustaining the literacy levels achieved (as discovered in Tanzania). The other practical literacy program is the functional part of literacy .Functional Literacy Programs (as distinguished from the basic literacy or Alphabetization Campaign or Program) often seek to link literacy with livelihoods, skills training and development. Though clearly useful, often their scale of operation is quite small.

Formal primary school equivalence basic education is increasingly been introduced alongside basic literacy programs in Botswana, Uganda and South Africa (post-apartheid provision is dominated by this form, which has not been particularly successful in quantitative terms and is currently being reviewed). Confusingly, sometimes the so-called non formal education or functional literacy programs are actually forms of adult basic education. The other Innovative Participatory Programs are usually run by NGOs or agencies. There is not much evidence of these operating on any scale. The REFLECT (Regenerated Freirian Literacy through Empowering Community Techniques) method pioneered by the International NGO Action Aid appears to be increasingly used in a number of countries such as Burkina Faso, Botswana, Ethiopia, Gambia, Ghana, Guinea, Liberia, Malawi, Mali, Niger, South Africa and Uganda. It mixes Freirian pedagogy with participatory rural appraisal techniques (PRA) and is used for not only literacy but also general development purposes.

Family literacy program are a recent development and provide mother-child or Intergenerational literacy instruction and support to families with pre-primary and primary school-age children and are based in schools or community centers the family literacy program mainly focus on sharing ideas with in family . In Africa many countries have so-called post-literacy program. Post literacy is usually equivalent to adult basic education. It needs to be argued that there should be no false dichotomy between literacy and post-basic literacy, adult basic education, as literacy is a continuous process that requires regular and sustained learning and use and a conducive literate environment.

Literacy is often spoken of as the foundation for all lifelong learning. This is an obvious truth but has a danger of encouraging complacency if it is thought that this is all that has to be done in respect of lifelong learning. (Aitchison, & Alidou, 2009).

Generally speaking, different types of adult literacy program help full for addressing disadvantage section of the community in flexible, need based, relevant ways to the context of adults. In addition it will gear the learning program to the life of adults.

2.3. Adult literacy or Education

There are a number of definitional problems with the terms used for Adult Literacy *and* associated concepts such as adult basic education and non-formal education. At Dakar in 2000, the World Education Forum's Education for All commitment was to achieving a 50 per cent improvement in levels of adult literacy by 2015, especially for women, and equitable access to basic and continuing education for all adults. In order to know when this literacy level target is reached requires a clear idea of what "adult literacy" is. Moreover, this concept must be amenable to measurement. Though most definitions of literacy stress the ability to read and understand printed text and to communicate through writing, many recent definitions note that literacy is always relative to varying contexts and to skill and knowledge requirements (UNESCO, 1997).

Besides UNESCO (1997), defined the term adult education:

as the entire body of ongoing learning process, formal or otherwise, whereby people regarded as adults by the society to which they belong develop their abilities, enrich their knowledge, and improve their technical or professional qualifications or turn them in a new direction to meet their own needs and those of their society (p.1).

This definition is very comprehensive in a sense that it highlights not only the learners and goals of adult education but also brings in varying settings of learning for adults. This implies that education for adults could be of different levels from literacy to graduate degrees extended from non-formal to formal contexts.

In preparing a global report for the sixth international conference on adult education (held in Brazil in May 2009), UNESCO used national reports of member states on the development and state of adult learning and education since 1997. The reports have discussed national policy priorities and practices in the areas of adult education and narrated stories of successes and challenges. As the national reports show, while adult education policies of the developed countries are broader in scope and incorporate ideals of Life long learning as a strategy to deal with challenges and opportunities of globalization, most of reports from Africa maintain literacy education and livelihood skills trainings as major components of adult education (Aitchison & Alidou 2009). The idea of life long learning in developing countries, if at all exists is equated with basic education for all (Torres 2001). Therefore, at least in this area:

Global social divide tends to emerge, with lifelong learning in the first and second world, whereas the third world struggles with meager resources even to ensure basic adult literacy provision (Belanger, Duke & Hinzen 2007:12).

Nevertheless, it may be argued that this is an unsubstantiated division. Indeed, there are convincing reasons for developing countries like Ethiopia to adapt Lifelong learning principle in their educational policies and practices. This is because the integrated functional adult strategy directly gears towards poverty alleviation. The above argument shows that adult literacy can be seen or defined differently between Developing and developed countries because adult education in developing country mainly focuses on eradicating poverty where as adult education in developed country focuses on how to adapt and familiar people with globalization.

2.4. Concepts of Functional Adult Literacy

Functional Adult Literacy is not just a skill or knowledge, and its acquisition encompasses more than learning a number of technical 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 Adult Literacy is an emancipator 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 reading, writing, culture, economy, and political system.

2.4.1. Approaches and Methods of Functional Adult Literacy

This part explains different Approaches of Functional Adult Literacy Programs in relation to development practices, to the researchers understanding adults can become involved in different development fields without first learning the skills of literacy. Of course, they will be able to engage in developmental activities more effectively and more quickly by using literacy skills than by using other strategies to achieve their tasks. Therefore literacy is important but it is not a 'pre-requisite' for development intervention. It can be Saied that non-literate persons can engage in their own development and can bring remarkable change in their life.

First, in several places, there is an adoption of a 'literacy comes second' approach:

If literacy does not come first, then participants can start with developmental activities For example, with Participatory Rural Appraisal (PRA) assessments of needs and intentions (as with Regenerated Freirian Literacy through Empowering Community Techniques (REFLECT) or with sustainable livelihood activities or income generation, with environmental enhancement like tree planting, with improved farming or fishing practices, with urban slum improvements, with new housing projects, with health improvement schemes etc) – in short, with whatever development task the participants themselves wish to do. In some of these cases, the learning of literacy skills can be undertaken through the literacy practices of that developmental activity. Indeed, it has been argued that this is a more effective way of helping adults to learn literacy skills than traditional literacy class because it is easier to understand word(Rogers, 2000 :27).

We come to the conclusion that literacy education could be introduced where appropriate into classes on business skills, training, but it literacy education was unlikely to attract large numbers of learners on its own).

Learning literacy skills then development intervention is one way of literacy approach whereas development intervention and then literacy program is mostly attract adult participants because adults first need development intervention for solving the current problem of adult.

Contextualized literacy: in these cases the teaching learning materials are being sought in different texts. There is no common primer because all of these groups are engaged in different developmental tasks requiring different literacy tasks. Literacy is contextualized – that is, learning literacy skills depends on the kind of group and the activity it is engaged in, not on uniform learning programs. A credit and saving group will be learning different kinds of literacy from an urban community-based organization seeking to reduce the pollution of its area of residence. To seek to promote a common literacy learning program may in fact hinder the learning of literacy skills, not help it. Generally speaking If adult literacy program is contextualized or associated with personal realities, it will improve the life of adults and attract many adult participants to the class.

Mixed learning is a literacy program provided at school the program mainly focuses on non-literate persons for teaching literacy skills. Most adult literacy learning programs start by choosing groups of about 30 persons or smaller groups of about ten persons, all of whom are ‘illiterate’. it is school-based model of adult literacy learning, which urges that we should have all the learners at the same level of ignorance. It seems to imply that all the learning comes from the teacher that the students cannot learn from each other. (Rogers, 2000)

To conclude that, contextual literacy program and Mixed learning literacy program are more relevant and new approach which is directly related with the current Adult Education Strategy of Ethiopia. So before selecting literacy approach, we have to understand different literacy approaches whether it is relevant to needs and interests of adult learners.

According to World Bank (2002) entitled Skill and Literacy Training for better Livelihood, there are four types of Functional Adult Literacy approaches. These approaches includes:

1. Literacy followed by separate livelihood training on income-generation activities.

This approach considers instances, where the literacy course is conducted by one organization, which then lives the livelihood training to another or moves into income-generation activities unconnected to previous learning. Which mean that the training and support available for livelihoods tends to be rudimentary and unsupported by services in business development and management. Although the training and income-generating activities may lead to slightly improved incomes for some of the participants, the outcomes seem to be generally disappointing because literacy is not bring remarkable change on their income –generation .

2. Livelihood training or Income-generation Activities leading to literacy

This program examines work that began with livelihood skills, and then found that some degree of literacy and numeracy was necessary to develop the skills further. The Adventist rural agency (ADRA) -FAL program in Uganda and the Ethiopia (Women Self-help) WISE, are examples; they originally attempted to teach only livelihood skills, but found that the lack of literacy blocked their efforts. Adventist Rural Agency participants actually requested literacy and numeracy instruction although bookkeeping remains a subject that they shy away from!" (Guttman,1994).

After the FAL course, these women's group felt that, in addition to achieving their immediate aims, they had benefited from the functional literacy curriculum in unexpected ways. Some had used the idea of organic farming to start their own gardens, which had enhanced both home consumption and domestic income through sales. Some had begun tree nurseries and had sold seedlings. A number had taken up fuel-saving store, which had reduced their need for firewood and released income for other purposes.

An evaluation in 1999 (Okech ,2001) showed that the Rukungiri sample of FAL graduates scored highest in the national sample on complex comprehension and numeracy tests and that overall, respondents in Rukungiri were the most “modern,” particularly in the adoption of improved agricultural practices. In Rukungiri the literacy program provided after the livelihood program. This approach brings fruitful result as stated above.

3. Integrated literacy and livelihood and income-generation activities

Among the first efforts to integrate occupational and literacy training were the curricula developed in UNESCO’s Experimental world literacy program in the late 1960s and early 1970s. They included both agricultural livelihoods. Like cotton farming in Iran, and waged employment in factories and urban centers ((UNDP/UNESCO 1976). For example the case of Society for development of textile Fibers (SODEFITEX):

The first such program in the current intensive study comes from Senegal (sall2001) and concerns cotton farmers. Senegal might have provided three more similar program for study, but the public corporations that sponsored them were abolished during structural adjustment, and all records have disappeared with them. The program in this study was initiated by SODEFITEX (society for the development of Textile Fibers) when, after nine years of existence, it decided in 1985 to open a literacy program for cotton producers. Its decision was driven by the recognition that literacy was one of the strongest limiting factors in modernizing cotton production and transferring responsibility for distribution and marketing to the cotton farmers themselves. In view of the scale of the problem-one estimate put the rate of illiteracy among the producers at more than 80 percent-SODEFITEX selected an interesting strategy. It aimed first to train and make literate five members of each of its 1,740 producer associations (Associations de Base des Producteurs). For the longer term, it aimed to enable at least one member in each of its 27,179 farming families to become sufficiently literate to take advantage of technological and management advances (World Bank 2002:26-27).

Integrating literacy with Livelihood is the new approach for the area of Adult Education. In addition Integrated Adult Education Strategy of Ethiopia designed based on this approach.

4. Literacy as pre requisite for livelihood training

Literacy as preparation for livelihood or income generation activities mean that before starting any livelihood the student should have to learn literacy .Training in livelihood is long term aim, but people are encouraged not to start training in livelihood until they have mastered reading, writing and calculating sufficiently to cope with livelihoods . Generally this approach is mainly focuses on basic literacy before permitting them to enter training in livelihoods skills.This approach the conventional approach like literacy campaign.

2.4.2. Challenges of Functional Adult Literacy.

Adult literacy is the foundation for improving the lives of adults. Low levels of literacy are one of the most severe barriers to adults gaining knowledge and skills. Because of the high levels of illiteracy in Africa, the provision of literacy has often, understandably, become a key, after decades of sustained efforts to eradicate illiteracy in Africa; illiteracy rates of adults remain high with continuing gender and urban/rural disparities. Illiteracy has several Correlations with low productivity, low incomes and poorer health. It hampers national development efforts. It is a bar to much adult education. The enormous growth in free universal primary education in Africa will gradually alleviate this problem, but drop-out rates from primary schooling remain high. The number of people needing adult basic education still grows and few resources are left over from primary education for children.

The adult education sub-sector of state education systems remains relatively marginal and under-funded, in spite of the good economic progress in many countries since the mid-1990s. Apart from poverty, African states also may have the difficulty of provision in multi-ethnic, multi-linguistic situations compounded by the often rural and subsistence economy of large proportions of the population.Nigeria, for example, has about 300 languages and dialects, and Chad some 120, of which only about 12 are codified (John Aitchison and Alidou, 2009).

In case of Ethiopia most people are illiterate from 81, 020 ,610 population 64.1% of them did not get adult educational opportunity, this shows that how much adult education program neglected .

According to (Alan, 2008) report entitled, Functional Adult Literacy Program provided by Government of Uganda, there were problems observed this includes . Lack of literacy expertise, there is a serious lack of expertise in the field of adult literacy, specially teaching literacy to adults, methods of handling adults. It is true that there is in Uganda a good deal more interest in and knowledge of the new thinking about literacy than in many other countries in Africa. The staff are aware that they have limitations in modern understandings of and approaches to adult literacy; some of the staff there take a strongly 'autonomous' view of literacy rather than the more recent 'social practice' or views.

Multi grade teaching

In one class room people who have never been in to school, who have knowledge of writing, reading and calculating, and also even people who have studied primary level education learn together , this may create a confusion on the side of Learner and also hard to manage class room

Primers and teaching-learning materials

Sometimes different adult primer has a number of limitations in terms of literacy (as distinct from its developmental messages) and its material can be covered in a relatively short time .Its main aim is getting messages across to the learners, and so the literacy element is concentrated more on reading than on helping the learners to write. By the end of the first primer, the learners can read some simple sentences but have no incentives to write anything but separate words. Those who have planned these lessons have greatly under-estimated the ability of adults, when they use their own experience, of learning quickly and applying this learning in their daily lives.

Picture and generative words: In Freirean picture-[possible discussion]- sentence-word-syllable approach to literacy the topic is selected by the learner , sometimes the instructor select the topic. This is an obstacle to practice Regenerated Freirian Literacy through Empowering Community Techniques (REFLECT) approach properly. The topic should be relevant to the learners and picture that is related to the topic:

The topics which are said to be “relevant to the learners” have been chosen by the writers of the primer, not by the learners. “The instructor is expected to use the picture provided to generate discussion from which a generative sentence will be selected going on to the selection of generative words which will be broken down into syllables”. These sentences are not however selected by the instructor or learners; like the topics, they are already chosen and written down in the primer. And in most cases, it was only the individual words and syllables which were copied into the learners’ notebooks, not the sentence in the primer. Certainly this approach is a great improvement on the letter-word approach which some other adult literacy learning program adopt: “One [instructor] said, ‘I used to wonder why the books begin with pictures instead of a b c d e f....’. But later [he said that he] received a refresher training in FAL main and then he realized the importance of generative pictures”. One CDO expressed the view that “the picture did not always match the content of the lesson (Alan, 2008: 45).

But this approach is still limited and textbook dominated. The pictures are not well printed and often cannot be distinguished, which is why some instructors ignore them. Most of the time the words are small and their meaning is often not clear. It would be good if the sentences could be reproduced on large flip chart sheets.

Other Literacy Learning Materials

Supplementary material very crucial for proper implementation of functional adult literacy program, but in almost all FAL program the supplementary material was not available, this has a direct effect on the functionality of the program.

Literacy learning and use

Literacy learning is largely confined on the functionality element. How much real literacy learning is practical outside of class room?

Recently there is growing understanding in most adult literacy learning programs that the systems of counting and calculation used outside the classroom (in the home and in the markets) are different from those being taught in the classroom, and that the teaching of numeracy to adults is best facilitated if the home and community numeracy practices are taken into consideration. That the learners engage in calculations before they join FAL is of course common knowledge; they buy and sell in the market; they cook with all that is implied in calculating amounts and times, they keep calendars, they use measures of length, time and weight all the time. Many of them have cell phones and some

acknowledge that they use the public phones. They adopt many different strategies for such activities. We noticed for example several examples of finger counting and one use of sticks, and an inability to use these to obtain accurate results (Alan, 2008). In order to solve this problems the literacy program inside class room must be relevant and depend on the local or indigenous literacy knowledge.

Literacy out comes. How far the learner were using their new literacy and numeracy skills in their daily lives – for that seems to me to be the main objective of the whole program. The transfer of the literacy and numeracy practices into daily life where he learners are already using different literacy and numeracy practices is clearly a problem.

2.5. Importance of girls'/women's Education

Gender inequality in education is extreme (Tomasevski, 2005). Girls are less likely to access school, to remain in school or to achieve in education. Education helps men and women claim their rights and realize their potential in the economic, political and social arenas. It is also the single most powerful way to lift people out of poverty. Education plays a particularly important role as a foundation for girls' development towards adult life. It should be an intrinsic part of any strategy to address the gender-based discrimination against women and girls that remains prevalent in many societies.

Education is a right

Everybody has the right to education, which has been recognized since the Universal Declaration of Human Rights (UDHR) in 1948. The right to free and compulsory primary education, without discrimination and of good quality, has been reaffirmed in all major international human rights conventions. Many of these same instruments encourage, but do not guarantee, post-primary education. These rights have been further elaborated to address issues like quality and equity, moving forward the issue of what the right to education means, and exploring how it can be achieved. As a minimum: states must ensure that basic education is available, accessible, acceptable and adaptable for all. The right of girls to education is one of the most critical of all rights – because education plays an important role in enabling girls and women to secure other rights.

Cultural changes

Cultural and traditional values stand between girls and their prospects for education. The achievement of girls' right to education can address some of societies' deeply rooted inequalities, which condemn millions of Women to a life without quality education – and, therefore, also all too often to a life of missed opportunities. Improving educational opportunities for girls and women helps them to develop skills that allow them to make decisions and influence community change in key areas. One reason for denying girls and women their right to an education is rarely articulated by those in charge: that is their fear of the power that girls will have through education. There is still some resistance to the idea that girls and women can be trusted with education. Education is also seen in some societies as a fear of change and now with globalization, the fear becomes even greater-fear to lose the cultural identity, fear of moving towards the unknown or the unwanted, fear of dissolving in the many others.

Especially disadvantage women like fistula injured women have resistance to education. There for, flexible and need based educational opportunities for destitute women helps them to develop skills that allow them to make decisions and to bring remarkable change.

Better health

Basic education provides girls and women with an understanding of basic health, nutrition and family planning, giving them choices and the power to decide over their own lives and bodies. Women's education leads directly to better reproductive health, improved family health, economic growth, for the family and for society, as well as lower rates of child mortality and malnutrition. It is also key in the fight against the spread of HIV & AIDS.

Poverty reduction

Educating girls and women is an important step in overcoming poverty. Inequality and poverty are not inevitable. “The focus on poverty reduction enables the right to education to be a powerful tool in making a change in the lives of girls and women. Poverty has

been universally affirmed as a key obstacle to the enjoyment of human rights, and it has a visible gender profile. The main reason for this is the fact that poverty results from violations of human rights, including the right to education, which disproportionately affect girls and women. Various grounds of discrimination combine, trapping girls in a vicious downward circle of denied rights. Denial of the right to education leads to exclusion from the labour market and marginalization into the informal sector or unpaid work. This perpetuates and increases women's poverty." (Tomasevski, 2005)

2.6. Historical overview of Adult and Women's Education in Ethiopia

Provided Education in alphabet had been long history in Ethiopia that dates back to the last millennium BC. In its subsequent Development, however, the Ethiopian alphabet was associated with the Christian religion and thus literacy was left to the clergy only to be used as a means of religious instruction. The Ethiopian Orthodox Church, which was institutionalized as state religion in the first half of the 4th century, was the dominant provider of religious education for more than 1500 years. Similarly Islamic education was a tradition since early medieval history of the country. It was only in the 1890s that literacy and basic education were realized as a means of development and modernity (Negash, 1990, 2006). Emperor Menilik II (1889-1913) issued a declaration in 1893 to the effect that every child should get education after the age of 6. This effort was eventually strengthened by the establishment of the first modern school, Menilik II School, which was established in 1908 in the capital, Addis Ababa (Negash, 1990, 2006). Nevertheless, education for adults had to wait for half a century before it received any particular attention. In November 1955, His Majesty Emperor Haile Silasse I (1930-1974) issued a proclamation of which the following is an extract: We charge every illiterate Ethiopian between the ages eighteen and fifty to learn in the time left over from his daily tasks, such Fundamental education as will enable him to know Amharic [Ethiopic] reading, writing, either at government schools or private... (Richard & Bernard 1974, peg 67)?? With this symbolic decree, the foundation of adult education was laid in Ethiopia, and thereafter literacy campaigns continued to be the focus of the imperial government. On the demise of the Imperial rule in 1974, the military government continued its efforts to eradicate illiteracy in the country. The most famous of these initiatives was the National Literacy Campaign which was the most extensive

program ever. It drew a lot of resources and were implemented nation-wide for ten years from 1979 to 1989. From this campaign, three major achievements are frequently quoted as success stories. The Campaign reached over 22 million people in ten years, and the literacy rate at national level was calculated at 83.2% in 1989. More importantly, the campaign raised the expectations of millions of people and opened up a door for formal learning as thousands attended their education in the formal school (Kebede 2005). Moreover, the development of literacy and post-literacy texts in 15 languages was another outstanding achievement. Thirteen of the languages did not have written symbols prior to the Campaign. Hence, for those and other achievements, the Campaign managed to win several international awards, including literacy prizes from UNESCO. With downfall of the military regime in 1991, the new government introduced new Education and Training Policy (MoE 1994). The Current policy claimed to address problems of access, quality, equity and relevance of education through restructuring the education system and changing the curriculum - mainly of primary, secondary and higher education. In 1994 adult education was not mentioned as a concern. To implement the new policy, the government launched a 20 years education sector development program (ESDP) within the framework of the policy in four phases. The sector development program started its first phase in 1997. One of the seven objectives of the program was to combat illiteracy in the country.

Accordingly, functional literacy and livelihood skills training to adults (adult education) has been one of the strategies to the education sector development program (ESDP III) (MoE 2006). The target group is adults who need basic education and training, and the content ranges from literacy and numeracy to environment education. The functional adult literacy program aims to empower adult members of the society to actively take part in the national development and poverty reduction strategies. As stated in the sector development plan (ESDP III), the government aims at reaching about 5.2 million adults through functional adult literacy programs; 143, 500 adults through skills training programs in five years (2005/06-2010/11) (MoE Universal Declaration of Human Rights (UDHR), 2006). Towards meeting this goal, a general strategic guideline was needed and the country has introduced its first national adult education strategy in 2006. The strategy

is said to be a concrete guideline to implement targets set in the Plan for Accelerated and Sustainable Development to End Poverty (PASDEP) and ESDP III towards providing functional literacy and livelihood skills training to millions of adults (MoE 2006) in addition the transformation and development plan also use us a guide line for developing ESDP IV in this plan mach infancies' given to Functional Adult Literacy Program. In fact, in long term, the strategy envisions the development of a well planned, organized and coordinated adult education system that will provide opportunities for youth and adults to have access to relevant quality learning program to enable them participate effectively in the economic, socio-cultural and political development of Ethiopia (MoE 2006). The strategy is also a manifestation of political commitment of the government towards such international initiatives as the Education for All (1990-2000- 2015), the Millennium Development Goals (MDGs 2000-2015), the United Nations Literacy Decade (2003- 2012), UNESCO's literacy improvement for empowerment, LIFE (2006-2015). As such, it is a result of tripartite engagement of the Ministry of Education of Ethiopia, the German Adult Education Association (IIZ-DVV) , Regional Education Bureaus and the UNESCO cluster office in Addis Ababa.

2.7. Hamelin Fistula

Addis Ababa Fistula Hospital provides care for women with childbirth injuries and has done so since 1974. It is located in Addis Ababa, the capital of Ethiopia. It is the only hospital of its kind in the world dedicated exclusively to women with obstetric fistula – a condition common in the developing world where the maternal health provisions are poor. It treats all patients completely free of any charge.

Founded by Drs. Reginald and Catherine Hamlin both obstetrician/gynecologists, from New Zealand and Australia respectively, the Addis Ababa Fistula Hospital has treated over 30,000 women with a success/cure rate of over 90%. Today, the hospital provides free fistula repair surgery to approximately 2,500 women every year and cares for 50 long-term patients. Catherine Hamlin has chronicled the history of the hospital in her autobiography and she and the hospital have been the recipients of many awards and nominations.

The Addis Ababa Fistula Hospital Provides care for women obstetric fistulas – the most devastating of all childbirth injuries. The Hospital has a success/cure rate of over 90%. We aim to be the world leader in Training and Research for the treatment, care & prevention of obstetric fistula.

It is estimated that there are 100,000 new fistula cases each year, but the capacity to treat fistula is only around 6,500 per year. The United Nations Population Fund (UNFPA) estimates the world's population of fistula sufferers at more than two million.

Despite the hospital's high cure rate, each year there are a few women whose injuries are too severe to be repaired. Those who are left with very little bladder or whose rectal fistula is severe, are fitted with surgical stomas and rely on urostomy or colostomy bags for the collection of bodily wastes. Others have disabilities related to nerve or other damage.

Such patients need on-going medical attention and are, therefore, unable to return to their villages. In keeping with the Fistula Hospital's dedication to holistic care, these women are invited to stay on at the hospital and are given food, shelter and love. They are also trained to provide care to others and become nurse-aides. They can meet the needs of each new patient because they are empathetic to their sisters suffering similar injuries. All of our nurse-aides, around 100 of them, and several other members of staff are former patients who require long-term care.

Desta Mender "Village of Joy"

Our study mainly focus on Desta Mender or "Village of Joy" which is Located 17km from Addis Ababa, Desta Mender is now a flourishing, sustainable, village community providing holistic care for around fifty long term residents. Women awaiting surgery at the Addis Ababa Fistula Hospital are also accommodated at the village (<http://www.hamlinfistula.org/our-hospital.htm>).

CHAPTER THREE

RESEARCH DESIGN AND METHODOLOGY

This chapter includes detail description of the methods and procedures .I also presents the details of sample and sampling techniques, method of data collection and data analysis techniques.

3.1 Research Design

The study employed Qualitative method assisted by Quantitative survey method because most adult learning focuses on behavioral change. Since the purpose of this study was to identify the Status and Practice of Functional Adult Literacy program, it was assumed that the status and the practice was approached using qualitative method. Creswell ((2003)

3.2 Data Sources

The data for the study was obtained from both primary and secondary sources. The combination of both primary and secondary information obtained from different respondents and document were given a clear picture of the status and practice of FAL program. In order to achieve the objective of the study, women participates in the program, facilitators, experts, nurses and coordinators were used as sources of primary data of data. In addition to this, documents / recorded data were collected from different levels of offices of Hamelin Fistula as secondary data.

3.3 Sample Population and Sampling Techniques

Out of the total population of the study under Hamelin Fistula Desta Mender Project, 77 participants were chosen from the organization using purposive sampling technique because the study focuses on injured women. In addition to this, there homogeneity forced the research to use purposive sampling. Out of 315 population in Hamelin Fistula ,37 (literate participant women) reintegrated women, 4 facilitators (trainers), 25 illiterate injured women adults and 13 staff (Experts), 3 woreda official were selected through

purposive sampling technique because the research focuses on fistula victim women .Secondary data from Annual and quarterly report were collected so as to get relevant information.

3.4 Data Gathering Tools (Instruments of Data Collection)

The study seeks data from participant Injured women, Facilitators, Staff and Woreda Education Officers. Four data collection instrument have been used to collect data. This was because to secure realiable data.

3.4.1 Questionnaire

questionnaires is an appropriate data gathering tool in such away that the respondent is alone without any disturbance of outsider can respond personally to the question. Accordingly, one types of questionnaire constituting both close-ended and open-ended question items was prepared for the target population. Accordingly 37 questionnaires was prepared and distributed to 32 literate (reintegrated women). The questionnaire was consisted two parts. The first part consists of items which are related to demographic variables such as sex, age, marital status and levels (class) and their training center. The second part consists both closed -ended and few open-ended questions related to Functional Adult Literacy (FAL).

3.4.2 Focus Group Discussion (FGD)

The second data gathering tools was focus group dissection (FDG) with two illiterate group one consists 13 member whereas the second group consist of 10 women.

3.4.3 Interview

In order to complement data collected through questionnaires, the researcher employed semi-structured interview for supervisors and 2 (two) facilitators to gather detail information related to success and failure of the literacy program. Interview is helpful to gather data which is related to personal opinion, beliefs, feelings and experiences about the situation with their own words. Accordingly, in order to get in- depth data, semi-structure interview was designed in order to get there inner feeling.

3.4.4 Observation

Observation was also another key data gathering tool that helped me as an eye witness to the situation. The major points observed were, the condition of Learning centers, facilities, demonstrative fields or areas for practice, training approaches and the existing good practices. Observation was used to consolidate the research with different techniques and to know what the situation looks like in real life practice of the training centers. It was also employed to help me to observe to what extent trained women transferred or applied the skill they acquired in their training.

3.4.5 Documentary Sources

Various documents such as thesis, internet sources, training guidelines, training manuals, reports, Strategic plans, attendances, lesson plans, teaching aids and learning modules were used as major secondary data sources. Document analyses helped to see the challenge and success of the program during the training life and helped me to gain and understand the phenomena.

3.5 Pilot Study

Pilot study was done for all data collection an instrument was conducted before the real field work undertaken. The purpose of the pilot project was to find out ambiguities, omissions or misunderstandings in the instruments and also to check reliability of the instruments. the pilot study was conducted at Addis Abeba Hamelin Fistula Hospital, as result of pilot study some questions were rejected from the questionnaires .

3.6 Procedure of the Study

Before the final questionnaire was ready and delivered to respondents, 37 questionnaires were pre-tested by small groups to see its validity in practice. Based on judgment and input obtained from respondents, items that were found to be ambiguous, vague or general were left out and rephrased. Finally, the approved questionnaires were set in their final form and distributed to respondents. Then after, the collected were processed in office. Having finished data collection and processing, data analysis and interpretation had been made.

3.7 Method of data Analysis

The quantitative data gathered using questioners were tabulated, analyzed and discussed by applying descriptive statistics. I employed percentage and mean technique, while open-ended items, interview, focus group discussion (FGD) and observation were analyzed by using qualitative method of data analysis such as thematic and content analysis techniques and presented in tables. In addition, Qualitative data were analyzed through interpretation and conceptual generalization. Finally, the results of data analyzed, categorized, summarized, discussed and presented accordingly.

CHAPTER FOUR

PRESENTATION, ANALYSIS AND INTERPRETATION OF DATA

In this chapter, 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 in chapter three, the next step was to analyze those data. It generally consists of presentation of the statistical result obtained, observation made document review results and the implication of the result to the research topic. The collected data then, were analyzed and interpreted using different statistical tools and the various qualitative techniques.

The totals of 37 questionnaires were distributed to respondents and then 100% of distributed questioner were returned and filled properly. After checking the respondents questionnaires no questionnaires rejected

In line with the methodology mentioned earlier, this paper focuses on three major parts. The first is the descriptive explanation of elementary statistical tool and personal observation, which includes personal background information regarding age, levels of students, women field of engagement during FAL delivery and issue related to Functional Adult Literacy. The second part is qualitative data gathered from case study, focus group discussion interview and personal observation. However, sometimes triangulation of both methods come together in order to substantiate the outcome of one by the other.

4.1. Back Ground Information about the Selected Study Center

In 2009 an agreement was signed to develop Functional Adult Literacy Program between Adult and Non formal Education association in Ethiopia (ANFEAE) and Desta Mender Project Bourayu. Based on the agreement, ANFEAE started its work and conducted simple survey on the needs and interests of the learners. The survey shows different problems which were related the FAL program. Depending on the survey four needs based learning materials were developed and produced. In addition the facilitators and officials got training on principles and approaches of FAL program.

4.2. General Characteristics of Respondents

The units of analysis of the study were responses of literate fistula injured women, facilitators, Desta Mender officials, illiterate adult and coordinators. Thirty-seven reintegrated women (literate participant women), four facilitators (trainers), twenty-five illiterate injured women adults and 13 staff (Experts), 3 woreda officials were included in the study. 2 focus-group discussions for illiterate adults at one site with key informants and facilitator were conducted. Twenty-five injured women and thirty-one males participated in the discussion. The profiles of these units of analysis were indicated in the table below.

Table 1: Characteristics of Respondents

No	Item	Respondent women's(reintegrated)		Facilitators and coordinators	
		No	%	No	%
1	Sex				
	a. Male	-	-	1	12.5
	b. Female	37	100	7	87.5
	Total	37	100%	8	100%
2	Age range				
	a.15-20	17	45.9		
	b.21-25	8	21.6	1	12.5
	c.26-30	7	18.9		
	d.31-35	3	8.1	6	75
	e.36-40	2	5.4	1	12.5
	Total	37	100	8	100%
3	Qualification				
	a. Level one	3	8.1	-	-
	b. Level two	29	78.3	-	-
	c. Level three	4	10.8	-	-
	d. Above level three	1	2.7	-	-
	Total	37	100%	-	-
4	Marital status	No	%	No	%
	a. married	32	86.4	6	75
	b. single	3	8.1	1	12.5
	c. divorce/separate	2	5.4	1	12.5
	d. widowed	-	-	-	-
	Total	37	100	8	100

As shown on Table 1, the entire respondents were 37 (100%) female. This implies that this project focused only on female fistula injured women. In relation to their age, (49.9%), (21.6%), (18.9%) and (8.1%) were between 15-20, 21-25, 31-35 and 36-40 respectively. This shows most of respondents was young women. As far as women qualification is concerned the vast majority were 29(78.3%) were level two which is equivalent to grade three, while 3 (8.1%) were level one the rest were above level three. Moreover, 78.3% of injured women had educational qualification below level two, which implies that women need to complete level three Functional Adult Literacy program in order to be able to develop basic skills of reading, writing and numeracy that are very crucial for social reintegration of women in their respective communities.

Regarding Marital status, 32 (86.4%) of injured women are married whereas 3 (8.1%) were divorced, 2(5.4%) are divorced/separated.

4.3 Functional Adult Literacy Program

Functional Adult Literacy program is one component of Desta Mender Project. The Program mainly focuses on providing basic literacy and livelihood related activities.

Table 2: Response Related of Functional Adult Literacy

No	Item	Respondent women's (reintegrated)	
		f	%
1	1. Do you have interest to attend Functional Adult Literacy Program?		
	a. yes	37	100
	b. no	-	
	Total	37	100%
2	How do you rate your interest in the area which is related with the FAL program?		
	a. Very high	29	78.4
	b. high	7	18.9
	c. medium	1	2.7
	d. low		
	e. very low		
	Total	37	100
3	Have you ever taken any supplementary training in the area of vocational skill training which is an essential component of Functional Adult Literacy?		
	a. yes	31	83.8
	b. no	6	16.2
	Total	37	100%
4	How the learners or you are involved in the program ?		
	a. by their own request	32	86.4
	b. forced		
	c. by understanding the importance of literacy program	5	13.5
	d. Other	-	
	Total	37	100
5	What is the base for selection of the types of skills and other training program provided in FAL?		
	a. target groups and common needs	35	94.5
	b. availability of raw materials and equipment		
	C. availability of trainees		
	D. understanding its productivities	2	5.4
	Total	37	100
6	Are there learning manual for Functional Adult Literacy program in your center?		
	a. yes	37	100
	b. no	-	-
	Total	37	100

As indicated in Table 2, in item 1, the women respondents were asked whether or not they have interest to attend Functional Adult Literacy. 37 (100%) of the women indicated that they have interest to attend FAL program. Concerning this, Mayer Fialkoff, (2006:125-126) stated that:

....So while there are varieties of ways of gaining enrichment, many women prefer to participate in an organized institution framework that provides the Adult course. The direct contact between the student and teachers appeared to be the main attraction for women to leave their home

....

In item 2 of the same table, women participants were asked about their interest in the area which is related with the FAL program. Accordingly, the majority 29(78.3 %) of them replied that their interest was very high whereas 7 (18.9%) replied that their interest was high. To add on this on one of interviewees said:

The class management was very interactive, flexible and need based; this interactive class management attract and develop the interests of learners to participate in FAL program.

These responses pointed out that most of the participant have interest to participate in FAL related activities (vocational Skills). Concerning this (IIZ/DVV, 2002:24-25) states that;

income generation helps to attract more students to literacy and build interest.

This shows that the learner more interesting if the literacy program treated functionally.

Item 3 of the same table deals with the question whether respondents had got any supplementary training in the area of vocational skill training, Accordingly, the majority 31 (83%) of respondents said that they took supplementary training which is directly related to FAL. Whereas 6 (16.2) of the respondents said that they did not take supplementary training. This indicated that Desta Mender provided supplementary training for injured women for making the participants competent when they are reintegrated back to the community. On the other hand, the forth item of the same table indicated that 32 (86.4%) the learners are involved in FAL program by their own request.

In relation to question number 5 of the same table it was indicated that the great majority 35 (94.5%) of the respondents pointed out that they could select the types of skills training program, which they thought could be very useful for their future life. In relation to its importance, the researcher asked Facilitators and supervisors to tell their observation on the condition of FAL program in FAL center. They replied that, Functional adult literacy helped the participants to develop self confidence and to interact with each other. The supervisor added that the FAL program support the participants to have some skills in the area of income generation

Table 3: Responses Related to Teaching and Learning Process for Literate Adult.

Item	F	%	
1	Length of Lesson		
	Sufficient	34	91.8
	Not sufficient	3	8.2
	Total	37	100
2	Preferred style of teaching		
	With interval	32	86.5
	continous	5	13.5
	Total	37	100
3	Training mix		
	more theoretical	29	88.3
	More practical	8	11.7
	Balanced	-	-
	Total	37	100
4	Teaching methods		
	Class lecture	3	8.1
	Mixed type (all methods of Teaching)	26	70.7
	Group discussion	7	18.9
	Field visit	1	2.7
	Total	37	100

Source: Own survey data March, 2012

According to the data gathered from reintegrated women through questionnaire regarding the time allowed to complete the learning module, majority of respondents asserted that the time was not sufficient 91.8% sample respondents and sufficient according to 8.1% of respondents. Styles of the teaching are also essential aspects towards injured women day-to-day activities and continuous practices in Desta Mender. Hence, 86.5% of respondents were preferred with-interval style of the teaching while 13.5% of the responses indicated continuous ways of training. With-interval was preferred due to the health condition of women. About 78.3% of the trainees indicated that trainings were carried out more on theoretical parts of the training content. Practical parts share 11.7. As far as training methodology is concerned, 70.27% respondents replied that the training system was mixed type. The remaining records of the training methodologies were 8.1%, 18.9%, and 2.7% for class lecture, group discussions, and field visits respectively. As per the data gathered from sample respondents of women, training sessions were conducted for 6 months different. For instance, the first graduate (reintegrated women) has conducted training from September to February, the second reintegrated women has conducted for 8 month of training in , the third has delivered from October to march month . Most of the time learning were delivered Five days per week and for 2 to 4 hrs daily. This Learning duration was designed by Hamline Fistula Desta Mender project and Adult and Non Formal Education Association in Ethiopia (ANFEAE) this time schedules designed considering the capacities and objectives of the project and other situations. According to Minister of Education (2010) guideline learning was allowed to be conducted for three years as per the preferences of trainees.

The researcher observed some of the material and activities which was related with FAL program and it was so nice to make the literacy program function(demonstration sites, Vocational Training centers , dairy farm, poultry etc) some of the material were convenient for the delivery of the training but practically it did not integrated with the theoretical aspects of FAL.

According to key informants questionnaire and focused group discussions, limitations of FAL delivery systems were observed. Some of the challenges of effective Learning were:

poor time management, Lack of integration with practical skills, low participatory method of teaching due to their health and psychosocial problem, poorly organized delivery of the FAL program less number of facilitators and fillings of dependency on the side of injured women on organization was the major limitations of the program. Trainees also have not participated with full commitment and interest in FAL program; rather they want to be a nurse or aid nurse. Somehow practical teaching, dairy farm and poultry were very interesting and contrast traditional with modern techniques of practice and its application in terms of production and productivity is also a good start. They had taken practical training saving and credit with the support of other NGO, they have also continuous training on legal mater , took training on how to handle stoma bag in a safe way and some other important tasks to increase their income and to be healthy . After they complete the learning program (FAL) the women had selected and additional training, based on their interest provided, in order to make the women efficient when they reintegrate to larger communities. As stated by focus group dissection some of the training area were dairy and cow fattening practices, nurse aid, hotel management and poultry. In General with of the above limitation , lack of inputs, training of trainers and appropriate training methodologies, the FAL couldn't achieve its objectives to address the required level of knowledge .

4.4 Major problems in FAL Program

Table 4: Factors that affect that affect FAL program during FAL learning processes

No	Item	Very high		High		Moderate		Low		Very low		No of respondent	
		frequency	percent	Frequency	Percent	Frequency	percent	Frequency	percent	Frequency	percent	Frequency	percent
1	Presence of qualified and experienced trainers	-	-	31	83.7	4	10.8	-	-	-	-	37	100
2	Coordinators ability to manage and organize the program of FAL centers			34	91.8	3	8.2	-	-	-	-	37	100
3	Availability of training materials and equipment			37	100								
4	Level of budget allocation to the center			35	94.5	2	5.4					37	100
5	Man power assignment on the structure to the FAL center			3	8.1	9	24.3	25	67.5			37	100
6	Availability of raw materials			31	83.7	4	10.8						
7	Presences of relevant training materials			35	94.5			2	5.4				
8	Availability of adequate facility in the training centers	34	91.8	1	2.7	1	2.7	2	5.4				
9	Existence of market for training product	4	10.8	33	89.2								
10	The all round support of FAL centers graduate in work area			24	64.8	7	18.9	4	10.8	2	5.4		
11	Level of trainees follow up			21	56.7	14	37.8	1	2.7	1	2.7		
12	Extent at which curricula links adult literacy to livelihoods	34	91.8	3	8.1								

The above table summarizes the challenges and problem that affect FAL program during FAL learning processes. Accordingly, more than half percent 31(83.7%) of the respondents replied that they have qualified and experienced trainer. In the same table, to confirm whether Coordinators have the abilities to manage and organize the program of FAL centers. The majority 34(91.8%) of respondents confirm that the coordinators have the abilities to manage the center.

Based on the data gathered from table 2, 34(91.8 %) respondents explained that the literacy link with livelihood and also relevant in terms of the training contents towards the health of condition of injured women. Where as 8.1% respondents explained that the training content was not link and relevant. The training what they had conducted was curriculum based and relevant to the needs of learner, but it doesn't mean that only training contents can achieve the stated objectives for successful training results.

In table 2 an attempt was made to examine the degree of follow up, 21(56.7%) replied that there is high flow up were us, 14(37.8) side that there is medium follow up. This indicate that majority of women need continues follow up. The eight item of the same table raised question weather adequate facility in the training centers available Majority of 34(91.8 %) of the women said that the degree was very high. From this data we can conclude that the center was fully equipped with necessary facilities. In addition the researcher raised other open ended question to injured women. What are the major organizational and managerial problems encountering for the success of FAL program in FAL centers, most of respondents indicated that integrating literacy with livelihood (dairy ,poultry and back yard gardening) was the main managerial problem encountered during learning process. In addition the supervisor was asked whether there is any integration between literacy and livelihood practice in learning modules. He replied:

They haven't seen any integration between literacy and Livelihood.

This shows that the program lacks adequate practical component.

Generally, the program has its own limitation in that, the program was not well organized, poor communication, less follow up and evaluation observed.

4.5 Case study : Functional Adult Literacy Hamelin Fistula Desta

Mender Project

I prefer to employ case study methods. This is because the method in general helps me to obtain first hand information from the subject of the study. it is also enable the researcher to have dip knowledge regarding FAL and it also help the researcher to have detailed understanding of the area.

Case one

One of the facilitator asked about the current condition of FAL program in FAL Center she explained that:

The main objective of FAL was to equip injured women with necessary, relevant and life oriented knowledge, skill and attitude. So the current condition of FAL is good; we have four learning manuals and enough learning facilities, but we lack knowledge and skills on how to integrate literacy and livelihood.

The facilitator was also asked about the role of government, NGOs, and community in supporting FAL. She replied that

We have got some technical assistance from nearby line government offices, but I believed that more support should be rendered to us.

Concerning the interest of the target groups (injured women) to participate in FAL program, she replied:

Since our program employs flexible and need based approach most of our participants have interest to participate in FAL program.

When she was asked about the integration between literacy and livelihood in practice in learning modules, she replied that:

There is somehow integrated effort to address problems of injured women but we lack practical integration of the vocational skills which was separately provided by other department Within Desta Mender.

She also further explained that the learning modules are clean notes, relevancy, context based and directly related with the objective realities of fistula victim women but some problems observed on writing, reading and calculating elementary calculation”.

Regarding the time allotted for Functional Adult Literacy Program, she replied that:

The time given for four modules were not enough. Each module may take six months. This can't be covered within one year. In order to bring remarkable result mach emphasis is needed for the program in general.

In relation to the institutional capacity of FAL centers to offer the training program, she told:

The centers have qualified and trained facilitators; in addition she said that we have also enough instructional materials, but we lack other supplementary materials, which are directly linked with numeracy and literacy.

(Tigist, March 20, 2004)

Tigist confirmed that the current condition of FAL was so good in that the center has learning modules and enough facilities but there is lack of integration. In addition to lack of integration, the facilitators at different levels had little understanding what FAL is and its approach. The researcher observed that the facilitator had experience only on formal schooling approach.

She also stated that the time allotted is not sufficient in order to be able to read and write and complete the course efficiently.

Case two

When I arrived at Desta mender I saw something different from other area. The houses were constructed separately and the structures of the houses were different and it was a very attractive for the new comer to the village. I started to observe the compound such as man made pond and loges and it was impressive.

On my way to the office I saw one woman in front of the training hole I asked her to give me some information regarding FAL program and she was willing. Her name is Zurysh she told me that, she is the coordinator of reintegration. I asked her concerning the current condition of FAL she replied that,

Functional Adult Literacy Program was started 2002 with two facilitators since then the program graduated 49 adult learners. The graduated learners (reintegrated injured Women) at this time develop self esteem and started their businesses independently; this shows that the learning program was relevant to the situation of women.

She also added that the program helps the learners to fit themselves with local communities. When she was asked about the integration between literacy and livelihood, she replied that:

We lack training regarding how to integrate literacy with livelihood in addition; we did not take any workshop training regarding FAL. We have no experience in the area of teaching using generic words. This shows you that the program implementers need further training on the area. In addition to the problem of integration, the learning modules mainly focus on livelihood rather than literacy and also some of the content of the materials are not adequately explained. This implies that the materials need revision.

Regarding the time allotted for Functional Adult Literacy Program, she responded:

In order to complete all levels the time given for each level was not enough. This is just to tell you that the program was designed carelessly and needs some adjustment. .

(Zuriash, March 24, 2004)

Case three

I went to the area for the second time to collect additional data for the research I started the trip earlier. At the time of my arrival, the people whom I should have contacted arrived late at the appointment place, .Until they come I wondered around and saw different groups of people discussing their life and I silently closer to one group they immediately stop their discussion, , I tried to talk them but no one respond to my greeting. Then, I left them and went to my group .After greeting, us usual, I asked them about their life in Desta mender, I explained the propose of my visit and they were willing. When I arrived at their home 10 people were living together ,One of the owners of the house was Lengersh Muche . At that moment when I sow Lengersh she was so humble and silent.

Lengersh Muche was came from East Gojam called Motta and joined Desta mender before three years. She had been illiterate before she joined Desta Mender. She told me:

Whenever we want to request any affairs someone else wrote our names and would we signed using our thumbs. Those people thought I was ignorant, they laugh at me and undermine me because I couldn't write my name but now when I joined this Functional Adult Literacy I have some knowledge regarding how to write and read my name. She also explained that: I now completed the one year literacy program and started additional income generation program in the area of Dairy farm , during our training the organization can pay us 200 birr as pocket fee.

She added that, during her literacy time she appreciated the methods of teaching and facilitators approaches but during her stay in literacy class she observed disorganized class management and lack of supplementary books. Furthermore, she said:

I need further education especially in the area of basic literacy. Generally the FAL program brings remarkable changes on me in the area of communication, building self-steam and business skills. Thanks to Emaye (Dr, Hamlin) I am good.

(Lengersh, March 20, 2004).

To my knowledge, some of the students like Lengersh have no enough time to complete basic writing and reading skills from the information I got from her. In addition, they need additional training regarding life skill program that she is engaged.

Case four

The restaurant group has been operating in Desta Mender Jenifer café for two years. Until now the group saved more than 30, 000 birr (estimation). Each of the group members contributed their effort for increasing their capital. The group members are proud of the savings they have been able to accrue. The group has eight members, Tirumade Mola is one of the member of the group and she is cashier ; she is 25 years old and disabled . I met her while she was recording their expenses and income .She stated:

Saving is one of our greatest accomplishments. This job has helped us to save some cash. In addition Turmade said:

During our training program, we got different skills in the area of food preparation, legal and saving and credit. This training helped us now to run our café properly". She added "Now I am able to manage write and keep records properly. Now the organization pays me 1,100 birr monthly salary for some of the group members and they stay out of Desta Mender.



Plate1. Discussion with Trumade in their café

Besides, Tirumade cases one of the women in hope group (dairy farm project) explained that Functional adult literacy program contributed to their dairy training and she expressed the benefits of the training she attend as follows:

I do not believe that success only depends on formal education. When I was in Gojam, I was not able to generate significant profit in selling agricultural products; it was because of my illiteracy in the area of business skills. All the success I have gained is after I attended

Functional Adult literacy which was given by Desta Mender; now I have different skills in the area of literacy, numeracy and livelihood. Now I earn a monthly income of birr 200birr, there are also other benefits that I reaped from other institutions working in the areas of women rights and business skills.

When she was asked to tell about the major problems she faced during her stay in Dest mender. She told:

I faced so many problems, particularly a problem of illiteracy”. Moreover, She said “most of graduates can’t correctly read and write; we have so many other needs to be fulfilled by the organization like training on saving and credit and exposure visit”,. She added that “sometimes field of study or engagement was selected by the organization without involving the learners; this has a negative impact on the result.

Generally speaking all the success in income generation comes as result of Functional Adult Literacy Program and life skill training.

4.6 Result of focus Group Discussion (FGD) Held with Illiterate Adult Women

In our discussion, the new comer (injured women) had a chance to express their view towards Functional Adult Literacy Program. Most of the illiterate injured adult replied that, Literacy is the best way to skip from poverty and to improve the life of people.

Table5: focus Group Discussion (FGD) Participants.

No	Group	No participant	Place of discussion
1	Adult women group one	13	Desta Mender
2	Adult women group two	6	Desta Mender

In relation to building the capacities and increasing income. The participants said, “attending literacy program helps us to build our knowledge and skills and in return, it will increase our income through involving ourselves in income generation schemes. In addition, we want to see changes in our lives after attending they Functional Adult Literacy Program.

The women were also asked about the assistance that they need from Desta Mender. They replied that, If Desta Mender should introduce discussion and introduction time to illiterate women regarding the benefit of FAL program it will be helpful. They also expressed:

Facilitators should try to know the background of participant students in order to understand the problems of the students and try to help as mach as possible.

The participants were also asked to give their view about the future plan of injured women. Their comments are as follow. Some of them explained that they have a plan to live inside Desta Mender for future where as the remaining of want to learn FAL and to become self employed and to live independently out of Desta Mender.

Regarding the facilities of the center, they responded that it has enough facilities and the Facilities are very attractive. In addition one of the participants said:

It was for me a parodies I am thankful to Dr Hamline (the founder of Dest amender) for what she did for many injured women of Ethiopia.

Some of the women commented on the kind of relationship they have with their respective facilitators. When discussing on the relationship of women with their facilitators, there were two different ideas among the participants. Most of the women expressed that the women do not want to obey their facilitators they feel that the facilitators hate. Some of them commented that the kind of relation ship between women and facilitators mostly depend on the facilitator’s approaches them. One of the new comers explained that:

We are so sensitive to any words, we have less patience, lack of self-esteem and we are easily disturbed because of our health problems and hopelessness that we acquired from our life when we were at home.

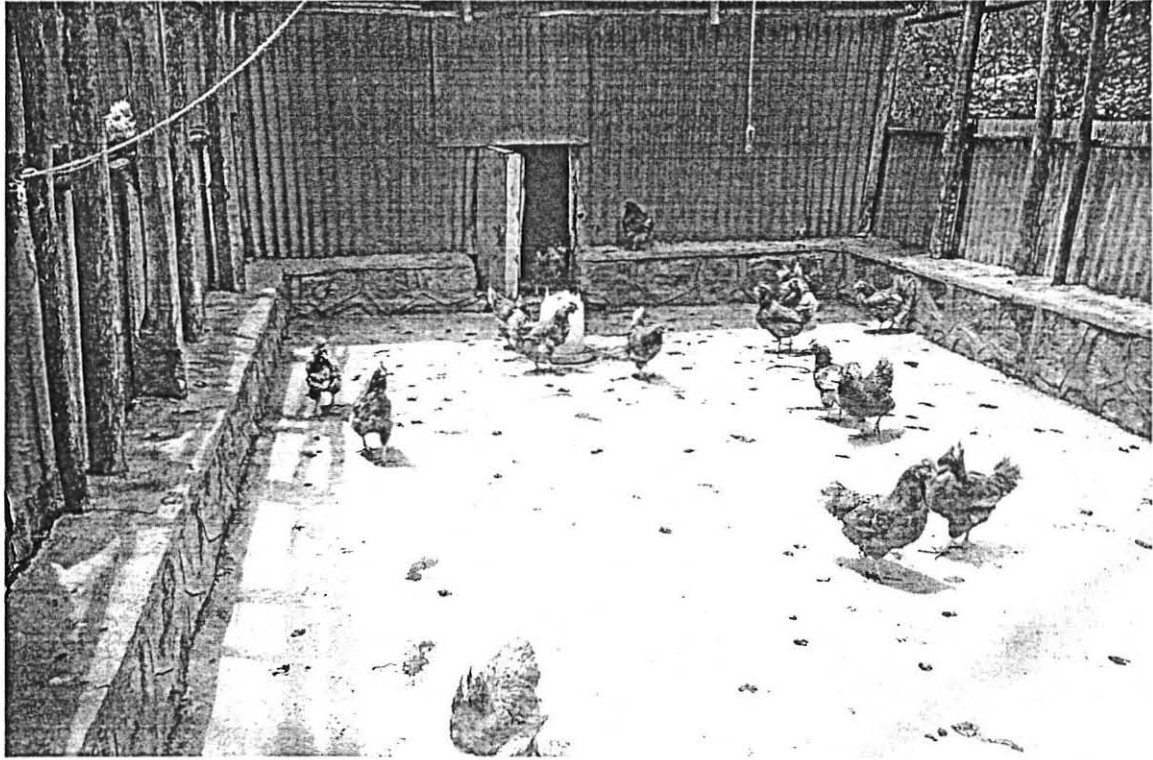


Plate2. One of the livelihood parts of Functional Adult Literacy in Desta Mender

Table 6- Background Information of the staff and woreda education officers of the organization

No	Educational level	Position	responsibilities	Service years
1	Health officer	Nurse	-Follow the health condition -Educate health education	2 years
2	BSC	Reintegrated coordinator	- After the women graduate she is responsible to reintegrate the women to the local communities	7years
3	Diploma	supervisor	- Supervise the women case	4years
4,	BSC	Facilitator	- Manage and facilitate the over all education program	2 years

4.7 Management of Functional Adult literacy

In regard to management of functional Adult literacy the researcher asked the facilitators and supervisors about the management of Functional Adult Literacy. Accordingly the interviewees reported, FAL program was managed by Desta mender manager. The manger is responsible for coordinating and managing the FAL program where us the coordinator coordinates the teaching learning process. The student were hilly involved in all process of learning. Generally, the teaching learning processes were participatory and flexible to the situation of Fistula victims.

Regarding the role of government, NGOs and community in supporting FAL program, the interviewees replied that some of stakeholders support our FAL program through provision of orientation type training but the training was not enough. Moreover NGOs like Adult and Non formal Education Association in Ethiopia (ANFEAE) technically support our program. The supervisor also expressed that the local government gave substantial support to our women through provision of land for constructing income generation restaurant at nearby small town.

Finally, the facilitators and supervisors commented that the learners usually show misbehavior due to there health and other related problems, it is important if the organization includes civic and psychosocial education as one lessons. In addition, they commented that the staffs lack adequate training on principles and approaches of Functional Adult Literacy Program.

Lastly, one of interviewer reported that the injured women economically benefited from FAL program where as some of them are not willing to learn and to live privately out of Desta mender. This shows that the injured women were more dependent on organization

4.8 Methods of teaching and learning assessment of FAL program at Dest Mender

The researcher also conducted class room observation using checklist. Accordingly, group discussion, peer teaching, lecture and demonstration methods were used or employed during class room teaching .observation The class observation also indicated that the facilitators evaluate the student performance weekly and monthly using testes and oral questions .In addition, the researcher tried to analyze the existing relevant documents and reports . it was found out that , the facilitator and coordinators have got little training on concepts and principles of adult literacy, the role of literacy for development and methods of teaching. Based on this training the facilitator uses literacy approach using generic words

Regarding the time allotted for functional adult Literacy program, they said that the time given was not enough to complete four modules within one year, it was wrong to overload injured women with so many learning tasks.



Plat 3. Orientation to start basic literacy

The above Picture shows Adult women were participating 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 applying basic literacy skills to learn business and other skills. Thus, the trainees were applied practice-centered learning approach.

Concerning this, I asked the nurse about the importance of such skills training for injured women, she said,

Livelihood related training enables them to generate income and to develop self confidence .It promote the development of self- esteem among the learner.



Plate4. Dairy farm for reintegrated women

**Table7: Share of injured women with in Desta Mender
(One year sample)**

No	Region	Zone	percent
1	Amhara	Gojam	31%
2	Amhara	Gonder	6%
3	Amhara	North-shoa	3%
4	Oromiya	Welega	4%
5	Oromiya	Jima	11%
6	Oromiya	Harererge(Both)	9%
7	SNNPR	Sidam	9%
8	SNNPR	Gurage	3%
9	SNNPR	Hadia	9%
10	Tigraye	Tigray	3%
11	Benshangul Gumeze	Benshangul Gumeze	3%

Source: Own survey data March, 2012

The above table shows that most seriously injured women come from Gojam which score 31% were us Tigray and benishangul region score 3%. The differences may be due to High prevalence of fistula victim in Amhara Regional state especially in Gojam.

Table 8: Duty and responsibilities of core staff

The above table shows that majority of staff were bachelor degree. This implies that the organization has qualified staff for provision of Literacy.

No	Name	qualification	Terms of employment	Responsibilities/Duties
1	Coordinator	MA in Management	Permanent	Manage the over all activities of the organization
2	Reintegrated officer	BA in Management	permanent	Reintegrating injured women to the large communities
3	Facilitator	BA Education	permanent	Coordinate the over all activities of FAL <ul style="list-style-type: none"> - Provide class room lessons - Organize the learner - Evaluate the performance of learners
4	Agriculture expert	Diploma	permanent	Coordinate the vocational and
6	Facilitator	Grad10	permanent	-Provide class room lessons -Organize the learner -Evaluate the performance of learners

CHAPTER FIVE

SUMMARY, CONCLUSION AND RECOMMENDATIONS

This chapter comprises Summary, conclusion and recommendation of the research results. Summary was made by taking the major incident of the study. Conclusions were also given by incorporating personal insights and by discussing previous work of other scholars. After summary and conclusions of the study had been made, some possible suggestions were forwarded.

5.1. Summary

This study was conducted at Desta Mender, Burayu district, East Showa, Oromiya Region, Ethiopia. Desta Mender was selected for this study because it is the pilot project for Hamelin Fistula Hospital. The study specifically focuses on Functional Adult Literacy Program Which was Designed in Partnership with Adult and Non Formal Education Association in Ethiopia. The major purpose of the study was to investigate the status and practices of Functional Adult Literacy Program of Desta Mender Hamelin Fistula Project. The studies examine detail practices and processes of learning.

The study employed Qualitative method assisted by Quantitative survey method because most adult learning focuses on behavioral change. Review of Related Literature was reviewed by researcher and prepared one set of questioner for literate adults, case study, Focused group dissection and interview. In addition, Observation and document analysis were used to gather information from offices and FAL center within Desta Mender. Generally the study was restricted within Desta Mender.

Finally from the data obtained by using statistical tools such as percentage and qualitative methods (case study, focus group dissection) the data were analyzed. From the data Analysis, the major findings obtained were as follows:

- The Finding of the study pointed out that majority of the respondents believed that the time allotted for completing the learning modules was not sufficient.
- The studies confirm that women are actively involved and interested if the styles of teachings with interval depending on the interests of women.
- The finding revealed that the trainings were carried out more on theoretical part of Functional Adult Literacy program than practical part of FAL program.
- According to the responses of literate women, focus group dissection and case study there were poor time management, lack of integration with practical skills, low participatory methods of teaching. Poorly organized delivery of FAL program..
- The finding also shows that many of injured women have interest to live with in Desta Mender, mean that they have the filling of dependency on organization.
- Most of the participant responses show that almost all participants adult need to be nurse Aid within the hospital rather than other vocational skills.
- The study indicated that majority of participant confirmed that the center lack input, lack in service training on new approaches of FAL training for facilitators and supplementary learning books .
- The Finding of the study pointed out that they practice literacy approach using generic words.
- The finding reveled that the new comers (new injured women) show miss behavior due to their health problems and neglect ion when they are at their home.
- Lack of basic Literacy skills and luck of consistence follow up and providing technical support were the problems now facing the literate adult to operate their business after they reintegrated to the community.
- The finding also shows that many of injured women got economic benefite after they attend FAL program.
- Finally, even if the initial training provided for core staffs concerning FAL program, most of the staffs and injured women luck the importance of Functional Adult Literacy Program.

5.2. Conclusions

Desta Mender was established to help seriously injured women who were not treated well. The major objective of Desta Mender was to provide holistic care for around fifty long term residents. In addition women who wait surgery at the Addis Ababa Fistula Hospital are also accommodated to live at this village.

The study shows that Desta mender FAL program helped or contributed a significant role for the attainment of various objectives. The FAL program provided by Desta mender helped adult women to brought changes in attitude, skills and knowledge. Specially the program bring changes on calculating simple arithmetic and writing and reading simple communication words, Further more the organization facilitates supplementary training on income generation , better practice of business management and health related issues.

Furthermore, the provision of additional exposure visit and training bring fold benefit in the life of adult women. The income generation project helped many women to sustain them selves privately.

Since the organization follows integrating literacy with livelihood approach, some problem observed in integrating literacy with livelihood .This condition was challenge for the effectiveness of the program, this situation limited women capacities to develop livelihood, knowledge and skills in the teaching and learning process which in turn negatively affect the performance of their business operation. Beside the study reveled that the reintegrated women lack basic writing , reading skills ,basic vocational skills and luck of consistence follow up in addition provision of technical support were the problems now facing the literate adult to operate their business after they reintegrated to the community. From this it is possible to

conclude that Desta Mender injured women who were participated in FAL program face different constraints that affect their participation.

5.3. Recommendations

This study has find out the various aspects of the status and practices of Functional Adult Literacy programs of Hamline Fistula Desta Mender Project. Based on the results of findings and the conclusion drown from the study, the researcher reach to the following Visible recommendation to show and improve the FAL program of Hamline Fistula.

- As the analysis indicated the time allotted to complete modules was not sufficient. This problems observed on graduate students. There for to improve their writing and reading skills and to complete the learning module properly, the organization need to increase the period of study;
- Injured Fistula victim women has a lot of health related problems, due to this most of respondents need to learn the lesson with different time interval. There for the organization should take some need assessment on the time when the learners were interested to attend the class;
- Functional Adult Literacy program is a program which includes both the theoretical and practical parts. As stated (Rogers, 2000 :27) but most respondents indicated that the lesson mainly focuses on theoretical part , there for considering this point the organization prefer to take some relevant measure.
- Lack of integration literacy with livelihood and poor management affect the women, particularly those participating in FAL lower their interest to attend the class regularly .There for the practical integration and improved management is another paramount issues to be considered. On the bases of research findings , it is evident that the luck of interest observed on the side of women .Desta Mender Management should have to consider this and forward corrective measure ;

- Capacity building training is required for facilitators and supervisors on the module of Functional Adult Literacy and Methodologies so that delivery systems,
- techniques of teaching and using teaching aids will be easier for them;
- Limited of basic skills and inconsistency follow up and technical support were the major challenge faced injured women to operate their income generation activities smoothly and to generate profits .Thus, the organization should strengthened consistency follow up and give technical support. In addition the organization should facilitate additional literacy program;
- In order to make the learner dependent, mean that in order to build their confidence and live out side of the organization independently ,if the organization provide orientation regarding the objectives of the project important;
- In order to meet the interest of injured women on the field of study , conducting need assessment will be important so that the women can properly learn;

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APPENDIX- A:
Addis Ababa University
School of Graduate Study
Faculty of Education

Department of curriculum and Teachers Professional Development Studies
Program: Adult Education and Lifelong Learning
Questionnaire to be filled by literate Adult (reintegrated Adults)

The questionnaire is designed for the study entitled “The status and practice of FAL program for Fistula victim women in Hamelin Fistula Desta Mender Project”.

The purpose of this questionnaire is to gather relevant and appropriate data based on the above title at Hamline Fistula Desta Mender project and to provide some possible recommendations for the encountered problems if there are any. The success of this study, thus, depends on the honesty, earnestness and frankness of your response. The researcher would like to assure you that your responses are strictly confidential.

Directions: Dear participant please read carefully the instructions below before starting to fill the questionnaires.

1. Where you are required to show your reactions (ratings) by following rating scales please put an "X" below the number of your choice opposite (parallel) to each statement.
2. Where alternative answers are given, please read orderly each questions and encircle the letter of your choice
3. In answering the open-ended questions, please be as brief as possible. In case you have additional comments, use the back side of the question paper by clearly indicating the number(s).

Thank you!

Part I: Personal Background information

1. Age of the respondent _____ Sex _____ Woreda _____

2. Martial status -

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

3. Your level or class:

A. Level One B. Level Two C. Level three

D. above Level three E. Other(s) _____

4 Your fields of Engagement in the process FAL delivery _____

Part II: Issues Related to the status of FAL program.

2. Do you have interest to attend Functional Adult Literacy Program? A.

Yes B. No

3. If your response on. No. 1 is yes, what is your reason?

4. Do you think that Adults or your relative have needed and interest to attend Functional Adult Literacy Program? A. Yes B. No

5. How much is your interest in the area related with the FAL program?

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

6. Have you ever taken any supplementary training in the area of vocational skill training which is helpful for Functional Adult Literacy? A. Yes

B. No

7. If your response on Qn. No. 5 is “yes”, how do you evaluate the training in order to perform your Functional Adult Literacy program effectively?

A. Enough B. Not enough C. No response

8. Is there criterion for selecting Filed of engagement after completion of Functional adult literacy program?

A. Yes B. No

9. How the learners are involved?

A. By their own request B. Forced C. By understanding importance of Literacy program D. Other

9. What is the base for selecting the types of skills and other training program provided in FAL.

- A. Target groups and common needs
- B. Availability of Raw materials and equipment
- C. Availability of trainees
- D. understanding its productivities

10. How many Times Functional Adult Literacy program provided in a year?

- A. Once C. Three times F. It depends in the situations
- B. Twice D. Four times

11. Do you think that the duration of FAL training program is sufficient to acquire the intended skills and Knowledge required? A. Yes B. No

12. Are there Learning manual for functional adult literacy program in your center?

- A. yes B. No

12. How do you see the relevance of the learning manual to the context of Fistula victim women?

III. Teaching and learning process

1. When and how long do you trained (at Desta Mender)? Year....month/s.....Number of days.....

2. What do you think about the time allowed for modular training duration?

A) Sufficient B) Insufficient C) Too much

3. If it is insufficient, what do you suggest for future appropriate duration? Days

4. Is the time period (season) selected is convenient for you? A) Yes B) No

5. If it is not convenient, which month(s) is convenient for you?

6. Who selected / recruited you for training? A) Facilitators B) coordinator C) the organization

D) Others (Specify).....

7. Does the training's content have relevance to your need and farming practice? A) Yes B)

No

8. What is the proportion/mix of practical to theoretical to training?

A) Equal B) More theoretical C) More practical

9. Which training methodology was used? A) Demonstration B) Class lecture

C) Group discussion D) Field visit and experience share E) mixed

10. Which style of training you prefer? A) Continuous B) With interval

Response Rating: = 1 =Very Low; 2 = Low; 3 = Medium; 4= high; 5 = Very High

Give your responses by marking "X"

Part V Issues related to challenge and problems that affect FAL program during FAL learning process.

4. Give your responses by marking "X"

No	Major area	Rating scale				
		5	4	3	2	1
5.1	Presences of qualified and experienced trainers					
5.2	Coordinators ability to manage and organize the program of FAL centers					
5.3	Availability of training materials and equipment					
5.4	Level of budget allocation to the center					
5.5	Man power assignment on the structure to the FAL center					
5.6	Availability of raw materials					
5.7	Presences of relevant training materials					
5.8	Availability of adequate facility in the training centers					
5.9	Presences of sufficient, component, committed and qualified staff					
5.10	Centers capacity to generate internal incomes and fund raising					
5.11	Existence of market for training product					
5.12	The all round support of FAL centers graduate in work area					
5.13	Level of trainees follow up					
5.14	Extent at which curricula links adult literacy to livelihoods					
5.15	Levels if FALP recognition from the parents					

Open- ended questions to support the responses of closed ended responses

A. Explain shortly about the situations of FAL program provided in FAL centers based on the following area

1. Organization and management function

2. Institutional capacity

3. Policies support and other issues

B. General opinion of respondents about the program and recommended solution of FAL training program

1. What are the major organizational and managerial problems encountering the success of FAL program in FAL centers?

2. What do you recommend (strategies and solution) in tackling the problems that you have identified on the above Qn. No 1?

3. Give your suggestion and comment if you have

APPENDIX- B:
Focus Group Discussion (FGD) Guide

Guiding questions

The propose of this focus group discussion is to collect data about the statutes and practice of FAL program in Hamelin Fistula Desta Mander project. For this reason this focus group discussion is prepared to assess to what extent the FAL program build your capacities and change your life.

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

1. How mach do the basic literacy skills help you to build your capacities and at the end to increase your income when you reintegrated to the communities?
2. To what extent do you put in to practice what have learned in FAL program to be economic independent?
3. To what extent the centers equipped with necessary material?
4. How mach have your attitude will changed after the FAL program?
5. How do you plan to practice the basic literacy skill such as writing, reading and calculating in your life and class room?

APPENDIX- C:

Observation Guide

Date _____

Place /center _____

Time beginning _____ Ending _____

The observation in this study was to cross- check what was meant to by personnel and report .The actual practice of the program were weighted against the literature and reflection made by the project management leader. The area include

1. To what extent the Functional adult literacy Material (Learning Module) practical?
2. How the learning program is is managed?
3. What looks likes the practical aspects offal program?
4. To what extent is the training center comfortable, equipped and environmental friendly to needs of adult injured women?
5. How does the learning program integration with other aspects of life (health, business, dairy farm ,poultry etc)?

Check list for class room observation

No	Item		
1	The training center comfortable, equipped and environmental friendly	Yes	No
2	learning program is managed properly	Yes	NO
3	Is there participatory methods of teaching	Yes	No
4	The learning moudules practical at class room leavel	Yes	No

APPENDIX- D:

Document Assessment Guide

Guide line for Document Assessment

The main objective of this assessment is to collect information for the research entitled. The practices and statues of functional adult literacy program in building the capacities of injured women to attain economic independency.

1. How functional Adult Literacy program is designed?
2. To what extent the trained women applied basic literacy skills in there daily life?
3. Does the teaching learning process delivered in an integrated manner?
4. How Functional Adult literacy Program implementation is schedule?.
5. How many women have been benefited so far since the program has been launched?
6. What are the objectives of functional Adult Literacy program?
7. What success, impact and challenges have been registered in relation to injured women ?

APPENDIX- E

Interview Guide

The purpose of this interview is to gather relevant and appropriate data concerning on the statutes and practice of FAL programn Hamilin Fistula Desta Mander projec. The information located from you is only for academic research purpose. Hence, you are requested to provide valuable information honestly and frankly.

Interview date _____ time _____ place _____

Background information of the interviewee

Sex _____ Age _____ Educational Level _____ Field of engagement

Total service Years _____ a

Questions regarding FAL

1. What is the current condition of FAL program in FAL center?
2. How do you explain the role of government, stakeholders, NGO and community currently in supporting FAL?
3. Is there any integration between literacy and livelihood in practice in learning modules?
4. How do you explain the new organizational and structural arrangement concerning FAL center in the region?
5. How do you express the interest of the target groups to participate in FAL at Functional Literacy Center?
6. Is time allotted for Functional adult Literacy program is enough?
7. How do you select trainees and trainers for FAL centers?
8. How do you explain the relationship between facilitator and women?
9. How do you evaluate the institutional capacity of FAL centers to offer the training program?
10. How do you monitoring and evaluation of the program by line department?
11. What are the major reasons/ problems that weakened the capacity of functional literacy center to provide Functional Adult Literacy program effectively?
12. What are the major problems you faced during your stay in Dest mender?
13. What attempt was made to avoid or minimize problems?
14. If you have any comment _____?

APPENDIX- F:
Case study Guide

The main objective of this case study is to collect information for the research entitled. The practices and statues of Functional Adult Literacy Program in building the capacities of injured women to attain economic independency and to build self steams.

Thank you in advance for your heartfelt collaboration

1. What is the current condition of FAL program in FAL center?
2. How do you explain the role of government, stakeholders, NGO and community currently in supporting FAL?
3. How do you express the interest of the target groups to participate in FAL at Functional Literacy Center?
4. How do you explain the new organizational and structural arrangement concerning FAL center in the region?
5. Is there any integration between literacy and livelihood in practice in learning modules?
6. Is time allotted for Functional adult Literacy program is enough?
7. How do you select trainees and trainers for FAL centers?

Declarations

I, the undersigned, declared that this thesis is my original work, 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 _____

Signature _____

Date of submission _____

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

Name _____

Signature _____

Date of Approval _____