

**IMPACT ASSESSMENT OF THE PROGRAMMES OF THE AGENCY FOR ADULT  
AND NON-FORMAL EDUCATION ON WOMEN EMPOWERMENT IN OSUN STATE.**

**BY**

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**A THESIS SUBMITTED TO THE DEPARTMENT OF CONTINUING EDUCATION,  
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## **DEDICATION**

This work is dedicated to God Almighty for the Power of His Grace at work in me.

And

To my parents and siblings for their love and support.

OBAFEMI AWOLOWO UNIVERSITY

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## ABSTRACT

This study assessed the impact of the programmes of the Agency for Adult and Non-Formal Education on Women Empowerment in Osun State. It identified the composition/content of the programmes and explored the adequacy of human and material resources for the programmes. The study also assessed the impact of the programmes on women empowerment in Osun state; and investigated the problems confronting women's participation in the programmes.

The descriptive survey research design was adopted for this study. The population consisted all female beneficiaries of the vocational and literacy education programmes of the Agency for Adult and Non-Formal Education, Osun State . The population sample was drawn from two Local Government Areas (Ilesa East and Boluwaduro) of Osun State. A convenience sampling technique was used to select the Local Government Areas and a purposive sampling technique was used to select the sample population which include: 40 female beneficiaries of the vocational and literacy programmes; and 15 officials of Osun State Agency for Adult and Non-Formal Education comprising ten instructors and five agency office staff with the sample population totalling 55. Three instruments were used for data collection, they were: Questionnaire for the Officials of Agency for Adult and Non-Formal Education (QAAFE); Questionnaire for the Female Beneficiaries of the Literacy Education Programme (QFBLP); and Questionnaire for the Female Beneficiaries of the Vocational Education Programme (QFBVP). Data were collected by the researcher and a research assistant by visits made to the centres. Appropriate descriptive statistics-frequency counts and simple percentage; and tables were used to analyse and present the data obtained respectively.

The results of the study showed that the vocational and literacy education programmes of Osun State Agency for Adult and Non-Formal Education showed that the content/composition of the

programmes include health, vocational and civic education programmes and instruction. It was also revealed that human and material resources are inadequate (100%, 80%, 86%, 53.3%, 80%, 66.7%, 100%, 73.3%, 66.7%, and 100%); the problems confronting women's participation in the programmes ranges from inadequate instructors, lack of finance to practice the skills learnt, personal economic challenges, inadequate facilities and educational materials, inappropriate methodology of instruction; and inappropriate environment (100%, 90%, 100%, 90%, 100%, 65%, 100%, 50%, 40%, and 100%) It was also discovered that the programmes could not impact the women politically, socially, economically and in decision-making which are crucial areas and indices in the process of empowering women.

It was concluded that the vocational and literacy programmes of Osun State Agency for Adult and Non-Formal Education are not viable and could not be considered as a suitable programme for women empowerment. Based on these findings, it is recommended that the concerned educational authorities and agency should evaluate the programmes; and that considering the essence and cruciality of women empowerment as a social issue that is essential for personal development, communal and national development, a new programme should be developed that will focus specifically on this should the existing vocational and literacy programmes could not be appropriately modified to suit this purpose.

**Supervisor:** Professor O.O Obilade

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## CHAPTER ONE

### INTRODUCTION

#### 1.1. Background to the Study

All over the world and across societies, there are cultural practices and institutions that inhibit women's potential and constitutes hindrances to the expression of their interest and effective participation in political, health, social, economic, religious and legal lives in their communities . These inhibitions have limited women's participation in issues of development at both personal and communal levels. The culture of patriarchy has subjugated and devalued women; has limited the exercising of their potentials in the developmental process and consequently led to stunted development in many developing countries like Nigeria. Hence, this has led to growing national and international concern. (Velthouse 2000, Enete and Amusa, 2010).

Due to this trend of issues as outlined above, different measures are put in place to address issues bothering on women's marginalisation to their empowerment. Certain proactive measures taken on the advocacy for women's right, gender equity, inclusion of women in development and the appreciation of their participation in development is the declaration of the 8<sup>th</sup> of March each year as the International Day for Women all over the world. The celebration assembles women from different countries to deliberate on different issues relative to their society or general in nature affecting them especially as regards their participation in their education, enforcing and asserting their rights, equal opportunity to participate in the development of their nations; and in order to take decisions and make positive moves to combat and correct the various faces of marginalisation against them. Also, the realisation that women are key players in development; account for roughly half the world's population, perform two-thirds of the house work, but

receive one-tenth of the world's income but have less than one hundredth of the world's property registered in their names thus positioning them as socio-economically disadvantaged among other vulnerable groups in the society because of the feminisation of poverty especially in countries like Nigeria have continued to show the credibility of the advocacies made by women and women group on issues bordering on their marginalised status in the society to their disempowerment.

Barassa (2006) refers to marginalization 'as the overt or covert trends within societies whereby those perceived as lacking desirable traits or deviating from the group norms tend to be excluded by wider society and ostracized as undesirables. Sometimes groups are marginalized by society at large. Such marginalization could be along social, economic, religious, political, or gender lines such as the case for women. He noted that marginalized people who have no opportunities for self-sufficiency become, at a minimum, dependent on charity or welfare. They lose their self-confidence because they cannot be fully self-supporting. This difficulty denies and deprives them of the pride of accomplishment which others, who have those opportunities, can develop for themselves. This in turn can lead to psychological, social and even mental health problems. Hence, addressing this menace demands increased women empowerment.

Aved (2004) contributing to the discourse on women as marginalized group in the society, listed the various roles that women play in the society to show his displeasure at the way they are treated in and by the same society to which their active participation has built. They are managers and house-keepers; process and cook all foods; participate in the planting and harvesting of food and cash crops; and laden with other responsibilities at the home front and outside it. They are primarily responsible for child bearing and rearing. Women also bear the burden of nursing sick members of the family; they are the unpaid counsellors and bed mates of

their spouses. Despite all these burdens and responsibility, women are still regarded as weak second class citizens unfit to be placed on the same level of importance with men. This perception of women which undergirds their multiple oppression, discrimination and disempowerment can be traced to the patriarchal value permeating the society with impunity; lack of economic independence undeniably sourced in the disparity in income earnings between them and their male counterparts among other variables; inability to access opportunities that facilitates equality as accessed by male members of the society among others.

A look at the statistics of the literacy level of adult women to men according to the United Nations Gender Statistics on Nigeria Issues (2009) shows that illiteracy of larger population of women to their male counterpart contributes to their marginalized and incapacitated status; and which equally hinders their ability to contribute to development and benefit from the resources in their society which they have participated in creating. The United Nations Gender Statistics on Nigeria Issues (2009) show that the female literacy level is 56.8% while their male counterpart is 74.66%. This obvious disparity has greatly affected women in diverse ways for instance as reflected by the statistics of women to men in federal service employment (men-68.72%, women- 31.28%), federal ministries (men-67.6%,women-32.4%) and access to facilities such as bank loans (women-21.9%, men-78.1%). This statistics is enough among others to show that women are marginalized.

The disparities evidenced even in the civil service sector personnel statistics could apparently not be separated from the widening gap in the illiteracy level of women and their male counterpart. Hence many programmes and projects are designed and implemented in order to stem this trend in the Nigeria society. Governmental and non-governmental organisations have

contributed in this wise. But as much as these programmes are designed and implemented at one point or the

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