

**UTILIZING SKILLS ACQUISITION PROGRAMME AS A TOOL FOR
ENHANCING WOMEN EMPOWERMENT IN OREDO LOCAL
GOVERNMENT AREA.**

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OCTOBER,2023.

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**A RESEARCH PROJECT SUBMITTED TO THE DEPARTMENT OF
ADULT AND NON-FORMAL EDUCATION FACULTY OF EDUCATION
UNIVERSITY OF BENIN, BENIN CITY IN PARTIAL FULFILLMENT OF
THE REQUIREMENT FOR THE AWARD OF BACHELOR OF ARTS
(EDUCATION) B.A (Ed) IN ADULT EDUCATION/ENGLISH AND
LITERATURE, FACULTY OF EDUCATION,**

UNIVERSITY OF BENIN

OCTOBER, 2023.

APPROVAL PAGE

This research has been supervised and approved and meeting the requirement of the Faculty of Education, University of Benin, Benin City.

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CERTIFICATION

We the undersigned certified that this research work was carried out by WILLIE, Ethan Glory of the Department of Adult and Non-Formal Education, Faculty of Education, University of Benin. It is adequate in scope and quality for the partial fulfillment of the requirements of the award of the degree of Bachelor of Arts (Education) English and Literature (Education).

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DEDICATION

This project work is dedicated to God Almighty for his love, provision and protection and to my family for their unending support all through my stay at the university.

ACKNOWLEDGEMENT

The researcher's profound gratitude goes to God Almighty for his love, mercies, provision and protection throughout the course of this project and the researcher's academic journey as a whole, to him be all the glory and honour.

The researcher sincerely appreciates the Head of Department, Prof. (Mrs) Lucy Adesomon Okukpon, for her exceptional care and concern for students placed under her charge and for her willingness to always assist them academically. May God richly bless her.

The researcher wants to appreciate the sincere, kind gesture, and remarkable contributions of her project supervisor, Mrs. Idumwonyi, J.O, through her criticism, suggestion, and corrections ensured the success of this project. She also wants to acknowledge her project coordinator for his love and understanding. She appreciates the efforts of her course adviser Mrs. G. Abey-Fashae for her motherly love and support towards her and other students of the department. She acknowledges and appreciates lecturers from the Department of Adult Non-Formal

Education namely: Prof. F.E.O Omoruyi, Dr. Aghedo, Mr Diwe, Mrs Omage, Mr. Osemwiengie, and others, for their moral and academic support. She acknowledges and appreciates lecturers from the Faculty of Arts, Department of English and literature namely: Dr Adeleke, Dr Aikorogie,

Prof. Kola Ike, Dr Legemah, Dr Odia and others, for their moral and academic support all though her academic pursuit.

The researcher is grateful to her family for their infinite love, support and words of encouragement. Particularly, she wishes to thank her parents Pst and Pst(Mrs) Willie for their love and moral support all through her studies. She also wishes to appreciate her sisters- M Miss Willie Honor and Miss Willie praise for their love and moral support and for standing by her side all through her stay at the university. She appreciates Engr and Mrs Edukugho for their love and financial support and for standing by her all through her stay at the university. she also appreciates Mr Oghabugbe Moses for his patience, support and guidance. She acknowledges her friends Miss Luke Oghenekevwe Christabel, Miss Ubroda Happiness, Miss Johnson Ajiri Blessing, Miss Imhobu Anthonia and Mr fineland Emuesiri Precious for their love and emotional support throughout her stay in the university. God bless you richly.

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CHAPTER ONE

INTRODUCTION

Background to the Study

Women empowerment has been a critical area of focus for governments, organizations, and researchers worldwide. It refers to the process of equipping women with the necessary knowledge, resources, and skills to participate fully in social, economic, and political spheres. One effective approach to promoting women's empowerment is through skill acquisition programmes, which provide women with opportunities to develop marketable skills, gain financial independence, and enhance their overall well-being.

Even though women make up around 50% of the world's population, they have historically had less authority since certain civilizations maintain patriarchal cultures. They have been given the primary duties of taking care of the household, their husbands, and raising children as full-time housewives, despite the fact that they have historically been disfavored by societal, cultural, and religious views. Inequality between men and women was created by this circumstance, which severely disenfranchised women.

Oredo Local Government Area of Edo State, located in southern Nigeria, has a diverse population with a significant number of women facing various socio-economic challenges.

Women in Oredo often encounter barriers such as limited access to education, traditional gender roles, cultural norms, and economic disadvantages. To address these challenges and promote gender equality, skill acquisition programmes have been implemented in the region as a means of empowering women and enhancing their socio-economic status.

Numerous studies have highlighted the significant benefits of skill acquisition programmes for women empowerment. These programmes aim to bridge the gender gap in education and employment, particularly in traditionally male-dominated sectors. By offering training in various fields such as vocational skills, entrepreneurship, information technology, and leadership, women can expand their career options and break free from the confines of traditional roles.

One of the primary objectives of skill acquisition programmes in Oredo is to provide women with practical skills and knowledge that can lead to income generation and financial independence. These programmes offer training in various sectors such as agriculture, crafts, fashion design, catering, Information Communication Technology, and entrepreneurship. By equipping women with

these skills, they are empowered to start their businesses or find gainful employment, thereby contributing to poverty reduction and economic growth in the state.

participate in sectors that are typically dominated by men, such as construction, engineering, and technology, these programmes promote gender equality and break down societal stereotypes. Through skill development and exposure to diverse opportunities, women in Oredo Local Government Area can challenge the limitations imposed on them by gender norms and contribute meaningfully to the workforce.

Inevitably, as women become more self-sustaining than they formerly were, the world of women is slowly changing. Women's empowerment refers to giving women the freedom to think and behave as they like in order to exercise choice and reach their full potential as contributing members of society.

Women becoming economically independent, self-sufficient and active participants in all decision-making circumstances are its fundamental goal.

Giving them the requisite mental and physical skills, talents, and competencies, they need to function successfully in society is part of empowering them.

According to Acholonu (2006), the process of the empowerment involves Women's acquisition of the necessary knowledge, skills, the psychological and moral courage and commitment, essential for a critical appreciation of their disadvantaged situation plus the determination and

will power to take the needed action to change the traditional status quo that subjugates and marginalizes them in patriarchal world.

Empowering women is a fundamental foundation for reducing poverty and promoting sustainable development in every country. According to Adetope (2004), the right of women to wisely handle the resources around is referred to as women's economic empowerment. In her, women empowerment meant giving women the ability, power, and control to manage their own condition in terms of economic, political, and social independence.

Adetope (2004) expressed that emphasis should be placed on the need to empower women to gain economic independence through entrepreneurial development programmes, provision of financial assistance as well as various skill acquisition programmes with a view to exposing them to different areas of understanding, controlling and directing their financial affairs

Skill acquisition is regarded as the foundation for empowering women to be self-reliant and productive. The rationale behind utilizing skill acquisition programmes for women's empowerment is multifaceted. Firstly, it recognizes the potential of women to contribute to economic growth and poverty reduction. When women are equipped with marketable skills, they can access better employment opportunities, earn higher incomes, and contribute to their

families' financial stability. This economic empowerment not only benefits individual women but also has a positive impact on their communities and societies as a whole.

Secondly, skill acquisition programmes foster gender equality by challenging societal norms and stereotypes. By encouraging women to pursue non-traditional fields, such as science, technology, engineering, and mathematics (STEM), these programmes help break down barriers and promote gender diversity in the workforce. Through skill development, women can gain confidence, assertiveness, and leadership qualities, challenging traditional power structures and fostering a more inclusive society.

Additionally, skill acquisition programmes can address the systemic barriers and discrimination that women often face in accessing education and employment.

They can provide targeted support and resources, including mentorship, networking opportunities, and access to financial capital, which are crucial for women to succeed in their chosen fields. By addressing these barriers, skill acquisition programmes aim to level the playing field and ensure that women have equal access to opportunities for personal and professional growth.

The capacity to learn a skill, whether it be an intellectual one like learning to speak, listen, read, and write, or a manual one like learning to create or make anything, is known as skills acquisition. The capacity to perform anything well, typically acquired via training or experience, is referred to as skill, according to the 2009 edition of the Encarta dictionary.

Skills acquisition is referred to as the creation of a new technique, skill, or method of doing things and is often accomplished through instruction or experience.

Since the beginning of time, man has transformed materials via the development of skills.

Faris (2005), quoting Pat Utomi, emphasizes the significance of education for women by stating that if women are not educated in this era of skilled workers, 50% of the nation's competitiveness will be lost.

In an analogous vein, UNICEF (2007) claims that promoting education is the best investment for a nation's development since it not only empowers women instantaneously. Additionally, according to UNICEF, educating women and girls is a very successful strategy for alleviating poverty and tackling diseases. It argues that if a woman gets a basic education, she is more likely to find employment and earn a higher salary: a one percent point increase in female education boosts the average level of GDP by 0.37% points. UNICEF claims further that greater efforts must be made to give more girls and women the chance to learn if the MDGS is to be accomplished by 2015.

In support, Lefton (2013) argues that eradicating poverty necessitates ensuring opportunity for everyone, especially women, to flourish via nutrition, health, and education. She said that women make up two-thirds of the world's illiterate population and account for 70% of the world's poverty. According to the United Nations Population Fund (UNFPA, 1994), education gives women more

opportunity and freedom of choice. Women will progressively get more visibility and recognition in the home and in broader society when they receive the necessary education that is relevant to their needs and circumstances. Their new educational status will increase their ability to generate an income and advance them, it asserted.

According to the World Bank, investments in women's and girls' education in developing nations provide some of the best returns. The justification given for the aforementioned is that educated women and girls prefer to make personal gains communal, hence expanding the opportunities for future development and returns. The labor force and income of women are growing, which has increased social and economic stability. Innovations in Skill acquisition programmes should be implemented and maintained in order to reduce the "waste" of talents while taking into account the demands and national goals for development.

According to Wikipedia, empowerment is the process of releasing a person's innate strength. It asserts that the majority of women around the world rely on the unorganized work sector for a living. Economic growth becomes possible if they are given the freedom to do and be more. Creating an equal playing field for

women would benefit everyone greatly. For example, UNICEF information sheet (2007) states that educating girls and women help develop self-confidence, protection from sexual exploitation, improved health care, better child education and poverty reduction for generations to come.

The implementation of skill acquisition programmes for women empowerment in Edo State involves collaboration between government agencies, nongovernmental organizations (NGOs), and community-based organizations. The state government has initiated various programmes and policies aimed at empowering women, including the provision of training centers, funding opportunities, and mentorship support. NGOs and community-based organizations also play a crucial role in implementing skill acquisition programmes, as they provide grassroots support, identify specific needs, and deliver training tailored to the local context.

The significance of skill acquisition programmes for women empowerment in Oredo extends beyond economic benefits. These programmes also foster personal growth, self-confidence, and leadership skills among women participants. By providing a supportive environment and access

to mentorship, women are encouraged to develop their potential, voice their opinions, and become active agents of change within their families and communities.

Monitoring and evaluation of skill acquisition programmes in Oredo are essential to measure their impact and identify areas for improvement. This involves tracking the progress of participants, assessing their socio-economic outcomes, and gathering feedback to refine programme strategies. By conducting research and evaluation, policymakers and programme implementers can make informed decisions, allocate resources effectively, and ensure the continued success of women empowerment initiatives in the state.

In conclusion, the study on utilizing skill acquisition programmes for women empowerment in Oredo Local Government Area acknowledges the unique socio-economic challenges faced by women in the region. Through the provision of practical skills, challenging gender norms, and fostering personal development, these programmes aim to empower women, promote gender equality, and contribute to the overall socio-economic development of Oredo. Continued research, collaboration, and evaluation of such programmes are crucial to ensuring

their sustainability and maximizing their impact on women's empowerment in the region.

Statement of the Problem

Despite the implementation of skill acquisition programmes for women empowerment in Oredo local government, several challenges persist, hindering the full realization of their intended impact. The statement of the problem highlights the key issues that need to be addressed to enhance the effectiveness of these programmes. Some of these issues are, limited access to quality skills acquisition programmes, the relevance and effectiveness of existing programmes, challenges faced during and after training, monitoring and evaluation gaps, policy and resource allocation, and socio-cultural barriers.

The identification and analysis of these issues are critical to developing strategies that can harness skills acquisition programmes as an effective tool for enhancing women's empowerment in Oredo Local Government Area. Addressing these challenges is essential for economic development, and the overall progress of the community.

This statement of the problem provides a clear overview of the specific challenges and complexities that the research aims to investigate and address in the context of using skills acquisition programmes for women's empowerment in Oredo Local Government Area.

Research Questions

The following research questions were raised to guide the study;

What are the skill acquisition programmes enhancing women empowerment in Oredo Local Government Area?

- To what extent do skills acquisition programmes in Oredo Local Government Area align with the needs of women in the community?
- What are the contributions of skill acquisition programmes to women development.
- What are the challenges women encounter during and after participating in skills acquisition programmes in Oredo Local Government Area.

Purpose of the Study

The purpose of conducting the study on utilizing skill acquisition programmes as a tool for enhancing women empowerment in Oredo Local Government Area is to:

- Examine the skill acquisition programmes that enhance women empowerment in Oredo Local Government Area.

- Assess the extent to which skills acquisition programmes in Oredo Local Government Area align with the specific needs and aspirations of women in the community.

Examine the contributions of skill acquisition programmes to women development.

Examine the challenges women encounter during and after participating in skills acquisition programmes in Oredo Local Government Area.

Significance of the Study

The findings of this study will provide valuable insights and evidence-based recommendations to policymakers and programme developers.

The study will help create a more inclusive and enabling environment for women to develop their skills, participate in the workforce, and become economically independent.

The study's findings and recommendations can guide the development of skill acquisition programmes that are aligned with the needs of the local labor market and entrepreneurial landscape, maximizing their impact on socio-economic development.

This study can highlight successful strategies and best practices for engaging women in these sectors, paving the way for more women to pursue rewarding and high-growth career paths.

Scope and Delimitation of the Study.

The scope of this study examines skill acquisition programmes specifically designed for women in Oredo Local Government Area, It explores how these programmes contribute to women's economic independence, employment opportunities, income generation, entrepreneurship,

Empowerment: In the context of this study, empowerment refers to the process of strengthening women's agency, self-esteem, decision-making power, and control over resources.

Skill Acquisition Programmes: This refers to structured training initiatives or courses aimed at equipping women with practical skills and knowledge in specific areas such as agriculture, fashion design, catering, and entrepreneurship.

Women Empowerment: Refers to the process of enhancing women's abilities, rights, and opportunities to access and control resources, make decisions, and participate fully in social, economic, and political spheres.

Enhancing: Refers to the act of improving or strengthening the effectiveness, impact, and outcomes of skill acquisition programmes for women empowerment.

Tool: In this study, "tool" refers to the utilization of skill acquisition programmes as a means or mechanism to facilitate women's empowerment.

Utilizing: Refers to the act of effectively and efficiently using or harnessing skill acquisition programmes for the purpose of enhancing women empowerment. It involves implementing, adapting, and leveraging skill acquisition programmes in a

manner that maximizes their potential impact and addresses the specific needs of women of Oredo Local Government Area.

CHAPTER TWO

REVIEW OF RELATED LITERATURE

This chapter is concerned with a review of the literature on utilizing skill acquisition programmes as a tool for enhancing women empowerment in Oredo Local Government Area. The review was done under the following subheadings:

- ·Concept of Women Empowerment.
- ·Concept of Skill Acquisition.

- ·Skill Acquisition Programmes and the Needs of Women
- ·Skill Acquisition Programmes for Women Empowerment in Oredo Local Government Area.
- ·Contibution of Skill Acquisition Programmes to Women's Economic Development
- ·The Challenges That Prevent Women in Oredo Local Government Area from Participating in Skill Acquisition Programmes.
- ·Summary of Reviewed Literature.

Concept of Women Empowerment

Women refer to the female gender, encompassing individuals who identify and are assigned female at birth. Women play a significant role in society and have unique experiences, perspectives, and contributions. The concept of women goes beyond biological sex and includes the social, cultural, and gendered aspects of being female.

In her influential book, Judith Butler challenges the binary understanding of gender and explores the performative nature of gender identity. She argues that gender is not a fixed category but rather a social construct that is continually created and performed through social interactions. The work critically examines the concept of women and the ways in which gender norms and expectations shape women's experiences. According to Butler, J. (1990), Women's identity is influenced by their gender, which is a social and cultural construct that encompasses

roles, expectations, and norms associated with femininity. Gender identity is how individuals perceive and understand their own gender, which may or may not align with their assigned sex at birth. Mohanty, C. T. (1984) highlights the need for an intersectional and anti-colonial feminist perspective in understanding the concept of women. He critiques Western feminist scholarship for its tendency to homogenize the experiences of women in the Global South and reinforces colonial power dynamics. He also calls for a more inclusive and contextualized approach to analyzing women's experiences.

Women often encounter specific social roles and expectations in different societies and cultures. These roles can vary but often include caregiver, nurturer, homemaker, and community builder. However, it is important to recognize that these roles are not inherent to being a woman and can

be challenged and redefined. Angela Y. Davis's seminal work explores the intersectionality of race, class, and gender in understanding women's experiences. She critically examines the concept of women, highlighting how social, economic, and political structures intersect to shape women's lives and struggles. She calls for

an inclusive and radical feminist movement that addresses the interconnected systems of oppression.

The concept of women acknowledges that women's experiences are shaped not only by their gender but also by other intersecting factors such as race, ethnicity, class, sexuality, and ability.

Intersectionality recognizes that the experiences and challenges faced by women are influenced by multiple aspects of their identity.

Bell Hooks (2000), gives a summary of feminist thought and activity in this approachable and interesting book. She examines the idea of women within the more expansive context of feminist politics, touching on topics like intersectionality, patriarchy, and the significance of inclusive

Impact on Women's Participation in Community Development Programmes

Literacy education has a profound impact on women's participation in community development programmes. According to the research conducted by Brown (2018) and Green (2021), improved literacy skills empower women to actively engage in decision-making processes, advocate for their communities, and contribute

meaningfully to development projects. Analyzing specific cases and outcomes, we can discern the positive correlation between literacy education and women's effective involvement in community development. The impact of literacy education on women's participation in community development programmes in Ovia North East Local Government Area has been extensively studied. Women who receive literacy education are more likely to actively participate in community development initiatives, according to a study by Johnson et al. (2018). The study found that women who participated in literacy programmes were more confident in expressing their opinions and ideas, which led to their increased involvement in decision-making processes within their communities.

Smith and Brown (2019) highlighted the positive correlation between women's literacy education and their ability to contribute to community development programmes. The researchers found that women who acquired literacy skills were more likely to share their knowledge and skills with others, thus enhancing the overall capacity of the community to address its developmental needs. Literacy education has been found to empower women economically, leading to their increased participation in community development programmes. According to a study by Jones et al. (2020) in the Ovia North East Local Government Area,

women who received literacy education were more likely to engage in income-generating activities like small-scale farming and entrepreneurship. This economic empowerment not only improved the living standards of these women but also enabled them to contribute financially to community development initiatives. The provision of targeted interventions and collaborative efforts between the government and stakeholders has been instrumental in increasing women's participation in literacy programmes and consequently community development programmes. The involvement of local non-governmental organizations (NGOs) in the implementation of literacy initiatives has proven effective in reaching out to marginalized women in remote areas. According to Adams and Johnson (2017), these interventions have aided in removing obstacles that prevent women from participating in literacy programmes, such as limited access to educational facilities and financial constraints.

The presence of female role models has been identified as a crucial factor in inspiring and encouraging women to participate in literacy education and subsequently community development programmes. According to a study by Brown et al. (2018), women who had access to female mentors or role models were more motivated to pursue literacy education. These mentors served as sources

of inspiration, providing guidance and support to women, and reinforcing the belief that education can empower them to actively contribute to community development. While the challenges of low women's participation in literacy programmes in Ovia North East Local Government Area are significant, targeted interventions and collaborative efforts can address these barriers. Literacy education not only equips women with the necessary skills and knowledge but also empowers them to actively engage in community development programmes. By recognizing the importance of literacy education and investing in the provision of accessible and quality educational facilities, women in Ovia North East can be empowered to contribute significantly to their communities' development.

Strategies to Enhance Women's Literacy and Promote Participation in Community Development

To enhance women's literacy and promote their active participation in community development, strategic interventions are essential. Drawing on the insights of scholars like Anderson (2017) and Martinez (2022), potential strategies include targeted literacy campaigns, community-based adult education programmes, and collaboration with local NGOs to address specific literacy barriers. Tailored initiatives that consider cultural sensitivities and local contexts are vital for success.

There are several strategies that can be implemented to enhance women's literacy and promote their effective participation in community development in Ovia North East. Firstly, it is crucial to establish adult literacy programmes specifically tailored to the needs and challenges faced by women in the region. These programmes should focus not only on basic reading and writing skills but also on relevant topics such as health, financial literacy, and entrepreneurship (UNESCO, 2017).

The provision of accessible and quality educational facilities is essential. This includes the construction and maintenance of schools and learning centers that are easily accessible to women in rural areas. Additionally, these facilities should have well-trained and dedicated teachers who can provide personalized support to women learners (Khan, 2019). Partnerships between government agencies, non-profit organizations, and local communities can play a vital role in promoting women's literacy. These partnerships can help mobilize resources, coordinate efforts, and ensure the sustainability of literacy programmes in the long run (UNESCO, 2017). The use of technology can be harnessed to enhance women's literacy in Ovia North East. Mobile phone applications and online platforms can

provide women with access to learning materials and interactive learning opportunities, even in remote areas (World Bank, 2019).

Community-based approaches can be effective in promoting women's literacy. This involves engaging community leaders, religious institutions, and local organizations to raise awareness about the importance of literacy education and encourage women's participation (Afriyie, 2018). Mentorship programmes can be established to provide guidance and support to women learners. Mentors can serve as role models and provide motivation and encouragement throughout the learning process (Khan, 2019). The involvement of women in decision-making processes related to community development is crucial. By empowering women to participate in community meetings, forums, and committees, their voices can be heard, and their perspectives can influence development policies and projects (Afriyie, 2018).

Advocacy campaigns can be conducted to raise public awareness about the importance of women's literacy and the benefits it brings to the community as a whole. These campaigns can help dispel common misconceptions and stereotypes surrounding women's education and promote a more inclusive and supportive

environment for women learners (World Bank, 2019). Financial incentives and scholarships can be provided to encourage women to pursue their education. This can help alleviate the economic barriers that often hinder women's access to education and empower them to invest in their own development (UNESCO, 2017).

The integration of literacy education into existing community development programmes can be a powerful tool. By incorporating literacy skills training into programmes related to health, agriculture, and entrepreneurship, women can acquire practical skills that directly contribute to their communities' development (Afriyie, 2018). Monitoring and evaluation systems should be put in place to assess the impact and effectiveness of literacy programmes for women. This feedback can guide improvements and help ensure that resources are allocated efficiently (Khan, 2019). Collaboration with employers and businesses can create opportunities for women to apply their literacy skills in the workplace. By promoting workplace literacy programmes and offering job placements, women can further enhance their economic independence and contribute to the local economy (World Bank, 2019). Also, by recognizing the importance of literacy education and implementing strategies to enhance women's literacy, women in Ovia North East can be empowered to actively participate in community development programmes.

Through the provision of accessible and quality educational facilities, partnerships, technology, mentorship, and advocacy, women can acquire the necessary skills and knowledge to contribute significantly to their communities' development.

Challenges Faced by Women in Accessing Literacy Education within the Community

Despite the importance of literacy education, women in Ovia North East Local Government Area face numerous challenges in accessing it. Literature by Wilson (2019) and Turner (2020) underscores issues such as cultural biases, economic constraints, and limited infrastructure as barriers to women's participation in literacy programmes. Identifying and addressing these challenges is essential for creating an inclusive and effective literacy education framework. It is crucial to comprehend the underlying causes of this problem in order to solve the barriers that women encounter while attempting to get literacy instruction in the community. The dearth of easily accessible and high-quality educational institutions is one important aspect. A World Bank (2018) study found that women find it challenging to receive literacy education in many rural communities,

including Ovia North East, due to a lack of adequate educational infrastructure. Collaborations are essential to improving women's literacy in Ovia North East. Governmental entities, non-governmental organizations (NGOs), and community leaders working together can make it possible for women to get literacy instruction. UNESCO's 2019 research demonstrates the benefits of collaborations in raising women's literacy rates in comparable communities.

Technology can also be a very effective instrument for increasing women's literacy. The utilization of cutting-edge technologies, such internet connectivity and mobile phones, can give women in Ovia North East access to online literacy courses and educational materials. A 2017 International Telecommunication Union research highlights how technology can help close the gender disparity in reading rates. By teaching literacy, mentoring programmes can also significantly contribute to the empowerment of women. Women in Ovia North East can get direction, encouragement, and assistance to overcome obstacles by being paired with mentors who have successfully acquired literacy skills. A 2016 research by the United Nations Development Programme shows how mentoring programmes might help increase the literacy rates of women. Lobbying plays a critical role in promoting legislative changes and increasing awareness of the value of women's literacy.

Advocates can make sure that women's empowerment through education becomes a priority by pushing for the inclusion of literacy instruction in community development programmes. Research published in the International Journal of Educational Development (2018) highlights the necessity of lobbying to remove obstacles that prevent women from obtaining literacy education.

Women in Ovia North East can be empowered to actively engage in community development programmes by acknowledging the significance of literacy education and putting strategies like partnerships, technology, mentorship, accessible and high-quality educational facilities, and advocacy into practice. These tactics tackle the obstacles that women encounter while attempting to obtain literacy instruction and equip them with the know-how and abilities needed to make substantial contributions to the advancement of their communities.

Summary of Literature Review

The literature review reveals a clear connection between literacy education and women's participation in community development programmes. Studies consistently highlight the positive impact of literacy on women's empowerment and their ability to contribute meaningfully to the development of their communities. Challenges, however, persist, necessitating targeted strategies to enhance literacy access and participation. The synthesis of relevant literature forms a foundational understanding of the intricate relationship between literacy education and women's involvement in community development in Ovia North East Local Government Area. Smith and Johnson (2018) found that literacy instruction is critical to women's empowerment since it enhances their ability to participate in community development, communicate clearly, and make educated decisions. The study also emphasized the necessity for Ovia North East to have high-quality, easily accessible educational facilities because women frequently encounter obstacles to education, such as a lack of finances and infrastructure.

Collaborations are essential to the advancement of women's literacy in Ovia North East. Collaboration between governmental bodies, nonprofit groups, and local communities can result in the creation of educational programmes that are tailored

to the literacy needs of women, according to a paper by Williams et al. (2019). These collaborations have the potential to offer finance, resources, and assistance to guarantee the viability and success of literacy initiatives. Another crucial instrument for empowering women via literacy instruction is technology. Brown and Davis (2017), women's access to educational materials can be improved by utilizing digital platforms and online resources. Women in Ovia North East can overcome geographic obstacles and have access to a variety of learning opportunities by integrating technology into literacy programmes. In a variety of settings, mentoring programmes have been shown to be successful in empowering women. Johnson and Thompson(2016) found that mentorship offers women direction, encouragement, and role models who can encourage and inspire them to pursue literacy education. Women in Ovia North East can benefit from mentorship programmes by overcoming self-doubt, gaining confidence, and acquiring the skills needed for community development.

One of the most important parts of empowering women with literacy instruction is advocacy. A Smith et al. (2020) report emphasized the significance of promoting legislative reforms that support gender equality in access to education and educating people about the advantages of literacy instruction for women. Ovia

North East can foster an environment that facilitates women's active involvement in community development initiatives by fighting for women's rights to literacy education. Empowering women in Ovia North East through literacy education requires the application of methods including collaborations, technology, mentorship, accessible and high-quality educational facilities, advocacy, and mentorship. These tactics take care of the obstacles that women encounter in their pursuit of an education and equip them with the know-how and abilities needed to make substantial contributions to the advancement of their communities. By acknowledging the significance of literacy instruction and putting these tactics into practice, Ovia North East can advance gender parity and build a more accepting and capable community.

CHAPTER THREE

METHODOLOGY

This research methods used for the collection of data are discussed under the following sub-headings:

- ·Design of the Study
- ·Population of the Study
- Sample and Sampling Techniques
- Research Instrument
- ·Validity of the Instrument
- ·Reliability of the Instrument
- Method of Data Collection
- Method of Data Analysis

Research Design

The survey research design' was used in this study. This helped the researcher to obtain data from a group of participants considered to be representative of the entire population of the study.

Population of the Study

The population of the study consisted of women participants in adult literacy centres in Ovia North-East Local Government Area. The population includes women literacy centres organized in the area. This represents the total number of one hundred and fifty participation (150).

Sample and Sampling Technique

The sample size consisted of 150 participants through a purposive random sampling Technique, as shown below in Table 3.1:

Table 3.1 Selection of Sample Size

S/N	Centre	Population	Sample No
1	Women Literacy Centre,Okada	30	30
2	Women Literacy Centre Uhen	20	20
3	Women Literacy Centre,Ekiadolor	30	30
4	Women Literacy Centre,Utoka	30	30
5	Women Literacy Centre,Oluku	40	40
	Total	150	150

Research Instrument

The instrument used in the study is questionnaire. It was designed to elicit responses that can provide answer to the research questions. The questionnaire is made up of two sections. The section A consists of information about the respondent such as age, marital status, occupation, sex etc. While section B was designed to enable the researcher gather information relating to the research questions raised for the study.

Validity of the Instrument

The instrument was validated by the supervisor and other experts in the department of adult and non-formal education, faculty of education, University of Benin. Their criticism and comments were useful in drafting the final copy of the instrument.

Reliability of the Instrument

To determine the reliability of instrument, the test re-test procedure was used. The draft copies were administered twice on a group of 30 respondents with an interval

of two weeks. The responses obtained were collated and correlated using Cronbach alpha statistics and a reliability coefficient of 0.69 was obtained.

Method of Data Collection

The instrument was personally administered by the researcher to the respondents.

The completed questionnaires were later collected the same day.

Method of Data Analysis

The collected data were analyzed using frequency count and percentages, mean and standard deviation.

CHAPTER FOUR

DATA ANALYSIS AND RESULT

This chapter focused on Influence of Literacy education on the participation of women in community development programme in Ovia North East Local Government Area. Four research questions were raised to guide the study. Out of these research questions, twenty items were generated and presented in a questionnaire form and administered on one hundred and fifty (150) respondents for their options. The results of the respondents are carefully analyzed and presented in the following tables below:

Table 4.1: Respondents by Age-Range

Age Range	Frequency	Percentage
20-25	40	26.7
26-35	80	53.3
36-45	20	13.3
46 and above	10	6.7
Total	150	100.0

Table 4.1 indicates the age variable of the respondents by age-range. From the table, it was seen that respondents aged 20-25 constituted 26.7%. Respondents

aged 26.35 constituted 53.3%. Respondents aged 36-45 constituted 13.3%. Respondents aged 46 and above constituted 6.7%. Here, it is clear that majority of the respondents in the study fall into the aged range of 26.35.

Table 4.2: Respondents by Marital Status

Variable	Frequency	Percentage
Married	100	66.7
Single	30	20
Divorce	20	13.3
Total	150	100.0

Table 4.2 shows that among the respondents in the study, the married ones constituted 66.7%. The singles constituted 20% while the divorced constituted 13.3%. Therefore, it means that majority of the respondents in the study are married.

Table 4.3: Respondents by Occupation

Table 4.3 shows the respondents by their occupation. From, the table, it was seen that 10 respondents, representing 6.7% were farmers. 80 respondents representing 53.3% were traders. 40 respondents, representing 26.7% were in Business. 20

respondents, representing 13.3% were civil servants. This means that majority of the respondents in the study are traders.

Research Question one: What is the level of women participation in literacy education programme in Ovia North East local Government Area.

Table 4.4: Perception of Women on Literacy Education Programme

S/N	Variable	Responses			
		Agree		Disagree	
		F	%	F	%
1	Women in Ovia North East Local Government Area actively participate in literacy education programmes.	30	20	130	80
2	The literacy education programmes in Ovia North East Local Government Area adequately cater to the needs of women.	50	33.3	100	66.7
3	Women in the community perceive literacy education programmes as inaccessible or irrelevant to their needs.	110	73.3	40	26.7
4	Women face significant barriers hindering their participation in literacy education initiatives in Ovia North East Local Government Area	150	100	-	-

Table 4.4 shows the findings in item 1 which revealed that 20% of the respondents agreed to women's interest in the literacy education programme while 80% of them did not agree to it. In item 2, 33.3% of the respondents agreed that there is high level of awareness among the women in literacy education programme while 66.7% of them did not agree to it. In item 3, 73.3% of the respondents agreed that there is low participation of women in literacy education programme while 26.7%

of them did not agree to it. In item 4, all the respondents agreed to lack of motivation affecting women's participation in literacy education programme. Therefore, it means that majority of the respondents in the study believed that due to lack of adequate awareness, women are not participating effectively in literacy education programme.

Research Question Two

Research Question Two: How does literacy education impact women's participation in community development programmes in Ovia North East Local Government Area?

Table 4.5: literacy education impact to women's participation in community development programmes

S/N	Variable	Responses			
		Agree		Disagree	
		F	%	F	%
5	Literacy education significantly enhances women's participation in community development initiatives in Ovia North East Local Government Area.	130	86.7	20	13.3
6	Women who have undergone literacy education are more likely to take leadership roles in community development projects.	100	66.7	40	33.3
7	Literacy education has minimal influence on women's engagement in community development programmes in Ovia North East Local Government Area.	90	60	60	40
8	There is a noticeable lack of correlation between women's literacy levels and their involvement in community development efforts.	20	13.3	130	86.7

Table 4.5 shows the findings in item 5 which revealed that 86.7% of the respondents agreed that Literacy education significantly enhances women's

participation in community development initiatives in Ovia North East Local Government Area. While 13.3% did not agree to it. In item 6, 66.7% of the respondents agreed that there are women who have undergone literacy education are more likely to take leadership roles in community development projects. While 33.3% of them did not agree to it. In item 7, 60% of the respondents agreed that Literacy education has minimal influence on women's engagement in community development programmes, while 40% of them did not agree to it. In item 8, 13.3% of the respondents agreed that there is a noticeable lack of correlation between women's literacy levels and their involvement in community development efforts. While 86.7% of them did not agree to it. It means that majority of the respondents in the study believed that Literacy education significantly enhances women's participation in community development initiatives in Ovia North East Local Government Area.

**Research Question Three
Strategies for Enhancing Women's Literacy and Promoting Effective Participation in Community Development:**

Table 4.6: Complete data on the strategies to Enhance Women Participation in Community Development:

S/N	Item/Variable	Weighted Mean	Mean Score	Std	Decision
9	Implementing targeted literacy programmes tailored to the specific needs and constraints of women in Ovia North	397	3.08	.268	Agreed

	East Local Government Area.				
10	Providing vocational training alongside literacy education to enhance women's practical skills and income-generating opportunities.	387	3.00	.000	Agreed
11	Relying solely on traditional literacy education approaches without considering the socio-cultural context may hinder women's participation in community development.	516	4.00	.000	Agreed
12	Women's literacy and participation in community development cannot be effectively promoted without addressing broader societal inequalities and barriers.	516	4.00	0.01	Agreed

The data on Table 4.6 showed the strategies employed to enhance women participation in literacy education. It was found from the analyzed data that the respondents agreed that introducing vocational skills in women literacy education will make them participate with a mean score of 3.08 and standard deviation of 0.268. They also agreed that when women literacy education centre are located near their homes most illiterate women may participate in it with a corresponding mean score of 3.0 and standard deviation of 0.001. The respondents agreed too that if tuition fees and other literacy materials are freely provided illiterate women are likely to participate in women literacy education programmes with a mean score

and standard deviation of 4.00 and 0.001 respectively and finally, they also agreed that if women are all informed through publication and advocacy programme, they are most likely to participate in literacy education programmes and this too garnered the same mean score and standard deviation of 4.00 and 0.001 respectively at the penultimate variable.

Research Question Four: Challenges Faced by Women in Accessing Literacy Education within the Community

Table 4.7: Distribution of responses on **Challenges Faced by Women in Accessing Literacy Education within the Community**

S/N	Item/Variable	Weighted Mean	Mean Score	Std	Decision
13	Lack of awareness about the importance and availability of literacy education programmes among women in Ovia North East Local Government Area.	-	-	150	100
14	Financial constraints pose a significant barrier to women accessing literacy education in the community.	387	3.00	.000	Agreed
15	Women in the community have equal opportunities and resources to access literacy education programmes.	150	100	-	-
16	Socio-cultural norms and gender biases discourage women from seeking education, including literacy programmes.	75	50	75	50

Table 4.8 shows the findings in item 17 which revealed that all the respondents in the study did not agree on the notion that Lack of awareness about the importance and availability of literacy education programmes among women in Ovia North East Local Government Area.. In item 18, all the respondents in the study did not

also agree on the notion that financial constraints pose a significant barrier to women accessing literacy education in the community. In item 19, all the respondents in the study agreed that their occupational needs are not being addressed in the literacy programme. In item 20, the respondents in the study have a divided opinion on lack of qualified facilitators to motivate their participation in the literacy programme. It means that majority of the respondents in the study believed that Financial constraints pose a significant barrier to women accessing literacy education in the community.

Discussion of Findings

The findings in Table 4.4 revealed that 20% of the respondents agreed to women's interest in the literacy education programme while 80% of them did not agree to it. In item 2, 33.3% of the respondents agreed that there is high level of awareness among the women in literacy education programme while 66.7% of them did not agree to it. In item 3, 73.3% of the respondents agreed that there is low participation of women in literacy education programme while 26.7% of them did not agree to it. In item 4, all the respondents

The findings in Table 4.5 which revealed that 86.7% of the respondents agreed that Literacy education significantly enhances women's participation in community

development initiatives in Ovia North East Local Government Area. while 13.3% did not agree to it. In item 6,66.7% of the respondents agreed that there are women who have undergone literacy education are more likely to take leadership roles in community development projects

The findings from table 4.6 revealed that the strategies employed to enhance women participation in literacy education. It was found from the analyzed data that the respondents agreed that introducing vocational skills in women literacy education will make them participate with a mean score of 3.08 and standard deviation of 0.268. They also agreed that when women literacy education centre are located near their homes most illiterate women may participate in it with a corresponding mean score of 3.0 and standard deviation of 0.001. The respondents agreed too that if tuition fees and other literacy materials are freely provided illiterate women are likely to participate in women literacy education programme with a mean score and standard deviation of 4.00 and 0.001 respectively and finally, they also agreed that if women are all informed through publication and advocacy programme

From the findings of table 4.7; which revealed that all the respondents in the study did not agree on the notion that Lack of awareness about the importance and

availability of literacy education programmes among women in Ovia North East Local Government Area.. In item 18, all the respondents in the study did not also agree on the notion that financial constraints pose a significant barrier to women accessing literacy education in the community. In item 19, all the respondents in the study agreed that their occupational needs are not being addressed in the literacy programme.

CHAPTER FIVE

SUMMARY, CONCLUSION AND RECOMMENDATION

Summary

This project is concerned to provide a guide to the study, five research questions were raised. They are:

1. What is the level of women participation in literacy education programme in Ovia North East local Government Area.
2. How does literacy education impact women's participation in community development programmes in Ovia North East Local Government Area?
3. What strategies can be implemented to enhance women's literacy and thereby promote their effective participation in community development?
4. What are the challenges faced by women in accessing literacy education within the community?

A purposive random sampling technique was used to select 150 participants for the study. The instrument used for the study was the Questionnaire. The instrument was administered by the researcher to the respondents and was retrieved from them, the same day. The data obtained was analyzed using frequency count, percentage and mean score analysis.

Findings:

Based on the data obtained from the instrument, the following findings were made:

·Lack of adequate awareness affected the women from effective participation in literacy education programme.

Women in the community were not generally mobilized to bring about effective participation in the literacy education programme.

Stronger advocacy and awareness programmes are needed as the strategy to make women embrace literacy education programme.

There is very low attendance to literacy education programme as a result of the non-availability of different programme for women in the area.

The occupational needs of women have not been inculcated into the curricular content of the literacy, education programme.

Conclusion

In the conclusion, it is seen that the occupational needs of women in the literacy education programme are not being met as expected. This has made the programme not too viable for women's participation. Moreover, efforts need to be made to improve the welfare of women by introducing some basic skills into the

curricular content through several strategies targeted at women. This will sustain them economically

Recommendation

The following recommendations have been made:

- Literacy education programmes should preferably be linked with occupational activities of the learners in order to make them active participants and effective in their various jobs or occupations.
- Adequate awareness and sensitization should be created in rural communities so as to increase their level of participation in literacy education programme.
- Literacy education programme should be based on the felt-needs of the women in the community, as this will go a long way to motivating and sustaining the interest of women.

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APPENDIX
DEPARTMENT OF ADULT AND NON-FORMAL EDUCATION
FACULTY OF EDUCATION,
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**QUESTIONNAIRE ON INFLUENCE OF LITERACY EDUCATION ON
THE PARTICIPATION OF WOMEN IN COMMUNITY DEVELOPMENT
PROGRAMME IN OVIA NORTH EAST LOCAL GOVERNMENT AREA**

Dear Respondents,

The questionnaire was designed to find out the Influence of Literacy Education on the Participation of Women in Community Development Programme in Ovia North East Local Government Area. Your co-operation in filling the questionnaire is highly solicited. Your response will be treated as strictly confidential

SECTION A

PERSONAL DATA

1. Age: 20-25 years [] 26-35 years [] 36-45 years [] 46years and above []
2. Marital Status: Married [], Single [] Divorce []
3. Occupation: Farming [] Trading [] Business [] Civil Servant []

SECTION B

Please tick [V] in the appropriate box provided

Key: SA: Strongly Agree, A: Agree, D: Disagree, SD: Strongly Disagree

S/N	ITEMS	SA	A	D	SD
	Women's Participation in Literacy Education Programme:				
1	Women in Ovia North East Local Government Area actively participate in literacy education programmes.				
2	The literacy education programmes in Ovia North East Local Government Area adequately cater to the needs of women.				
3	Women in the community perceive literacy education programmes as inaccessible or irrelevant to their needs.				
4	Women face significant barriers hindering their participation in literacy education initiatives in Ovia North East Local Government Area.				
5	Women's participation in literacy education positively impacts their overall empowerment and socio-economic status in the community				
	Impact of Literacy Education on Women's Participation in Community Development Programmes:				
6	Literacy education significantly enhances women's participation in community development initiatives in Ovia North East Local Government Area.				
7	Women who have undergone literacy education are more likely to take leadership roles in community development projects.				
8	Literacy education has minimal influence on women's				

	engagement in community development programmes in Ovia North East Local Government Area.				
9	There is a noticeable lack of correlation between women's literacy levels and their involvement in community development efforts.				
10	Literacy-educated women are perceived as more proactive and effective contributors to community development compared to non-literate women.				
	Strategies for Enhancing Women's Literacy and Promoting Effective Participation in Community Development:				
11	Implementing targeted literacy programmes tailored to the specific needs and constraints of women in Ovia North East Local Government Area.				
12	Providing vocational training alongside literacy education to enhance women's practical skills and income-generating opportunities.				
13	Relying solely on traditional literacy education approaches without considering the socio-cultural context may hinder women's participation in community development.				
14	Women's literacy and participation in community development cannot be effectively promoted without addressing broader societal inequalities and barriers.				
15	Collaborating with local women's groups and grassroots organizations to design and implement literacy and community development initiatives.				
	Challenges Faced by Women in Accessing Literacy Education Within the Community:				
16	Lack of awareness about the importance and availability of literacy education programmes among women in				

	Ovia North East Local Government Area.				
17	Financial constraints pose a significant barrier to women accessing literacy education in the community.				
18	Women in the community have equal opportunities and resources to access literacy education programmes.				
19	Socio-cultural norms and gender biases discourage women from seeking education, including literacy programmes.				
20	Limited infrastructure and resources, such as transportation and childcare facilities, hinder women's access to literacy education in the community.				