

**zTHE IMPACTS OF LITERACY SKILLS ON THE ECONOMIC
EMPOWERMENT OF HOUSEMAIDS IN ADDIS ABABA CITY
ADMINISTRATION**

BY: ALEMNEW EMBIALE

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This is to certify that the thesis prepared by Alemnew Embiale, entitled: The Contribution of Skill Literacy on the Economic Empowerment of Housemaids: in Addis Ababa City Administration and submitted in partial fulfillment of the requirements for the Degree of Masters of Art (Adult and Lifelong Learning) Compiles with the regulations of the University and Meets the Accepted Standards with Respected to Originality and Quality.

Signed by the Examining Committee:

Examiner _____ Signature _____ Date _____

Examiner _____ Signature _____ Date _____

Advisor _____ Signature _____ Date _____

Chair of Department on Graduate Program Coordinator

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TABLES OF CONTENTS

Contents	Pages
Acknowledgements.....	I
Tables of contents.....	II
List of Tables.....	V
Acronyms /Abbreviations.....	vi
Abstract.....	VII
CHAPTER ONE: INTRODUCTION.....	1
1.1. Background of the Study.....	1
1.1.1.Biruh Tesfa Project.....	2
1.2. Statement of the Problem.....	4
1.3. Objective of the Study.....	5
1.3.1.General Objective.....	5
1.3.2.Specific Objectives:.....	6
1.4. Significance of the Study.....	6
1.5. Delimitation of the Study.....	7
1.6. Definition of Terms.....	7
CHAPTER TWO.....	9
2. REVIEW OF RELATED LITERATURE.....	9
Introduction.....	9
2.1. Literacy and Economic Empowerment.....	9
2.1.1. The Concept of Literacy.....	9
2.1.2. The Changing Notion of Literacy.....	10
2.1.3. Approaches to Literacy.....	16
2.1.4. The Role of Literacy in Empowering the Poor.....	19
2.1.5. What Types of Literacy for Empowering the Poor?.....	22
2.1.6. Sustainability of Literacy.....	23
2.1.6.2.Definition of Post Literacy.....	24
2.1.6.4.bjectives of the Post Literacy Learning Materials.....	24

2.2. Empowering out of School Marginalized Girls.....	26
2.2.1. The Concept of Empowerment.....	26
2.2.2. Who are to be Empowered?.....	28
2.2.3. Why We Need to Focus on Girls' Empowerment?.....	28
2.2.4. Why Girl's Economic Empowerment.....	30
2.2.5 Why Girl's Economic Empowerment Matters for pro-poor Growth.....	31
CHAPTER THREE.....	33
3. RESEARCH DESIGN AND METHODOLOGY.....	33
3.1. Study Design.....	33
3.2. Data Sources.....	34
3.3. Sampling Techniques.....	34
3.4. Data Collection Instruments.....	35
3.4.1. Questionnaire.....	35
3.4.2. Interview.....	36
3.4.3. Document Analysis.....	36
3.5. Pilot Study.....	37
3.6. Procedures of Data Collection.....	38
3.7. Data Analysis.....	38
3.8. Ethical Considerations.....	38
CHAPTER FOUR.....	40
4. Analysis and Interpretation of Data.....	40
4.1. Background Information of Beneficiaries.....	40
4.1.1. Working and Living Conditions of Beneficiaries.....	43
4.2. The Way Literacy Skills are understood by the Project.....	45
4.2.1. Project Facilitators' Understanding of Literacy.....	45
4.2.2. Project Coordinator Understanding of Literacy.....	46
4.2.3. Learners Conception towards Literacy.....	47
4.2.4. Main Reasons of Beneficiaries for Joining the Project.....	47
4.3. Challenges Related to Beneficiaries.....	52
4.4. The Way the Basic Skills of Literacy and Livelihood Skills Integrated.....	54
4.5. Changes on the Lives of Beneficiaries.....	54
4.5.1. Changes on Literacy Acquisition and Utilization.....	54

4.5.2. Changes on Livelihood Skill Acquisition and Utilization.....	55
CHAPTER FIVE.....	61
5.SUMMARY, CONCLUSIONS AND RECOMMENDATIONS.....	61
5.1. Summary.....	61
5.2. Conclusions and Lessons:.....	65
5.3. Recommendations.....	66
References.....	72
APPENDICES	
Appendix A.....	73
Appendix B.....	81
Appendix C.....	83
Appendix D.....	85

List of Tables

Tables	Pages
Table 3:1 Biruh Tesfa Project implementation area and Sample selection.....	35
Table 4.1: frequency distribution of demographic characteristics of beneficiaries.....	50
Table 4.2: Beneficiaries current educational status and place of origin.....	52
Table 4.3: Beneficiaries living condition, occupation and place of birth.....	53
Table 4.4: Percentage of beneficiaries reporting their sources of information about the project by selected sources of information and occupation.....	55
Table 4.5: The main reasons Biruh Tesfa Project beneficiaries join the project.....	58
Table 4. 6: The main reasons why beneficiaries' have to have literacy skills	59
Table 4.7: The main reasons of beneficiaries' skill literacy training for economic empowerment	60
Table4.8: shows that the sorting of trainings given by Bruh Tesfa Project for Beneficiaries.....	61
Table 4.9 shows the beneficiaries' attending the training program in the project.....	62
Table 4.10: Comparison of literacy status before joining the project and after literacy skill training.....	64
Table 4.11: sort of training which changed the lives of beneficiaries on human capital	65
Table 4.12: sort of training acquired by beneficiaries on social capita.....	66
Table 4.13: sort of training acquired by beneficiaries on financial capita.....	67
Table 4.14: sort of training acquired by beneficiaries on physical capital.....	68
Table 4.15: Income generating activities involvement of beneficiaries after they join the project.....	69

ACRONYMS /ABBREVIATIONS

ABBA: Addressing the Balance of Burden in AIDS

AIDS: Acquired Immune Deficiency Syndrome

EFA: Education for All

EWDNA: Ethiopian Women with Disabilities National Association

EWLP: Education World Learning Program

HIV: Human Immune Virus

ILO: International Labour Organization

MDGs: Millennium Development Goals

NGO: Non Governmental Organization

OPRIFS: Organization for the Prevention, Rehabilitation and Integration of Female Street

REFLEC: Regenerated Freirean Literacy through Empowering Community Techniques

RH: Reproductive Health

UN's: United Nations

UNDP: United Nations Development Program

UNESCO: United Nations Education, Science Culture Organization

UNICEF: United Nations Children Fund

USAID: United States of America International Aid

YWCA: Young Women's Christian Association

Abstract

The contribution of literacy skills for economic empowerment for housemaids in Addis Ababa City Administration

The purpose of this study was to examine the impacts of literacy skills for economic empowerment of housemaids in Addis Ababa city Administration . Both quantitative and qualitative research methods were employed. The sources of data were both primary (beneficiaries, facilitators and project coordinator) and secondary (documents). To draw sample , both probability (stratified and simple random sampling) and non probability sampling techniques were used. Then, data were gathered through questionnaire 120, interviews (semi-structured) 21 and document analysis. Finally, the data were analyzed using both quantitative (frequencies and percentages) and qualitative data analysis techniques. Following these procedures, the study has revealed the following findings: literacy skills were conceived differently by the project workers and beneficiaries ' i.e. while the project workers view literacy as the acquisition of the 3Rs, the beneficiaries focused on the functionality of the literacy skills. And, the incentives given to them were found to be inadequate compared with their tasks. In addition, the project used literacy materials prepared by education bureau for teaching children to teach the young people and the activity of the project in the area of creating literacy environment was very weak. The changes observed on the lives of beneficiaries as the result of joining the project were insignificant, except the changes in the life skills. Besides, participants ' frequent absenteeism and the mismatch between what the learners want to learn and what the project want to teach were found to be serious challenges. It was concluded that the understanding of project regarding literacy was very out dated and as a result it failed to train and motivate facilitators and most significantly, failed to consider the wonderful needs of its beneficiaries economically. Therefore, it has been recommended that the project need to develop the more recent understanding of literacy, its approaches and the existing gap between the needs and priorities of the project and beneficiaries must be filled to empower economically.

CHAPTER ONE: INTRODUCTION

1.1. Background of the Study

Education is principal means available to foster deeper and more harmonious forms of human development and thereby reduce poverty, inclusion, ignorance, oppressions and war (Delor, 1996). Recognizing this, the world communities have declared education for all (EFA) goals in 1990 and latter reaffirmed it at Dakar in 2000 and pledged to achieve six goals by 2015 of which literacy is placed at the heart of education for all and regarded as a key learning tool integral to achieve the EFA goals. The main goals of education for all were: first e xpanding and improving comprehensive early childhood care and education, especially for the most vulnerable and disadvantaged children. Second goal ensuring that by 2015 all children, particularly girls, children in difficult circumstances and those belonging to ethnic minorities, have access to, and complete, free and compulsory primary education of good quality. Third goal is ensuring that the learning needs of all young people and adults are met through equitable access to appropriate learning and life-skills programmes . Fourth goal 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. Fifth g oal eliminating gender disparities in primary and secondary education by 2005, and achieving gender equality in education by 2015, with a focus on ensuring girls' full and equal access to and achievement in basic education of good quality. Sixth goal improving all aspects of the quality of education and ensuring excellence of all so that recognized and measurable learning outcomes are achieved by all, especially in literacy, numeracy and essential life skills

There are still poor and marginalized groups, particularly in the developing countries, who are denied access, at least to basic literacy skills. As UNESCO (2005) uncovered, among the poorest segments of population, adolescent girls constitute the most vulnerable groups. The commission of African Union as noted in (Thizier, 2005) also confirmed that girls have systematically been denied the opportunity of acquiring knowledge and skills; they are severely underrepresented in the commanding height of the social, political and economic life of a large majority of countries.

On this issue, UNESCO (2005) also affirmed that, in most developing countries, the

consequence of illiteracy, lack of skills and trainings as well as employment opportunity and at the same time the pressure to earn an income, is so harsh that in order to survive, adolescent girls born in poor families are often forced to accept early marriage and pregnancies, badly paid, demoralizing work as well as all kinds of abuse and exploitation.

Similarly, the poor urban settings of Ethiopia host most vulnerable, at risk populations. Many of whom, are girls and migrated to the cities in search of jobs, schooling or to escape hardship in rural settings.

As noted in Erulkar and Tekleab (2007), in Ethiopia, compared with boys' slum dwellers, girls seem to have few work options with domestic work absorbing large proportion of girls who need to work to survive. The work place for adolescent domestic workers is private residence, and within the private domestic sphere.

Working long hours, and being subjected to control by their employers, left them few opportunities for recreation, socialization or participation in available conventional youth programs and services, (Erulkar and Abebaw, 2008). On the top of this, domestic work is considered to be among the lowest status work of all occupations and the most poorly paid, (UNICEF, 1999). Thus, the nature of domestic work by itself keeps domestic workers hidden invisible and inaccessible.

Despite all this, many programs and projects specializing in adolescents and youth development overlook these vulnerable and oppressed groups. Few programs in Ethiopia have sought actively to engage this group of people. One example of this is Biruh Tesfa: Biruh Tesfa is one of the population council (an international, nonprofit, non-governmental organization) projects which support adolescent girls in urban slum areas in Ethiopia.

1.1.1. Biruh Tesfa Project

The project targets out of school marginalized girls age 7-24, most of whom are migrants who are living away from parents and domestic workers who are largely confined to the home and unlikely to be reached by current programs. The project through female mentors, mobilize these groups. Therefore, they can be labeled as **'housemaids'**. The project document reveals that, once enrolled in the project, these girls are provided with basic

literacy, life skills, and HIV and reproductive health (RH) information. The content of life skills include communication skills, personal hygiene, psychological skills and self esteem, gender based violence, financial literacy and saving as well as entrepreneurship.

The project was first started around Gullele, Lideta, Kirkos, Arada and Yeka sub cities in Addis Ababa. But most of the participants in these sub cities were descendents from Amhara, Oromiya and Southern Nations Nationalities regions. Hence, the project was started in Bahir Dar in 2007. Then, it expanded in Gondar, dessie and Debre Markos. But latter, it expanded to Mekelle (Tigray region) and 13 towns of Amhara region and Addis Ababa city.

The main objective of this project, as revealed in the project document, is to prevent new HIV infections, promote reproductive health, abstinence and mutual faithfulness through addressing the HIV/RH risks among the most vulnerable and marginalized adolescent girls. (rural to urban migrants, domestic workers, sex workers, and orphans) in Ethiopia.

Furthermore, the project pledged to make strong effort to build their capacity through education and training; so as to make them self-sufficient and productive citizens. To this end, the project through trained female mentors recruit girls by going house to house, identify illegible out of school girls aged 10-24. The house to house visit allows mentors to contact girls who may otherwise missed. In addition, contact at the household level allows mentors to negotiate for girls' participation with employers (guardian). Once the girls are in groups, the project provides promotes basic literacy, financial literacy and saving, life and livelihood skills and HIV/ RH education through by adult female mentors.

In a nut shell, over 35,000 out of school girls have participated in Biruh Tesfa groups in the poorest areas of 18 cities in Ethiopia, including the capital, Addis Ababa. Biruh Tesfa girls are from very disadvantaged backgrounds nearly half of the beneficiaries have lost at least one parent, and one in seven participants have lost both parents population council (2010). The project is one of the first of its kind to target domestic worker, one third of Biruh Tesfa beneficiaries are engaged in domestic work.

The project gets donation from UNFPA, USAID, Nike Foundation, United Nations Foundation, DFID, Fisher Family Foundation and individuals. Moreover, the project workers in collaboration with partner institutions such as: Ethiopian Ministry of Youth and

sport, Addis Ababa Bureau of youth and sport; Amhara regional bureau of Youth and sports; Kebele administrations in Addis Ababa, Bahir Dar, DebreMarkos, Dessie and Gonder; Ethiopian women with disabilities national Association (EWDNA); Nia Foundation, Organization for the Prevention, Rehabilitation and Integration of Female Street Children (OPRIFS) ; and Young Women’s Christian Association (YWCA).

The purpose of this study is to examine the activity of the project in the area of basic skills of literacy vis-à-vis theoretical frameworks and its status on the economic empowerment of the espoused purposes of the project.

1.2. Statement of the Problem

As mentioned earlier, out of school marginalized girls are disadvantaged, less educated, not empowered economically and separated from parents and supporting other adults. These are ‘girls left behind’, or ‘housemaids’ largely invisible and outside available youth programs that are provided by both governmental and nongovernmental organizations (Erulkar and Tekleab, 2007). In general, these girls are not only poor, ignorant, vulnerable and oppressed but also they are the hardest to reach and in the ‘kitchen’ compared to other out of school girls.

Biruh Tesfa project is providing literacy and related skills and such as life skill, livelihood skills, to the most at risk and vulnerable adolescent girls of which the majority are domestic workers and followed by daily laborers, in Ethiopia since 2007. So far, it is reported that, over 23,252 adolescent girls have benefited from the project (population council, 2012).

As stated in Bown (2009) the UNDP’s human development report has identified the three essential elements for the wellbeing of a society namely, literacy, health and sufficient livelihood. Hence, providing literacy skills for the poor and voiceless people incorporating the three essential elements mentioned above would complete integration. In this regard, Bohla (1995:14) argued that, contents related to livelihood, health, nutrition and environment, etc, should not be added to the literacy program. Similarly Roger (2005:63) affirmed that the literacy skills, should be embedded in productive livelihood skills, should not be an “add on to the main task of skill training”.

In general, all the above mentioned facts interested me to see the activity of the Biruh Tesfa project in the provision of literacy skills. In fact, some studies have been made during the last few years on the works of the project. For instance, Erulkar and Abebaw (2008), assessed the social exclusion and early or unwanted sexual initiation among poor urban females in Ethiopia.

Accordingly, they found out that large proportion of female adolescent populations were domestic workers; most of them had migrated from rural areas, less likely to be educated and worked extremely long hours for low pay, with a mean income of USD 6 per month.

However, none of them questioned whether or not the Biruh Tesfa project literacy skills being provided are relevant, functional, empowering economically and sustainable. The researcher also observed the fact that most of these housemaids were not included in any programs in the context of Addis Ababa. However Population Council started the literacy skill training. The researcher tries to contribute to closing this gap and know the status in Addis Ababa. In doing so, the following basic research questions will be answered:

1. How is basic literacy (the 3R's) and livelihood skills integrated in the project scheme?
2. Is there any emerging sign of economic empowerment of the participants as a result of taking part in the literacy skill project?
3. What changes are brought in the lives of the Bruh Tesfa project beneficiaries due to economic empowerment?

1.3. Objective of the Study

1.3.1. General Objective:

The study aims at explore the contribution of literacy skills for economic empowerment of housemaids'.

1.3.2. Specific Objectives:

The following are the specific objectives of the study:

To survey the perception of different groups (trainees, mentor, project coordinate, etc) about the literacy skills given by the Bruh Tesfa project.

To identify whether basic skills of literacy provided independently of the livelihood skills or are embedded.

To examine the effect and change brought about by the project on the lives of the Bruh Tesfa project beneficiaries

To identify the strategies used to sustain the acquired economic empowerment and change.

To assess the major challenges affecting the provision of literacy skills to the housemaids in Bruh Tesfa Project.

1.4. Significance of the Study

There is no longer a need to demonstrate that literacy is liberating and a human right and that creating literate societies is essential for achieving the goals eradicating poverty, achieving gender equality, empowering and ensuring sustainable development. There is also no doubt that literacy is a fundamental skill to empower females economically and give them access to wider world of learning.

Nevertheless, the provision of mere basic literacy skill has nothing to do with liberation and empowerment of the most at risk and vulnerable groups. Therefore, this study could be considered significant for the following reasons:

The study can give in sight about the understanding and motivation level of participants about literacy skills.

It may show what mechanisms and strategies should be employed to embed basic skill of literacy in livelihood skills.

It may inform the policy makers that there are housemaids and that they need specialized and dedicated attention.

It enables other projects targeting house maids to have a lesson and to develop appropriate curriculum or program for their respective beneficiaries.

It may help practitioners and develop life related and empowering literacy programs for the housemaids and to be acquainted with the factors that impede the effective provision of such programs in the study area.

Besides, it will serve as a spring board for those who are interested in conducting further extension research in the area of literacy skills.

1.5. Delimitation of the Study

Because of the reason of resources and time constraint, this study was delimited both conceptually and geographically. The Biruh Tesfa Project is implemented in three regions of Ethiopia, in Tigray, Amhara, and Addis Ababa city administration. In Addis Ababa city administration, it was ultimately started in 5 sub cities and 12 woredas of the capital.

So, geographically, this study was delimited only to Addis Ababa city Administration in the 5 sub cities. Besides, conceptually, this study focused only on literacy and livelihood skills among the different programs being provided in the project.

1.6. Definition of Terms

Beneficiaries: Housemaids those we intend will experience measurable change as a result of our activities, and which we will measure their change in a project. (Population Council project document, 2010)

Domestic workers: are individuals who work in private residence and who are under the control of their employers.

Economic Empowerment: is the capacity of women and men to participate in, contribute to and benefit from growth processes in ways which recognize the value of their contributions, respect their dignity and make it possible to negotiate a fairer distribution of the benefits of growth.

Functional Literacy: 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 **Housemaids:** calculation for his or her own and the community's development (UNESCO, 2004b).

A **maid**, or **housemaid** or **maidservant**, is a female person employed in domestic service. Although now usually found only in the most wealthy of households, in the Victorian era domestic service was the second largest category of employment in England and Wales, after agricultural work.

Literacy Skill: Literacy skills are all the skills needed for reading and writing. They include such things as awareness of the sounds of language, awareness of print and the relationship between letters and sounds. Other literacy skills include vocabulary, spelling, and comprehension.

CHAPTER TWO

2. REVIEW OF RELATED LITERATURE

Introduction

In this chapter the review of related literature, which examines the contribution of literacy skills for economic empowerment will be discussed. In the context of the study, this chapter consists of four major parts in which the first part will deal about the concept of literacy, approaches of literacy, the roles of literacy in empowerment, types of literacy for empowerment and its sustainability. The second part about the vulnerable and disadvantage groups and the most vulnerable and disadvantage groups. The third part will be discussed about the program targets and organizations working on these vulnerable and disadvantaged groups. The fourth and last part of the review literature will discuss about empowering the out of school marginalized groups, the concept of empowerment, the targets for empowerment and the reasons why girls need more economic empowerment.

2.1. Literacy and Economic Empowerment

2.1.1. The Concept of Literacy

The first internationally agreed upon definition of literacy is given by UNESCO in 1958. It states that a literate person is one who can, with understanding; both read write a short simple statement on his or her everyday life (UNESCO, 2004). The statement encompasses the idea that literacy is a skill and links it with daily life, so that it hints at the notion of functionality, of literacy having to be used in a way which is relevant and useful. But as Bown (1990) said, it is not much more helpful than saying that a person is a musician if he or she can play a simple tune. Literacy is more than skill. So, literacy does not just mean being able to read words then connects to objects and ideas; it includes application of reading and writing to everyday life.

The definition of literacy that used in the EFA 2000 assessment stated as the ability to read and write with understanding a simple statement related to one's daily life. Though quoted in many literatures, it is not a broad and inclusive enough to embrace the diversity of literacy.

The most recent definition of literacy was given during an international experimenting in 2003 at UNESCO. It quoted that “literacy is the ability to identify, understand, interpret, create, communicate and compute. Using printed or 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” (UNESCO, 2004b:13). Unlike the previous definitions, this encompasses several different dimensions of literacy. Rather than seeing literacy as only autonomous technical skills, it looks at the social, economic, cultural and political dimensions of acquiring and applying literacy.

As mentioned from the above different views and definitions, the term literacy has not specific definitions as well as it has different dimensions according to the interest and demands of the scholars and organizations.

2.1.2. The Changing Notion of Literacy

At first glance, ‘literacy’ would seem to be a term that everyone understands. But at the same time, literacy as a concept has proved to be both complex and dynamic, continuing to be interpreted and defined in a multiplicity of ways (GMR, 2006). As stated in the same source, people’s notion of what it means to be literate or illiterate are influenced by academic research institutional agenda’s, national context, cultural values and personal experiences. In the academic community theorists of literacy have evolved from those focused standalone skills to social practice contribution to lifelong process. As a result of these and other developments, understanding in the international policy community have also expanded: from viewing literacy as a simple process of acquiring basic cognitive skills to using these skills in ways that contribute to socio-economic development, developing the capacity of social awareness and critical reflection as a basis for personal and social change. Thus, under this heading, I will try to discuss the evolution of the concept of literacy.

I. The Eradication of Illiteracy (1940s-1960s)

Following the Second World War, UNESCO supported the international drive to spread literacy as part of its concerted effort to promote basic education. In effect, in 1947, UNESCO recognized a wide range of skills, including the acquisition of literacy as fundamental aspects of individual development and human right (UNESCO, 1947). A year

later the Universal Declaration of Human Rights defined education as fundamental right. Accordingly, as stated in UNESCO (2004b) during the second international conference on adult education in Montreal, Canada in 1960, the international community agreed on the need to ‘eradicate illiteracy in just a few years’. Hence, until the mid 1960’s the right to literacy was primarily understood as a set of technical skills: reading, writing and calculation. Promoting literacy was fundamentally a matter of enabling individuals to acquire these skills.

This conception has led to mass literacy campaigns aimed at the eradication of illiteracy within a few years. UNESCO (2004b) further stated that, contrary to their intension, such campaigns revealed that literacy cannot be sustained by short term operations or by top down and unisectoral actions primarily directed towards the acquisition of technical skills without due considerations to the contexts and motivation of learners. Regarding this, Roger (2004), affirmed that international organizations were speaking about eradicating illiteracy as if it were a disease of waging a war on illiteracy as if it were an enemy, were taking incessantly of meeting the people’s “need”, which the agencies can see clearly but which the people themselves often do not see. Hence, the message intended to be transmitted is that the literacy skills that has been provided during the late 1940s and early 1960s were not need based and context sensitive. During this period, literacy was seen as neutral and independent of socio-cultural context.

II. Functional Literacy and the Experimental World Learning Program (EWLP) 1960s-1970s

Acknowledging the limitations of a skill based approach to literacy, some scholars have tried to focus on the application of these skills in ‘relevant’ ways (GMR, 2006). By the mid 1960’s the world congress of ministers of education on the eradication of illiteracy stressed for the first time the international between literacy and development. The congress further elaborated that literacy should not be regarded as an end by itself and should be regarded as a way of preparing man for social, civil and economic role. Literacy comes to be viewed as a necessary condition for economic growth and national development. Hence, the 1960’s and 1970’s brought attention to the ways in which literacy is linked with socio-economic development, and the concept of functional literacy was born. During that time, programs

designed to promote reading and writing as well as arithmetic skills necessary for increased productivity were the subject of many national and international campaigns (UNESCO, 2004b). For example experimental world literacy program (EWLP) was conducted by UNESCO in conjunction with the UN 's first development decades, for which literacy was valued as technical solution to socio-economic problem. Through, the direct socio-economic returns of the program could not be proven due to many reasons; the concept of functional literacy has got a great status. As a result the concept marked a turning point in the history of education for it allied literacy with socio-economic development and expanded the understanding of literacy beyond the imparting of rudimentary technical skills.

Despite this, the view of functional literacy often assumed could be taught as a universal set of skills (applicable everywhere) and that there was only one literacy, which everyone should learn in the same way. The skills of literacy were seems as neutral and independent of the social, economic, cultural and political context (GMR, 2006). The social, cultural and political developments were overlooked. Economic productivity was the only focus as if it is the only component to get out of poverty.

III. Paulo Freire and Literacy as Transformative (1970s)

As noted in Saandhas (2007), in his 1970 work “pedagogy of the oppressed”, P.Feire, Brazilian a dult educator, activist and theorist, has elaborated the educational theory of radical social change and expressed in a literacy training programs. A central concept is “Concretization” meaning “Consciousness rising and critical awareness” which stated among other things, that social awareness and critical enquiry are key factors in social change (GMR, 2006). As indicated in this report, the theory of P. Friere had influenced the evolving conception of literacy in many international organizations including UNESCO. Freire, was also awarded the Mohamed Reizapahlav prize for literacy by UNESCO during the international symposium for literacy held in Persepolis (Iran) in 1975. Consequently, recognizing Friere’s approach to literacy, Persepolis declaration posited that literacy must go beyond the process of learning the skills of reading, writing and arithmetic and contribution to the “libration of man” and to his full development.

In general, through his theories and methods, P.Friere added the political dimension of

literacy. And his work moved literacy beyond the narrow socio-economic confines of EWLP, and emphasized connections between literacy and political active participation in social and economic transformation.

IV.Literacy During the 1980s and 1990s

Despite notable efforts made by countries around the world to ensure the right to education for all, millions of children had no access to primary schooling, and many millions of adults were remain illiterate. This is partly, due to the decline in international agencies interest in funding of, literacy program during the 1980s and the early 1990s. They began to focus heavily on formal primary schooling to the relative neglect of adult and non formal education. The national focuses and budgets for the formal education increased at the expense of non formal and adult literacy. At the same time, the world faced down tiling problems, notably the threat of economic stagnations and decline, rapid population growth, widening economic disparities among and within nations, war, and violent crime; the preventable deaths of millions of children and wide spread environmental degradation. So, the investment in literacy had reduced significantly during the 1980 's (Jomtien, 1990). This declaration further asserted that, these problems constrain efforts to meet basic learning needs, while the lack of basic education among a significant proportion of the population prevented societies from addressing such problems with strength and satisfying the demands of new technologies at work place.

Consequently, in 1980s many millions remain unschooled or illiterate. This all forced the international community to reconsider the idea of education (literacy for all. Accordingly, the world conference on education for all was held in Jomtiens, Thailand, in March, 1990. The participant in the world thus, assembled to recall that education is fundamental right for all people, women and men of all ages, throughout the world; to assert that education is an indispensable key to, personal and social improvements; to recognize that sound basic education is fundamental to the strengthening of higher levels of education and of scientific and technological literacy and capacity and thus to self-reliant development; and to give to present and coming generation and expanded vision of and a renewed commitment to basic education and to proclaim the world declaration on education for all meeting basic learning needs.

The purpose of education for all, among other is meeting basic learning needs which comprises both essential learning tools and the basic learning contents required by human beings to be able to survive, to develop their full capacities, to live and work in dignity, to participate fully in developments, to improve the quality of lives to make informed decision and to continue learning (Jomtien, 1990). Here meeting basic learning needs should not be understood as minimal learning need or instrumental knowledge for survival but as knowledge, attitude and skills to improve the quality of life. Literacy that has been recognized as skill and as a set of culturally and socially determined practices, is newly conceived as basic learning needs, which is a continuum including formal, and non formal education, extended to people of all ages (UNESCO, 2004 as cited in GMR, 2006).

Hence, through the education for all declaration, conceptual clarification has been made. The new concept of literacy together and to be proposed by the international commission on education for the 21st c. in 1996, is solid linked with that of “lifelong learning” and the fundamental contribution of literacy (UNESCO, 2004b). Indeed as stated in GMR (2006) the value of lifelong learning gained momentum when the 1996 Delors’ report and the 1997 Hamburg declaration endorsed literacy as essential for lifelong learning and as a catalyst for active community engagement.

Nevertheless, these all declarations had less impact on the ground. The under school and illiterate youth and adults were still forgotten. International attention remained focused on primary education. The powerful vision of Jomtien, which provides a broad and comprehensive view of education its critical role in empowering individuals and transforming societies, remains powerful. Tragically reality has fallen far short of this vision. At the start of 2000, the education for all as stated in Dakar (2000) shown that more than 113 million children had no access to primary schooling, 880 million adults were illiterate. So, millions of people were denied their right to educate and the opportunities it brings to live safer, healthier and more productive and more fulfilling lives. Such failures have multiple causes. As summarized in Dakar (2000), the barriers to achieve education for all are weak political will, insufficient financial resources, inadequate attention to the learning needs of the poor and the excluded and absence of commitment to overcome gender disparities.

This fact necessitated the world community to reconsider (recommit themselves to achieve

the vision of EFA goals. Accordingly, the world education forum was held in Dakar, Senegal in 2000. The Dakar framework for action is a re-affirmation of the vision) goals set out in the world declaration on EFA in Jomtien. It express the international community 's collective commitment to pursue a broad based strategy for insuring that the basic learning needs of every child, youth and adult are met within a generation and sustained thereafter.

It also added another area of concern like HIV/AIDS, early childhood education, school health, education of girls and women, adult literacy and education on the EFA goals. Moreover it urged the world community that achieving learning needs of all can and must be meeting as a matter of urgency. Accordingly, the Dakar framework sets out six major EFA goals & purposes twelve major strategies based on the experiences of the past observed during 2000 EFA assessments. These goals and strategies are set out to establish a framework for action that is designed to enable all individuals to realize their rights to learn and to fulfill their responsibility to contribute the development of their society (Dakar, 2000).

Since 2000, then international involvement in literacy has revolved around the six Dakar goals. Following the adoption of the Dakar framework for action, literacy related discussion among international planners and stakeholders have been characterized by a focus on improving literacy level and on new understanding of literacy (GMR, 2006). For instance in 2001, the UN declared 2003-2012 the United Nations Literacy Decade. The declaration acknowledged the place of literacy at the heart lifelong learning, affirming that literacy is crucial to the acquisition, by every child, youth and adult, of essential life skills to address the challenges that they face in life.

In general, the 1990s and years from 2000 brought about a new conception of literacy and acknowledge its pluralities. As UNESCO, (2004b) clarified, the plurality of literacy refers to the many ways in which literacy is employed and the many things with which it is associated in a community or society throughout the life of an individual. UNESCO further added that people acquire and apply literacy for different purpose in different situations, all which are shaped by culture, history, long wage , religion and socio-economic conditions. In other words, it tells us that literacy is not uniform, but diverse across cultures and time.

For all this, today, the international community no longer sees literacy as a more stand alone technical skills but instead as a continuum and as a social practice contributing to the broader purposes of lifelong learning.

From the above reviews it is clearly revealed that, the definition of literacy passes different stages and phases according to the scholars views and organizations effort further investigating the challenges of the nations of each people all over around the world including both the developed and the developing nations.

2.1.3. Approaches to Literacy

According to Fordham (2007) approaches to teach literacy skills can be divided in to two broad categories; namely, bottom up approach and top-down approaches. But other scholars were categorized in different approaches:

I. The Bottom-up Approach

These are the approaches that start learning with learning a simple unit, such as a letter, character, or syllable, which is letter combined with others, to build up words or sentences; the main focus is on recognizing and decoding elements of text. People who support this approach claims that learner need to be familiar with elements of reading and writing (individual letter and character) before they start to write or read text is meaningful. While this approach may mean that it is easier to master individual letters initially, it has been criticized for slowing readers down in the long term. People who have been taught to pay attention to individual letters and sound out each one may always see letters individually and never become fast and fluent reader.

II. The Top-down Approach

These are those that start with learning a unit of meaning such as a word, or a sentence, which is later broken down in to individual letter or character; the main focus is on meaning. People who support a top-down approach to literacy stress that it is easier to recognize or remember things that have meaning. Readers recognize words and group of words are more likely to remember and understand those that are grouped in a way that actually says and means something, i.e. those that are arranged in to a sentence, and those that deal with information which learners are concerned about.

III. Frierean Literacy Method

Freirean literacy method is one of the top-down approaches. The literacy teaching method developed by Paulo Freire comprises the three stages. The first one is concerned with study of the context in which people live in order to determine the common vocabulary and the problems that confront the people in particular area, during their informal conversation. At this stage the literacy worker is expected to record the words and the language used by the people. At the next stage, all words suggested during the informal conversations of people are carefully taken note of words that are most changed with background meaning of the people are select. Freire called these words “generative words”. These are the words which he felt had a particular culture or social significance for the group such as ‘poverty’, homelessness or ‘fear’. Finally, the actual process of literacy training takes place through dialogue and action techniques.

IV. REFLECT Methodology

The REFLEC (Regenerated Freirean Literacy through Empowering Community Techniques) approach is originally designed the international NGOs in many developing countries. This approach is also known as social awareness raising approach and mostly used by voluntary organizations working with poor and marginalized people.

REFLECT seeks to build on Freirean theory, but provides a structured participatory approach in which the steps involved in the process, but not content, are defined in a manual for use by the facilitation.

Unlike the bottom-up approach, in a REFLECT programs there are printers and no pre-printed materials. It is believed that only learner-generated texts are appropriate. This method argues against the use of pre-printed reading materials, irrespective of what learners demand.

According to Lind (2008), REFLECT has strongly advocated its advantages by contrasting its positive pilot experiences with what is labeled ‘a primer-base, or prepackaged programmes, which are considered to be formal, in efficient and non empowering. The literacy learning processes is thus, seen as parallel to an empowering process in the REFLECT methodology. And she added that the outcomes of the pilot projects applying this

approach in South Africa, Uganda and Bangladesh were in all aspects of positive.

V. Integrated or Embedded Approach

Most occupations contain within them a variety of literacy practices. Useful literacy's in one occupation may not be relevant for the other occupations. Therefore, literacy is not a single uniform competency which can be learned in a neutral environment and then applied to every situation. Rather there are many literacies (Rogers, 2005, UNESCO, 2005b). Fordham (2007) also asserted that there is no one literacy accepted for all time, for all people, and for all places. This implies that literacy skills need to be related with particular livelihood skills/income generating skills.

The provision of basic skills of literacy with livelihood skills can take place in various ways. One way is when literacy is given as a prerequisite for training in livelihood. In this case, the work begin with livelihood skills, then find that these skills force a recognition that basic skills of literacy are necessary to develop the skills further such programs originally attempt to teach only livelihood skills, but later they provide literacy when they find that lack of literacy blocked learners' effort (Oxnham, 2000). The other way is when literacy and livelihood activities are given in parallel but separate. In such cases, livelihood and literacy skills occur as quite separate, almost divorced components in the same program. Rogers, in Oxnham (2001) gives the instance of a program that promoted and taught goat production as a livelihood, but used as a literacy primer that did not contain the word for a goat, while the literacy instructor had not taught the word, precisely because it was not in the text. He further explained that the failure to demonstrate the relevance of literacy and numeracy to a particular livelihood could undermine interests and motivation of learner. In general, all the above mentioned ways of providing basic skills of literacy with livelihood skills are so non-integrated that they are susceptible to the negative consequences that Rogers described above.

The other most widely appreciated way is in which livelihood and income generation activities and basic skills of literacy are integrated /embedded. Among the first efforts to integrate occupational and literacy training were the curricula developed in UNESCO's EWLP in the late 1960's and early 1970's (Oxnham, 2001). Here the term embedded refers not only to the livelihood skills but also with time and place, i.e. basic skills of literacy must

be contextual.

In such approaches, (Rogers, 2005) literacy skills are embedded within the productive skills to help the trainees to develop their literacy skills and consequently see their learning as immediately relevant to their own set purpose. He also added that, basic skill of literacy are part of the necessary skills to become a proficient skilled workers; they are not an ‘ add on ‘ to the main task of livelihood skills training.

A wide range of benefits has been associated with embedded models/ approaches of basic skills provision. For instance, embedded approaches engaged learners who would not otherwise attend discrete basic skills program. Embedded provision can facilitate first steps in to learning relevant (Eldred, 2005). It also helps to motivate basic skills/ literacy learner by highlighting the relevance of basic skills to their wider learning and career goals (Rogers, 2005). In addition, as to Rogers, embedded learning can be powerful means of situation learning within contexts that are meaningful in relation to learner’s lives and purposes. Casey (2006) also added that embedding supports the achievement of vocational skills by equipping learners with the basic skills they need to succeed, i.e. embedding is associated with higher retention and success rates on vocational skills. Moreover, the above writer asserted that, embedding are more efficient way of delivering basic skills. More importantly, embedding is part of a learner centered approach. As has been said, embedding emphasizes the importance of grounding learning in learner’s everyday lives and purposes. It also relates learners’ affective and cognitive developments. The implication is that, embedding helps to foster a more personalized and learner centered approach.

For all this above, it seems best to integrate the two elements basic skills of literacy and livelihood skills training rather than keeping them divorced. Nevertheless, such literacies require a well trained, well supported and innovative trainers and relevant teaching materials. When it comes to the most at risk girls who lack both literacy and livelihood skills to become economically productive, including financial capabilities, access to saving, access to credit and formal sector employment-embedded literacy would be most effective approach.

2.1.4. The Role of Literacy in Empowering the Poor

Literacy has personal, psychological, economic, political and cultural functionalities and

every other kind of functionalities. In such circumstances, Bhola (1995:5) said:

...to be illiterate is surely to be disadvantaged ...to be literate is to acquire added potential: once literacy has been learned, the new literate whenever she/he lives and works can use literate in variety of life 's function; from earning money to earning prestige and dealing with economic, political, aesthetic, culture and spiritual matters.

Literacy gives to neo-literates a new sense of identity, status and self-confidence which are very important for people to be active participant in the development process (ACCU, 1992). As Bown (1990:35), Quoted from the speech of a Mozambican women, “literate people can go anywhere, do anything, ask for things, inter in, when people do not know reading and writing, they are afraid”. Therefore, literacy gives people courage, enlighten and release them from fears of humanities of powerlessness. More broadly, literacy paves the way to self realization. The Persepolis declaration 1975, also demanded that literacy should teach critical consciousness ’ and that it makes people capable of acting up on their world, transforming it for authentic human development. Hence, literacy develops critical consciousness (thinking).

Literacy also helps to prevent HIV/AIDS and other diseases. Literacy is a key to effective responses to HIV/AIDS and other diseases. The international literacy day (2007), as stated in Saandhas (2007) has placed special focus on the vital relationship between literacy and health. The motto of this year, for instance, was: “literacy key to good health and wellbeing”. So, literacy and good health are correlated. Studies have also shown that educated girls are more likely to know how to prevent infection, to delay sexual activity and to take measures to protect themselves. Literacy girls are the more likely they are to protect themselves and the less likely they are to engage in risky sexual behavior. The benefits of literacy come from actual knowledge that students gain about HIV, from training in life skills and from their increased ability to think critically before acting. Therefore, literacy leads to better health, hygiene, child care and lower infant mortality.

Through literacy has the preventing role, having the knowledge of HIV alone does not protect the most at risk and poor girls, from HIV infection. This is due to the fact that

illiteracy and poverty go together. Poverty on the other hand, is said to fuel HIV transition. Thus, there must be livelihood skill programs that stabilizes the economic situation of such vulnerable and poor girls and thereby reduce behaviors that are associated with poverty and increased the risk of HIV infection. In other words, tackling their vulnerability by broadening their economic choices and by strengthening their economic position is very essential.

Literacy is also very crucial to the acquisition, by every child youth and adults of essential life skills. The role of literacy in acquiring life skill is strongly underlined in UNLD declaration as discussed in Sanhaas (2007). The definition given by Bhola (1995:7) also allied literacy with acquiring life skills. And he wrote that; "literacy is a life skill and the primary learning tool for personal and community development and self sufficiency, ... literacy is now seen as the foundation of life skills ranging from basic oral and written communication to the ability to solve complex scientific and social problems".

Here the concept of life skill must be clarified. Life skills, according to UNESCO (2001) refers to the ability to maintain the state of mental and physical wellbeing while interaction with others with in the local culture and environment. As to UNESCO life skill can be taught only if they can be broken down in to a set of sub skills; they become real and viable only as sub skills. Accordingly, UNESCO suggested the following life skills and sub skills; self awareness, coping with emotions and stress; decision making; problem solving; creative thinking; effective communication, and interpersonal skills. So, literacy is believed to help people to acquire these essential life skills.

Literacy also boosts the economic capacity of poor people, particularly poor girls securing loans is not simple for illiterates because saving or borrowing tends to require some literacy. As Bown (1990) said, poor people are often at the mercy of unscrupulous money lenders because they are not able to raise credit through banks or other regulated systems, such as credit and saving unions. And she added one ingredient of females ' self help is undoubtedly the capacity to mobilize credit and in some societies there are recognized traditional ways of doing this. For instance, in Ethiopia there are traditional practices for this purpose, some called Edir, equb, The subscribers of edir, for instance, pay in an agreed sum each week or month and on each occasion one person takes out all the payments. This enables her to

have access to a large sum of money every so often or to make major purchases that may capacitate her. Thus, the more poor girls are literate the more they get access to credit and hence, to involve in income generation activities.

One of the vital means on which people want information is their legal rights (Schuler and Kadigamar, 1992). Knowledge about the rights given under the law is sadly lack in a majority of people. This lack potentially leaves poor people, particularly the out of school marginalized groups, open to situation in which they become victims. Moreover, the powerful slogan “literacy for freedom” adopted by UNESCO during the UNLD, illustrates the way in which illiteracy prevents on individual from participation in the given and take of democracy and other forms of social interaction that make diverse societies work in the modern world. Thus, literacy, particularly legal literacy, enables such people to be informed of their right and responsibilities under the law.

For all the above reasons, literacy has great role in empowering the poor and vulnerable girls. It carries benefits running from the deeply personal to the political, economic and social sphere of life.

2.1.5. What Types of Literacy for Empowering the Poor?

As we have seen, while poor and non-literate people face many common problems, they experience a very great diversity of social, cultural and political environment. It would therefore, be meaningless to aim at one universally applicable model of literacy i.e. the question “what kind of literacy?” cannot be answered until the context is thoroughly understood. Thus, literacy programs meant for poor people need to be need based and contextual.

Taking in to account the needs of these poor, the aim of literacy programs should be to instill knowledge, skills and attitudes in reading and numeracy based on needs and problems, i.e. literacy intervention planned for poor and vulnerable girls need to support them in continuous updating of their knowledge and level of awareness through access to accurate information about strategic needs for a better life and enable them to transfer the information in to practice and make decisions to find out a way of poverty and become self-reliant (Alam, 2004).

According to Bown (1990), literacy meant to such people must be functional. By functional, she said, we do not necessarily mean work oriented, but in the sense that the learning of literacy & numeracy is combined with the learning of some other desired knowledge. Her idea is related with what Rogers (2005) called embedded literacy, which links literacy with livelihood skills so as to enable learner to read and write at the same time learning a skill to earn money. These writers argue that integrated /embedded literacy is the base may to increase learners' motivation and at some time it assists the poor people to take greater control over their lives or to be empowered.

2.1.6. Sustainability of Literacy

2.1.6.1. The Concept of Post Literacy

People often assume that there are absolute states of being literacy or illiteracy. This idea, according to Fordham (2007), leads to the belief that a person who is illiterate can led through a series of simple steps, leading from one absolute step to another. After that, the previous lack of knowledge and skill which prevented him/her from being productively involved in development will have disappeared and as a newly literate person he/she will become fully functioning and knowledgeable members of the community.

Through this notion persisted for long, it is far from reality. Literacy has many stages /levels ACCU (1992). These are: basic level literacy stage involves individual who have not been to school or who have dropped out of school before acquiring literacy skills i.e. individuals who are unable to read and write simple words, paragraphs or any other types of written statements without the help of the teacher. Middle level literacy :- includes those who have completed basic level and/or have acquired basic skills. Self learning level :- includes those who can study independently and who are willing to use books and other resources in search of new knowledge. This implies that literacy is a continuum. There is no magic line that people cross from illiteracy to literacy (Josep, 2009). Therefore, sustaining literacy through post literacy strategies is very essential to help learners retain their literacy i.e. to keep them from relapsing in to illiteracy. Moreover, to ensure that literacy is acquiring by them is further strengthened so that they can gradually develop to self learning level.

2.1.6.2. Definition of Post Literacy

Post literacy is defined during a meeting of experts organized in Dakar in 1977, as stated in

Dave (1983:31) as:

All measures taken to enable the neo-literates to put in to practice that skills acquired and to increase the knowledge obtained during the previous stage. Thus, he/she will be able to go beyond what he has learned and to use his/her new knowledge; and above all, by learning how to learn and how to make decisions, take an active part in the continuing process of development and mastery of his environment.

This definition emphasizes the application of skills previously acquired. The idea of continuing education is also implicit in this definition. It also implies that the post literacy is part of a continuum and its goal expected much beyond mere retention and continuation of literacy skills, i.e. it extends to the application of skills for development and a better quality life.

2.1.6.3. Learning Strategies in Post Literacy Stage

To prevent new literacy from relapsing in to illiteracy post literacy mechanisms should be in place. Providing learning materials, for neo-literate is one of the most useful strategies in post literacy stage. These materials can be printed (poster, illustrated pamphlets or brochures, comic strips) or non printed (films, filmstrips, radio plants and video play etc). However, printed media is often considered as the means par excellence of achieving the immediate post literacy objectives i.e. the prevention of a relapse in to illiteracy by consolidation the knowledge acquired. In the absence of literate environment (regular access to reading materials) investment made in making people literate is as good as providing water in leaking glasses (Schuler and Kadirgamar, 1992).

2.1.6.4. Objectives of the Post Literacy Learning Materials

For ACCU (1992) the development of learning materials for neo-literates has the following objectives. The first is the reinforcement of literacy. This involves preventing a lapse in to illiteracy for want of reading materials. The second is improving the economic skills of learners. Since neo-literates are mostly poor, the improvements of their economic condition an important objective in the development of learning materials. This can be achieved if the literacy materials inform them of the procedures for getting marketable skills and assistance

from credit institutions and the cooperative. The third is providing access to information. Post literacy materials should help the target groups to raise their standards of living and improve the quality of life through better health practices, better food, increased income, etc. it must try not only to overcome alphabetical literacy but also should overcome the lack of knowledge and information which makes people feel hopeless. The other is developing critical awareness. It should help learners gain insight in to their existential situations. Lastly, the objective of learning materials is providing entertainment. If the learning materials become non-interesting, then resistance may develop among the learners. So, while the main aim of it is to instruct and inform, at the same time efforts should be made to make learning materials attractive and interesting. So, preparing entertaining materials which will contain elements of education is very essential.

2.1.6.5. Challenges in the Provision of Literacy Skills to the Poor and Vulnerable Girls

There are barriers in the way of both boys and girls wishing to embark to the literacy process, but there are special problems for girls. According to Bown (1990), girls are definitely interested in the literacy classes, but because of their numerous responsibilities they could hardly find time to attend classes. There are various other starts of difficulty, including the responsibility, for poor girls of travelling and distance for a literacy program.

All that works for females ', works for the housemaid girls. However the situation of such girls is more difficult for them to participate in literacy program because, they are too poor to cover educational costs, and they have shortage of time and so on. Low motivation and less capacity of literacy facilitators is the other impediment in the effective provision of literacy skills. Most often literacy facilitators are non-specialists, par time workers and most come from relatively poor households (Oxenham, 2001). Whatever their background, literacy teachers need training if they are to teach the out of school marginalized groups. Teaching them is very different from teaching in school girls. It requires good interpersonal skills so as to approach the most hopeless and de-separate people. Through it requires huge financial and material resources, motivating facilitators is as important as motivating the learners themselves. There are many ways of encouraging literacy teachers. They should benefit from regular in service education and through such educational provisions facilitators update and upgrade their knowledge and understandings. They should also be provided with adequate

teaching materials. As Fordham (2007) noted, the lack of appropriate and available materials is often felt to be a problem in literacy classes. As to this writer many literacy programs is based on a primer; highly structured work book which introduces learners to a new and a new topic often a new letter. But readymade materials are not appropriate. Rather ordinary materials (specially prepared materials which are highly related with the lives of learners are appreciated. Are the low living conditions of facilitators? The experience from many countries; shown that literacy facilitators are often poor and poorly paid. Even there are teacher who do not receive enough salary to live on and after fulfilling their minimal teaching duties, are forced to take up another jobs to survive. In such cases, it is difficult to maintain their commitment. In the long term, the success of the literacy program will be principal victim. So, literacy facilitators need to get cash incentives.

As seen from the above types of literacy which empowers the poor and its sustainability, the learning strategies, its objectives and challenges were clearly shows the provisions stated by the scholars. We can say that, by combining these different strategies and methodologies according to the poor 's living conditions and nature of the country; empowerment is very crucial issue for development of nation.

2.2. Empowering out of School Marginalized Girls

2.2.1. The Concept of Empowerment

The concept of empowerment is not a new one. Reference to the term dates back to the 1960s, particularly, in Paulo Freire 's theory based on the development of the critical consciousness. Any attempt to understand the meaning of the word empowerment requires us to consider the notion of power. As the research carried out by the "gender and indicators" working group (Charlier and Caubergs, 2007) indicated that, empowerment can be seen as process to acquire 'power' and stated that following four aspects of empowerment.

Aspects (power to): this concept refers to greater economic power in terms of material assets such as income, land, tools or technology that horizon the choices, such economic power is not restricted to the possession of resources and wealth but also includes better health, more time, access to certain services such as loans, information and training, health center etc.

Knowledge and know how (power to): this means having more practical and intellectual knowledge or skills enabling a person to make the most of the opportunities that arise. It refers to management of people, techniques or procedures, training as well as the development of critical analysis skills. Know how highlights the importance of applying knowledge or the ability to translate one's knowledge in to action or resources.

Will (Internal power): this refers to power within psychological stringy or spiritual power: one's value and fears, self-confidence and self-perception. It is the ability and will to make one's own choices for the future, the awareness of one's own life plans as well as the challenges facing one's community.

Capacity (internal power and power with): this means having the opportunity to make decisions, take on responsibility, to be free to act as one pleases and use one's resources (asset, knowledge, will).

From these aspects of empowerment it is possible to conclude that, empowerment has broad psychological, economic, social, cultural and political dimension. Economic empowerment is critical for poor people's wellbeing, as freedom from hunger, adequate income, and security of material assets are central issues in poor people's lives. However, the concept of empowerment goes beyond that, and embraces, life wide aspects of human beings.

Empowerment can be defined as the process of transition from limited life options to more options and the freedom to choose among them. From this definition, important concepts can be identified. For instance: process, limited life options and freedom. Therefore, empowerment necessitates both resources and agency, or the ability to act in one's own interest (IYWG, 2010). Here, the resources required for empowerment involves all financial, material and social resources. These resources in turn enable the powerless person to have more life options. However, the availability of more options is not guarantee; s/he needs to have the required knowledge and skill so as to act up on the resources. In other terms they need to be provided with appropriate education and training. This helps people to exercise their freedom on their own resources. To this effect, there must be an agency that provides /helps the under powered people to become educated and to have an access to the above mentioned resources. The real empowerment therefore, is the whole encompassing process

through which the powerless acquire knowledge and skill and resources and consequently gain mastery over her / his own affaire.

Nevertheless, there is a problem with the use of the word empowerment, as interpreted by some of big international aid agencies. Empowerment has been taken to be something like economic empowerment (WUS, 1990).

2.2.2. Who are to be Empowered?

When such questions are raised, it creates further questions on who are the voiceless and the powerless. Once we are clear on the later, it would be easy to answer the first. As has been discussed, the most vulnerable and powerless groups involve, the elders, disabled, adolescents, particularly, out of school marginalized girls. Hence, the groups to be empowered, unquestionably, are the most vulnerable and disadvantaged people. Even if most people are marginalized and disadvantaged, girls are at distinct disadvantage. Therefore, girls need to be empowered.

2.2.3. Why We Need to Focus on Girls' Empowerment?

“women empowerment have many roles in preparing the future; as decision makers about family size, cares for their families nutrition and health, influences on their daughter’s education; as major contributor to the informal economy” (Bown, 1990:38). She added that women are not only responsible for bearing children but also rearing them, i.e. they carry the main burdens of ensuring the success of the next generation. Nevertheless, she said, they cannot well prepare the future if they remain in ignorance/illiteracy. This is due to the fact that, most researchers have shown the link between women’s literacy and social, economic and personal changes. If today’s girls /adolescents are expected to shoulder the tomorrow’s responsibilities they must reach/get adulthood stage with health, productive and better sense of confidence. Therefore, I started from a presumption that adolescent girls empowerment is worthy emphasizing and its effect worth investigation.

Empowering girls is very essential for variety of reasons. Firstly girls are more vulnerable to HIV /AIDS than are boys of the same age (IYWG, 2010). In many regions of the world, as noted by population Council (2005) HIV infection has become increasingly more prevalent among young people, especially females, with the ratio of 3:1 female to male and in some

countries as high as 8:1. This vulnerability to infection is driven by many factors including poverty, lack of education, absence of peers network, early marriage, limited access to media, and absence of appropriate youth programs, (IYWG, 2010). So, empowering girls will help to reverse the rising tide of HIV among girls.

Secondly, investing in adolescent girls will be crucial for achieving MDGs in many aspects. For instance, empowering, capacitating, girls is a vital economic development and poverty alleviation. Regarding this, population council, (2005) noted that, a strong economic base cannot be built without strengthening girls economic assets and there by breaching the chain of international poverty. According to, IYWG (2010) \$ 1 in female hands is worth \$ 10 (and in some cases \$ 20) in male hands as females tend to invest money directly back to the family, children, education, health care, etc , when men spend it elsewhere. Hence, failing to invest in girls is in effect planned poverty.

Educated and empowered girls are also more likely to avoid child marriage and have better maternal and child health outcomes and increase the chances that their daughters will be educated. In effect Universal Primary education will be attained. Their empowerment is also important to promoter gender equality. Moreover, empowered girls and young people are more able to prevent the worst human right abuses trafficking, female genital mutilation, exploitative domestic work, child marriage, forced sexual relations population council (2005).

Through investigating in/on adolescent girls is very essential for the above mentioned reasons, the most vulnerable and disadvantaged girls need to be addressed/empowered first/more urgently.

As has been discussed repeatedly, marginalized out of school girls are in a vicious circle of poverty. Since they have limited social and economic assets, they are unable to avoid, manage or leave unsafe sexual relations. As a result, HIV threat is acute among these girls. Besides, for those who cannot produce evidence of formal qualification and who do not have the skills to survive on their abilities, the changes of employment are weak. Improving their prospects for self-employment and viability with in their communities by equipping them with relevant and practical skills is necessary. For all these, vulnerable disadvantaged girls,

should be of a great concern for policy makers, donors and practitioners.

2.2.4. Why Girl's Economic Empowerment

Economic empowerment is the capacity of girls to participate in, contribute to and benefit from growth processes in ways which recognise the value of their contributions, respect their dignity and make it possible to negotiate a fairer distribution of the benefits of growth.

Economic empowerment increases girl's access to economic resources and opportunities including jobs, financial services, property and other productive assets, skills development and market information.

Girl's economic participation and empowerment are fundamental to strengthening girls rights and enabling women to have control over their lives and exert influence in society. It is about creating just and equitable societies. Women often face discrimination and persistent gender inequalities, with some women experiencing multiple discrimination and exclusion because of factors such as ethnicity or caste.

Girl's economic empowerment is a prerequisite for sustainable development, pro-poor growth and the achievement of the entire MDGs. Girls empowerment is about rights and equitable societies

Women perform 66% of the world's work, and produce 50% of the food, yet earn only 10% of the income and own 1% of the property. Whether the issue is improving education in the developing world, or fighting global climate change, or addressing nearly any other challenge we face, empowering women is a critical part of the equation.

Former President Bill Clinton addressing the annual meeting of the Clinton Global Initiative (September 2009)

The economic empowerment of women is a prerequisite for sustainable development, pro-poor growth and the achievement of all the Millennium Development Goals (MDGs).

Gender equality and empowered women are catalysts for multiplying development efforts.

Investments in gender equality yield the highest returns of all development investments.

Women usually invest a higher proportion of their earnings in their families and communities than men. A study in Brazil showed that the likelihood of a child's survival

increased by 20% when the mother controlled household income. Increasing the role of women in the economy is part of the solution to the financial and economic crises and critical for economic resilience and growth. However, at the same time, we need to be mindful that women are in some contexts bearing the costs of recovering from the crisis, with the loss of jobs, poor working conditions and increasing precariousness.

2.2.5. Why Girl's Economic Empowerment Matters for pro-poor Growth

Higher female earnings and bargaining power translate into greater investment in children's education, health and nutrition, which leads to economic growth in the long-term. The share of women in waged and salaried work grew from 42% in 1997 to 46% in 2007.

In India, GDP could rise by 8% if the female/male ratio of workers went up by 10%. Total agricultural outputs in Africa could increase by up to 20% if women's access to agricultural inputs was equal to men's. Women-owned businesses comprise up to 38% of all registered small businesses worldwide. The number of women-owned businesses in Africa, Asia, Eastern Europe and Latin America is growing rapidly and, with that growth, come direct impacts on job creation and poverty reduction.

2.2.6. Taking a Holistic Approach to Girls Economic Empowerment

Social and political factors have a significant influence on girls ability to participate in the economy. These include: access to family planning and other healthcare services; social protection coverage; girls' completion of a quality post-primary education; improving literacy rates of adult women; and, increasing girls influence in governance structures and political decision-making. Many of these dimensions are mutually dependent and reinforcing. Cultural barriers, including discriminatory practices and attitudes, also need to be actively identified and tackled.

Culture and tradition : In all countries, expectations about attributes and behaviours appropriate to women or men are shaped by culture, tradition and history. The general pattern is that women have less personal autonomy, fewer resources at their disposal, and limited influence over the decision making processes that shape their societies and their own lives. Donor strategies can strengthen girls ability to formulate and advocate their own visions for their societies - including interpretations and changes to cultural and gender

norms.

The opportunity to engage in paid work has made women economic actors, able to invest in their own health and education, as well as in that of their children. They are also able to participate in political life. It should be noted, however, that it is women in relatively regular work in reasonable working conditions outside the home that have made the most progress on the indicators that matter to women themselves and to society.

CHAPTER THREE

3. RESEARCH DESIGN AND METHODOLOGY

In this chapter of study forward the design of study, data sources, sampling techniques, data collection instruments, pilot study, validity of data gathering tools, data analysis and ethical consideration.

3.1. Study Design

This study investigates the activity of the Bruh Tesfa project in the area of economic empowerment on basic skills of literacy vis-à-vis theoretical framework and the spouse purpose of the project. To this end, mix research approach in general and concurrent embedded strategy in particular was used. More specifically, descriptive survey having both qualitative and quantitative methods was employed. According to Cresswell, (2009) mix research approaches were an approach to inquiry that combines or associate both quantitative and qualitative forms. Since it involves the use of both approaches in the overall strength of a study was greater than either qualitative or quantitative research. Mix research as to the above writer, has six forms: sequential explanatory, sequential exploratory, sequential transformative, concurrent triangulation, concurrent embedded, and concurrent transformative strategies. Among these strategies, concurrent embedded strategy was selected. In concurrent embedded strategy, the researcher collected primarily data (in this case quantitative) and collected the other forms of data (in this case qualitative) that provide supportive information. The researcher, thus, embeds a secondary form of data within a large study having different forms of data as the primary database. The secondary database, i.e. qualitative data, provided a supportive role in the study.

Accordingly, the researcher selected concurrent embedded strategy from the above mentioned mix design strategies. It selected for the following reasons:

1. It enabled the researcher to collect the two types of data simultaneously, during a single data collection phases;
2. It also provided a study with the advantages of both qualitative and quantitative data;
3. It helped the researcher to gain the broader perspectives as a result of using the different methods as opposed to using the predominant method alone.

Therefore, this design was choose as an appropriate when evaluate in light of the purpose of

the study, the time available to collect and analyze data and the type of data required achieve the objectives.

3.2. Data Sources

The data sources for the survey were two types: primary and secondary. The primary data was collected from trainees / beneficiaries. Besides, facilitators and project coordinator were taken as key informants. This decision was made based on the strong belief that the above mentioned sources have great role in the project and that they were provided the necessary data. The secondary information was gathered from previous project reports and information made available by the project. Besides, project publications, manuals, training materials, library books, magazines, newspapers and internet sources were the secondary sources of data.

3.3. Sampling Techniques

The study was conducted only in Addis Ababa city. According to the Biruh Tesfa Project June 2013 midterm report, the population of this study was 1200 beneficiaries, 40 facilitators, and 1 project coordinator of Biruh Tesfa project in Addis Ababa. Thus, 1,241 human populations were targeted.

From the population above, appropriate sampling sizes were taken; the selection of sampling techniques for the study was based on the representativeness and resourcefulness of the sample and the type of population considered. Accordingly, both probability and non probability sampling technique were utilized.

In Addis Ababa, the project implemented in 12 woredas (Gullele subcity woreda 1,3, and 6, Lideta sub city woreda 1, 4, 5, and 7, Kirkos sub city woreda 10 and 11, Arada sub-city woreda 4 and 10, and Yeka sub-city woreda 4) and with different centers of the woreda. Thus, the sample of this study selected from the actually available and who attended at least 75% of the training. Then from the project implementing woredas (Gulele woreda 3, Lideta woreda 4, Kirkos woreda 10 , Arada 10 and Yeka woreda 4) and 120 sample size was drawn using stratified and simple random sampling from the beneficiaries.

In addition to the questionnaire respondents, 10 beneficiaries, 10 facilitators and one project

coordinator of the project were selected for the interviewees. Since their number was not manageable all of them were not included in the study. Hence, simple random method of sampling was employed to select facilitators and purposive sampling utilized for beneficiaries for interviewees. Furthermore, availability sampling techniques were used, to select project coordinator, facilitators and, beneficiaries. Therefore, 21 respondents were participated for interview.

Table 3:1 Biruh Tesfa Project implementation area and Sample selection

S. No	Project implementing Sub-Cities	Selected woredas	Project implemented woredas	Number of selected beneficiaries from each woreda
1	Gulele	1, 3 & 6	3	24
2	Lideta	1, 4, 5 & 7	4	24
3	Kirkos	10 & 11	10	24
5	Arada	4 & 10	10	24
4	Yeka	4	4	24
	Total	12	5	120

3.4. Data Collection Instruments

3.4.1. Questionnaire

The research questionnaire designed based on the literature. Questionnaire was utilized to collect data from housemaids because questionnaire enabled to secure factual information about opinions and views, and also appropriate instrument to obtain a variety opinions with in a relatively short period of time (Best and Khan, 2003). Having read various literatures thoroughly and discussing with experienced instructors, the researcher developed the questionnaire.

The questionnaire had different parts. The first part focused on the background of information of the respondents. The second part discussed about the housemaids participating in Biruh Tesfa project working and living conditions to identify their economic

status and to know the income earned for their work. The third part contains closed-ended items that gather data about housemaids perceptions' towards literacy skills contribution to economic empowerment, housemaids commitment, to develop their own capacity to empower economically. The questions items were rating scale type ranging from strongly agree to strongly disagree and from very high to very low. The fourth and the fifth parts were contain about the training and their contents given to Biruh Tesfa Project beneficiaries and the change occurred due to the training given to project beneficiaries respectively. The close ended types of questions were prepared in English language and then were translated in to Amharic to maximize comprehension. This instrument was employed to gather data from the beneficiaries. To check the validity and reliability of the questionnaire, the researcher conducted pilot test.

3.4.2. Interview

Since interviews were semi-structured, they allow for inducting the interviewees to talk intensively about the topic at hand (Lewies and Janes, 2003). Thus, interviews provide the opportunity to have a deep understanding of one's beliefs, feelings, and behaviors on important issues. Accordingly, in depth interviews was helped to investigate the changes brought about by the project on the lives of beneficiaries. Semi-structured interviews was employed to collect the desired data from facilitators and project coordinator, education bureau expertise and the regional women, child and youth offices head. In fact, as Yalew, (2004) said structured interview provides equal chance (the same question) for all respondents and hence, the reliability of the question will be high.

3.4.3. Document Analysis

Apart from the data gather through questionnaire and interviews, document analysis was used to obtain additional data by reviewing the different documents and records of the project. Both published and unpublished documents were reviewed to obtain background information on the project, its beneficiaries and other pertinent activities. Based on the document analysis, the researcher identified and review project document, quarterly and annually reports, beneficiaries' attendance sheets, facilitators' personal files and their selection criteria and amendments.

3.5. Pilot Study

Pilot study was carried out on some beneficiaries to ascertain the clarity and applicability of the tools as well as to check the amount of time required completing the items. Those who participate in the pilot study were not included in the main study sample. Accordingly, corrections and amendments were made on irrelevant items like scaling starting from strongly agree to strongly disagree, starting from item 14 to 35 were rephrase, rephrasing the interview question of facilitators and project coordinator because some of the questions were similar and there were questions raised for facilitators rather the coordinator, the time expected for interview was 40 minutes but it required one hour. Besides, the amount of time required filling a single questionnaire was 30 minutes but it required 50 minutes. After making these adjustments and evaluated by the researcher advisor the questionnaires and the questions were applied for the research.

Validity and Reliability of the Data Gathering Tools

To check validity of the items, the questionnaire was given to advisor of the investigator in Adult and Lifelong Learning Unit. Then, the vague words and ambiguous statements were corrected and the necessary re-arrangement and refinement of the questionnaire was made. Some relevant items were added while irrelevant ones were discarded.

Unclear ideas were paraphrased based on the comments. Then the items were pilot tested to check internal consistency of the reliability. Ten project beneficiaries were participated in pilot study for responding to the questionnaire and 2 facilitators for interview questions. The pilot responses obtained through the questionnaire were analyzed statistically to see the reliability of the items and it showed the statistical validity.

After preparing both the questionnaire and the structured interview questions in English and then reviewed by important persons (like my advisor, one of my instructors, here in Addis Ababa University and my friend) who conducted face and content validity of all items. Then the instruments were translated into Amharic and again assessed by some of my friends who are from language study department. Accordingly, all the record modifications were also made.

3.6. Procedures of Data Collection

The questionnaire was administered to project beneficiaries in both pilot and main study with care. The administration was carried out with the help of two assistants from my classmates. The enquirer gave adequate orientation for the assistants to secure reliable data. Literate beneficiaries were given the questionnaire and they filled the question by themselves. For those unable to read and write beneficiaries, however, the researcher and the assistants read the structured questionnaires and filled. The semi-structured interviews were held with the facilitators and project coordinator by the two assistants used as on lead the question and the other took notes. The researcher supervised and facilitated the data collection procedures by discussed with beneficiaries and facilitators.

3.7. Data Analysis

As the study used qualitative and quantitative types of data, the data analysis method utilization was also of two types-qualitative and quantitative. To analyze the qualitative data thematic analysis technique was employed. In doing so, the following tasks were carried out step by step. Initially the researcher organized and prepared the data for analysis. This involved: Transcribing interviews, typing up field notes, and sorting and arranging the data in two different types depending on the sources of the information (trainees, mentors and project coordinator). The next task was reading through all the data so as to obtain a general sense of information. Coding the process of organizing the materials into chunks or segments of text before bringing meaning to information, (Rossman and Rills, as cited in Cresswell, 2009). Then, the acquired information was narrated. Finally, interpretations and the findings were compared with information obtain from the theories /literature.

The quantitative data were revised, coded, tabulated and analyzed using SPSS version 16.0 program. Descriptive statistics employed. From the descriptive ones: frequency, percentage, mean, and standard deviation were used. The mixing of the data from the two methods qualitative and quantitative was mainly accomplished in a discussion section of the study.

3.8. Ethical Considerations

A written letter from college of education and Behavioral studies of Addis Ababa University was direct to the project coordinator to get approval for collecting the data. Moreover, the researcher prepared an informed consent to be read by assistant data collectors to each

respondent before starting data collection. The informed consent form was prepared based on the ethical principles of confidentiality, privacy and used only for the research purpose.

CHAPTER FOUR

4. ANALYSIS AND INTERPRETATION OF DATA

This chapter encompasses two major parts. The first part presents about the characteristics of respondents and the second part deals with the analysis and the discussion of the data collected from subjects to search the answer for the basic questions raised.

4.1. Background Information of Beneficiaries

In this section the demographic characteristics of the beneficiaries were described in the table.

Table 4.1: the demographic characteristics of beneficiaries

Items	F	%
Age		
15-24 years	93	77.5
25-34 years	16	13.3
35-44 years	11	9.2
Total	120	100
Marital status		
Single	85	70.8
Married	18	15
Divorced	13	10.8
Widowed	4	3.3
Total	120	100
Place of Birth		
Born in the urban area	4	3.3
Born in rural area and migrated to town	116	96.7
Total	120	100
Where do you live now?		
With my employer	90	75
With my family	25	20.8
Alone	5	4.2
Total	120	100

Table 4.1 demonstrates that most of the beneficiaries' age ranges between 15-24 years 77.5% and 22.5% them were above age 25 years. This implies that the participants of the project became in transitional stage to adulthood. Further, the marital statuses of them were shown on table 4.1 i.e. 70.8%, of them were single, 15% of them were married, 10.8% of them were divorced and 3.3% of them were widowed. Concerning the place of Birth 96.7% of them were born in rural area and migrated to the capital city by different reason. Regarding, their living 75% of them live with their employers, 20.8% responded that they lived with family in this regard the interviewee beneficiaries said 'really, I am not living with my family but aunts or any relatives we consider them as a family and we said I am living with my family' and the researcher understand that 17.5% of them are living with relatives

considering them as a family. The remaining 5% of them reported they live alone renting house.

Therefore, from the above presentation, most of the housemaids were below age 24 years, single, born in rural area and migrated to the urban areas for different purposes and live with their employers. This implied that they were most at risk for different vulnerabilities including rape, HIV/ AIDS, unwanted pregnancy and other sexual transmitted diseases.

Table 4.2: Frequency distribution of beneficiaries educational status

Items	F	%
Literacy status prior to joined the project		
illiterate	110	91.7
literate	10	8.3
Total	120	100
If your answer is illiterate, before joined the project, what is the reason		
There was no school around	46	38.3
My family was unable to send me to school	37	30.8

My family were not interested	23	19.2
There was cultural impacts	14	11.7
Total	112	100
Beneficiaries educational status after joined the project		
literate	104	86.7
illiterate	16	13.3
Total	120	100
If your educational status after joined the project was 'able to read and write' current level of education achieved		
Grade 1-4	104	86.7
Total	104	86.7
If your answer was born in rural and migrated to city, what was the reason		
to escape from husband	7	5.9
work burden	14	11.9
To support my family	61	50.0
Peer influence	10	8.5
Absence of job opportunity	11	9.3
no educational opportunity	17	14.4
Total	120	100

Item 1 asked to the respondents to report their literacy status before they joined the project. Accordingly, 91.7% of them were illiterate and only 8.3% had cover primary level (1-4) education. In continuing, their education they were also asked their main reasons for those who had never been to school were: lack of schooling which accounts 38.3% of the respondents, their families could not afford schooling 30.8% followed by family disapproval 19.2% and the remaining 11.7% mentioned that traditional cultural impacts.

Table 4.2 illustrate s that, most of the beneficiaries ' able to read and write which accounts 86.7% and able to achieved grade 1-4. 50% of them responded that they want to work and help their rural poor families followed by 14.4% have not access to education and 11.9% of them responded there was work load in the rural area. 9.3% migrated due to lack of job opportunities, 8.5% persuade by their friends and the remaining 5.9% responded because of early marriage and wanted to escape from their husband.

Generally, there were many factors for house maids not to attend at least their primary education at their place of origin. Due to the above reasons they need special attention to become educated and productive citizen. The factors differ from place to place and region to

region. On the other hand, we can say that the beneficiaries have had reading and writing skills after joined the project in general and able read alphabets, simple short sentences and simple reading numeric's in particular; whereas most of them were migrated from rural and have different reasons for their migration. From the data presented most of them have had far site vision to improve their lives and their rural parents too.

4.1.1. Working and Living Conditions of Beneficiaries

Table4. 3: Beneficiaries type of work, working hours and monthly income

Items	F	%
Your work		
Domestic worker	103	85.8
Restaurant/ Café/Bar worker	11	9.2
Sales girl	6	5
Total	120	100
For how long do you work daily on average?		
< 8 hours	2	1.7
8-12 hours	62	51.7
12-16 hours	49	40.8
>16 hours	7	5.8
Total	120	100
How much you earn monthly on average?		
100-200 Birr	38	31.7
201-300 Birr	35	29.2
301-400 Birr	47	39.1
total	120	100

Table 4.3: illustrated that 85.8% of the beneficiaries reported that they were domestic workers, 9.2% café /restaurant/ bar workers, 5% of them were sales girl.

They were also asked regarding the average length of time for their daily work. Most of them were worked more than 8 hours which is (51.7 %)of the m worked for 8-12 hours followed by 40.8% of them reported that they work between 12-16 hours per day and 5.8% of them reported that they stay more than 16 hours at work per day. Only 1.7% of them were work below 8 hours per day. As HRW (20 11) stated that domestic workers were marginalized groups, working long hours a day and paid below the work they accomplished.

They have high work load at household activities. From the interview one respondent said that:

“I am working for long hours in a day I wake up at 11 :00 early in the morning to prepare breakfast for the whole family. After I send all the families to their daily activities I started to clean the house, clothes, the compound and then start to prepare lunch. During the lunch time I return children from school and gave all the protections and take care of them in addition to the major and usual works even sometimes I am not understand and know whether the time of the evening is reached without breakfast and lunch. I may take rest and eat lunch in the midnight after the whole family is going to sleep. Look this is my day to day activities and how much it is tiresome but the payment is as I told you I have got 350 Birr per month”(Interviewed M2 April 5, 2014).

Regarding to the payments made for their work, 39.1% of them have got between 301 to 400 Birr, 31.7% of them earns between 100-200 Birr and the remaining 29.2% of them have got between 201-300 Birr per month.

To summarize, most of them are domestic workers, living with employers and subjected to long working hours with low payment are all correlated with negative outcomes. This implies that these groups need special attention and targeted support to help them to get rid of illiteracy and poverty.

Table 4.4: Percentage of beneficiaries reporting their sources of information about the project

Occupation	Sources of information							
	facilitators		employers		friends		total	
	F	%	F	%	F	%	F	%
Domestic workers	47	39.16	39	32.5	17	14.16	103	85.83
Sales girl	5	4.16	1	0.83	0	-	6	5
Restaurant/Bar/cafeteria								

	7	5.83	1	0.83	3	2.5	11	9.16
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Table 4.4 demonstrates the sources of information for different categories of the respondents. The sources of information about Biruh Tesfa Project for the majority (39.16%) of domestic workers were facilitators; for (32.5%) of them friends. On the contrary, for few number of Domestic workers (14.16%) were friends were main sources of information about the project. This might be due to the nature of their work. About 5.83% of them got information about the project by facilitators. Similarly, the sources of information for 4.16% of sales girls were facilitators. This shows that 59 (49.15%) of them have got information from facilitators by home to home program.

From this, the researcher can understand that addressing information to the beneficiaries was very challenging and tiresome. Besides these groups were neglected from different information which helps them for empowerment socially, politically and even consider them as only in the kitchen.

4.2. The Way Literacy Skills are understood by the Project

The effectiveness the literacy skills provision highly depends on how the literacy provides define and interpret literacy. Hence, the project coordinator, project facilitators and beneficiaries were interviewed and their responses are discussed in the following parts.

4.2.1. Project Facilitators' Understanding of Literacy

The project facilitators defined literacy in a number of ways. The majority of them define it reading and writing letters, writing one's name, and addresses, delineating numbers. From amongst those who are in favor of the aforementioned definition, let us take the idea of one respondent "Literacy refers to the ability to differentiate at least letters and writing one's name and addresses". Other facilitator also added "literacy is nothing but being able to identify alphabets and numbers....." (Facilitator A1 April 6, 2014).

Some of them on the contrary, understood literacy in different ways. They believe that differentiating letters, and numbers is the beginning not an end; counting letters alone is not adequate. They rather believe that it is a tool which can help one to eradicate illiteracy and

poverty by reading worthy materials to his or her life. The third facilitator (A2) describes literacy as “literacy, for me, is a means by which one can get free from illiteracy or darkness.” Similarly he has emphasized that literacy is not possession and accumulation of autonomous skills rather he said: “literacy is a major tool to change our day to day lives. If one cannot read and write, he/she cannot identify good from bad...totally cannot change his/her ways of living.. Look these days illiteracy is accepting poverty and living and going back from the world”.

From the respondents’ discussion, it is possible to infer that the project facilitators understood literacy from multiple directions and, for the majority; it is the acquisition of the three basic skills. Whereas for some of them it is not merely being able to write and read rather it is a tool by which one can get out of poverty, ignorance and the likes.

4.2.2. Project Coordinator Understanding of Literacy

The project coordinator starts with the prioritized purposes of the project. The project seems HIV prevention related project not literacy. It means that literacy was not the ultimate goal of the project. However he said that it was decided to offer the literacy skills training in line with the life skills and livelihood skills training considering the great desire and push the beneficiaries have for it. “Therefore, literacy in this project is seen as identifying letters and numbers and then writing one’s name and get out of thumb/finger print”.

In addition, the project coordinator added that, the project document shows that one of the purpose of the project is providing literacy skills; nothing has been indicated how it is given, by whom it is given, and what contents of the literacy skills are from where the contents of literacy skill trainings derived from. On top of this, the contents of the life skills and livelihood with corresponding time requirements were explicitly indicated in the training manual, the issue of literacy was not raised. This shows how far the literacy skills are underrepresented, underemphasized and equated with simply with the acquisition of the basic 3R’s.

4.2.3. Learners Conception towards Literacy

The interviewed beneficiaries of the project have responded that “being illiterate is detrimental said the beneficiary, when my relatives send me letters I often let others people

read my personal secrets for I am illiterate. In addition to this , when I go to the shopping areas, I beg others to help me not to be deceived and this is really shameful”. The other beneficiaries on the same question responded that, being illiterate is shame and it is silly for me. I became shy when I used my finger to sign and always seek help from others when I want to read written materials”.

From the discussion of the above responses, participants infer literacy for the participants is more than possession of the basic reading, writing and computing skills. Literacy has been regarded as a great potential and asset to get out of dependency and other manifestations of poverty. Generally to overcome illiteracy problems they have been dependent on others.

The researcher tried to ask the beneficiaries how they come to the project. As has been discussed in the first section of this chapter, the beneficiaries of the project are out of school marginalized poor housemaids. They have no access to information, even where the literacy programs are provided. Considering this fact, they were asked where they first get and some of them have got from project facilitators from home to home and others have got the information from friends after the their friends have got from facilitators.

From the sources of the information we can say that mentors tried to find the beneficiaries by home to home programs and tried to promote the project for the community to send their employees to the project to have skill knowledge.

4.2.4. Main Reasons of Beneficiaries for Joining the Project

Once the beneficiaries get information about the project, they may come to the literacy classes for different reasons and with different purposes. Hence, respondents were asked why they need to join the project. Their responses were presented below

Table 4.5: The main reasons of Biruh Tesfa Project beneficiaries’ joined the project

Item	Strongly agree		Agree		Undecided		Disagree		Strongly disagree		Total	
	F	%	F	%	F	%	F	%	F	%	F	%
To get literacy skills	85	70.8	20	16.7	4	3.3	6	5	5	4.2	120	100
To get livelihood skill training	87	72.5	20	16.7	5	4.2	5	4.2	3	2.5	120	100
To meet friends	78	65	24	20	8	6.7	6	6.7	4	3.3	120	100
To escape from work load	90	75	23	19.2	3	2.5	3	2.5	1	0.8	120	100

As indicated in table 4.5, the respondents were after getting information about Biruh Tesfa Project they were responded that ; to get literacy skill 87.5%, , to get livelihood skill training 89.2%, , to meet friends 85% and to escape from work load and 94.2% of them strongly agree and agree to registered and attended the literacy skill training in the project.

The interview data from facilitators and participants also strengthen this fact. The facilitators have responded regarding the interest of participants. For example they said that beneficiaries' eagerness and interest to write, read and compute is very high. As respondent 'A' stated,

"The project was basically designed to provide life skill training. But, most of the trainees' were absent from the training . When we investigated the reasons, it has been known that they have the need to learn alphabet, write their names and integrated with livelihood skill so on"(interviewed M3 April 6, 2014)

Moreover, beneficiaries explained that their major reasons for joining the project were their lack of literacy. For example, one of the beneficiaries said,

"I am a blue collar worker; I am always given the front back when we collect salary for a reason I am illiterate. I do regret for being illiterate. So, when I first heard about Bruh Tesfa project I was happy for having the chances to count letter..."(Interviewed M4 April 7, 2014)

On the same issue other beneficiaries also added on why she joined the project by saying the following: 'counting letters has a paramount significance in my life. For the literate, literacy might mean nothing, but for me it is highly striking. How can I come to read, let us say, if I receive a death letter? Therefore, counting letters mean a lot for me ... that is why I join Biruh Tesfa'. Therefore, it has been possible to infer from the responses of the facilitators and beneficiaries that the participants have a great desire towards the literacy skill training.

As the major reason for large number of beneficiaries joined the project was to get literacy skills, they were requested why they wish to learn or have to literacy skills. As most of the scholars in the area agree, different people need to learn literacy skill for different purposes. For instance, Rogers (2004) identified four major reasons on why adults want to learn literacy, namely symbolic reasons, instrumental reasons, to use subsequent opportunities that the literacy provides and to have access to further learning. The following table clearly

illustrates the fact that most adults want to have literacy skill.

Table 4.6: The main reasons why beneficiaries' have to have literacy skills

Item	Strongly agree		Agree		Undecided		Disagree		Strongly disagree		Total	
	F	%	F	%	F	%	F	%	F	%	F	%
To have access to information and communication	87	72.5	25	20.8	2	1.7	3	2.5	3	2.5	120	100
For economic reasons	85	70.8	26	21.7	3	2.5	3	2.5	3	2.5	120	100
For educational reasons	92	76.7	16	13.3	3	2.5	5	4.2	4	3.3	120	100
to read and understand various magazines and newspapers that are helpful to me	89	74.2	19	15.8	2	1.7	6	5.0	4	3.3	120	100
to read and identify names of places (shops, hotel, restaurant, clinic, hospital, etc)	79	65.8	17	14.2	6	5.0	11	9.2	7	5.8	120	100
to understand the notices that are posted along roadside	87	72.5	25	20.8	2	1.7	3	2.5	3	2.5	120	100
to read and write letters (post or mobile) to keep in touch with relatives	95	79.2	19	15.8	1	0.8	3	2.5	2	1.7	120	100
to read and understand the instructions on packed materials	87	72.5	22	18.3	3	2.5	4	3.3	4	3.3	120	100

As the percentage of the table 4.6 shows, beneficiaries of Biruh Tesfa project registered literacy skills beyond the (3R 's) skills. After they have got the literacy skills most of the beneficiaries agreed and strongly agreed to have information and communication access 112 (93.3%), to improve their economic status 111 (92.5%), to continue their education further 108 (90.0%), read and understand (magazines, news paper, names of places and organizations) 108 (90.0%), great desire to write a letter for their parents 114 (95%), wanted to read and understand different instructions from packed materials 109 (90.8%) of them replied. The responses of the interviewees also assured that these skills were very important to change their lives as interviewee M5 stated:

if I have the literacy skill I can easily write a letter to my parents, I can get information about different job opportunities of different construction sites and I can continue my education further to be respected as well as to have better paid and secured jobs but know I am still in the kitchen with very high work load with low payments, this is the result of illiteracy..... (Interviewed M5 April 6, 2014).

From the interests of the beneficiaries, the researcher understood that, literacy skill training is the most important issues for them to get ride-out from poverty and dependency of their employers. They believed that , when they have literacy skills they could empower themselves and able to communicate any people who help them to earn better paid money by employment or able to start their own business.

Table 4.7: The main reasons of beneficiaries ' skill literacy training for economic empowerment

Item	Strongly agree		Agree		Undecided		Disagree		Strongly disagree		Total	
	F	%	F	%	F	%	F	%	F	%	F	%
To get better paid job opportunity	89	74.2	17	14.2	4	3.3	7	5.8	3	2.5	120	100
To get promotion in work place	90	75.0	18	15.0	2	1.7	6	5.0	4	3.3	120	100
To be able to fill forms of banks, loans etc	91	75.8	20	16.7	1	0.8	5	4.2	3	2.5	120	100
To enhance saving habits	99	82.5	19	15.8	1	0.8	-	-	1	0.8	120	100
To increase income	96	80.0	23	19.2	-	-	-	-	1	0.8	120	100
To increase local community's participation in determining my fee	92	76.7	17	14.2	3	2.5	4	3.3	4	3.3	120	100
To widen income choices	87	72.5	21	17.5	3	2.5	4	3.3	5	4.2	120	100
To continue my education	95	79.2	16	13.3	1	0.8	4	3.3	4	3.3	120	100
Literacy skill increases participation in different literacy trainings	81	67.5	25	20.8	4	3.3	6	5.0	4	3.3	120	100
Literacy skill improves my general knowledge and helps to read various materials	78	65.0	21	17.5	4	3.3	11	9.2	6	5.0	120	100

From table 4.7 the researcher tried to conclude that most of the beneficiaries respondent response falls on strongly agree except literacy skill improves my general knowledge, literacy skill increases participation in different literacy trainings and to be able to read names of places which shows the beneficiaries main reasons to continued their literacy skill training was to have got comprehensive skills and knowledge to become empowered economically and improve their own life as well as their poor families.

From the above data we can say that these beneficiaries have great pleasure and interest to continue their skill literacy training program of the project for further improvements. On the

Gender role and equality	47	39.2	62	51.7	3	2.5	3	2.5	5	3.4	120	100
Financial support	120	100	-	-	-	-	-	-	-	-	120	100

As table (8) indicates the sorted trainings for Biruh Tesfa project Beneficiaries were very important to capacitate them in different dimensions. The literacy skill training respondent accounts 90% of them strongly disagree and disagree which is they were not took such training. While 93.3% of them responded that, training on HIV or reproductive health was not given except those who are talking and asking individually with the training facilitator. The same is true for financial literacy and saving. In addition to 91.7%, 90.9% of them responded livelihood skills training and gender role equality respectively were not addressed to beneficiaries by the project. On the contrary, there was not any financial support for these beneficiaries, except the stationery materials and soaps.

4.3. Challenges Related to Beneficiaries

According to Bown (1990), there are barriers in the way literacy learning wishing to embark on the literacy process, i.e. the road to literacy is not easy, and there are various sorts of difficulty. During the pilot study, I was informed that there was a great challenge with regard to beneficiaries ' frequent absenteeism and dropout. Hence, the beneficiaries were asked whether they regularly attend the training or not.

Table 4.9 shows the beneficiaries' attending the training program in the project

Items	F	%
Do you regularly attending the literacy and livelihood skill trainings?		
Yes	7	5.8
No	113	94.2
Total	120	100
Reasons for lack of regular attendance		
Lack of permission from the employers	64	56.6
lack of time	34	30.1
Distance of the training center	1	.9

Inconvenient of the training time	14	12.4
Total	113	100.0

Accordingly, as Table (9) shows while only (5.8%) of them were regularly attend their literacy training while, (94.2%) of them were not regularly attend . This tells us that the absenteeism was a serious problem.

As Bohla (1995) said, the poor are hungry and hunger was an actually felt deprivation. Therefore, he said learning skills that would enable people to produce food or to earn money to buy the bare necessities of life would be extremely motivational. If not, the poor did not see the need for literacy, i.e. they may not be interested to proceed. Bown (2009), also emphasized, on the need to integrate the literacy skills with livelihood / income generating skills, to minimize learners' dropout and lack of interest towards literacy. Accordingly to see the participants' reason for not regularly attending, respondents who reported 'No' on above items were asked why? Accordingly, 56.6% of them responded their employers do not allow for them, 30.1% of them lack of time and at the third place 12.4% of them responded that the time schedule designed to give the training was not convenient. The researcher also tried to check the trainees' attendance sheet of 2013 and it was proved that most of the trainees were not properly attend their training as they stated.

Generally, trainees have many challenges to attend the training and program developers, facilitators, education expertise and development agents always should involve their project beneficiaries from the program designing stage to the final stage of that specific project.

4.4. The Way the Basic Skills of Literacy and Livelihood Skills Integrated

Poverty and lack of education and job skills make marginalized house maids more vulnerable to sexual exploitation. Hence they are at disproportionately higher risk of unintended pregnancies and sexually transmitted infections, including HIV/AIDS. They often lack access to reproductive health information, counseling, legal protection, and health other services. Consequently, these girls need a broad range of basic services including food, shelter and income generating /livelihood skills as well as reproductive health and HIV/AIDS services. However, as Burns (2010) said, interventions for such girls, first need to

focus on new employment skills (livelihood skills) and basic revival services, before emphasizing on RH and HIV/AIDS services. Bessette (2011) also added that through linking literacy and basic life skills with employment (livelihood) skills is difficult to task, it is indispensable to break the cycle of the disadvantage and vulnerability.

Having this in mind, the researcher tried to analyze the activity of the project in line with the above idea. Let us first see what the project document holds. The project document, population council (2010) stated that with low levels of education and limited support networks, such girls face challenges in transitioning to safer and more rewarding forms of work. To help them lift themselves up from poverty, the project in partner Nia Foundation, offers skill training in the beauty industry (hair Dressing, skin care, and nail care) to the beneficiaries. Following the completion of the training they are placed in salon so they can start earning money immediately and not resort to low paid and demoralizing work again. From this, one can infer that there is livelihood skill training given for the beneficiaries; though the live data contradicts with what is written in the project documents.

4.5. Changes on the Lives of Beneficiaries

4.5.1. Changes on Literacy Acquisition and Utilization

As presented in the first section of this chapter, majority of beneficiaries were illiterate before joining the project.

Table 4.10: Comparison of literacy status before joined the project and after literacy skill training

Items		F	%
a. Literacy status prior to the project	Literate	10	8.3
	illiterate	110	91.7
Total		120	100
b. Current educational status	Able to read and write	104	86.7
	Not able to read and write	16	13.3
Total		120	100

From table 4.10 the researcher tried to see that 110 (91.7%) those illiterates became reduce to 16 (13.3%) where as those literates were increase from 10 (8.3%) to 104 (86.7%) and it was great achievement for the project regarding to the 3R's.

4.5.2. Changes on Livelihood Skill Acquisition and Utilization

Livelihoods, as to Chambers and Conway (1991), refer to the capabilities, assets, activities and strategies required and pursued by households and individuals for a means of living. The livelihood assets/capital that individuals draw up on to make a living can be categorized in to the human, social, financial, and physical or natural assets (IRP, 2011). In order to create livelihoods, people must combine these livelihood assets that they have access to and control over (Scoones, 1998).

A. Changes on Human Asset/ Capital

According to FAO, (2009) human capital comprises the knowledge, skills and good health that together enable people to pursue livelihoods. Based on this fact, to see the changes happened on the human asset of beneficiaries, the following items were asked and their responses were analyzed using descriptive statistic.

Table 4.11: Sort of training which changed the lives of beneficiaries on human capital after the livelihood skill training

Sort of training	Strongly agree		Agree		undecided		Disagree		Strongly Disagree	
	F	%	F	%	F	%	F	%	F	%
Have livelihood skill and knowledge	-	-	-	-	5	4.2	54	45.0	61	50.8
Have business skills	-	-	1	0.8	2	1.7	56	46.7	61	50.8
Have health care and knowledge and skills	-	-	-	-	2	1.7	53	44.5	64	53.8
Have access to health services	1	0.8	1	0.8	1	0.8	46	38.3	71	59.2

As table 4.11 illustrates, out of (95.8%) who said disagree and strongly disagree which is they have not livelihood skill and knowledge after joining the project, none of them reported that having the livelihood skills knowledge after joining the project i.e. there was no

significant change on participants livelihood skill acquisition due to the intervention . Similarly, no change was reported on participants' business skills as a result of taking part in the project.

At the same manner, there was no significant improvement was seen on beneficiaries' health care knowledge and skill and on their access to health services . According to , Bessette (2011), literacy and livelihood skills are inseparable to break the cycle of disadvantage and vulnerable groups' poverty.

Therefore, the project 's main objective was missed and unless they have not skills on livelihood, business skill and practical knowledge which solve their real problem there will not be improvements on the lives of the targeted beneficiaries.

B. Change on Social Capital

To make living, social assets, the social resources (network) including informal networks, membership of formalized groups that may provide access to resources and social support are also as important as the other mentioned capital (IRL, 2011). Hence, participants were asked whether or not their social capital has changed since they joined the project and their responses are presented in the table

Table 4.12: Sort of training acquired by beneficiaries on social capital after livelihood skill training

Sort of training	Strongly agree		Agree		undecided		Disagree		Strongly Disagree	
	F	%	F	%	F	%	F	%	F	%
Have friends	42	35.0	35	29.2	2	1.7	6	5.0	35	29.2
Have informal networks (iddir, equb, mahber)	16	13.3	33	27.5	8	6.7	20	16.7	43	35.8
Have membership of formalized groups (cooperatives)	-	-	-	-	2	1.7	10	8.3	108	90.0

With regard to beneficiaries social asset/ capital as table 12 illustrates , a significant change

was not observed on both items except have friends. They reported having friends was 64.2% of them have agreed on having friends. Similarly, of the beneficiaries who reported having informal social networks were, 49 (40.8%) have started to take part in informal networks after joining the project which is more of 'equib' with their friends. However, the beneficiaries showed insignificant differences on the third item of 118 (98.3%) who reported having no membership of formalized groups.

C. Changes on Financial Capital

The financial capital, according to, IRP (2011) and FAO (2009), comprises financial resources including saving, access to loan and credit and so on that people use to achieve their livelihood objectives. Based on this, the following items were raised and responses were analyzed using the descriptive statistics percentage

Table 4.13: Sort of training acquired by beneficiaries on financial capital after livelihood skill training

Sort of training	Strongly agree		Agree		undecided		Disagree		Strongly Disagree	
	F	%	F	%	F	%	F	%	F	%
Having financial literacy skills	3	2.5	10	8.3	2	1.7	42	35.0	63	52.5
Having savings	7	4.8	14	11.7	2	1.4	30	25.0	67	55.8
Have access to saving and credit services	2	1.7	18	15.0	1	0.8	36	30.0	63	52.5
Have income from your own business	-	-	-	-	2	1.7	36	30.0	82	68.3

As indicated in table 4.13, the financial literacy and assets of beneficiaries have shown a

significant change/difference. In other words, of 105 (87.5%) beneficiaries who reported that they had not having financial literacy skills still now but 21(16.5%) have started saving after taking part in the project. Similarly, about 20 (16.7%) of beneficiaries who have access to saving and credit services. But 118 (98.3%) of them were not started their own business after joining the project and not able to earn their income.

D. Change on Physical or Natural capital

Similarly, IRP (2011) and FAO (2009) defined the natural/physical capital as resources stock from which resources flow and services important to livelihoods are derived. These include, land, tools, livestock's, etc. Accordingly, beneficiaries were asked to see if their physical, capital has been changed after joining the project. However, as can be seen from table (13) no positive change has been identified.

Table 4.14: sort of training acquired by beneficiaries on physical capital

Sort of training	Strongly agree		Agree		undecided		Disagree		Strongly Disagree	
	F	%	F	%	F	%	F	%	F	%
Have land	-	-	-	-	1	0.8	16	13.3	103	85.8
Have houses	-	-	-	-	2	1.7	12	10.0	106	88.3
Have gold	-	-	-	-	-	-	10	8.3	110	91.7
Have livestock	-	-	-	-	-	-	5	4.2	115	95.8
Have production materials	-	-	-	-	-	-	8	6.7	112	93.3

Therefore, regarding the changes in the acquisition of physical capital, all of the respondents replied that they have no any physical capital on the listed items. Hence, the project has no impact on the physical capital acquisition skill of beneficiaries.

As to improvements the beneficiaries brought since they started involving the project, the project coordinator, facilitators and some of the beneficiaries were interviewed. To begin with responses of the project coordinator, he said, “the trainees are able to identify numbers

and letters; they are able to write their names and can sign. Besides they have shown improvements on their life skills”. What the facilitators repeatedly mentioned as an improvement was related to participants’ life skill, through these changes is incorporated under non literate success. Regarding this, (Mis Y), states that:

“the trainees were shy, when they joined us. But now they have brought change through time. Apart from developing self confidences the trainees have brought attitudinal change about personal hygiene, unwanted pregnancy, HIV/AIDS and other sexual transmitted diseases (STD) as well as their basic rights and responsibilities”(Mis Y interviewed April 8,2014).

Regarding the changes on livelihoods of beneficiaries, facilitators reported that they have heard seen no success stories. What they have understood as success is not a serious one. (Mis Y) remarks: “very few of them have attended their education in the evening program. Sometimes they become street sellers resigning from being a house servant.” The responses of beneficiaries and facilitators coincide with response of facilitators. For instance, one of the beneficiary said:

*....in fact we are now enlightened on what our rights are, how we protect ourselves from HIV/AIDS and other diseases... sadly most of us are leading a hand to mouth life yet. Amongst previous graduates of Biruh Tesfa project as far as I know some of them are in an uncomfortable marriage while others are still in the houses of their employers.....where they were before
.....(Interviewed A7 April 8, 2014)*

From this the researcher tried to understand that the contribution of the project regarding to awareness creation on their general health issues like HIV/AIDS, reproductive health, health services, saving habits, basic literacy skills like the 3’Rs were focused by the project and even the beneficiaries’ have such skills.

The researcher also tried to ask whether they are engaging on income generating activities after joining the project and if not why; they responded as follows:

Table 4.15: Income generating activities involvement of beneficiaries after they join the project

Items	F	%
Have you involved in income generating activities after joining the project		
Yes	-	-

No	120	100
Total	120	100
If you were not involved in income generating activities, what was your reason?		
The livelihood skill training was not given by the project	119	99.2
The livelihood skill training given by the project require huge initial capital	-	-
I lack initial capital	1	0.8
Total	120	1..

Table 4.15 clearly states that the entire respondent said that they have not involved in income generating activities. This is one can easily understand that not only the beneficiaries but also the project should state its objective clearly and all concerned stakeholders also follow its implementation as well the achievement resulted the project. On the same way , the beneficiaries replied that their main reason for not involved to rise their own business was they have no any livelihood skill training and financial support to start the business.

CHAPTER FIVE

5. SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

This chapter deals with the summary of findings, conclusions derived from the finding and recommendations forwarded based on the findings are presented.

5.1. Summary

The purpose of this study was to examine the activity of the project in the area of basic skills of literacy vis- à-vis theoretical frameworks and the espoused purposes of the p roject. In order to achieve the general objective of the research the following basic questions were developed.

1. How ‘skill literacy’ is understood by Bruh Tesfa project?
2. How do the participants (beneficiaries) construct their participation in the skill literacy program?
3. How is basic literacy (the 3R ’s) and livelihood skills integrated in the project scheme?
4. Is there any emerging sign of economic empowerment of the participants as a result of taking part in the literacy skill project?

5. What changes are brought in the lives of the Bruh Tesfa project beneficiaries due to economic empowerment?

In the course of answering the above questions a descriptive survey was employed. To this effect, questionnaire, interviews (structured and semi-structured) were employed. Besides, document analysis was used as a secondary data source. The data gathered through these instruments were analyzed using both descriptive (percentages and frequencies).

Infer the results from the total populations of the study (1,241), beneficiaries (1,200), facilitators (60) and project coordinators (1) of Bruh Tesfa project in Addis Ababa city administration were considered to furnish relevant data for the study. From this population (120) beneficiaries, (10) facilitators and (1) project coordinator from the main office were selected using both purposive and probability sampling techniques. To gather the relevant data from sample population selected.

According to, most interviewed facilitators and project coordinator, literacy skill was defined by the project; it is the ability to differentiate alphabets, numbers and write one's name and address.

Beneficiaries understood literacy skills quite different from the views of the project workers. As the interview data revealed literacy has been regarded more than acquisition of the (3R's) i.e. functionality of the literacy skills. Hence, literacy has been seen as a great asset to get out of illiteracy and all its manifestations (dependency, poverty, ignorance and so on).

Concerning the sources of information for beneficiaries; the participants of the project were marginalized housemaid poor females, who have no access to information, they were requested how they come to the literacy class. Accordingly, the sources of information about the project for the whole domestic workers were facilitators and some of them were friends and employers.

The purpose of the project was to prevent HIV/AIDS, literacy, life skill and livelihood skills to the housemaids, as stated in the project document, are offered. However,

practically, the livelihood skill was ignored and less emphasized. But later, considering the great desire and push the trainees have towards these skills the literacy skills began to be offered.

The Beneficiaries purposes for literacy learning were different across the occupations. For instance, domestic workers wish to learn literacy to get social status, to have access to information and communication and for economic and educational related reasons.

Sort of the training and services have been found that, the project has been providing training in the areas of literacy skills and predominantly life skills. Regarding the livelihood skill training, through there were contradiction between the project document and live data. It has been proved that livelihood skills have never been provided. It has also been reported that, the participants had great interest to learn such skills.

Concerning the facilitators' selection, it has been found that, majority of facilitators in this project were nominated by woreda Women, Child and Youth Affairs office heads. According to the interviewed facilitators and their profile at the project office states the criteria used for nomination include gender, a minimum of 12 grade education, being resident in the project site and being known and respected member of the community.

To sustain the project two major findings were identified. One is that the literacy skills being provided had no link/integration with livelihood skill (life skill) training. The other was that the activity of the project in the area of providing literacy materials and creating sustainable physical environment for the purpose of helping beneficiaries retain the newly acquired literacy skills were very weak, even none. Moreover, the literacy materials being used were not specifically prepared for the project beneficiaries rather, borrowed from education bureau.

The changes observed on the beneficiaries' lives:

It has been found that, no significant change was identified on the beneficiaries'

acquisition and utilization of reading skills except on identifying and reading alphabets.

Regarding the changes on the basic writing skills of beneficiaries, it has been found that most of them were able to write alphabets, their names and addresses, but simple messages.

Similarly, significant change was observed on beneficiaries' basic arithmetic skills, including the ability to write and read numbers, read watch and mobile numbers. However, the changes observed on utilization of such skills were low.

Regarding the impact of the project on beneficiaries' human capital, it has been found that there was an improvement on beneficiaries health services, while there was no change on livelihood and business skills.

Concerning the beneficiaries' social capital, a significant improvement has occurred. Similarly, participants' financial capital has shown a moderate improvement. But, no change was observed on their physical/natural capital.

The major challenges:

Almost all of the beneficiaries did not attend regularly, i.e. there was a serious participants' absenteeism. Though the reasons for absenteeism vary across occupations, the top three reasons were 'lack of permission from their employers', lack of time because of they have a lot of works' and the time schedule was not consider their working and living conditions.

It has also been found that the facilitators are abused mainly by employers/guardians while searching for the marginalized housemaid females. Due to this most of the facilitators reported that their interest and initiation for work has decreased.

Moreover, it has been found that what the beneficiaries' primarily wanted to learn and what the project taught were different. For instance, beneficiaries came with expectations of learning how to read and write and to get livelihood skills and initial capital in order to enable them start their own business or income generating

activities. However, the project has predominantly providing life skill training at the expenses literacy and livelihood skills.

5.2. Conclusions and Lessons:

The study was intended to assess the contribution of literacy skills for economic empowerment in Biruh Tesfa Project. Therefore, from the finding of the study the following conclusions drown:

1. The way literacy skills are understood in the project, the findings of the study has shown that it goes against the more recent and updated notion of literacy. Besides, in this project it is assumed that anyone who is literate can teach literacy. This has affected not only the literacy approach, content selection and material preparation, but also the proper training and motivation of literacy facilitators, which in turn retarded the literacy skill acquisition and utilization of beneficiaries. On the contrary, the beneficiaries' conception towards literacy was more than possession of the basic literacy skills, i.e. they emphasized both acquisition and functionality of the skills to their day to day lives.
2. According to, most scholars in the areas agreed, the link between literacy and livelihood skills represents a shift from the perception of literacy as an end in itself, to the view of literacy as a means to liberation and empowerment. Nevertheless, in this project, let alone integrating the literacy skills with the livelihood skills or even with life skills, the project pays lip services to literacy skills. That is to say, the literacy skill training being given has so significant role apart from helping beneficiaries with managing elementary tasks. In addition, the activity of the project in the areas of literacy sustaining mechanisms was almost none. No literacy materials other than ABE books, which were prepared for teaching children, was seen. On top of this, though literacy now a day is considered as an instrumental through which essential life skills are acquired, life skill and literacy skill in this project were considered as if they were divorced and independent of one another.
3. Concerning, the literacy skill being given lacked relevance, sustainable and more importantly, did not address beneficiaries' felt needs and aspirations. This has in turn increased the dropout rate of participants. Consequently, the changes observed on the beneficiaries' literacy and livelihood skill acquisition and utilization was insignificant, no hope for economic empowerment.

5.3. Recommendations

Based on the findings and conclusions drawn, the following recommendations were forwarded with the hope that it would be used by Biruh Tesfa Project and concerned key stakeholders:

The Bruh Tesfa Project needs to develop the more recent and up to date understanding of literacy and how it is integrated with livelihood and essential life skills to meet the needs of national concern on literacy, functionality, in general and to help the poor people get empowered and no longer be exploited in particular.

The selection and training of facilitators should be given due attention. They need to get adequate initial and subsequent on job training in the area of literacy and its modern approaches. Besides, they should be motivated and strengthened through cash incentives and opportunities for further learning. Where functional literacy (e.g. livelihood skills) is the focus, a need for using other local resource person is also very essential.

It is not appropriate to use a literacy material designed for teaching children to the young or adult people, especially designed literacy materials with relevant functional contents need to be prepared and distributed to the facilitators. Similarly, relevant literacy materials need to be provided in a continuous base for beneficiaries to help them maintain the acquired literacy skills.

Different types of community sensitization mechanisms need to be devised so as to raise the awareness of the society about the project so that facilitators will no longer be abused.

The existing gap between the two groups ' needs and priorities the providers and the beneficiaries, must be minimized, if not filled. The project needs to spend time to seek information from beneficiaries need assessment and their communities before embarking to instill something to its participants, i.e. the beneficiaries ' needs, priorities and aspirations need to be taken in to considerations.

The participation and involvement of government bodies , project signatories and other key stakeholders should properly monitor, supervise according to the agreed purposes for the sustainability and continuation of the project.

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Appendix A
Addis Ababa University
School of Graduate Studies
Department of Curriculum and Teachers' Professional Development
Studies

Structured questionnaire for trainees/beneficiaries

Dear respondents, this structured interview questionnaires are, designed to collect the relevant data for the research conducted “Contribution of Literacy Skill for Economic Empowerment of Housemaids: a look in to Biruh Tesfa Project in Addis Ababa city administration”. The purpose of the study is to examine the activity of the project in the area of basic skills of literacy vis- à-vis theoretical frameworks and the espoused purpose of the project. The study is conducted for academic purpose only, i.e. as a partial fulfillment of the requirements of the Master of education in Adult and Lifelong Learning. I grantee that, I will not use any names, or address in the final report; or store information using names or addresses. Hence, responding to it will not affect you by any means. Rather your genuine responses are highly essential for the success of this study. Thus, I kindly request you to provide genuine responses to the questions.

Thank you for your cooperation

General Directions

- No need to write your names on the questionnaire
- Please put a tick () mark in the box provided for multiple choice questions
- Write your additional comments and suggestions on the given space
- Feel free to ask if you require further clarification or details (contact address, Alemnew Embiale: Telephone 0921 98 54 39, Email: frealem@live.com

Part one: personal information /Bio-data

1. Age

- A. 15-24 years B. 25-34 years C. 35-44 years D. above 45years

2. Sex: A. Male B. Female

3. Marital status

- A. Single B. married C. Divorced widowed

4. Literacy status prior to joining the project

- A. Literate B. Non literate

5. If your answer for question number 4 is "literate" level of education achieved prior to joining the project

- A. Grade 1-4 C. High school completed
B. Grade 5-8 D. Beyond high school

6. If your answer for the question number 4 is "illiterate", what is your reason?

- A. There was no school around
B. My family was unable to send me to school
C. My family was not interested
D. There was cultural impacts
E. If other specify-----

7. Your current educational status:

A. Able to read and write B. Not able to read and write

8. If your answer for question number 7 is “able to read and write”, current level of education achieved:

A. Grade 1-4 B. Grade 5-8 C. Grade 9-12

D. Completed secondary school E. other specify-----

9. Place of birth: A. Born in the town

B. Born in rural area and migrated to town

10. If your answer for question number 9 is “born in rural area and migrated to town” why have you migrated to town (multiple answers are possible)

A. I married early and I wanted to escape from my husband

B. There was work burden in rural area

C. To work and help my poor family

D. My friends who were migrated to towns persuaded me

E. There was no job opportunities in rural area

F. There was no educational opportunities in rural area

G. Death of parents

H. Others specify-----

Part Two: Beneficiaries current working and living conditions

11. Your occupation (multiple responses are possible)

A. Domestic worker D. Daily laborer

B. Restaurant /Bar/ Cafeteria worker E. Sex worker

C. Sales girl F. House wife's

12. Where do you live now?

- A. Live with my family E. On the street
B. Live with my employer F. live with my husband
C. Live alone G. other specify-----
D. Live with my friends

13. For how long do you work daily on average?

- A. Less than 8 hours C. 12-16 hours
B. 8-12 hours D. above 16 hours

14. How are you being paid by your employer? (multiple responses are possible)

- A. In Cash B. In Kind C. Both

15. If your answer for question number 14 is “In Cash” how much do you earn monthly on average?

- A. 100-200 Birr B. 201-300 Birr C. 301-400 Birr D. 401-500
Birr E. above 500

16. If you are paid “In Kind” what are the kinds given to you? List them down-----

Part Three: Beneficiaries’ conception of literacy

17. Where did you get the information about Biruh Tesfa Project?

- A. Project workers /mentors informed me
B. My employer advised me
C. My friends advised me
D. Others -----

The possible reason to join the Biruh Tesfa Project are stated in the table below evaluate the mentioned alternatives and put tick () mark under your choice.

(5= strongly agree, 4= agree, 3= undecided, 2= Disagree, 1= strongly disagree)

18	After you get information about Biruh Tesfa project, what were your main reasons for joining the project?	5	4	3	2	1
18.1	To get literacy skill					
18.2	To get livelihood skill training					
18.3	To meet friends					
18.4	To escape from work load					
19	Why did you wish to have literacy skills?	5	4	3	2	1
19.1	To have access to information and communication					
19.2	For economic reasons					
19.3	To educational reasons					
20	What type of information and communication do you want to know?	5	4	3	2	1
20.1	To be able to read and understand various magazines and news papers that are helpful to me					
20.2	To be able to read and identify names of places (shop, Hotel, Restaurant, clinic, hospital, etc)					
20.3	To be able to understand the notices that are posted along roadside					
20.4	To be able to read and write letters (post or mobile) to keep in touch with my relatives					
20.5	To be able to read and understand the instruction on packed foods, medicines, and other materials					
21	From literacy skill training, which type of opportunity do you want to seek?	5	4	3	2	1
21.1	To get better paid job opportunity					
21.2	To get promotion in work place					
21.3	To be able to fill forms of banks, loans etc					

21.4	To enhance saving habits					
21.5	To increase income					
21.6	To increase local community's participation in determining my fee/labor					
21.7	To widen income choices					
22	If you want to join the project for educational reasons, which reasons convince you to join the project?	5	4	3	2	1
22.1	To continue my education					
22.2	Literacy skill increases participation in different literacy trainings					
22.3	Literacy skill improve my general knowledge and helps to read various materials					

Part four: information on Training being given and its Relevance

The following table show the importance and relevance of the training given by the project please rate its importance and relevance from very high to very low

5= very high, 4= high, 3= undecided, 2= low, 1= very low

23	What sort of training/ services are you getting from Biruh Tesfa Project?	5	4	3	2	1
23.1	Literacy Skill training					
23.2	Training on HIV or reproductive health					
23.3	Financial literacy and saving					
23.4	Training on livelihood skills					

23.5	Life skill trainings					
23.6	Gender role and equality					
23.7	Financial support					

24. If for question number 23.4 of the livelihood skill training is very high, which of the following trainings have you got in the project?

- A. Poultry D. Hair dressing G. Masonry H. Fuel saving stove
 B. Tailoring E. food preparation & nutrition I. if any specify-----
 C. Child care/looking after children F. animal fattening

25. If your answer for question number 23.4 “training on livelihood skill), how do you evaluate the relevance of the livelihood skill training for your day to day life?

- A. Very important B. moderately important C. Not important

26. Do you regularly attend the literacy and livelihood skill trainings?

- A. Yes B. No

27. If your answer for question number 26 is “No”, why do not you regularly attend?
Multiple responses are possible

- A. My employer do not allow me
 B. My husband do not allow me
 C. I have no one to look after my child
 D. Lack of time
 E. The training center is far from my working place
 F. Time schedule is not convenient to me
 G. I am not interested in it
 H. I think it is too late for me to learn
 I. If others specify_____

Part Five: Information on the changes occurred on the beneficiaries’ as a result of the

training: Information on livelihood skill acquisition and utilization. Please rate by tick from strongly agree to strongly disagree

5= strongly agree, 4= agree, 3= undecided, 2= disagree, 1= strongly disagree

Changes on livelihood skills acquisition and utilization After joining the project						
28	Human Capital asset	5	4	3	2	1
28.1	Have livelihood skill knowledge					
28.2	Have business skills					
28.3	Have health care knowledge and skills					
28.4	Have access to health services					
29	Social Capital/Assets	5	4	3	2	1
29.1	Have friends					
29.2	Have informal networks (equib, idir, mahiber)					
29.3	Have membership of formalized groups (cooperatives)					
30	Financial capital	5	4	3	2	1
30.1	Have financial literacy skills					
30.2	Have saving					
30.3	Have access to saving and credit services					
30.4	Have income from employment					
31	Physical capital/Asset	5	4	3	2	1
31.1	Have land					
31.2	Have houses					
31.3	Have gold					
31.4	Have livestock					
31.5	Have other materials for production					

32. After you have taken the training from Biruh Tesfa Project, have you involved in income generating activities? A. Yes B. No

33. If your answer for the above question is 'yes' what kind of Income Generating Activities have you started ? _____

34. If your answer for question 32 above is 'yes', where did you get initial capital? Multiple responses are possible

A. From my own saving

B. From my family

C. from my friends

D. From Biruh Tesfa project

E. From micro finance

F. others, specify _____

35. If your answer for question 32 above is 'yes', how much do you earn on average monthly?

A. < 100 Birr B. 100-200 Birr C. 201-300 Birr

D. 301-400 Birr E. 401-500 Birr F. > 500 Birr

36. If your answer for question 32 above is 'No', what was the reason?

A. The livelihood skills training is nor given by the project

B. the livelihood skills given by the project require huge initial capital

C. I lack initial capital

D. others specify _____

Annex B

Interview guide questions for project Beneficiaries

Dear respondents, this un structured interview questions are, designed to collect the relevant data for the research conducted “Contribution of Literacy Skill for Economic Empowerment of Housemaids: a look in to Biruh Tesfa Project in Addis Ababa city administration”. The purpose of the study is to examine the activity of the project in the area of basic skills of literacy vis-à-vis theoretical frameworks and the espoused purpose of the project. The study is conducted for academic purpose only, i.e. as a partial fulfillment of the requirements of the Master of education in Adult and Lifelong Learning. I grantee that, I will not use any names, or address in the final report; or store information using names or addresses.

Hence, responding to it will not affect you by any means. Rather your genuine responses are highly essential for the success of this study. Thus, I kindly request you to provide genuine responses to the questions.

Thank you for your cooperation

I. Personal information

1. Marital status: _____
2. Educational status before joining the project and currently & level

3. If you are illiterate why not _____
4. Place of Birth _____
5. If your place of birth is rural why you want to migrate to Addis Ababa

6. How many hours do you work per day _____
7. Your Monthly Salary: _____
8. With whom do you live: _____

II. Interview questions

9. Where did you get the information about Biruh Tesfa project? And after you get the

information what did you do?

10. What is your conception of being literate or illiterate?
11. What literacy materials did you get from the project?
12. Do you think the livelihood skills that are given will help you to start your own Income Generating Activities in the future? How?
13. Who is providing livelihood skills in your project?
14. What kinds of skills you have got from the training in the project? Which training was very important for you? And why?
15. Have you started your own business? What do you think is the reason? If not why?
16. How are the literacy and livelihood skills training provided in this project?

Are they given separately or in an integrated way? If separate, how and why?

If integrated, how and why?
17. What is being done to help you not to relapse in to illiteracy in the project?
18. What were the major challenges during the training time? What do you think are the solutions?

Appendix C

Interview guide questions for facilitators

Dear respondents, this un structured interview questions are, designed to collect the relevant data for the research conducted “Contribution of Literacy Skill for Economic Empowerment of Housemaids: a look in to Biruh Tesfa Project in Addis Ababa city administration”. The purpose of the study is to examine the activity of the project in the area of basic skills of literacy vis-à-vis theoretical frameworks and the espoused purpose of the project. The study is conducted for academic purpose only, i.e. as a partial fulfillment of the requirements of the Master of education in Adult and Lifelong Learning. I grantee that, I will not use any names, or address in the final report; or store information using names or addresses.

Hence, responding to it will not affect you by any means. Rather your genuine responses are highly essential for the success of this study. Thus, I kindly request you to provide genuine responses to the questions.

Thank you for your cooperation

I. Personal information

1. Age: _____
2. Sex: _____
3. Marital status: _____
4. Educational level & field of specialization _____
5. Total years of experience on your current position _____

II. Interview questions

6. What is the status of your employment in the project?
7. How did you recruited as a facilitator of Biruh Tesfa Project?
8. Have you taken any training before you were assigned to Biruh Tesfa Project as literacy skill training facilitator? If you take for how long?
9. Have you ever taken on job (refreshment) training after you were assigned to facilitate your task effectively? If you took on job training, how do you evaluate the trainings (pre-service and on job) in helping you perform your task effectively?
10. Do you get payment for your services? If your get payment, how much do you earn monthly? If your get payment, how do you rate the adequacy level of the payment?
11. What is your conception of being literate or illiterate?
12. What literacy materials did you provide for the trainees?
13. What teaching mechanisms did you employ during the training period?
14. Do you think the livelihood skills that are given will help the trainees to start their own Income Generating Activities in the future? How?
15. How are the literacy and livelihood skills training provided in this project? Are they

given separately or in an integrated way? If separate, how and why? If integrated, how and why?

16. Who is providing livelihood skills in your project? Are livelihood specialists or literacy facilitators? If literacy facilitators, how?
17. What is being done to help the beneficiaries not to relapse in to illiteracy in the project?
18. Is there any changes observed on the lives the beneficiaries after they have involved in the project? What sort of changes were seen /identified? Explain the changes including level of literacy, saving habits, income, life skill acquisition, livelihood acquisition, and utilization, HIV/AIDS and reproductive health knowledge, etc
19. Have faced any challenges in the provision of literacy and livelihood skills? What sorts of challenges are being faced? What do you think are the solutions?

Annex D

Interview guide questions for project coordinator

Dear respondents, this un structured interview questions are, designed to collect the relevant data for the research conducted “Contribution of Literacy Skill for Economic Empowerment of Housemaids: a look in to Biruh Tesfa Project in Addis Ababa city administration”. The

purpose of the study is to examine the activity of the project in the area of basic skills of literacy vis-à-vis theoretical frameworks and the espoused purpose of the project. The study is conducted for academic purpose only, i.e. as a partial fulfillment of the requirements of the Master of education in Adult and Lifelong Learning. I grantee that, I will not use any names, or address in the final report; or store information using names or addresses.

Hence, responding to it will not affect you by any means. Rather your genuine responses are highly essential for the success of this study. Thus, I kindly request you to provide genuine responses to the questions.

Thank you for your cooperation

III. Personal information

1. Age: _____
2. Sex: _____
3. Marital status: _____
4. Educational level & field of specialization _____
5. Total years of experience on your current position _____

1. Interview questions

6. What is the status of your employment in the project?
7. What is your conception of being literate or illiterate?
8. What literacy materials did you provide for the trainees?
9. Do you think the livelihood skills that are given will help the trainees to start their own Income Generating Activities in the future? How?
10. Have you seen any change on the traiees? What do you think is the reason? If not why?

11. How are the literacy and livelihood skills training provided in this project?

Are they given separately or in an integrated way?

If separate, how and why?

If integrated, how and why?

12. Who is providing livelihood skills in your project?

Are livelihood specialists or literacy facilitators? If literacy facilitators, how?

13. What is being done to help the beneficiaries not to relapse in to illiteracy in the project?

14. Is there any changes observed on the lives the beneficiaries after they have involved in the project?

What sort of changes were seen /identified?

Explain the changes including level of literacy, saving habits, income, life skill acquisition, livelihood acquisition, and utilization, HIV/AIDS and reproductive health knowledge, etc

15. Have faced any challenges in the provision of literacy and livelihood skills?

What sorts of challenges are being faced?

What do you think are the solutions?

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Declaration

I the undersigned announce that this thesis is my original work, has never been presented for a degree in any other university and that all sources of material used for this thesis have been properly acknowledged

Student's name: Alemnew Embiale

Signature_____

Date_____

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

Advisor Name: Befekadu Zeleke (Ph.D)

Signature:_____

Date:_____