

# **Addis Ababa University**

## **School of Graduate Studies**

### **THE EXTENT OF ECONOMIC EMPOWERMENT OF WOMEN THROUGH ADULT EDUCATION:**

**The case of Kolfe Keranyo Sub-city**

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## **School of Graduate Studies**

**The extent of economic empowerment of women through adult education:  
The case of Kolfe Keranyo Sub-city.**

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## **Acronyms**

**ANFEAE** - Adult and Non formal Education Association in Ethiopia

**BPA** - Beijing Platform for Action

**BoWA**- Bureaus of Women Affairs

**CEDAW** - Convention on Elimination of all forms of Discrimination against Women

**CSA** - Central Statistical Authority

**DHS** - Demographic and Health Survey

**FWC** - Fourth World Conference

**GAD** - Gender and Development

**GNP** - Gross National Product

**GPI** - Gender Parity Index

**GRE** - Gross Enrolment Ratio

**IADB** - Inter America Development Bank

**IDEA** - Initiative for Development and Empowerment Agenda

**MDGs** - Millennium Development Goal

**MoWA** - Minister of Women's Affairs

**UNDP** - United Nation Development Program

**UNFPA** - United Nations Population Fund

**USAID** - United States of America

**WAD** - Women and Development

**WCU**- Women Consortium of Ukraine

**WFP** - World Food Program

**WID** - Women in Development

## **Abstract**

The purpose of this study was to examine the extent of economic empowerment of women through adult education. To conduct this study, 238 women's and 10 facilitators, coordinators and administrative members were sampled from Kolfe Keranyo Sub-city Woreda 01 and 05. For the women's questionnaires were used, and the facilitator ,coordinators and administrative members were interviewed, the content of the questionnaire and interview were about the economic gains derived by women's after joining adult literacy program, the major factors influencing women's economic empowerment and further supports needed to empower women economically through adult literacy program. The study yields that woman's adult education program learners. According to the study, their primary reason for joining adult literacy program were for economic benefit and their major gains are; the increment of the household income level, quality education and better health services for them and their families. On the other hand, the contributing factors for the economic gains are; supports of the concerned bodies and the favorable environments given to them. There are also influencing factors; the traditional attitude, belief and practice. Accordingly, Kolfe Keranyo Sub-city Woreda 01 and 05 administrations perform different activities to achieve full commitment for the success of the economic empowerment of women through adult education by creating awareness for women's and the societies about the program. However, with regard to getting quality education; starting from the selection of favorable environments, teaching materials and other supports required from the concerned bodies are some of the limitations with regard to the program. On the bases of the above findings, it is suggested that adult education programs are instruments for women's economic empowerment thus, the concerned bodies need to work together to achieve the desirable objectives.

# Chapter one

## 1 Introduction

To assess the extent of economic empowerment of women through adult education, this chapter contains: background of the study, statement of the problem, objectives of the study, significance of the study, scope of the study, limitations of the study, operational definition of key terms and the general organization of the study.

In the 21st century, women enjoy more freedom and power than ever before. However, they are still disadvantaged when compared to men in virtually all aspects of life. Women are deprived of equal access to education, health care, capital, and decision making powers in the political, social, and business sectors. Whereas men are credited with performing three quarters of all economic activities in developing countries, women actually perform 53 percent of the work, according to the United Nations. The 1995 UN Human Development Report, states that "an estimated \$16 trillion in global output is currently 'invisible,' of which \$11 trillion is estimated to be produced by women."(UN, 1995) The economic empowerment of women lead for sustainable development; poor growth and the achievement of all the millennium Development Goals Gender equality and empowered women are catalysts for multiplying development efforts. Investment in gender equality yields the highest returns of all development investments. Women usually invest a higher portion of their earnings in their families and communities than men, (Mosnber, 1993). In Addis Ababa Kolfe Keraniyo Sub city Woreda 01 and 05 administrations perform different activities with regard to adult education and women. In this study, the researcher tried to assess the extent of economic empowerment of women through adult education.

### 1.1 Background of the study

The attempts to empower women have travelled through the decades. Considerable efforts have been made by governments and other agencies, and most especially the Millennium Development Goals (MDGs) have been established to address women's needs and their exclusion from the benefits of development. It is stated under the third goal of the MDGs on promoting gender equality and empowering women that women have an enormous impact on the

well-being of their families and societies but their potential is not realized because of discriminatory social norms, incentives, and legal institutions. In the process of promoting and achieving women's empowerment, several policy approaches have been used. It is said that though the Women in Development (WID), Women and Development (WAD)/Gender and Development (GAD) strategies that shaped policy interventions and informed scholarly reflections in the 1960s and 1970s were limited by the fact that they remained within the established parameters of the state-led model of development and the discourses of its organic intellectuals, these approaches went some way in addressing some of the gender-based contradictions in the development process.(World bank). Karl (1995) remarks that long before the word became popular women were speaking about gaining control over their lives, and participating in decisions that affected them in the home and the community, in government and international development policies and adds that the word empowerment captures this sense of gaining control, and of participating in decision-making. Karl's study also identifies the measures commonly used by development agencies to include empowerment to increase women's economic status through employment, income generation and access to credit; and empowerment through integrated development program in which strengthening women's economic status is only one component along with education, literacy, the provision of basic needs and services, and fertility control.

Education can be expected to empower women because it raises the market of opportunity value of women's work. This can in turn improve women's alternatives to relying on other household. This can be defined as economic empowerment, because it increases women's access to and control over resources, Furthermore, education empowers women in general, as it increases their knowledge, their self-esteem and their ability to navigate the world. This can subsequently affect several other developmental aspects (Duflo, 2004).

In Ethiopia over the years adult education has been used as a tool for improving the lot of people through capacity building. Adult and Non-Formal Education Association in Ethiopia (ANFEAE) is a non-governmental organization that was established to promote sustainable development through the promotion of basic education. ANFEAE's mission is to "help economic and social development of the country through promoting Life Long Learning and facilitating quality and life-enhancing education and training for adults, the youth and children in rural and urban areas

of Ethiopia.” ANFEAE cites numerous outlets through which education in Ethiopia can be cultivated and enhanced: capacity building, research and documentation, women and empowerment, cross cutting issues, and networking and partnership. The goal is to promote community-based organizations, grassroots governmental institutions, literacy and learning initiatives among women, HIV/AIDS awareness, and the establishment and strengthening of partnerships and networks among educational institutions and communities. (Adult and Non-Formal Education Association in Ethiopia Wikipedia, the free encyclopedia, page 2-6). This study will assess how adult education could promote economic empowerment among women, in Addis Ababa Kolfe Keranyo Sub city; Wereda 01 and Wereda 05.

## **1.2 Statement of the problem**

Women’s empowerment could be briefly explained as the process of improving the human capital of women for effective participation in all aspects of development of a nation. These were put up women become makers of development and history, not just receivers or objects of it. Women need not be just objects or beneficiaries of development but the development process of a nation needs the equal participation of women as well. Given that women form over 50% of the world population, their capacity building is crucial for holistic development. Women’s empowerment could also be said to comprise building their capacity or making the best of the lives of women for governance and socio-economic advancement (UNDP, 2006, 4)

Education can be expected to empower women because it raises the market of opportunity value of women’s work, this can in turn improve women’s alternatives to relying on other household. Furthermore, education empowers women in general, as it increases their knowledge, their self-esteem and their ability to navigate the world. Over the years adult education has been used as a tool for improving the lot of people through capacity building. This can subsequently affect several other developmental aspects (Duflo (2004))

Ethiopia suffers from some of the lowest gender equality performance indicators in sub-Saharan Africa. While remarkable progress has been made in several of the Millennium Development Goals (MDGs), it is lagging behind in MDG 3. The Global Gender Gap report 2010 ranks Ethiopia at 121 out of 134 countries in terms of the magnitude and scope of gender disparities.

Women and girls in Ethiopia are strongly disadvantaged compared to boys and men in several areas, including literacy, health, livelihoods and basic human rights. They also suffer from low status in their society and lack social support networks. Manifestations of discrimination against women are numerous and acute:

Ethiopia appears to be on track to achieve gender parity in primary school enrolment by 2015, but the gender gaps are still larger in rural areas. Furthermore, gender disparity increases at higher levels in education, where the enrolment of adolescent girls is lower than boys.

With regard to women's participation in economic life, the 2005 National Labor Force Survey reveals that women represent 47 per cent of labor force in Ethiopia, with highly unequal participation: 68.5 per cent of employed women were unpaid family workers and 24.8 per cent were self-employed in informal jobs. In addition, women's illiteracy and inability to meet the initial payment required to qualify for agricultural credit has limited their access to credit facilities. The Program-supported baseline survey indicates that only 6 percent of rural women have access to credit and 1 percent has vocational skills training. Moreover, despite the widespread involvement of rural women in agricultural work, there is a persistent belief that "women don't farm," which discounts their vital contribution to Ethiopia's key economic activity.

Traditional attitudes, beliefs and practices that reinforce harmful gender roles contribute to constrain women's participation in social development. Harmful traditional practices, including female genital cutting (national prevalence rate of 74.3 per cent) and child marriage disproportionately affect rural women and girls. (Ethiopian Demographics and Health survey 2011:255, 255)

Ethiopia is recognized as one of the developing countries in the world characterized by persistence level of poverty and inequality. It has a GNP per capital of approximately US\$100 (UNDP, 2006). In Ethiopia women do have many household and societal responsibilities, they form the core of the family and household; they work longer hours than men and do more of total works and contribute to the development of society but their reward is extremely opposite of their contribution despite their contribution, women have not been enjoying the fruit of

development equally with their male counter parts due to the multifaceted gender based problem they face.

Women also lack decision making power in household and community as well as access and control of productive resources, continues to have fewer rights, lower education & health statuses, less income & less access to resource and decision making than men. (Ethiopian Demographic and Health Survey, 2011). This and other related issues initiated me to conduct this research by the title of “The extent of economic empowerment of women through adult education”

On the ground of the above stated problems, this research was designed to answer the following basic questions;

1. What are the economic gains of women after joining adult literacy programs?
2. Have the majority of women improved their economic empowerment after joining the adult literacy programs?
3. What are the major factors influencing women’s economic empowerment through adult literacy programs?
4. What types of support are needed to empower women economically through adult literacy programs?

### **1.3 Objectives of the study**

The researcher has selected this topic to contribute to the implementation of women economic empowerment through adult education. This study intended to address the following general and specific objectives

#### **1.3.1 General Objective**

The general objective of this study is to access the extent of economic empowerment of women through adult education program.

### **1.3.2 Specific Objectives**

The study is specifically designed to address the following:

1. To analyze the economic gains derived by women's after joining adult literacy programs
2. To evaluate that weather the majority of women's can improve their economic empowerment after joining the adult literacy programs
3. To examine the major factors influencing women's economic empowerment through adult literacy programs
4. To assess what types of support further needed to empower women's economically through adult literacy programs

### **1.4 Significances of the study**

This research is to indicate the extent of economic empowerment of women through adult education. Many researches have been done to indicate the empowerment of women through different perspectives. But this research specifically focuses on women economic empowerment which is one of the components of adult and lifelong learning. This research uniquely studies not only enrolment but better achievements and women's economic security through adult and life long learning. It is believed that the study has the following significances;

- It can be used as a reference to adult education coordinators and facilitators about the issue of adult education.
- It will initiate further researchers to deal with the issue of adult education
- It will also enable women those adult education program learner and the others to learn useful experiences from one another with regard to adult education.

This research will serve as a reference source for other researchers to conduct related further researches. Also it can help for concerned bodies to know about the economic women empowerment through adult education.

## **1.5 Scope of the study**

The study was conducted in Addis Ababa the capital city of Ethiopia. It is the largest city in Ethiopia, with a population of 3,385 million according to the 2008 population census with the area of 527 km<sup>2</sup> and the research is limited to Kolfe Keranyo Sub-City Administration ,with the area of: 61.25 sq.km with the number of Population: 546,219 from these the number of females are: 235,360 which is above 50% of the total population and the number of the Woredas are : 15 and the study specifically focuses on two Woredas.

Woreda 01 is one of the largest woredas of the sub city located on the area of 4.5 km<sup>2</sup> with a population of 46,763 from this the number of female are above 52% that is 24,317 and located around a place known as Ayer Tena. And the numbers of women adult education learners are 293, from the total of 583 learners. The other study area which is woreda 05 is found around Alert hospital on the Area of 4.1 km<sup>2</sup> with a total population of 36,415 from the total number of the population 50.5% are female and from these 499 women are attending adult literacy program from the total of 572 learners according to the 2006 E.C reports of the administrations. The research focuses on the economic empowerment of women through adult education, and limited to Addis Ababa in the selected Wordas of Kolfe Keranyo Sub city.

## **1.6 Limitations of the study**

To conduct this study, the researcher was face some problems; lake of prior research studies specifically on the topic, time and money constraints. By taking in to account the constraints, a study conducted on related issues was consulted. And the study were limited to deal with the extent of economic empowerment of women through adult education in Addis Ababa Kolfe Keranyo Sub-city around the investigator village.

## **1.7 Operational definition of key terms**

**Empowerment:** – is a process of transition from a state of powerlessness to a state of relative control over one’s life, destiny, and environment. This transition can manifest itself in an improvement in the perceived ability to control, as well as in an improvement in the actual ability to control (Kabbeer, 2001).

**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 fairer distribution of the benefits of growth (Eyben etaly 2008)

**Adult education:**-is a powerful concept for fostering economically sustainable development for promoting democracy, justices, gender equality, and scientific, social and economic development, for building world in which violent conflict is replaced by dialogue and culture based justice (UNESCO, 1976).

**Andragogy:** - is a specific theoretical and practical approach, based on humanistic conception of self directed and autonomous learners and teachers as facilitators of learning. Consists of teaching strategies focused on adults, it is often interpreted as the process of engaging adult learners with the structure of learning experience (Malcolm Knowles, 1927).

### **1.8 Organization of the study**

This study comprises five chapters. The first chapter deals with the problem and its approach, the second chapter deals with review of related literature, then the third deals with research design and methodology, the forth one deals with data management and data analysis and the fifth finally with summary, conclusion and recommendation.

## Chapter Two

### 2. Literature Review

This study were assesses how adult education could promote economic empowerment among women. In this chapter, for collecting secondary data, related documents, reports, books, studies, online articles, review of other researcher's papers regarding this topic were reviewed.

#### 2.1 The concept of Adult education

Adult Education as an academic field emerged in the 1960's (Stubblefield & Keane, 1994). Since then, it has experienced tremendous growth in both practice and research. In research, for instance, whereas once adult education was perceived as being no more than the "teaching of adults" the same way we would teach children (Knowles, 1990); it is now embodied with its own educational theory, known as "Andragogy." Likewise, adult students were awkwardly integrated into traditional classes, now; a whole corps of educators exists who teach adults exclusively. In the United States alone, for example, in 1994, adult educators were estimated to number about 590,000 (Grissom, 1997, p.4). Indeed, the field has become so encompassing that it would not be wrong to refer to it as a "culture."

Adult education – according to some scholars who have contributed to its evolution – would be to offer confusing and often conflicting opinions since, according to them; the term is complex and varied. For instance, according to Hall-Quest (1927), the definition of adult education is complicated and impossible to articulate, since it encompasses a wide variety of methods in which to educate adults. Verner (1964) also finds adult education difficult to define but succeeds in condensing his opinion into one sentence: "the term adult education is used to designate all those educational activities that are designed specifically for adults" (p. 1). It is worth noting that, in general, unstructured adult education may not be as beneficial to the individual or society as a structured academic challenge. Therefore, adult education may also be defined as a distinct methodology by which adults are instructed by professional educators.

Certain theorists, such as Alan Rogers (1996), define adult education in terms of whether or not the students are treated as adults. Contrary to the way younger learners are taught, adult education refers to the process whereby anyone "over 16 (or whatever)" are treated "as adults –

capable, experienced, responsible, mature and balanced people” (p.47). In such a definition, “adult education” is used synonymously with “andragogy.”

A number of definitions have been used, which generally fall into two categories development-based definitions and age-based definitions. Society at large, with the exclusion of the legal system, defines “adulthood” in developmental terms. One becomes an “adult” when one has acquired certain life experiences, or adopted a certain attitude. However, depending on which cultural lens we use the definition changes. In terms of attitude, for instance, white Americans tend to associate adulthood with self-sufficiency and independence – the ability to have one’s own opinions and “stand on one’s own two feet.” The Japanese, however, define it differently, and in some ways, an opposite way. Japanese do not consider those who “stick to” personal opinions, or who place first priority on satisfying their own desires, as adults. Rather, these attitudes are seen as childish. Instead, they view adulthood as the ability to sacrifice or submerge one’s own desires. ( Hayslip & Payek).

Adult education usually refers to any form of learning undertaken by or provided for mature men and women outside the formal schooling system. The main targets are specifically defined as youth (girls and boys over 15 years of age, but sometime younger) as well as women and men, generally poor or socially disadvantaged. Although literacy continues to be at its heart, adult education also includes “*numeracy*, problem-solving and life skills, and other knowledge. The notion of adult education is often used interchangeably with other notions such as literacy, adult basic education, lifelong learning, continuing education, adult non formal education, etc. For the purpose of this presentation, adult education is understood as a transmission process of general, technical or vocational knowledge, as well skills, values and attitudes, which takes place out of the formal education system with a view to remedying early education inadequacies of mature people or equipping them with the knowledge and cultural elements required for their self-fulfillment and active participation in the social, economic and political life of their societies.(UNESCO 1997:17)

## **2.2 The Practice of Adult education in Africa**

Adult education in Africa, having experienced a comeback following the independence and increasing prosperity of many African nations, poses specific requirements on policymakers and planners to take into consideration indigenous cultural traits and characteristics. With a moderate backlash against Western ideals and educational traditions, many universities and other institutes of higher education take it upon themselves to develop a new approach to higher education and adult education.

Most contemporary analysts regard illiteracy as a development issue because of the link between poverty and illiteracy. Funding is inadequate and inconsistent and is needed for priority areas such as educator training, monitoring, and evaluation. There is a clear need for investment in capacity development, having a full, sufficiently paid and well qualified professionalized staff, and increasing the demands for adult education professionals. The majority of adult educators are untrained, especially in basic literacy. Governments often employ school teachers and others in adult education posts rather than experienced adult educators. Many of the difficulties experienced could be solved by allocation of resources to meet the needs (adequate funds, more staff, appropriate training for staff and suitable material). Underfunding is a huge threat to the sustainability of these programs, and in some cases, to their continued existence. The best-reported data on funding is about adult literacy and non-formal education programs. Funding for continuing education, either academic or vocational is provided and reported on, but little data is given on its financing. Funding may come from public or private sector sources. International and foreign aid is also likely to be important. The costs of much adult education seem to be kept artificially low by the use of state facilities and by the extremely low salaries paid to many adult education specialists. (UNESCO, 2009).

African communities are very close knit; activities, lifestyles, particularities of individuals are nearly always common knowledge. Because of this, it is difficult for any one member or group within an area to take a significantly different approach to any facet of life within the community. For this reason, program planners for adult learners in Africa find higher rates of success when they employ a participatory approach. Through open and honest dialogue about the fears, motivations, beliefs and ambitions of the community as a whole, there is less social strain concerning individual divergent behavior.

In addition to strong traditional beliefs, years of slavery through colonization have led to a sense of unity and common struggle in African communities. Therefore, lesson plans in these areas should reflect this cultural sensibility; collaboration and cooperation are key components of successful programs. Teaching techniques that utilize these ideas may include story-telling, experiential simulation, and the practice of indigenous traditions with slight modifications. Every program and lesson must be tailored to the particular community because they almost always learn, live, and achieve as a group or not at all. (Aitchison, 2009).

Informal education plays a strong role within indigenous learning in African communities. This poses a significant challenge to western-style program planners that emphasize formal learning within a designated time-frame and setting. These requirements must often be abandoned in order to achieve success in communities that have no strong affinity for time and formal education. Programs must be planned that become ingrained into the daily life of participants, that reflects their values and add positive functionality to their lives. Successful programs often involve more long-term learning arrangements consisting of regular visits and the free, unforced offer of information.(UNESCO, 2009).

### **2.3 The Practice of Adult education in Ethiopia**

Ethiopia is a patriarchal society that keeps women in a subordinate position (Haregewoin and Emebet, 2003). There is a belief that women are docile, submissive, patient, and tolerant of monotonous work and violence, for which culture is used as a justification (Hirut, 2004). The socialization process, which determines gender roles, is partly responsible for the subjugation of women in the country. Ethiopian society is socialized in such a way that girls are held inferior to boys. In the process of upbringing, boys are expected to learn and become self-reliant, major bread winners, and responsible in different activities, while girls are brought up to conform, be obedient and dependent, and specialize in indoor activities like cooking, washing clothes, fetching water, caring for children, etc. (Haregewoin and Emebet, 2003; Hirut, 2004).

The differences in the ways in which individuals are treated through the socialization process, due mainly to their sex status, leads to the development of real psychological and personality differences between males and females (Almaz, 1991). For instance, a female informant in Arsi stated that a man is a big person who has higher social position and knowledge, who can govern

others and think in wider perspectives; while a woman is a person who can serve a man, who is like the husband's object transferred through marriage, and to whom he can do anything he wishes to do (Hirut, 2004). These socially induced differences between males and females result in discriminatory rewards, statuses, opportunities and roles as shall be discussed below.

Low educational level is one of the causes and consequences of females' low socio-economic status. In spite of the fact that significant progress has been realized in girls' education during the last decade, gender gap is still observed. According to various statistical abstracts of the Ministry of Education, the share of female students has increased from 21% to 25% between the years 1998/99 and 2002/03. Nevertheless, the sex disaggregated Gross Enrolment Ratio (GER), the ratio of total enrolment at primary or secondary education to the corresponding school age population, shows disparity between the two sexes. Though female GER in primary education has increased from 41% in 1999/2000 to 54% in 2002/03, the respective figures for males are 61% and 75%. The gender gap is clearly observed when the Gender Parity Index (GPI), the ratio of female to male enrolment, is considered. Between the years 1999 and 2003, GPI was found to be 0.7, indicating that there were only 7 girls enrolled at primary schools for every 10 boys (Federal Civil Service Commission, 2005:18). This gender gap increases with increasing level of education. Women are underrepresented in the formal sector of employment.

The survey conducted by the Central Statistical Authority (CSA, 2004) showed that women account for less than half (43%) of the total employees in the country. Considering the percentage of female employees from the total number of employees by employment type, the highest was in domestic activities (78%) and followed by unpaid activities (59.3%). In other types of formal employment (e.g. government, NGOs, private organizations), the percentage of female workers is less than 35%. On the other hand, the survey showed overrepresentation of female workers in the informal sector. About 58% of working women work in the informal sector whereas the percentage of working men in the informal sector was 37.7 %.

The breakdown of the federal government employees by occupational groups also indicated gender disparity. From federal government employees found in the clerical and fiscal type of jobs 71.3 % were female, while the percentage of females was slightly more than half (51%) in

custodial and manual type of jobs. Women make up 25% and 18% of the administrative and professional and scientific job categories, respectively, indicating that upper and middle level positions are overwhelmingly dominated by men (Federal Civil Service Commission, 2005). This concentration of women in the informal sector and low level positions has implication on their earnings. In this regard, the survey showed four out of ten women civil servants earn Birr 300 a month compared to two out of ten for men (Federal Civil Service Commission, 2005).

Though women in the country have constitutional rights of participation in decision making, their involvement is limited at all levels. For instance, according to the 2004 report of the National Electoral Board of Ethiopia, among 547 seats of the Federal Parliament, only 7.7% of them were occupied by women. At regional and district levels, women constitute only 13% and 14% of council members and elected officials, respectively (Federal Civil Service Commission, 2005). It is also the case that women have little or no power of making decisions on matters related to their own households. Their decision making power is limited regarding land use in rural areas (Haregewoin and Emebet, 2003) and even on sexual interactions (Adanech and Azeb, 1991). Haregewoin and Emebet noted that less than 25% of women are able to decide by themselves on contraceptive use. Mostly women in the country have the power to make decisions on issues related to the daily life of their family, but decisions about large household purchases, degree of participation of a woman in social activities, and reproductive health issues are dominated by men.

The issue of gender equality has become an area of concern in development planning during the last few decades. The marginalization, from development programs, of women for a long period of time is challenged with changing policy perspectives from Women in Development (WID), which aims to include women in development projects in order to make the latter more effective, to Gender and Development (GAD), which aims to address inequalities in women's and men's social roles in relation to development (March et al., 1999). Gender mainstreaming, the integration of gender issues into every aspect of development programs, is aimed at empowering women to enable them participate in and benefit from the programs equally as men, being supported by international and national policies.

Global effort had been underway to alleviate the low status of women since the 1990s. In the framework of the general conferences held in Cairo (1994) and in Beijing (1995), direction was set and recommendations were made targeting mainly the removal of all the obstacles to gender equalities. The outcomes of these conferences recognized that the integration of gender issues into the general development plan and program of a country is crucial and unavoidable step for overall sustainable development and that needs to get proper attention by governments. At international level, the Convention on Elimination of all forms of Discrimination against Women (CEDAW), the Beijing Platform for Action (BPA), and the Millennium Development Goals (MDGs) are the main strategies and conventions introduced for the achievement of gender equality. (The United Nations fourth world conference on women 1995:12)

CEDAW incorporates the following measures that governments have to take to guarantee gender equality: elimination of discrimination against women in employment opportunities and benefits of service; ensuring gender equality in all areas of socio-economic life such as legal rights to contracts and property, and access to financial credit; equality of women in national constitutions; and abolishing existing laws, regulations, customs and practices that discriminate against women.(The Ethiopian Demographic and Health survey 2005)

The measures that are included in the BPA are ensuring women's equal rights and access to economic resources; elimination of occupational segregation and all forms of employment discrimination and promoting women's access to employment, appropriate working conditions and control over resources; facilitating women's equal access to markets, trade, information, and technology; promotion of harmonization of work and family responsibilities for women and men; and conducting gender-based research and dissemination of its results for planning and evaluation. The key commitments of governments and other development partners set in the MDGs include gender equality and women's empowerment. The commitments include ensuring universal primary education for both boys and girls by 2015; elimination of gender disparity at all levels of education by 2015; and reducing maternal mortality ratio by three quarters between 1990 and 2015.(BPA 1995:12)

Ethiopia adopted these agreements to promote gender equality and improve the lives of women. As a means to implement these global agreements, different policies and legislations have also

been enacted. These are the National Policy on Women, National Population Policy, Education Policy, Cultural Policy, and other legal documents. The National Policy on Women, introduced in 1993, was the first policy that is specifically related to the affairs of women (Jelaludin et2001).

The objectives of the policy include facilitating conditions conducive to the speeding up of equality between men and women so that women can participate in the political, economic and social life of their country on equal terms with men; ensuring that their right to own property as well as their other human rights are respected and that they are not excluded from both the enjoyment of the fruits of their labor or performing public functions and participating in decision making. Cognizant of the adverse impact of low status of women on the overall economic development in general and on reproductive health issues in particular, the National Population Policy of the country, which was also endorsed in 1993, included in its objectives women's status and health issues such as reduction of incidence of maternal mortality, improvement of females' participation at all levels of education and enhancement of the contraceptive prevalence rate.

The 1994 Education and Training Policy affirmed the importance of girls' education. It focused on the reorientation of the attitude and values of the society towards recognizing the roles and contributions of women in development. The policy included gender equality issues such as increasing girls' school enrolment ratio, preparing a gender sensitive curriculum, and reducing girls' dropout and repetition rates (FDRE, 1994).

In an attempt to address customary practices and backward traditions that undermine the roles of women in society, the National Cultural Policy was enacted in 1997. The main objectives of this policy are to ensure equal participation in and benefit from cultural activities, and to abolish traditional harmful practices that violate the rights of women such as early marriage, female genital mutilation and abduction (FDRE, 1997). In addition to the aforementioned national policies gender equality is guaranteed by the Constitution of the country. Article 25 of the FDRE Constitution states that all persons are equal before the law and prohibit any discrimination on grounds of gender. In Article 35, equality in matters related to employment, equality in acquisition and management of property, equal participation in policy and decision making, and

right of women to plan families are stated to ensure gender equality. Similarly, Article 42 states the right of female workers to equal pay for comparable work (FDRE, 1995). Despite the fact that the country adopted global agreements and endorsed country-specific laws and policies, there are gaps and limitations in implementation, as a result of which the status of women in the country remained very low as discussed in the first part. It is imperative, therefore, to revisit policy implementation strategies and programs, identify problem areas and take appropriate action for improvement. This particular study, as mentioned earlier on, has the purpose of supporting this effort by producing recent evidence and facts usable in revealing the situation of gender inequality and status of women in the country based on in-depth analysis of the DHS 2005 data.

The level of education attained has had a direct bearing on poverty. The literacy rate in general and that of women in particular is far away from what the government of Ethiopia wishes to achieve. Women's education is one of the important aspects of their self-development, and is closely related to their participation in productive activities, control over their own life and body, the education of their children (particularly daughters), and their negotiation ability vis-à-vis institutions and men. That is why expediting the implementation of ESDP II is given high priority by the government. The government of Ethiopia recognizes the need for gender sensitivity of the health system for equitable development. Addressing existing biases within the health system is extremely important, and the government is committed to further strengthen the implementation of Health Sector Development Program. (USAID: 2000).

The Joint Program “Leave No Woman Behind” the Program is an integrated program aimed to empower women in the Amhara and Tigray regions. It stems from the recognition of the various dimensions of women’s poverty and responds with a holistic approach of complementary interventions, integrating economic empowerment with access to reproductive health, literacy and behavioral change at community level. Women participating in the Programme are targeted by all the intervention areas, which results in rounded improvement in their lives. Implemented through local structures, the Programme strengthened pre-existing capacities and contributed to building the Government’s service delivery capacity. (National labor force survey, 2011).

Ethiopia suffers from some of the lowest gender equality performance indicators in sub-Saharan Africa. While remarkable progress has been made in several of the Millennium Development Goals (MDGs), it is lagging behind in MDG. The Global Gender Gap report 2010 ranks Ethiopia at 121 out of 134 countries in terms of the magnitude and scope of gender disparities.

Women and girls in Ethiopia are strongly disadvantaged compared to boys and men in several areas, including literacy, health, livelihoods and basic human rights. They also suffer from low status in their society and lack social support networks. Manifestations of discrimination against women are numerous and acute. ( The Global Gender Gap report 2010:4).

Ethiopia appears to be on track to achieve gender parity in primary school enrolment by 2015, but the gender gaps are still larger in rural areas. Furthermore, gender disparity increases at higher levels in education, where the enrolment of adolescent girls is lower than boys.

With regard to women's participation in economic life, the 2005 National Labor Force Survey reveals that women represent 47 per cent of labor force in Ethiopia, with highly unequal participation: 68.5 per cent of employed women were unpaid family workers and 24.8 per cent were self-employed in informal jobs. In addition, women's illiteracy and inability to meet the initial payment required to qualify for agricultural credit has limited their access to credit facilities. The Program-supported baseline survey indicates that only 6 per cent of rural women have access to credit and 1 per cent has vocational skills training. Moreover, despite the widespread involvement of rural women in agricultural work, there is a persistent belief that "women don't farm," which discounts their vital contribution to Ethiopia's key economic activity. (The national labor force survey: 2005).

#### **2.4 The concepts of women Economic empowerment**

Private researchers, donor literature, policy documents and several other literatures have shared views on women's empowerment. Karl (1995) remarks that long before the word became popular women were speaking about gaining control over their lives, and participating in decisions that affected them in the home and the community, in government and international development policies and adds that the word empowerment captures this sense of gaining control, and of participating in decision-making. The word has entered the vocabulary of development agencies, and other international organizations.

Women's empowerment could be briefly explained as the process of improving the human capital of women for effective participation in all aspects of development of a nation. This will make women become makers of development and history, not just receivers or objects of it. Women need not be just objects or beneficiaries of development but the development process of a nation needs the equal participation of women as well. Given that women form over 50% of the world population, their capacity building is crucial for holistic development. Women's empowerment could also be said to comprise building their capacity or making the best of the lives of women for governance and socio-economic advancement. It is obvious that access to literacy or education, information or knowledge resources, natural or material resources, productive skills and capital facilitates the empowerment of women.

It could also be observed that culture, tradition, formed opinions and perceptions all combine to define a marginalized status for women in society. Efforts will therefore have to be made to transform the patriarchal society through awareness creation. In these process traditions, structures, institutions and ideologies that have contributed to the discrimination and subordination of women will have to be challenged. Some of these traditions and structures include the extended family, the caste system, ethnicity, religion, the media, the law, policies, and top-down development approaches as against bottom-up or participatory approaches among others.

In providing a women's empowerment framework Karl (1995) also gives five levels which include welfare, access, participation and control. These levels also reflect the various approaches that have been used to promote the empowerment of women over the years.

The first level, welfare, addresses the basic needs of women. This approach does not recognize or attempt to solve the underlying structural causes which necessitate provision of welfare services. At this point women are merely passive beneficiaries of welfare benefits. It is obvious that such an approach promotes dependence on the provider.

Access, the second level, involves equality of access to resources, such as education, opportunities, land and credit. This is essential for women to make meaningful progress. The

path to empowerment is initiated when women recognize their lack of access to resources as a barrier to their growth and overall well-being and take action to address it.

Conscientization is a crucial point in the empowerment framework. For women to take appropriate action to close gender gaps or gender inequalities there must be recognition that their problems stem from inherent structural and institutional discrimination. They must also recognize the role they can often play in reinforcing the system that restricts their growth.

Participation is the point when women are taking decisions alongside men to ensure equity and fairness. To reach this level, however, mobilization is necessary. By organizing themselves and working collectively, women will be empowered to gain increased representation, which will lead to increased empowerment and ultimately greater control. This level reinforces the mainstreaming approach which proposes that the concerns of both men and women be recognized and integrated into all plans, policies, programmes, goals, objectives, activities, and monitoring and evaluation indicators. This implies that in all interventions, implications for women and men should be assessed in all areas at all levels. Another implication also is that though there might be the need for special programmes to bridge existing gaps, this should be for a period of time in a project's life cycle in order to avoid creating another imbalance. In the framework, control is presented as the ultimate level of equity and empowerment. At this stage women are able to make decisions over their lives and the lives of their children, and play an active role in society and the development process. Further, the contributions of women are fully recognized and rewarded as such (Karl, 1995).

Increasing the role of women in the economy is 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. Education and employment are the measures of economic resources most often available for macro-level analysis. Micro-level analysis has pointed to the relevance of a range of other resources that might have similar impacts, including finance, land and housing. While concerns with women's empowerment have their roots in grassroots mobilizations of various kinds, feminist scholars helped to move these concerns onto the gender and development agenda. Their contributions drew attention to the unequal power relations which blocked women's capacity to participate in, and help to influence, development processes and highlighted the nature of the changes that might serve to promote this capacity at both individual and collective level. There were a number of features that distinguished these early contributions. First of all, there was a focus on women's subjectivity and consciousness ('the power within') as a critical aspect of the processes of change. Secondly, they emphasized the importance of valued resources (material, human as well as social) to women's capacity to exercise greater control over key aspects of their lives and to participate in the wider societies ('the power to'). Thirdly, these contributions attached a great deal of significance to the need for women to come together collectively as women, both to acquire a shared understanding of the institutionalized (rather than individual and idiosyncratic) nature of the injustices they faced and to act collectively to tackle these injustices, a challenge beyond the capacity of uncoordinated individual action. Processes of empowerment were seen to have a strong collective dimension. (A study on Gender Mapping 2000)

Finally, these contributions recognized that women did not form a homogenous group. Gender inequalities intersected with other forms of socio-economic inequality, including class, caste, race, ethnicity, location and so on, frequently exacerbating the injustices associated with them. The widely used distinction between women's practical gender needs and strategic gender interests partly helped to capture some of the differences and commonalities between women within a given context (Molyneux, 1985). Women's practical gender needs reflected the roles and responsibilities associated with their position within the socio-economic hierarchy, and hence varied considerably across context, class, race and so on.

Writing for the World Bank, Alsop and Heinsohn (2005) described individuals and groups as empowered when ‘they possess the capacity to make effective choices: that is, to translate these choices into desired actions and outcomes’ (p. 6). A more recent formulation in the WDR 2012 offered a broader notion of agency which included control over resources, decision-making, freedom of movement, freedom from the risk of violence and a voice and influence in collective decision-making processes.

The Inter-American Development Bank (2010) defined women’s empowerment in terms of ‘expanding the rights, resources, and capacity of women to make decisions and act independently in social, economic, and political spheres’ (p. 3). The UN (2001) defined women’s empowerment in terms of five components: ‘women’s sense of self-worth; their right to have and determine choices; their right to have access to opportunities and resources; their right to have the power to control their own lives, both within and outside the home; and their ability to influence the direction of social change to create a more just social and economic order, nationally and internationally’.

Many women and girls live in a world where their economic rights, contributions and priorities have been largely overlooked. Most of the world’s poorest people are women who face unequal access to the resources needed to improve their economic and social status. Gender inequalities feed patterns of underdevelopment. Economic empowerment is a critical means of righting the imbalances between men and women that have so far marginalized the welfare of one half of the world’s population.

Women’s economic empowerment is a process that at its core has two dimensions: resources and opportunity. Productive resources are all the assets women need to achieve economic advancement. These range from tangible assets such as financial resources (income, savings, and credit) and physical resources (land, housing, technology) to intangible assets such as skills, technical expertise, and social standing. But even when women are equipped with productive resources, this does not automatically mean that they are economically empowered. They must also have the opportunity to use those assets in any way that they choose. Opportunity refers to a woman’s power to make and act on decisions that would allow her to obtain valuable outcomes from economic activity. All people have the opportunity to engage in economic activity to some

degree or another, but women's chances are often relatively diminished compared to those of men across countries and societies.

It is clear that productive resources and opportunities make up two sides of the same coin. With greater control and access to assets, a woman has more power to make decisions that will positively impact her well-being. At the same time, greater opportunities to make choices in relation to the economy would allow her to accumulate more resources to secure her sustained economic success. (The world development report, 2012)

When a woman is economically empowered, she can meaningfully contribute to and benefit from economic activity occurring around her in ways that recognize the value of her contribution and make it possible for her to obtain a fairer distribution of economic gains. Economic empowerment means more and better jobs for women across a range of sectors, a business climate that supports women entrepreneurs, and a financial sector that provides women with a range of products and services to meet their specific needs. Above all, it means transforming unfair power dynamics and providing women themselves with the tools and opportunities to economically succeed.

When a woman has greater productive resources and agency, she transforms her prospects in all areas of her life including employment, education, health, housing, social and political participation, and physical security. Empowered women are better able to break out of the cycle of poverty and exercise a greater voice in political, economic and cultural spheres. (Gender and aid for trade, 2009)

## **2.5 Measurements of Economic empowerment**

Governments routinely collect standardized and demographically disaggregated economic data, allowing for comparisons within and across countries. Standardized global economic data also support national and cross-national measurement of gender gaps, allowing for results in national and global descriptions of women's economic empowerment, regardless of a country's level of economic development (Hausman, 2012). The dimension of economic contribution describes women's empowerment as increasing economic productivity in two key categories.

The first, market participation, explains women's influence on global and local markets by focusing on gender equality and its relationship to remuneration, contribution allocation, and

limitations on market involvement. Indicators in the market Examples of gender development theories include: women in development (1970s); gender in development (1980s); structural adjustment programs (mid-1980 to 1990s); and the neoclassical approach. These theories are developed based on strong correlations between women and economic development (Slusser, 2009).

Agencies may choose to employ multiple reporting methods under one indicator, such as female versus male “income difference” versus “income gap.” This report presents both reporting methods as one single indicator. Participation category is further divided into three subcategories: income distribution, which demonstrates women’s financial and economic power; work force composition, which includes labor and entrepreneurial opportunities for women; and productivity contribution, which describes women’s production level in formal and informal markets. The second category in which women’s empowerment increases economic productivity is resource equity. For this category, inequity in assets and resources between genders depicts differences in terms of access and power to bargain. Equitable access to resources and women’s power to bargain for them can lead to more efficient distributions of economic development opportunities for the overall population (Elson et al. 1997; Klasen 1999; Randriamaro, 2006).

Two subcategories make up the resource equity category: access to means for increasing economic capacity and power to bargain. Indicators in the first sub category measure aspects of structural support (e.g., existing institutions and laws) that allow women to expand their economic capacity. Power to bargain indicators measure women’s freedom in economic decision making by removing barriers that prevent women from bargaining for resources, endowments, and other economic opportunities (World Bank, 2012). Although researchers agree on overall gender restriction of economic access, they do not all concur on where best to intervene (Gangopadhyay and Wadhwa, 2003).

Although economic development may offer spillover effects for women’s empowerment, its effects on empowerment are hard to capture due to data multicollinearity and complexity. Some cross-national studies show economic globalization reducing gender inequalities and increasing women’s status (Forsythe et al. 2000; Meyer 2003; Slusser, 2009). Conflicting empirical studies,

however, indicate non-significant, negative, or curvilinear relationships (Forsythe et al. 2000; Slusser, 2009). In the market participation category, we find income indicators do not effectively promote gender equality policies, whereas labor composition indicators generally show a better correlation in that regard (Morrisson and Jutting, 2005; Stotsky, 2006). In terms of resource equity, literature shows a generally positive relationship with gender equality, and attributes this correlation with the following summary: better livelihoods allow women to become more independent or even overcome spousal resistance, gain greater ability to make household decisions by power to bargain (Horowitz, 2009), and ultimately influence cross generational gender inequity in the household (Baunach, 2001).

Indicators of education are among the most important measures of women's status and gender equity. Education equips girls and women with knowledge to make informed decisions about their everyday lives and to gain bargaining power. A mother's education influences her children more than the father's in terms of securing resources (UNFPA n.d.). With higher levels of education, women tend to have lower fertility rates, improved nutrition, and increased use of health services for themselves and their children (Vos 1996).

Additionally, education serves as a predictor of better employment opportunities because educated women participate more in the labor force and earn higher incomes. We identify 18 gender-sensitive education indicators widely used by the United Nations Educational, Scientific, and Cultural Organization (UNESCO), UNDP, and the World Bank. Among these indicators, nine relate to characteristics of populations, seven describe educational systems, and two measure general educations. Education indicators measure absolute quantities (e.g., the number of students and teachers) as well as calculated quantities (e.g., percentages, rates, ratios, absolute gender gap, and gender parity index). The absolute gender gap and the gender parity index are widely used by governmental and international organizations to assess gender differences in education (UNESCO, 1997). However; these measurements can lead to misinterpretation of data as the source of data trends may not be readily apparent. For example, the gender gap may narrow through a decline in boys' school enrollment (with the female rate remaining constant), an increase in female enrollment faster than the male rate or a decline in enrollment of both genders with the male rate declining faster. Therefore, these measurements fail to capture the

absolute level of achievement. Countries' averages can mask sub-national variation and overlook disparities among different classes, racial groups, and regional populations. To capture gender equity and absolute achievement, UNDP developed a gender-equity-sensitive indicator (UNESCO, 1997).

Education serves as an important instrument for gender-based development and poverty reduction. It increases overall social welfare by improving life expectancy, lowering crime rates, and promoting social cohesion (Luis, 2000). Investment in female education is critical for breaking the cycle of poverty and equalizing wealth distribution, which in turn reinforces social stability. With increased education, women have greater access to resources, enhanced opportunity for employment, and improved abilities to make informed decisions about health, marriage, and parenting. Other social benefits (e.g., decline in infant mortality and HIV/AIDS infections and greater education opportunities for children) are positively affected by female education, particularly secondary education. As macroeconomic studies indicate, marginal returns on education of girls are consistently higher than those of boys and are even greater when educational attainment of the next generation is considered (Hill and King 1995; World Bank 2001).

Although women's empowerment improved with the implementation of gender sensitive policies, governance still lags behind other dimensions. With increasing awareness of the political importance of gender-sensitive economic development and policy reform, decision makers are starting to give considerable attention to the role women play in politics. Moreover, many development agencies and international investors now realize that good governance, which allows democratic reform and promotes transparency, fosters an efficient environment for achieving policy objectives (Arndt and Oman, 2006). Overall, women's participation in the decision-making process is critical when assessing women's empowerment, gender equality, and other developmental goals. However, most indicators used at an international level do not even consider gender-sensitivity when measuring governance indicators. For example, UNDP uses a gender-neutral definition of governance: "A system of processes through which citizens and their rulers organize to address and meet their different needs" (Scott and Wilde, 2006).

The concept of women's empowerment is embedded in protection of women's rights, which has political and legal implications. Although the concept of women's empowerment is rooted in human rights treaties, the 1995 Beijing Declaration and Platform for Action began a concerted effort to strengthen women's participation in decision-making. The subsequent Millennium Development Goals also intend to promote gender equality by focusing on women's role in governance (Al Maaitah et al. 2011). Due to these strong initiatives toward women's involvement, agencies such as UNDP and the World Bank established indicators to measure the quality of women's development in governance, strengthen the capacity of women to access resources, and offer opportunities to counter a history of oppression and discrimination (Scott and Wilde, 2006).

Women's involvement in government influences the policy-making process; it is imperative to hear women's voices to promote and codify their rights (IDEA, 2005). The formulation of councils and ministries, as a result of monitoring women's progress through relevant governance indicators, gives women responsibilities for planning, making decisions, recommending policies, and coordinating empowerment efforts. This allocation of responsibility has been useful in initiating adjustments to laws and national plans to include a gender component (Al Maaitah et al. 2011). In the governance dimension we identify 46 indicators commonly used across agencies. The categorizations include: representation of women, electoral systems and processes, and justice. Representation of women indicators measure women's influence on high-level decision making and treatment of women within the justice system. Electoral systems and process indicators track progressions of women's activities and initiatives made through political and civic engagement. Last, indicators in the category of justice explore issues on women's awareness of their rights, their trust in the justice system, and their access to it (Scott and Wilde, 2006).

## **2.6. Factors influencing Economic empowerment of women**

Studies identifying causes underpinning the exclusion or inclusion of girls and boys in education have conventionally used the terms supply and demand. To identify those factors arising from the provision of education and household investment, respectively, that constrains or facilitates education participation.

School buildings are often in poor condition, unable to withstand extreme weather conditions, inadequately or not at all equipped with sanitation and water facilities, or too small to contain the numbers of children actually enrolled. Bureaucratic procedures relating to school enrolments, such as the need for birth certificates, often exclude certain children, particularly those from poor or non-literate families (Colclough et al., 2000; Sinha, forthcoming). Cultural exclusion imposed by the spread of education through the use of dominant languages and marginalizing diverse tribal dialects has also been noted for Africa (Logan and Beoku-Betts, 1996) and India (Nambissan, 1999). Schooling, supply-side factors do not constitute the primary or most significant cause of low female participation in education. Abraha et al. (1991) note for Ethiopia that many children who live quite close to the village school never choose to enter schooling. They raise the question: Can school centered interventions significantly boost female enrolment. The functional rewards from more schooling are not consistently felt. (Abraha et al., 1991:108). A focus on supply, as distinct from demand, runs the risk of overlooking ways in which policy and practice are embedded in the socio-cultural environments in which they function (Fine and Rose, 2001). Transformations in supply-side environments cannot take place without addressing the gendered norms and practices that are considered acceptable within the wider economy and society, and that reinforce female disadvantage in education. To argue that demand for education is consistent and betrayed only by supply-side inadequacies is to obscure the extent of complexity that shapes the relationship between education, well-being and empowerment, and the dynamics of household decision making especially in conditions of poverty. Further, the causes and consequences of female exclusion cannot be easily separated as they spring from the persistent undervaluation of girls and women in societies that under invest in them. Many authors have written widely on the range of factors that combine in a variety of ways to reinforce female exclusion from school (see, for example, chapters in King and Hill, 1993b; Heward and Bunwaree, 1999).

Manifestations of female exclusion from schooling can be noted in the context of South Asia and sub-Saharan Africa, and can be analyzed in the same categories suggested above. In countries like Ethiopia (Rose and Al-Samarrai, 1997) and India (Kingdon, 1998), there is little encouragement provided by the labor market for greater levels of female education. Household aspirations for girls are differentially constructed from those of boys, as a result of differential

prospects shaped by norms operating in the wider society and economy that establish appropriate behaviors and opportunities for women and men. Where boys are considered to be responsible for parental well-being, investment in them is seen as a rational decision, and cultural practices that reinforce the giving away of girls at marriage are likely to serve as a disincentive for educating daughters. However, such practices are not static. Interventions by state policy or sensitive community development interventions can bring about changes in the factors that influence parental decision making. As Knodel (1997) notes, changes in the wider economy have had an impact on parental attitudes toward educating girls, positively influencing their schooling participation rates in Thailand.

The cost of schooling for households is considered particularly high for poorer households (Rose and Al-Samarrai, 1997; Subrahmanian, 1999a; Tansel, 1997; Knodel, 1997) and increases with higher levels of schooling. Direct costs (books, transport and clothing) remain high despite state subsidy in most countries, and in many areas distance from school remains a major constraint. However, opportunity costs of forgoing girls' labor are also often high, particularly relative to boys given the gender division of labor. At primary school age, girls are more likely to be employed in the household for reproductive work, whereas boys are often not considered old enough to contribute productive labor to the household (Bhatty, 1998) and hence girls often spend more time working than in school (Rose and Al-Samarrai, 1997). Thus the opportunity costs of educating girls are high at all stages, unlike the costs for boys (Ilon, 1998). However, the worlds of work and school are not always polarized choices for poor households. The phenomenon of children working to support the costs of schooling has also been noted in Ethiopia (Rose and Al-Samarrai, 1997) and India (Nieuwenhuys, 1994), although Rose and Tembon (1997) alert us to the gender implications of girls' lack of control over financial and physical resources to cover the direct costs of schooling themselves.

## **2.7. Types of supports needed to Empower women's economically**

Achieving gender equality and bringing about women's empowerment also requires technical expertise and knowledge of how to mainstream gender into development policies and programs. At the 1995 Fourth World Conference on Women the world community endorsed gender

mainstreaming as a key institutional response for promoting gender equality and empowering women. Gender mainstreaming is not an end in itself but a means to the goal of gender equality. It is both a technical and a political process, requiring shifts in organizational culture and ways of thinking, as well as in the structures of organizations and in their resource allocations. As a technical tool, mainstreaming can be effective only if supported by a strong political or legal mandate. (FWC: 1995)

Gender mainstreaming is often compromised by a lack of conceptual clarity about the meaning of gender and by the assumption that certain policy areas, such as infrastructure development or macroeconomic measures, are in principle gender neutral. Such conceptual confusion can be clarified through gender analysis and gender training. Gender analysis involves gathering and examining information on what women and men do and how they relate to each other. Gender training builds capacity to use the information from gender analysis in policy and program development and implementation.

An unfortunate consequence of training a broad range of professionals is the elimination or downgrading of specialized gender units and professionals. Because mainstreaming requires a shift of responsibility for promoting gender equality to all personnel, especially managers, gender specialists are perceived as being no longer needed. In fact, the reverse is true: gender mainstreaming can increase the need for specialist support.

Institutional transformation fundamental change in the rules that specify how resources are allocated and how tasks, responsibilities, and values are assigned in society is the third ingredient essential for achieving gender equality and women's empowerment on a large scale. Women's organizations are key agents in bringing about institutional transformation at the national and international level because they articulate women's priorities and organize and advocate for change. At the international level regional and global women's movements mobilized throughout the 1990s to put gender equality and women's empowerment on the agendas of major UN conferences, there by transforming international norms on women's roles and rights. (UN:1995).

Government agencies also play key roles in institutional transformation because they create an enabling national environment for gender equality. Through legislation, regulatory reform, and the expansion and strengthening of public services, governments can rectify the deep-seated gender biases that are inherent in their own institutions, as well as put in place structures and processes such as women-friendly law enforcement systems that enable women to claim their rights. To make such institutional changes happen, a central unit or ministry needs a mandate to ensure that gender equality and the empowerment of women are addressed across all ministries and departments. At the 1995 Fourth World Conference on Women in Beijing governments agreed that national women's machineries should be the institutional entity within government to support and build capacity to mainstream gender equality across all development planning and implementation processes. (Forth world conference on women, 1995)

The Convention on the Elimination of All Forms of Discrimination against Women provides a powerful legal mechanism enabling stakeholders at the country level to hold their governments accountable for meeting Goal 3. The reporting obligation established in the convention, and the work of the Committee on the Elimination of Discrimination against Women, provide a context in which discrimination against women can be eliminated and in which women can de facto fully enjoy their rights. Frequently, the reporting process has created partnerships between government, NGOs, and United Nations entities that work together to achieve the goals of the convention. The convention has had a positive impact on legal and other developments in countries throughout the world. It has led many countries to strengthen provisions in their constitutions guaranteeing equality between women and men and providing a constitutional basis for protecting women's human rights. NGOs such as women's organizations and other civil society organizations have taken the lead in holding governments and international agencies accountable for implementing their commitments to gender equality and women's empowerment. Indeed, much of the progress made to date has been due to the political efforts and the mobilization of such organizations. (UN: 1995).

Initiatives that support more gender-equitable access to productive resources are significant to women's economic advancement, especially for female entrepreneurs and farmers. Owning assets such as land, equipment, or livestock can serve a myriad of purposes, offering women inputs for production, providing physical security, conferring social identity, and serving as

sources of income and collateral for credit. Without adequate resources, women are dependent on their husbands or other relatives for their economic security.

As women-owned businesses constitute a substantial number of businesses in developing countries, supporting their success will necessarily have broader positive outcomes for private sector development. Transitioning women's income-generating activities from the subsistence level into strong enterprises will require policy reforms that address the discriminatory legal and regulatory obstacles that stand in the way. While these challenges will vary from country to country, the ultimate goal is to create a business environment where male and female entrepreneurs have equal access to economic and financial resources. In particular, business women require greater access to financial services, including the credit needed to invest in expanding their businesses. Offering gender-responsive products and services through microfinance institutions and business incubators is an important step in this direction. Further, programs that provide business training, mentorship and networking opportunities for women would also improve the likelihood of them developing strong businesses.

While one woman alone is a powerful force for development, women acting together can exert much more pressure when addressing structural barriers to their economic advancement. Women's associations and civil society groups have the potential to raise the profile of women's issues in the public and private sector and thus contribute to changes in laws, institutions, and social norms. In groups, women are also in a better position to access collective loans, own assets, and enhance income-generating activities. (United Nation: 1995)

## **Chapter three**

### **3 Research design and methodology**

In this chapter the research design, source of data collection, the population the sample and sampling technique, instruments of procedures of data collection and data analysis technique are included.

#### **3.1 Research design**

The main concern of the study were to assess the extent of economic empowerment of women through adult education in Addis Ababa Kolfe Keranyo Sub-city Woreda 01 and Woreda 05 Therefore, to serve this purpose, descriptive survey design were employed as an appropriate design. This design helps to collect data at particular point in time with the intention to describe the nature of existing conditions or determine the relationship that exists between specific events. Besides, descriptive survey helps to collect data from a relatively large sample. In line with this, Best and Kahn (2002) also stated that descriptive method helps to have general understanding of the problem by studying the current practice in addition descriptive research design aims to observe and describe a subject without affecting its normal actions. Hence, on the basis of these arguments, it is found to be convincing and the investigator used descriptive survey that involves both quantitative and qualitative approaches.

#### **3.2 Sources of data**

In order to conduct this study, data were collected from both primary and secondary sources. Primary data were collected from women attending adult education, the selected woredas coordinators, facilitators and administrative members. Various documents with respect to women economic empowerments through adult education administration records, documents related to women empowerment and adult education, journals, online articles, studies conducted on related issues were consulted to collect secondary data.

### **3.3 The population, the sample and sampling techniques**

The research focuses on the economic empowerment of women through adult education in aspects of better living standards, increasing income level of women's and other related issues and limited to Addis Ababa in the selected Woredas that are Woreda 01 and Woreda 05 of Kolfe Keranyo Sub-city women adult education learners and facilitators, coordinators and administrative members. The researcher used the following stages/procedures to select the samples for the present study. These stages were involved selection of the primary sampling unit (the sub-city). The Sub-city was selected using purposive sampling technique because it is vast and has large number of population. Currently Kolfe Keranyo Sub-city has 15 Woredas. Out of these: Woreda 01 and Woreda 05 were included in the sample using purposive sampling the two Woredas were selected because those economically poor women's are found at large number and also both Woredas are found around the investigator village this may help to minimize the cost and to get an appropriate information. The investigator used purposive sampling because the major benefit of purposive sampling is the wide range of sampling techniques that can be used across such qualitative research designs; purposive sampling techniques that range from homogeneous sampling through to critical case sampling, expert sampling, and also allowed for the picking objects that fit the focus of the study (Moore and Starnes, 2008).

The second stage were selection of women; in Woreda 01 the total number of women those adult literacy program learners are 293 from 583 and in Woreda 05 there are about 499 from 572 and from these 30% of women's were selected from each Woredas using simple random sampling technique. Advantages are that it is free of classification error, and it requires minimum advance knowledge of the population other than the frame. Its simplicity also makes it relatively easy to interpret data collected in this manner. For these reasons, simple random sampling best suits situations where not much information is available about the population and data collection can be efficiently conducted on randomly distributed items, or where the cost of sampling is small enough to make efficiency less important than simplicity (Freeman). This means that every woman has an equal chance of being included in the research. And using purposive sampling technique, from the total of 20 coordinators, facilitators and administrative members 50% of them were selected.

### **3.4 Instruments and procedures of data collection**

For this study, two tools of data collection were used: Semi-structured interview and Questionnaires.

#### **Semi-structured interview**

This instrument was employed. Because, as (Lindlof and Taylor. 2002), it helps to for interviewers to have an interview guide prepared, which is an informal grouping of topics and questions that the interviewer can ask in different ways for different participants. Interview guides help researchers to focus an interview on the topics at hand without constraining them to a particular format this freedom can help interviewers to tailor their questions to the interview context/situation, to the people they are interviewing and to have freedom to be more friendly and sociable, to gain rapport and participants' trust, as well as a deeper understanding of responses. Accordingly, semi-structured interview was conducted with selected woreda level adult education coordinators, facilitators and administrative members because they are few in number. And interview guideline with three basic questions was developed and then during the process probed.

#### **Questionnaires**

Questionnaires were employed to gather information from the women, adult education coordinators, facilitators and administrative members. The investigator used questioner because as k.popper and Acroyed: large amount of information can be collected from large number of people in a short period of time and is relatively cost effective way. The questionnaire were prepared based on the research questions, and includes both closed and open-ended items. It was first prepared in English, after getting feedback from the research advisor; it was translated into Amharic for those women.

### **3.5 Data analysis technique**

Data were analyzed both quantitatively and qualitatively. Data from the closed ended parts of the questionnaire were analyzed quantitatively using percentages and presented using tables and graphs. These quantitative data were supported by qualitative data, whenever necessary. Here this technique was used since it is easier to compile the data onto a chart or graph and that the research can be conducted on a large scale and gives a lot more information as far as value and statistics (Word Press, 2011).

Data from the semi-structured interview and the document review were analyzed qualitatively through detailed descriptions; Qualitative technique was employed since it enables to gain a better understanding of the target population, because it requires a smaller scale, large surveys don't need to be taken. Instead the research focuses on a sample of the population (Word Press, 2011).

## Chapter four

### 4. Data Presentation, Analysis and Interpretation

To assess the extent of women’s economic empowerment through adult education, all the distributed questioners were filled correctly. And in this chapter, the collected data were presented, analyzed and interpreted once the data have been collected using different types of data collection tools and procedures. The collected data were presented, analyzed and interpreted using different quantitative tools and qualitative techniques, including tables, graphs and detailed descriptions.

#### 4.1 Respondents backgrounds

**Table 1 Respondents by age, sex, marital status, occupation and educational status**

Demography		Women		Facilitators	
	Categories	Number	percent	Number	Percent
Age	Below 20	-	-	-	-
	20-30	88	37	-	-
	31-40	107	45	-	-
	Above 40	43	18	-	-
	<b>Total</b>	238	100	-	-
Sex	Female	-	-	5	50
	Male	-	-	5	50
	<b>Total</b>	-	-	10	100
Marital status	Married	116	67.7	-	-
	Single	23	9.67	-	-
	Divorced	54	22.6	-	-
	<b>Total</b>	238	100	-	-
Occupation	Government	-	-	-	-
	Private	188	79	-	-
	Un employed	50	21	-	-
	<b>Total</b>	238	100	-	-
Educational status	Below certificate	-	-	1	10
	Certificate	-	-	3	30
	Diploma	-	-	4	40
	Degree	-	-	2	20
	Above BA degree	-	-	-	-
	<b>Total</b>	-	-	10	100

The age categories of table 1 show that, the majority of respondents of adult education learners were under the age group of 31 – 40 and between 20 – 30 respectively. This implies that, the majority of adult literacy learners are categorized under productive class and this is important for the development of the economy.

The above table reveals that, the number of male and female coordinators and facilitators are equal in number so, from this one can say that, now a day the participation of females on adult education program and women issues become increased and it helps to bring good relation and can make the women's help each other.

According to table one, 67.7% of respondents are married and 22.58% are divorced and also found that 9.67% of the respondents are single. As the above data one can realize that adult education are instruments and supportive factors for the women's household economy.

From the above table occupational background it can be observed that, 79% of respondents are private workers and also found 21% of the respondents are unemployed. So, adult education program are better to help women's to create their own work and to generate employment.

As educational background, persons with Diploma are found more among adult education coordinators, facilitators and administrative member's respondents and the remaining 30% and 20% are certificate and degree respectively. From this one can say that the coordinators, facilitators and administrative members can fit to bring change.

## 4.2 Reasons for Joining Adult Education Program

Respondents were asked the reasons why they join Adult literacy programs. Their responses are presented in table 2.

**Table 2 Reasons for Joining Adult Literacy Program**

<b>Reasons</b>	<b>No of respondents</b>	<b>Percentage /%/</b>
Psychological satisfaction	33	14
Societal benefit	57	24
Personal economic benefit	148	62
Total	238	100

Source: survey questionnaire

Table 2 Shows that 62% of women respondents said the reason for joining adult literacy program is in order to get economic benefit, 24% of respondents said that for societal benefit and the remaining 14% said for psychological satisfaction. Here one can conclude that the primary reason for joining adult literacy program is to get economic benefit. *According to Adult Education and Alternative Basic Education strategies state that, Adult education must not be understood to mean only literacy, basic education and skills for youth and adults. In today's fast changing society, adult education is part of the life-long education effort through which people keep up with changes and increasingly develop themselves (Ministry of Education, 2006).*

**Table 3 Changes in living standards after joining adult literacy program**

The following table shows that the women's and the facilitators responses about changes of the living standards of women's adult education learners after joining of the program.

<b>Women adult education learners</b>			<b>Facilitators and coordinators</b>		
Responses	Respondents		Responses	Respondents	
	Number	Percent		Number	Percent
Yes there is	191	80.4	Yes there is	8	80
No there is not	18	7.6	No there is not	-	-
To some extent	29	12	To some extent	2	20
<b>Total</b>	238	100	<b>Total</b>	10	100

Source: survey questionnaire

One can realize from this result that as the majority of facilitators response, adult literacy program has great impact on changing living standards of women's and from the data; more than 80% of the respondents, said that there are changes in our living standards after joining adult literacy program, form this one can to say that to empower women economically, adult literacy program has a great contribution. *In line with this, FDRE Ministry of Education, 2008 explains that the adult and non-formal education program is basically focused on literacy, numeracy and other relevant skills to enable learners to develop problem-solving abilities and change their lives.*

**Table 4 Level of Measurement for Changes in Living Standard**

The following table shows the respondents answer about level of measurement for changes in their living standards after joining of adult literacy program.

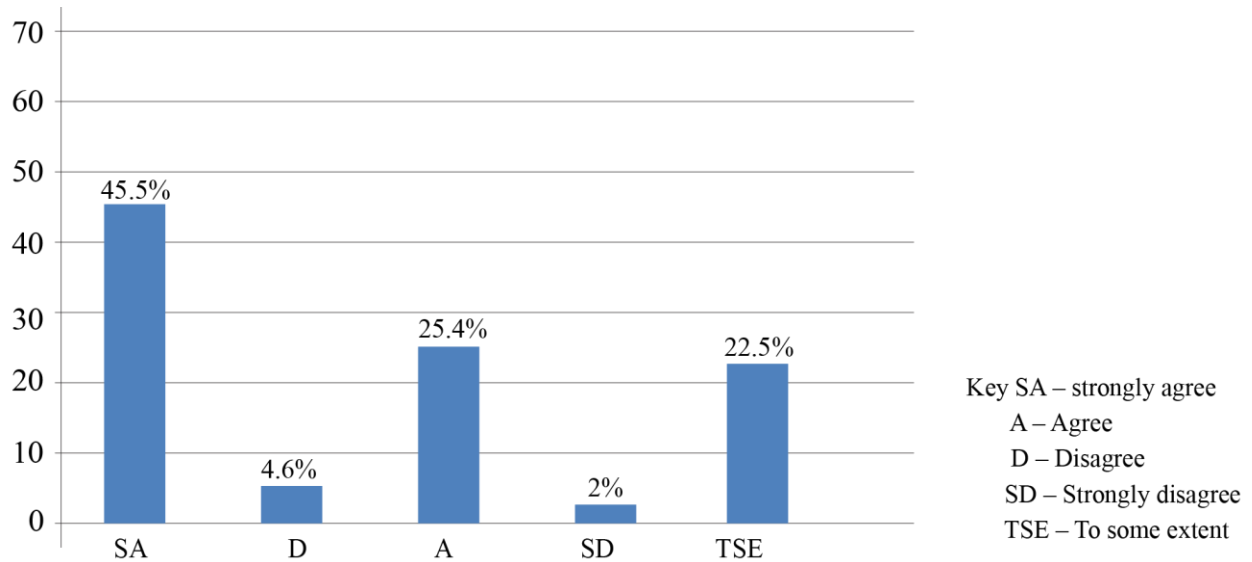
<b>Responses</b>	<b>Respondent</b>	
	<b>No</b>	<b>%</b>
Investment on nutrition increment	117	49
Getting quality education for families	52	22
Better health service	50	21
Increment in their saving habit	19	8
Total	238	100

Source: survey questionnaire.

As table 4, shows that 49% of respondents said that measurements for changes in living standard is investment on nutrition increment, 22% of the respondents said adult literacy program has good effect on better access for their family education and the remaining 21% and 8% said that they got better health service and also said that our saving habits become increased respectively. From this, I can say that attending Adult literacy Program helps most to increase investment on nutrition. *According to Women Economic Empowerment Guidance Note of Canada, Increasing women's income and their control over family spending can lead to improvements in child nutrition, health, and education, and work to break the cycle of intergenerational poverty.*

### Figure 1 Adult literacy program and changes in women’s economic empowerment

The following figure one shows, whether the respondents agree or not that adult literacy program can bring change in women economic empowerment.

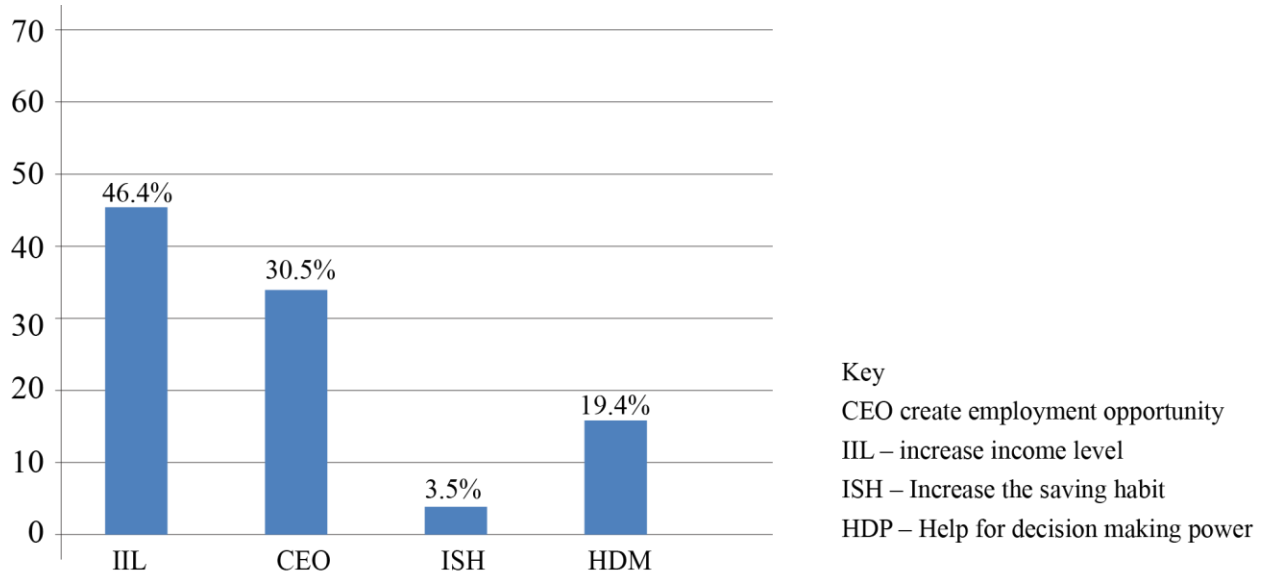


Source: survey questionnaire.

According to Figure 1, 45.5% of respondents are strongly agreed on adult education can bring change in women’s economic empowerment and only 4.6% and 2% disagreed on the above idea from this one can to say that adult literacy program can assist for women economic empowerment. *According to ESDP-III explains that the adult and non-formal education program is basically focused on literacy, numeracy and other relevant skills to enable learners to develop problem-solving abilities and change their lives (National Report on the Development and State of the Art of Adult Learning and Education).*

**Figure 2 Levels of measurement of women economic empowerment**

The following figure two presents the respondents level of measurements for women economic empowerment with in adult literacy program.



Source: survey questionnaire

Figure 2 shows that level of measurements for women economic empowerment through adult education 46.4% said increase income level, 30.7% of the respondents said that create employment opportunity and the remains 19.4% and 3.5% of respondents said that help for decision making power and increase the saving habit respectively. From this one can say that the first measurement for women economic empowerment is increment of income level. *Karl's (1995) study also identifies, the measures commonly used by development agencies to include empowerment to increase women's economic status through: employment, income generation and access to credit; education, literacy, the provision of basic needs and services, and fertility control.*

**Table 5. Contribution of adult literacy program to cost minimization and decision making**

This table presents that the responses of women's for the contribution of adult literacy program to cost minimization and decision making.

Items	Responses							
	HC		LC		NC		MC	
	No	%	No	%	No	%	No	%
<b>Contribution to cost minimization</b>	167	<b>70.4</b>	24	10	9	3.8	38	15.8
<b>Contribution to decision making</b>	<b>140</b>	<b>58.7</b>	6	2.5	7	3	85	35.8

Source; survey questionnaire

Table 4 shows, 70.4% of the respondents said that adult literacy program has high contribution to minimize cost and the other 15.8%, 10% and 3.8% of the respondents said that medium contribution, low contribution and no contribution respectively. And about decision making according to the above table 58.7% of women's said that it has high contribution, 35.8% said it has medium contribution and the remaining 2.5% of respondents said less contribution. From this one can to say that adult literacy program has its own contribution to minimize cost and also increase women's economic decision making power. *According to (Women's Economic Empowerment Guidance Note Canada) Approaches to economic empowerment concentrate on factors that help women succeed and advance in the marketplace. This includes increasing skills and access to productive resources, improving the enabling and institutional environments, and assisting women in their ability to make and act upon decisions in order to benefit from economic growth and development.*

**Table 6. Women economic decision making power before and after joining the program**

Before joining the program			After joining the program		
Response	Respondents		Response	Respondents	
	Number	Present		Number	Present
Yes there is	36	15	Yes there is	185	77.6
No there is not	145	61	No there is not	8	3.4
To some extent	57	24	To some extent	45	15
<b>Total</b>	238	100	<b>Total</b>	238	100

Source; survey questionnaire

The above table Shows women’s economic decision making power before joining adult literacy program 61% of the respondents said that we do not had economic decision making power before joining adult literacy program, 24% of respondents said that to some extent and the remaining 15% of the respondents said that yes we have had equal rights. And from this one can to understand that the majority of women’s before joining the program had no equal rights, this may be due to their low financial contribution for their house hold economy. And on the other hand, the above data also implies about the positive change on economic decision making power fter joining the program according to the information, there is great tendency to increase women’s economic decision making power that is 77.6% of the respondents said that there are changes after joining the program, the remaining 19% and 3.4% of the respondents said to some extend and no change respectively. From this one can conclude that joining adult literacy program can brining change on decision making power. *In relation in this, Karl (1995) remarks that long before the word became popular women were speaking about gaining control over their lives, and participating in decisions that affected them in the home and the community, in government and international development policies and adds that the word empowerment captures this sense of gaining control, and of participating in decision-making.*

### **4.3 Major factors for women economic empowerment through adult education**

This data shows the facilitators and coordinators response about the contributing and influencing factors for women economic empowerment through adult education.

#### **4.3.1 The contributing factors for the economic gains**

The contributing factors for the economic gains of women through adult education according to facilitators and coordinators response, the majority of the respondents said that, the women's interests to join the program is the first contributing factor, And also all the concerned bodies that are: the government, non governmental organizations and the communities participation to create favorable environment for the economic gains of women are the contributing factors. **March/ 2014.** From this one can to conclude that starting from the women those play the major role, the concerned bodies also have to participate and contribute for women's economic empowerment. *Women's Economic Empowerment Guidance note Canada also said that Reducing the barriers that women face to participating in the workforce and increasing their productivity and earnings gives them a greater chance of succeeding as wage workers, farmers, or entrepreneurs.*

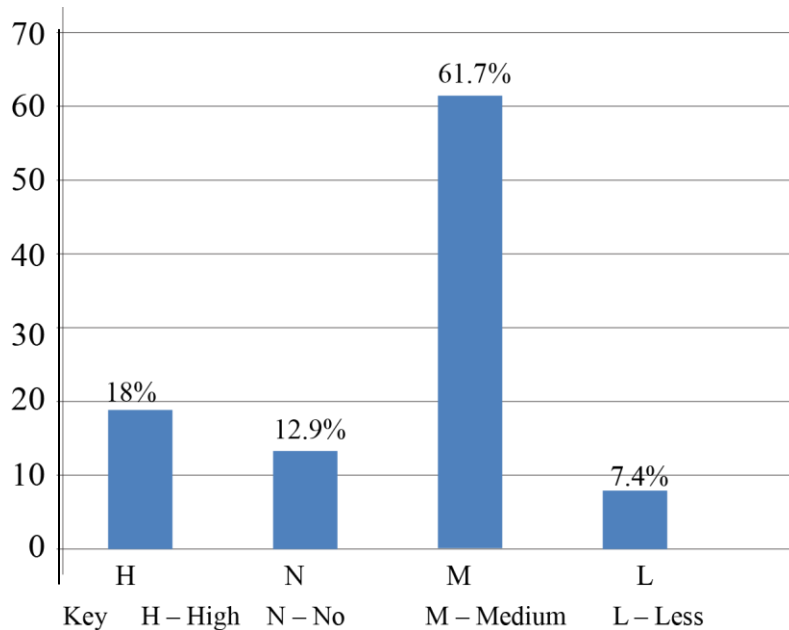
#### **4.3.2 The influencing factors for women economic empowerment**

According to the data the majority of respondents said that the traditional attitude, beliefs and practices that reinforce harmful gender roles, low participation of women to education, low control of productive resources, less income and also women's have not decision making power in household and community are the influencing factors contribute to constrain. **March/ 2014.** From the above information one can to conclude that all the above mentioned reasons can make influence on women economic empowerment. *The National Labor Force Report also said that Women and girls in Ethiopia are strongly disadvantaged compared to boys and men in several areas, including literacy, health, livelihoods and basic human rights. They also suffer from low status in their society and lack social support network. (The National Labor Force Survey Report 2005).*

#### 4.4 Types of supports needed from the concerned bodies

This graph shows the women's responses about getting quality education with in adult literacy program

**Figure 3 A bout getting quality educations with in adult literacy program**



Source: survey questionnaire

According to figure 3, 61.7% of the respondents give evidence on the quality of education with in adult literacy program is medium and the other 18% said that high quality education and the remaining 12.9% and 7.4% of respondents said that no and less quality respectively. From this one can to conclude that the quality of education with in adult literacy program requires concentration. *According to FDRE National Adult Education Strategy 2008, Adult education is still engaged with problems accumulated through years. From these visible problems, low level of relevance and quality of adult education are found.*

**Table 7. Reasons for getting and not getting of quality education**

Table7. Shows that the women’s respondents reasons for getting or not getting of quality education with in adult literacy program

Responds for getting quality education			Responds For not getting quality education		
Reasons	Respondents		Reasons	Respondents	
	Number	Percent		Number	Percent
The curriculum problem	120	50.6	The curriculum problem	46	19.4
supports from the concerned	36	15	The school environment	28	11.6
The school environment	21	8.9	Low supports from the concerned	79	33.4
All are the reasons	61	25.5	All are the reasons	85	35.6
<b>Total</b>	<b>238</b>	<b>100</b>	<b>Total</b>	<b>238</b>	<b>100</b>

Source: survey questionnaire

For about getting quality education with in adult literacy program 50.6% and 25.5% of the respondents said that, due to the curriculum and all are the reasons respectively. And the remaining 15% and 8.9% of the respondents said that due to the supports from the concerned bodies and due to the school environment respectively. From this one can to realize that the adult literacy program curriculum plays major role for the quality of adult education and in addition to this, supports from the concerned bodies and creating better school environment are also plays their own roles for the quality of the program.

The above table also shows about the reasons for not getting quality education within adult literacy program the majority of the respondents that is 35.6% said all are the reasons, and the remains 33.4%, 19.4% and 11.6% of the respondents said that the reasons are low supports from

the concerned bodies, the curriculum problem and school environment problem respectively. So, the concerned bodies: The government and nongovernmental organizations, the societies need to give the required supports to keep the quality of adult literacy program better. *In relation to this, The issue related to quality of education is inadequate preparation of curricula and publication of books as well as scarcity of textbooks and other teaching aides, the other also one of the basic inputs for quality education is the availability of competent facilitators in required number and any learning and awareness creation process will be more effective, when all necessary inputs are fulfilled (FDRE National Adult Education Strategy, 2008).*

#### **4.4.1 Supports needed from the government**

From the data the majority of the respondents said that the government requires to support for women economic empowerment by preparation of curricula & function of books expands the adult education program equating, due consideration should be given to quality and relevance of adult education besides its distribution, expansion and participation of women's and also balances resource allocation and assigning of trained personnel for adult education program. **March / 2014.** From this one can understand that, the governments have to play the primary role to keep the quality of the program and to empower women economically. *Against this, ESDP III recognizes that government alone cannot provide sufficient financial or human resources to support the program and hence will seek support from other stakeholders: multi-lateral and bilateral development partners, NGOs, local governments and communities. The targets need a well designed, professionally implemented strategy to ensure that they are achieved (FDRE National Report on the Development and State of the Art of Adult Learning and Education, 2008)*

#### **4.4.2 Supports needed from the society**

According to the data the majority of the respondents said that the societies need to play key roles to make women's economically empowered by building sense of ownership by ensuring its active participation in the establishment and management of adult education and also by motivating women's to join adult literacy programs without discrimination and cultural influence

to improve their living standards. **March/ 2014.**From this one can understand that the societies also have their own part to make women economically empowered.

*According to FDRE National Report, 2008 Communities also substantially contribute to the governance of non-formal education programs. Center Management Committees are often composed of influential people in the community, usually elder men, and to lesser extent women*

#### **4.4.3 Supports needed from the family**

To increase women's role to become economically empowered, the majority of respondents said that the families need to support and help women's by reducing their load and also Men must be recruited to work with and support women's empowerment issues, which means that women's should have the opportunity to participate in the decisions that affect their lives and families. **March/ 2014.** From this one can conclude that to empower women's economically the families play enormous role.

## **Chapter Five**

### **5. Summary, Conclusions and Recommendations**

#### **5.1 Summary of findings**

In Ethiopia women do have many house hold and societal responsibilities, they form the core of the family and household, they work longer hours than men and do more of total works and contribute to the development of the society but their rewards is extremely opposite of their contribution due to multifaceted problem they face: like the traditional attitude, beliefs and practices that reinforce harmful gender roles contribute to constrain, women's participation in their economic empowerment and also during the past low participation of women to education, women also have not decision making power in household and community, low control of productive resources, low education, less income and less access to resource these are the major factors. According to the study adult literacy program has great impacts on changing living standard of women's by increasing their income, create employment opportunities, by helping for decision making power and also by increasing the saving habits. And according to the women's, they measure their income increments through investment on nutrition increments, getting better education and better health service for them and their families, increments on their saving habit etc. Kolfe keranyo sub city woreda 01 and 05 administrations perform different activities to achieve full commitment for the success of the economic empowerment of women through adult education by creating awareness for women's and the societies about the program. However, with regarded to getting quality education: starting from selection of favorable environments, teaching materials and other supports required from the concerned bodies are some of the limitations with regard to the program.

## 5.2 Conclusions

Economic empowerment of women increases women's access to economic resources and opportunities including jobs, financial services, and other productive assets, skills development and market information. Women's economic participation and empowerment are fundamental to strengthening women's to have control over their lives and exert influence in their families and society. And to enable the adult to competently participate in country's development efforts, it is vital to design adult education program, which complies with government development strategies. In Ethiopia over the years adult education has been used as a tool for improving the lot of people through capacity building. Adult and Non-Formal Education Association in Ethiopia was established to promote sustainable development through the promotion of basic education.

The focus of adult education is to impart knowledge and skill among the adult and to facilitate conditions for the provision of the functional adult literacy program, it enables adults to read and write in order to acquire knowledge and skill and utilize what they got to improve their living standards and productivity. Educating women is educating the families and the society, hence, kolfe keranyo Sub-city woreda 01 and 05 administrations performs different activities with relation to adult literacy program by creating awareness to the women and the societies about the program. And to motivate the concerned bodies to participate. Basically adults will be motivated to participate in adult education, if the program is related to their need and day to day activities, therefore teaching them require special tactics.

### 5.3 Recommendations

Adult education plays a significant role to empower women's economically. In addition, it enables adult to read and write in order to acquire knowledge and skills. However, the following recommendations are forwarded to point out those areas that require future improvement:-

- ✓ To bring the deserved change on women's economic empowerment, awareness needed to be created on the significance of adult education to the women and the societies through door to door communication, mass-media: radio, television, printing press and the woreda adult education centers need to serve women's as information centers to expand the program by encouraging the women's and the societies.
- ✓ It is important to strengthen women's agency by building women's ability to identify and act on economic opportunities, define, influence, and make economic decisions; and challenge social and cultural norms.
- ✓ It is necessary to establish quality and relevant education programs which directly related to curriculum, teachers appropriate training in the area, educational materials fulfillment, creating favorable environment that can motivate the learners etc.
- ✓ The curriculum should help improve working and life style of women's by strengthening their knowledge, skill and attitude and need to be designed with the participation of all the concerned bodies.
- ✓ Identification and strengthening of partnerships of government and non governmental organizations and also civil societies to implement the program and give financial and material support for adult education.

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## Appendices

### Questionnaire 1

#### Addis Ababa University college of Education and Behavioral Studies questionnaire to be filled by women adult education learners

The purpose of this study is to assess the extent of women's economic empowerment through adult education for the fulfillments of my Master of Arts in adult and lifelong learning. This questionnaire will be filled by women adult education learners those live in kolfe Keranyo Sub city Woreda 01 and Woreda 05.

**N.B: No need to write your name**

#### Part I: Back ground information

**Age:** Under 20  20-30  31-40  Greater than 40

**Marital Status:** Married  Single  Divorced

**Job:** Government  Private  Unemployed

#### Part II. Specific information

**Answer by encircling.**

1. Why do you need to join adult literacy program?
  - a) For psychological satisfaction
  - b) For societal benefit
  - c) for personal economic benefit
  - d) any other \_\_\_\_\_
2. What benefit do you get by being adult literacy program learner?
  - a) economic benefit
  - b) societal benefit
  - c) Psychological benefit
  - d) Nothing
  - e) Any other \_\_\_\_\_

3. Is there any change in your living standard after you join adult literacy program?
  - a) Yes there is                      b) No there is not                      c) To some extent
4. If yes, how do you measure it?
  - a) Investment on nutrition increment                      c) Quality Education
  - b) Better health service                      d) Any other \_\_\_\_\_
5. Do you think that adult literacy program can bring change in women's economic empowerment?
  - a) strongly disagree   b) disagree      c) agree   d) strongly agree      d) to some extent
6. If you agreed, how do you measure it?
  - a) Create employment opportunity                      c) increase the saving habit
  - b) Increase income level                      d) any other \_\_\_\_\_
7. Have you got better/quality education as you expect?
  - a) Yes                      b) No                      c) Medium                      d) Less
8. If your answer is no, what is the problem?
  - a) The curriculum problem
  - b) The school environment problem
  - c) low supports from the concerned bodies
  - d) All
  - e) Any other \_\_\_\_\_
9. If your answer is yes, what contribute for this?
  - a) The curriculum
  - b) The school environment
  - c) Supports from concerned bodies
  - d) All
  - e) Any other \_\_\_\_\_
10. What is the extent of contribution of adult literacy program to cost minimization?
  - a) High contribution                      c) Low contribution
  - b) No contribution                      d) Medium contribution
11. Do you agree that adult literacy program has contribution to women's economic decision making power?
  - a) High contribution                      c) Low contribution



## Questionnaire 2

**Addis Ababa University college of Education and Behavioral Studies questionnaire to be filled by the woreda adult education coordinators, facilitators and administrative members**

The purpose of this study is to assess the extent of women's economic empowerment through adult education for the fulfillments of my Master Art in adult and lifelong learning. This questionnaire will be filled by the woreda adult education coordinators, facilitators and administrative members those live in kolfe Keranyo Sub-city Woreda 01 and Woreda 05.

**N.B: No need to write your name**

### **Part I: Back ground information**

**Sex:** Male  Female

**Education:** below certificate  Certificate  Diploma

Degree  Above BA degree

### **Part II. Specific information**

1. Do you think that women in your woreda are economically empowered after attending adult literacy program?

1.1. If your answer for question number 1 is "yes" what are the major economic gains? And have contributed for these gains?

A) Gains \_\_\_\_\_

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B) Contributing factors \_\_\_\_\_

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1.2 If your answer to question number 1 is “No”, what are the major reasons for this?

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2. Do you believe that the majority of women have improved economically after joining the program?

- a. Yes                      b. No                      c. Not sure

3. What types of support are needed for your woreda further empower women economically?

a. At the government level

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b. By the nongovernmental organizations

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c. By the society

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## **Interview guide for woreda coordinators, facilitators and administrative members**

1. What is your responsibility in relation to adult education in the woreda
  - To empower women economically through adult education
  - To give the needed supports
2. What are the influencing and contributing factors for women's economic empowerment through adult education in your woreda?
3. What is your general impression in relation to women and adult education in your woreda?