

**The Effect of Illiteracy on Rural Development in Jeldu District,
Oromia Regional State, Ethiopia**

BY

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Declaration

I hereby declare that the dissertation entitled, **The Effect of Illiteracy on Rural Development in Jeldu District of Regional state of Oromia, Ethiopia**, submitted by me for the partial fulfillment of the MA in Rural Development to Indira Gandhi National Open University (IGNOU) New Delhi is my own original work and has not been submitted earlier either to IGNOU or to any other institution for the fulfillment of the requirement for any course of study. I also declare that no chapter of this manuscript in whole or in part is lifted and incorporated in this report from any earlier work done by me or others.

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Certificate

This is to certify that Mr. Bekele Deressa Wako student of MARD from Indira Gandhi National Open university , New Delhi was working under my supervisor and guidance for his project work for the course MRDP-001. His project work entitled **The Effect of Illiteracy on Rural Development in Jeldu District of Regional state of Oromia, Ethiopia**, which he is submitting, is his genuine and original work.

Place;- Addis Ababa /Ethiopia

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Abbreviations

GoE	Government of Ethiopia
TVET	Technical Vocational Education and Training
NGOs	Non Governmental Organizations
PASDEP	Accelerated and Sustained Development to End Poverty
IDS	Industrial Development Strategy
SES	Socio-Economic Status
Pas	Peasant Associations
UNESCO	United Nations Educational, Scientific and Cultural Organization
NAAL	National Assessment of Adult Literacy
USAID	United states of America International Development
WSI	World Statistics Institute
ESA	Ethiopian Statistical Agency
HH	Household
HHH	Households Head
SHG	Self- Help Group
EWLP	Experimental World Literacy program
ISL	Institute for Study of Adult Literacy
WSI	World statistics Institute
MDGs	Millennium Development Goals

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Abstract

Ethiopia's population is predominantly a rural population and most of them are illiterate, illiteracy has brought complicated challenges and seriously affects rural development and limited the capacity of rural communities even from participating in opportunities that could bring personal development. This thesis attempts to examine the effect of illiteracy on rural development in Oromiya Regional State of Ethiopia, Jeldu district. To address the objective both representative samples were selected from five peasant associations namely, Tatessa,, Qoftu, Sarity, Dano and Bicho Dagali using random sampling technique 75 household were selected using an interval of 10 ie. 10, 20, etc.

Illiteracy is the main cause of low rural development and livelihood condition in rural areas. Illiterate rural community has a low participation in development. Limited agricultural production was the reflection of illiteracy that has left the farming community with traditional farming system. To tackle these challenges this research recommends among others, to increase the coverage of adult functional education by devising appropriate and attractive incentives to the illiterate farmers. Introduce integrated development approach in the district. The district administration needs to devise a new mechanism to increase the awareness of the community on natural resource conservation and increase the participation of farmers in initiatives.

Key Words: *Rural Development; illiteracy; adult literacy; effect s of illiteracy*

CHAPTER ONE

1. Introduction

1.1. Background of the Study

Ethiopia is the most populous state in the Horn of Africa and one of the world's poorest countries with a real per capita GDP of US\$ 90. About 87% of its population live in rural areas and are dependent on agriculture; more than 56% live in absolute poverty; and 70% of the adult population is functionally illiterate and unskilled. One in every two adults cannot read or write and the situation is worse in the rural development. Furthermore, children and youth living in rural areas have little access to education or skills training programs, as a result, there is low development participation and the people are obliged to live under the poverty.

Illiteracy seriously affects development, and illiteracy rates must be cut down to the extent possible. The major responsibility of a Local Self-Government Representative (LSGR) is to initiate and implement development programs in his/her area. This may mean construction of a road, a bridge or provision of schooling facilities for children, youth and adults. However, the relationship between education and development is not as simple as it appears to be. In fact, the impact of literacy on development depends basically on what the country teaches and how much the learners learn. In simple words, it is the education contents and the teaching methods that make the difference. The interaction of education with other social and economic factors is also equally important.

The Government of Ethiopia considers the education sector plays a crucial role in bringing development and transformation and empowering citizens. But the rural people are not participating in

this intervention due to Illiteracy. The Government has prioritized the development and provision of access to primary education to children under 15 years and Technical Vocational Education and Training (TVET) to out-of-school youth and adults who have completed grade 10 and above. However, the government is not addressing the illiteracy of rural people to achieve sustainable development through community interaction.

The majority of rural people live in disadvantaged conditions due to lack of livelihood improvement which is caused by illiteracy. Nonetheless, only a small number of Non Governmental Organizations (NGOs) have initiated adult education programs operating at the community level and most particularly in remote rural areas. These initiatives are neither effective nor sustainable.

Through adult education program only small number of rural community has participated, but the large number of community has not benefited. Thus, the community has remained illiterate. As a result, the illiterate people in the rural areas are not able to adopt newly introduced technologies and modern farming system.

Development and illiteracy have a close relationship in rural areas. Due to the high rate of illiteracy the rural population of Ethiopia is not in the position to use the advantages of technological advancement.

There are a lot of factors affecting the rural people among which, the lack of access to school or educational center, lack of access to health care, shortage of well qualified teachers and poverty could be mentioned. Even if the opportunity of technology is still not yet fully provided to rural population; these people are highly affected through lack of education to enhance their development.

Illiteracy has seriously affected rural development. And most of community members are not enabled to manage the natural resource due to lack of knowledge and capability. Thus, it was not possible to realize sustainable rural development in the country and enhance the livelihood & living condition.

A community with a high rate of illiteracy also suffers as a group. Employers find it difficult to operate with a workforce that has a significant illiteracy problem. If an employee can't understand instructions, processes, data or sensors, the employer can only use him for basic manual work. Such communities lack business development until someone can come in and boost the education level. ¹

1.2. Statement of the problem

The aim of this study was to assess the effects of illiteracy on rural development in Jeldu district of Oromia region. Poverty is deep rooted and multi-faceted particularly in the rural areas and assumed to be the result of illiteracy. The rural communities are not producing enough food to feed themselves and their children and the development is at a low pace. Agricultural productivity is suffering from shortage of land and poor soil fertility management. Even though the magnitude is not well known; due to lack of education farmers do not carry out soil and water conservation and weed management. The farmers have potentially irrigable land; however they do not practice irrigated agriculture. They do not appreciate the advantage of small scale irrigation. Access to education is very limited in the area. As a result, 71.2% of adults are illiterate source from (Ministry of education 2011/12 ESDPIV 2014-2015). Elementary schools are sparsely established. Children from some peasant associations, have to walk for 2 to 4 hours to reach the nearest school. As a result many children, particularly girls are not encouraged to attend their education.

¹ Effect of illiteracy, available at, http://www.ehow.com/info_8777779_effects-illiteracy.html

The farmers are not using the new technology in their farming system, and effectively participating in the extension package. The government does not give consideration to promote adult literacy because of shortage of fund and other factors. As a result, illiteracy compounded with many interwoven factors has made it impossible the realization of the communities' potential in the reduction of poverty.

From broader policy view point, Accelerated and Sustained Development to End Poverty (PASDEP), the Industrial Development Strategy (IDS) and other sector development strategies are being affected by illiteracy.

Poverty can be related to literacy achievement in the Jeldu district. Students who come from impoverished families are more likely to have problems in school than students who come from middle-class or upper-class families. Jeldu district has very high rates of childhood poverty.² Furthermore, it is very difficult for the impoverished families to escape poverty without reducing the effect of illiteracy on rural development.

1.3. Research Questions

This study aimed to answer the following research question:

- What are the effects of Illiteracy on Rural Development of Jeldu district of Oromia region?

² Jeldu district health office report 2010/11

1.4. Objectives of the Study

1.4.1. General objective

The general objective of the study was to investigate the effect of illiteracy and educational achievement and Socio-Economic Status (SES) of the rural community on rural development of Jeldu district within the present framework of literacy and educational services in the district.

1.4.2. Specific objective

The specific objectives of the study were to:

- Identify the effect of illiteracy on agricultural development and health.
- Analyze the effect of illiteracy on adoption of new farming technologies.

1.5. Significance of the study

The study has a contribution and advantage in generating basic knowledge and information to critically examine how the illiteracy of rural people affected the rural development of Jeldu district of Oromia region and search a mean to enhance the development. Moreover, the study paves the way for a better understanding of the problem. Thus, the district education office and agricultural rural development bureau will know the negative effect of illiteracy on rural development. And based on the outcomes of this study they can develop ways to improve the situation. The result of this study will identify the relationship between illiteracy and rural development clearly; so that the regional government will know the existing gap and develop better intervention strategies to strengthen and sustain the positive impacts.

1.6. Limitation of the study

There were some incidents of unwillingness of respondents to give full information and absence of the assigned officials in office at the district level.

1.7. Structure of the Paper

This Research paper is structured into five chapters. The first chapter is the introduction section. Chapter two presents the research methodology. Under chapter three the review of related literature and analytical framework are presented. Chapter four presents results and discussion. The concluding chapter, chapter five, presents conclusion and recommendations

CHAPTER TWO

2. Literature Review

2.1. Conceptual Framework of Illiteracy

Illiteracy has been described as the lack of ability to read and write coherently and think critically about a written word. The effect of illiteracy can also include the inability to understand all forms of communication, be it body language, pictures, video & sound (reading, speaking, listening and viewing). Illiteracy encompasses a complex set of inabilities to understand and use the dominant symbol systems of a culture for personal and community development. Commentator Phawles (2008) put illiteracy as “powerlessness, low self esteem, lack of confidence and isolation”.

The United Nations Educational, Scientific and Cultural Organization (UNESCO) defines illiteracy as the lack of ability to identify, understand, interpret, create, communicate and compute, using printed and written materials associated with varying contexts. Illiteracy does not involve a continuum of learning in enabling individuals to achieve their goals, to develop their knowledge and potential, and to participate fully in their community development. Illiteracy has influenced development in rural areas. The National Assessment of Adult Literacy (NAAL) revealed that about 14 percent of U.S. residents are illiterate or have extreme difficulty with reading and written comprehension, (UNESCO , 2008).

Illiteracy in a family can create a perpetual cycle of illiteracy running throughout generations and can result in a cycle of poverty or under development and reduced opportunity for members of the family.

2.2. Illiteracy and Development

In order to understand the impacts of illiteracy, it is worth mentioning the benefits of literacy. Literacy has a documented evidence of benefits both to the individual and the community. Learning to read increases self-esteem and gives new skills. According to (SIL (1990) farmers began to get better prices for their crop sales after learning to read and write. In Philippines, newly literate adults started opening bank accounts and manage their money knowledgeably. In India, newly literate Oriyans have qualified for better jobs. (UNESCO's (1976,) and SIL, (1990) showed also that, after becoming literate, northern Ghana communities increased their involvement in political affairs of their community.

UNESCO's Experimental World Literacy Programme (EWLP) enhanced the ability of individuals and group to express them orally and in writing or other ways. Experts agree that the use of trained but non professional teachers in literacy programs is more successful in carrying out literacy than school-teachers, because they understand illiterates problems better.

Illiteracy is a massive problem in Africa. It can only be successfully addressed with and through solutions to the continents other development challenges. Literacy is an essential skill in managing new activities, running local crop markets, administering government and communicating with constituents. Thus, Efforts to combat illiteracy must join together with other local development initiatives. If one can succeed in uniting adult literacy efforts with economic development, then there will be a much better chance of countering some of the other problems that are endemic to sub-Saharan Africa. (Peter Easton, 2006)

Ahiadeke (2000) and Woldemichael, (1998) found out that the effect of illiteracy on agricultural output is usually not significant, though in some cases it can be large, indicating that there is substantial variation in returns to literacy both within and between the areas surveyed. Wide variation has been observed in the actual effects of illiteracy on agricultural output of different areas and under different farming systems. These illustrate the need for further investigation on the effects of illiteracy on farm productivity in Africa.

Until recently, very little empirical evidence was available to illuminate the effects of illiteracy in Ethiopian agricultural development. The recent research may be criticized on the grounds of poor measurement of illiteracy variables on agricultural development. However, a variety of data sets and methods used in this context have provided some insight on the effects of illiteracy on productivity and Ethiopia³.

Adult illiteracy costs society an estimated cost of \$240 billion each year in lost industrial productivity, unrealized tax revenues, welfare, crime, poverty, and related social ills. These are the main effect of illiteracy on development. According to Institute for the Study of Adult Literacy adults with low-level reading skills frequently suffer from health problems because they lack the ability to read medical directions, health-related literature or prescription labels. Chronic health conditions may go improperly monitored by patients who are functionally illiterate and the overall well-being of these individuals may worsen overtime causing frequent doctor or emergency room visits, hospitalization, or even death. On the other side, the productivity of these people decreased according to the report of Child

³ Note that the measure of education used was possession of an Adult Literacy Programme certificate. This is not an ideal proxy for education, since literacy skills may have completely deteriorated by the time of the survey and because no account is taken of numeracy, which may be equally important.

Growth and Nutrition in Developing Countries: Croppenstedt , etal (1998), using data from a 1994 USAID fertilizer marketing survey, found that literate farmers are more likely to adopt use of fertilizer than those who are illiterate,. Recent studies of World Statistics Institute show that there is an increasing rate of illiteracy all over the world. A study conducted by WSI (World Statistics Institute1994) showed that globally over 27% of people are illiterate. Another study (1998) by the same institute showed that illiteracy rate ascends by 32%.

This rate is quite important, as illiteracy has terrible effects on development. Illiteracy is an inhibitor of society development. That is to say, if the majority of the population is illiterate in a country, the harder it will be for the country to develop. For example: America (with illiteracy rate is below 5% and Canada with illiteracy rate of around 8%) are developed countries, whereas countries, like Turkey and Iran (with illiteracy rates of 61% and 43%, respectively) are undeveloped countries. Illiteracy of the family heads' has got a negative effect on the education status of their next generation. The children of illiterate people are more likely to be illiterate that those who aren't. Even if the parents don't want their children to be illiterate, their children, observing the parents, see that they somehow manage to live and adopt the idea that illiteracy isn't actually a bad thing. And since people develop most of their character during childhood, they choose to go with illiteracy.

2.3. Illiteracy and Poverty

Experts in adult education argue that, there is a possible vicious circle in the process of poverty. The low comprehensive faculties of the poverty-stricken population weaken their ambition, confidence and skills for improving their own living conditions, which in turn causes or intensifies their poverty. In the mean time, the poverty hinders the improvement of their comprehensive faculties. In an era of

knowledge-based economy, what determine the speed of economic and social development for a country or a region are human resources or the quantity and quality of the production force rather than material or natural resources. As a result, economic and social development including poverty alleviation depends on empowerment of the production force through education. (Liu Yibing, 1997).

Another major effect of illiteracy is that, illiterate people believe in the said things easily. They do not investigate what was said or told to them. When one looks at the pages of history, it can be seen that, while most uneducated people were slaves, guardians and assistants; educated people were mostly kings, queens and sultans⁴.

As mentioned in previous sections, it is found out that illiteracy has a negative effect on productivity, and is strongly correlated with rural development. Illiterate farmers were found to be relatively less efficient than the educated one.

2.4. Efforts to tackle Illiteracy in Ethiopia

Historically, prior to 1974, Ethiopia had an estimated illiteracy rate well above 90% and compared poorly with the rest of Africa in the provision of schools and universities. After the 1974 revolution, emphasis was placed on increasing literacy in rural areas. Practical subjects were stressed, as was the teaching of socialism. Education received roughly 13% of the national budget in 1992. By 1995 the rate of illiteracy had dropped substantially to 64.5%. Projected adult illiteracy rates for the year 2000

⁴ UK Veteran Member 5, 2006

stand even lower at 61.3% (males, 56.1%; females, 66.6%). As of 1999, public expenditure on education was estimated at 4.3% of GDP ⁵.

The efforts to tackle illiteracy in Ethiopia are as old as the start of modernization in Ethiopia. However, those attempts during the times of Minilik and Hailesalisse were for the privileged once or the urban dwellers. During the socialist era, remarkable adult literacy program was undertaken with the national project of “*Meserete Timehert*” or ‘*Basic education*’. Even if this project has some limitations in its efficacy, it has given basic knowledge and skills to the marginalized rural communities and farmers.

Ever Since it came to power the present government of Ethiopia, with the adoption of the Convention of Rights of the child, and International Human Rights Conventions, is implementing free and compulsory primary education for all children,. This huge commitment has increased the education coverage to a greater degree. Ministry of Education has remarked huge success in this regard. However, as Ethiopia is predominantly agrarian society and the greater population lives in rural areas, adults, who have not gained education, are condemned to be illiterates. Thus, as illiteracy is predominant social problem in Ethiopia the effort to tackle illiteracy among adults of rural area is still ongoing effort and a lot needs to be done.

⁵ Education, available at, [Education - Ethiopia http://www.nationsencyclopedia.com/Africa/Ethiopia-EDUCATION.html#ixzz20hmZdwyP](http://www.nationsencyclopedia.com/Africa/Ethiopia-EDUCATION.html#ixzz20hmZdwyP) , last visited May, 12,2012

2.5. Rural Development

Rural development in general is used to denote the actions and initiatives taken to improve the standard of living in non-urban neighborhoods, countryside, and remote villages. These communities can be exemplified with a low ratio of inhabitants to open space. Agricultural activities may be prominent in this case whereas economic activities would relate to the primary sector, production of foodstuffs and raw materials.⁶

Needles to say, the development of rural sector is the key indicator for analyzing the state of prosperity and development of a nation. Specially, for a country like Ethiopia where more than 80% (Ethiopian statistical data 2011) of the population lives in, this is one important factor. Rural development is focus point of the Millennium Development Goals (MDG). The MDG goals 1-6 are strongly related to the rural people.

2.5.1. Literacy for Integrated Rural Development

According to Frithjof ,(1978) the approach for reaching integrated rural development is the application of a bundle of well-balanced measures of economic and socio-political nature. In this process, by applying a system research method, the interdependent relation of all economic, social, political, and technical factors has to be taken into account.

He indicated also that the content of this bundle of measures will vary in different cases. Therefore, any approach of rural development has to start with the assessment of the current situation and the

⁶ http://shodhganga.inflibnet.ac.in/bitstream/10603/1456/8/09_chapter1.pdf , May,10, 2012

identification of existing bottlenecks. He provided a succinct checklist as to what internal and external factors to be considered: education and training (formal and informal); natural resources, agricultural and non-agricultural; human resources (quality and quantity); pattern of social organization (values, social stratification mobility, power structure land tenure system); economic structure (agricultural production structure, industry, market relations, etc.); technology in agriculture and in the non-agricultural sector; infrastructure (physical infrastructure, transport and communication, social infrastructure, spatial order); institutions and organizations (administration, people's organization, etc.); services (marketing, credit extension, social security). He argues that, the application of measures concerning the sectors listed above-perhaps with some additional ones-to a specific area, will allow the identification of the elements promoting and restricting development possibilities, as well as their interrelationship.⁷

⁷ The Concept of Integrated Rural Development ,availabe at, <http://www.professor-frithjof-kuhnen.de/publications/concept-of-integrated-rural-development/3a.htm>

CHAPTER THREE

3. Research Methodology

3.1. Description of the study Area

3.1.1 Location

National Regional State of Oromia is one of the nine regional states of the Federal Democratic Republic of Ethiopia with a total landmass about 353,006 Km² that makes it to be the largest regional states of the country. The region lies between 3⁰24'20" and to 10⁰23'26" latitudes North and 34⁰07'37" East to 42⁰58'51" longitude east⁸. Jeldu District is one of the Districts located in West Shewa zone of Oromia Region. Gojo, the capital town of the District is 129 km North West of Addis Ababa, and it is also 74 km away from the Zonal capital, Ambo. Jeldu is divided in to 41 peasant associations.

3.1.2. Population and Economic Sector

According to Ethiopian Statistical Agency, (2007) the total population of Oromia region is 25.5 million (out of this 45.5% are women⁹). 87.6 % of the population resides in rural area while 12.4 % are urban dwellers. According to this census 49.8% of the population of the region is in economically active age category. The data of Jeldu district indicated that around 71.2% of households are illiterate.¹⁰

The basic livelihood of the majority of the population is agriculture. About 89 % the regional population is engaged in agriculture. This sector, besides producing various types of staple food crops, supplies raw materials for local industries and exportable crops for earning hard currency for the

⁸ Oromia, Bureau of Finance and Economic Development, Oromia in Brief, p 1.

⁹ Ethiopian Statistical Agency, 2008

¹⁰ According to Ethiopia Ministry of Education Education Sector Development Plan 2014-2015 , year 2011/12

nation. The area of land covered by major crops has increased from 4.98 million hectares in 1999/00 to 7.1 million hectares in 2004/05 with an approximately 7.3% annual growth rate¹¹. The data of Jeldu district indicated that around 71.2% of households are illiterates¹².

The basic livelihood of the majority of the population is agriculture. About 89 % the regional population is engaged in agriculture. This sector, besides producing various types of staple food crops, supplies raw materials for local industries and exportable crops for earning hard currency for the nation. The area of land covered by major crops has increased from 4.98 million hectares in 1999/00 to 7.1 million hectares in 2004/05 with an approximately 7.3% annual growth rate¹³.

3.2. Research Design

The research site was selected using purposive sampling method due to its peculiar characteristic with reference to education infrastructure distribution compared to neighboring districts. The universe will be blocked into two categories (illiterate and literate) with different groups of respondents from households, peasant association (PA) leaders, and Government office.

3.3. Sampling Methods and Procedures

Respondents were selected from five peasant associations, namely, *Tatessa, Qoftu, Sarity, Dano and Bicho Dagali*. The selection of the five PAs was made on random sampling method. These PAs of the district are presumed to be the representative of the PAs with integrated community development. The households (villages) were selected by systematical random sampling method; whereas the PAs

¹¹ Oromia, Bureau of Finance and Economic Development, Five Year Plan, p 4.

¹² Ethiopian Ministry of Education, ESDP IV 2012-2015

¹³ Oromia, Bureau of Finance and Economic Development, Five Year Plan, p 4.

leaders and government offices were selected using purposive sampling method. From the list of households of five selected peasant associations seventy five (75) households were selected using an interval of 10, i.e. 1, 10, 20 etc. In such a way from each peasant association 15 households were selected. In the five Peasant Association leaders and 10 experts from sectors offices (health and agriculture) were selected.

3.4. Methods of Data Collection

The primary data were collected directly from households (HHs) using well organized questionnaire, observation, and focus group discussion. Questionnaire was pre-tested and standardized before administration. The Questionnaire contained mostly close-ended questions and covered personal data, family information, health status, work, qualification, socio–economical factors, factors affecting attitudes of rural people and developmental status etc.

3.5. Method of Data Analysis

The data collected were scrutinized, verified, edited and arranged, for coding. Three masters –code sheets were prepared –one for data collected from village community, another for data collected at grass roots –level leaders, and the other for data collected from district government office. Direct question were used understand the perception and experience of the participants directly. The statistical analysis was made using SPSS software.

CHAPTER FOUR

4. Results and Discussion

4.1. Environmental Setting of the District

Jeldu district has three sub towns, Gojjo 01, Shukut 01, and Cobi 01. The Landscape of Jeldu is mountainous and plateau. The land mass of the district is 139,389 hectares and covered with three soil types. The major crops growing in the area are wheat, sorghum, teff etc) but also comfortable for production of various crops. The elevation of Jeldu district is 2800meters. The highest and lowest rainfalls are 1200 and lowest 700 mm.¹⁴ respectively.

4.2. Background Information of the Respondents

Knowledge on characteristics of the respondents has helped in understanding the appropriate intervention strategy for combating illiteracy. The heterogeneity in livelihood, sex, education and other demographic factors has influenced the involvement of farmers in development process and tackling illiteracy.

4.2.1 Age and Sex of the Respondents

The age of respondents is important to get the validity of data from grass root level. In this regard, among the 69 respondents 68 were males and 1 was female. As far as the age of the respondents is concerned, all the respondents were adults. The youngest respondent was 22 years old and the oldest 70 years. This assures that, all the respondents do distinguish the relationship between illiteracy and

¹⁴¹⁴ Source, data from the agriculture office of the district.

development in the area. And have real life experience to the problems and challenges they faced. More to that, the information they provide was authoritative and relevant.

In most areas of Ethiopia, the entry in registration handbooks is made under the name of husband. This was the only reason for having almost all respondents to be males. Only in one instance registry was under the name of woman who was single. The variation of sex category was expected not to have a significant effect on the validity of data as far as the effect of illiteracy on development is concerned.

4.2.2. Ethnicity and religion of respondents

Table 1 and 2 presented the ethnic and religion profiles of respondents respectively. As far as the ethnicity of the respondents concerned the majority of the respondents are Oromos.

Table 1:-- Ethnicity

		Frequency	Percent	Cumulative Percent
Valid	Oromo	67	97.1	97.1
	Amhara	1	1.4	98.6
	Gurage	1	1.4	100.0
	Total	69	100.0	

Majority of the respondents were Protestants. One might assume that religion is presumed to have less significance on socio-economic factor, But From western European countries a report of a study has revealed that the western Europeans where the majority was protestant and literate were able to have better economic performance.¹⁵ It is however difficult to say the same analysis should apply in the context of Jeldu.

¹⁵ A lecture note from a training , 2010, Addis Ababa, Ethiopia

Table 2:- Religion

Description		Frequency	Percent	Cumulative Percent
Valid	Orthodox	26	37.7	37.7
	Muslim	1	1.4	39.1
	Protestant	41	59.4	98.6
	Others	1	1.4	100.0
	Total	69	100.0	

4.3. Livelihood Status

4.3.1. Livelihood of Household and Participation Self Help Group

Livelihood of HH is important indicator of development and is strongly related to illiteracy. As far as the livelihood of the respondents is concerned the majority of respondents (81.2%) were dependent on crop production & animal husbandry (mixed farming). Only 2.9 % depended on wage (table 3). This was due to the fact that the farmers do not favor specialization and considered diversification as a strategy for risk minimization. The crop production system is dependent on rainfall and affected by recurrent draughts now and then. Thus, their decisions on specialization appeared to be rational. However, specialization especially in agriculture was found to be rewarding. The low level of specialization in the area was caused by lack of knowledge and proper orientation. Due to their illiteracy the farmers were not able to look for various livelihood improvement strategies such as diversification of engagement in order to –fetch better production and income generation.

Table 3:- Livelihood of HH

Description		Frequency	Percent	Cumulative Percent
Valid	Crop production & animal husbandry (mixed farming)	56	81.2	81.2
-	Crop production only	11	15.9	97.1
	Wage work	2	2.9	100.0
	Total	69	100.0	

One important Measure of livelihood status was the participation of respondents in self-help group (SHG) which aimed to improve livelihood by farming community by social mobilization 81.2% of respondent's participated in self help group and whereas few (18.8%) were not (table 4). The majority were able to participate in SHG due to a local NGO- Mesrte Kirstos Relief Development Association (MKC-RDA). Because they were out of program area coverage 18.8% households did not participate in the program MKC-RDA has provided the community with educational materials seed and training for adult education. As observed the SHG has brought improvement in the livelihood of the respondents through functional adult literacy and income generating activity.

Table 4 :- SHG Participation

Description		Frequency	Percent	Cumulative Percent
Valid	Yes	56	81.2	81.2
	No	13	18.8	100.0
	Total	69	100.0	

One specific study in Ethiopia showed that self help groups have improved their livelihood.¹⁶ The increase in level participation in SHG does affirm that there is a direct benefit for the farmers in Jeldu district.

4.3.2. Agricultural Activities Constrains

In an attempt to understand the livelihood of the house hold, it is important to look into constraints of livelihood of the respondents. From the group discussion it was learnt that the major agricultural constraints are; insufficient land to plough, crop diseases (grey leaf, spot, powdery mildew) and pests (borer, termite, stride and aphides). As a result the farmers indicated that they do not produce enough to satisfy their annual consumption (table 5).The farmers were not able to tackle these challenges due to illiteracy which hinders them to access technology and adopt appropriate solutions.

Table 5:-- Available Sufficient yearly production for family consumption

Description		Frequency	Percent	Cumulative Percent
Valid	Yes	21	30.4	30.4
	No	48	69.6	100.0
	Total	69	100.0	

Only 30.4 % of HHs produces enough to cover their annual consumption. The main reasons for low production were their ignorance of modern farming system and small scale irrigation. Thus, most of the respondents followed traditional agricultural production system. In the group discussion

¹⁶ TearFund, How Self Help Groups in Ethiopia have been improving livelihoods and transforming lives, <http://tilz.tearfund.org/Topics/Food+Security/Case+Studies/Ethiopia/How+Self+Help+Groups+in+Ethiopia+have+been+improving+livelihoods+and+transforming+lives.htm> accessed at July 17, 2012

participants indicated that high cost of fertilizers, and land degradation were also major cause for low agricultural productivity. Even if there is an attempt to tackle the problems through application of compost and land and water management using watershed approach, the challenges persisted.

4.4. Effects of Illiteracy

4.4.1 Effect of Illiteracy on Accessing Education Services

Illiteracy could be tackled through participation in formal and informal education. One available program to illiterate famers is the farmers training program. Most farmers (56.5%) agreed that illiterate farmers were not participating on farmers training. 39.1% disagree and the remaining 4.3% strongly agree (table 6). The evidence indicated that, there is a consensus that, illiterate farmers do not participate on farmer training. This was due to the government’s rule that a person was required to have minimum literacy level to read and write in order to attend the training offered by the farmer’s training centers and as a result farmers’ training were not giving the service they established for. Farmers were not attending the programs since their establishment. Thus, they remained vacant. This is one of the reflections of the magnitude of illiteracy in the rural sit-up.

Table 6:- The illiterate farmers are not participating on farmers training

Description		Frequency	Percent	Cumulative Percent
Valid	Disagree	27	39.1	39.1
	Agree	39	56.5	95.7
	Strong agree	3	4.3	100.0
	Total	69	100.0	

4.4.1.1. Participation in Adult Education

As table 7 shows 59.4 % adults were participating in adult education in the village. This was possible due to the efforts of one local NGO called Miserete Kirstos Church Relief Development association which is carrying out functional adult literacy program in some of peasant associations of the district. Still large majority (40.6%) were not participating. This was caused due to lack of motivation and interest from the community members to attend adult education. They considered themselves to be unfit, and are comfortable with their illiterate status.

Table 7:- Are you currently participating in adult education in the village?

Description		Frequency	Percent	Cumulative Percent
Valid	Yes	41	59.4	59.4
	No	28	40.6	100.0
	Total	69	100.0	

The literacy status of the district can be easily proved by the number of training centers. In the district there is only one preparatory school constructed during 1999 and resumed service for grade 11th students in 2000 (table 8) Adult education center is not available in the district.

Table 8:- Number of primary schools in the district

Level of School	2000	2001	2002	2003	2004
1-4	Na	19	20	22	24
5-8	Na	18	21	22	30
1-8	Na	37	41	44	46
9-10	Na	2	2	2	2
11-12	1	1	1	1	1

Source ; -Jeldu district education office 2008

4.4.1.2. Grosse and Net Enrollment Ratio by Level of School

The society had very limited awareness about education. Thus, the numbers of students attending school were low (table 9) with increasing awareness, the number of students has increased. The ration of female to male has been also increasing. There is no TVET in Jeldu district until 2000 academic year. Though farmer's Training center was established, the service was not satisfactory. Such trend was found to be a huge challenge for the district in combating illiteracy.

Table 9:-Table Grosse and Net Enrollment at School Level

Level of school	Y		E		A		R			
	2000		2001		2002		2003		2004	
	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female
First cycle 1-4	11423	8440	13878	11832	14105	12932	14098	12187	14371	13840
Second cycle 5-8	5959	1765	6947	2426	7582	3221	8125	4237	8159	5417
Senior secondary school	1210	215	1614	293	298	387	2450	607	3149	955
Technical/ Vocational	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA
Preparatory	NA	NA		NA	NA	NA	NA	NA	2898	47

Source;-from Jeldu district education office 2009

Even if the government's rule prohibited illiterate farmer's participation in the farmer training centers 69.6% of illiterate farmers were participating in farmer's training whereas, 30.4 % were not (table 10).The provision of the majority of illiterate farmers with the chance to participate in training would bring positive change in rural sit-up. Opportunities emerging from governmental offices must consider every farmer. Isolated or limited coverage will slug the development endeavors. And at times

could be counterproductive.

Table 10: Are illiterate farmers participating in farmers' training?

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Yes	48	69.6	69.6	69.6
	No	21	30.4	30.4	100.0
	Total	69	100.0	100.0	

The respondents who answered yes in table 10 were asked on the strength of the education provided by farmer training center and 68.1% of them refer it as medium level and 26.1% as low level, where as the remaining 5.8% put it at high level (table 11).

Table 11:- how is strength of education offered by farmer training center?

		Frequency	Percent	Cumulative Percent
Valid	High level	4	5.8	5.8
	Medium	47	68.1	73.9
	Low level	18	26.1	100.0
	Total	48	100.0	

4.4.2. Effect of illiteracy on Accessing Health Service

Illiterate people cannot understand health education and due to lack of health education a large majority of the respondents (71%) have lost a family member (table 12). The majority of the communities are affected by typhoid, ameba and HIV/AIDS. As a result of these diseases, the rural development of the district has declined remarkably. Majority of the respondents indicated that they did not have health education. Thus, they could not take care of the health of their family member.

Table 12:- Deaths caused by Lack of Health education.

Description		Frequency	Percent	Cumulative Percent
Valid	No	20	29.0	29.0
	Yes	49	71.0	100.0
	Total	69	100.0	

As the data of district health office (2008) indicted that the productiveness of HH declined due to illness, which is largely associated with the lack of health education. The impact of illiteracy has prohibited the health office in accessing the available health related services such as, family planning and birth control which have a huge contribution in development to the communities. Illiterate communities do not easily catch this concept due to lack of knowledge and cultural and religious dogmas.

The worst level of illiteracy's effect on health and health related service was revealed on children under the age of 5(table 13) and a considerable number of children have died due to lack of vaccination.21.7% of children below 5 years died due to lack of vaccination.

Table 13:-Are there children lost before 5 years due to lack of vaccination?

Description		Frequency	Percent	Cumulative Percent
Valid	Yes	15	21.7	21.7
	No	54	78.3	100.0
	Total	69	100.0	

But the data of the health district office (2008) showed that most of children below five year have not died due to lack of vaccination because the health extension workers have provided vaccination for all

children below 5 at house hold level between 1996 and 2000 6736 up to 8617 children were vaccinated. At any rate the loss of a child is the biggest loss in a society. So the house to house vaccination should be coupled with awareness creation. The acute health problem in the district is associated with the lack of infrastructure like road hospital health station and posts and scarcity of material.

37.7% and 39.1% of HH have indicated that the production has decreased by 25 and 15% per year due to lack of health education, respectively, where as 20.3% of HH indicated a loss of 50% and still 2.7% of HH have emphasized on 75% production loss (table 14). This clearly indicated that the lack of health education is one of causes for reduction of agriculture production.

Table 14:- decreasing of agricultural production due to lack of health education

		Frequency	Percent	Cumulative Percent
Valid	15%	27	39.1	39.1
	25%	26	37.7	76.8
	50%	14	20.3	97.1
	75%	2	2.9	100.0
	Total	69	100.0	

4.4.3. Effect of Illiteracy on Family Planning

94.2% of illiterate farmers were not using family planning whereas 5.8% was using family planning(table 15). Family planning is vital for development. However, due to lack of education or illiteracy these farmers were not making the best use of available opportunity to improve their living condition. When there is unplanned number of children, the living condition of the household will be bad. Such family cannot also afford to cover basic needs of the children and cannot send them to

school. On the top of the challenges they faced and put a pressure on the surrounding natural resource and cause natural resource depletion that could intensify the poverty.

Table 15:- Do illiterate farmers use family planning?

Description		Frequency	Percent	Cumulative Percent
Valid	Yes	4	5.8	5.8
	No	65	94.2	100.0
	Total	69	100.0	

60.9% of households in the areas were not using family (planning table 16). The data of district (2008) indicated that most of rural community member do not use family planning. As the result, the maternal mortality and child mortality have increased. This implies that uncontrolled population at house hold level is burden for the development process and could intensify the level of poverty.

Table 16:- Usage of family planning in the available of health post

Description		Frequency	Percent	Cumulative Percent
Valid	Yes	27	39.1	39.1
	No	42	60.9	100.0
	Total	69	100.0	

4.4.4. Effect of Illiteracy on Environment and Natural Resource Conservation

Good participation is a prerequisite for the creation of a favorable development environment. In this regard there appears to be some level of promising situation. As far as the participation in environmental conservation 65% of the HH were actively participating where as the remaining 34.8% of households were not (Table 17). But according to data of the district health office (2009) most of the community members were not participate in environmental conservation related with sanitation.

This difference was possible due to the functional adult literacy program of the local NGO.

Table 17:- Participation in environmental Conservation related to sanitation

Description		Frequency	Percent	Cumulative Percent
Valid	Yes	45	65.2	65.2
	No	24	34.8	100.0
	Total	69	100.0	

55.1% of illiterate people have a medium attitude on natural resource conservation whereas 34.8 have very poor attitude and still the remaining 7.2% have strong attitude (table 18). From the result it was clearly observed that in the community there is a weak attitude towards natural resource conservation and this was due to the dominance of illiterate in the farming community and a free rider attitude that caused tragedy in the area .The district used to have very dense and thick forest but due to increasing farm land ,bush fire and cutting down of trees for furniture the picture has changed . At present the major type of vegetation is wood land, shrub and savanna¹⁷.

Table 18:- Attitude on Natural Resource Conservation.

Description		Frequency	Percent	Cumulative Percent
Valid	Very poor	2	2.9	2.9
	Poor	24	34.8	37.7
	Medium	38	55.1	92.8
	Strong	5	7.2	100.0
	Total	69	100.0	

¹⁷ From Agricultural Bureau of the district

4.4.5. Effect of Illiteracy on Agricultural Production

One of the major indicators of development is to be food self sufficient 69% of the district does not produce enough for the annual consumption Jeldu district agricultural office (2010). This implies that the community is living under bad living condition for the fact that they are not able to tackle the challenges posed against the agriculture production. Due to illiteracy they did acquired the knowledge and skill of better farming system that could enable them to come out with sufficient and surplus production successfully (table 19).

Table 19 :- Is illiteracy affecting agricultural production?

Description		Frequency	Percent	Cumulative Percent
Valid	Yes	62	89.9	89.9
	No	7	10.1	100.0
	Total	69	100.0	

In order to investigate the issue in depth the answer yes, was further qualified. Accordingly, majority of the respondents (72.5%) agreed that the illiteracy has moderately affected agricultural production. Whereas 21.7% of them, indicated that illiteracy has very high affected on agricultural production. 5.8% of the respondents responded with low extent that illiteracy is affecting agricultural production. Only 5.8 % of the respondents associated low agricultural production with illiteracy (table 20). Thus, it was possible to highlight here that illiteracy has a negative effect on agricultural production and badly felt by the community. The illiteracy was expressed in terms of lack of knowledge on alternative techniques to tackle the challenges which result in low production. With regard to low rainfall or natural disasters like land-slide, in the group discussion it was reflected that the community does not

have the knowledge on the causes and solutions and, majority of them do not have awareness on crop rotation and means of soil fertility improvement. Moreover the lack of knowledge on the proper utilization of fertilizer and how to prepare compost were found as major cause for the low agricultural production.

Table 20:-how strong agricultural production affected by illiteracy?

Description		Frequency	Percent	Cumulative Percent
Valid	Very high	15	21.7	21.7
	Medium	50	72.5	94.2
	Low	4	5.8	100.0
	Total	62	100.0	

62.3% of the respondent indicted that they cannot utilize fertilizers effectively (table 21). The large majority appeared to lack the necessary knowledge and skills to utilize fertilizers as a result of their illiteracy. Failure to use fertilizer effectively affected the agricultural yield and the development process.

Table 21:- Do illiterate farmers utilize fertilizers effectively

Description		Frequency	Percent	Cumulative Percent
Valid	Yes	26	37.7	37.7
	No	43	62.3	100.0
	Total	69	100.0	

One big factor which could be associated for low agricultural production is the limited use of agricultural extension services. Agricultural extension is one of the important ways to maximize the agricultural production. Limited participation in agricultural extension activities has a negative

consequence on development. Even if the majority were participating in the agricultural extension activities (69.6%) a considerable number of the community (30.4%) were not (table 22). This is a huge failure. The causes for the non participation were lack of awareness, and limited coverage. Moreover some of illiterate farmers do not have positive attitude to the service. This is additional big challenge to the extension system of the country. This implies that encouragement and awareness creation has to be made so as to include the passive once. According to International Food Policy Research Institute study (2010), making agricultural extension demand driven is challenging in Ethiopia. Illiteracy does not only limit the participation in extension service, but it does also affect the utilization of the extension package while participating in the service.

Table 22:- Participation in Agricultural Extension

Description		Frequency	Percent	Cumulative Percent
Valid	Yes	48	69.6	69.6
	No	21	30.4	100.0
Total		69	100.0	

The result in table 23 indicated that there are observable differences between literate HH and illiterate HH with regard to the usage agriculture extension package. This is due to the fact that the illiterate farmers cannot fully comprehend the instructions and advises given form extension agents. They cannot adapt the packages to their specific needs.

Table 23:- Difference between illiterate and literate households in the usage of agriculture extension package

Description		Frequency	Percent	Cumulative Percent
Valid	Yes	48	69.6	69.6
	No	21	30.4	100.0
Total		69	100.0	

All in all, the impact of illiteracy on agricultural production can be seen on the fact that, illiterate farmers fail to understand the principles of modern farming system and agricultural technologies. The majority of the respondents (92.8%) have pointed out that illiterate household cannot understand the principle of modern farming system (table 24). Obviously to understand the principles of modern farming system it presupposes to have literate farmers. The more distant illiterate framers were from literacy opportunities, the harder it will be for them to understand the principles. The cumulative effect of these will be under production in agricultural endeavors. This means, they will not be successful in their mainstay of livelihood, and in a position to strengthen the rural development.

Table 24: Can illiterate household understand the principles of modern farming system?

Description		Frequency	Percent	Cumulative Percent
Valid	Yes	5	7.2	7.2
	No	64	92.8	100.0
	Total	69	100.0	

4.4.6. Effect if illiteracy on Political Process

A holistic development presupposes good participation in democratization process and awareness on rights. 43.5% of the respondents agreed that literate were more aware than illiterates about rights of citizens whereas 36.2% of the respondents disagreed and the remaining 20.3% strongly agreed that literates are more aware on the concept and application of right than illiterates once (table 25). It appears that to a larger extent the literates are aware of their legal and human rights. To be politically aware, reading and having communication with others are vital. Since illiterate community members do not read it will be impossible for them to be equally informed about politics. And their

participation in the democratic process will also limit.

Table 25:- Would you agree that a literate person is more aware than illiterate person about his/her rights?

		Frequency	Percent	Cumulative Percent
Valid	Disagree	25	36.2	36.2
	Agree	30	43.5	79.7
	Strongly agree	14	20.3	100.0
	Total	69	100.0	100

Among the respondents 52.2% were participating in democratic process whereas 47.8 % are not (table 26). This situation is an indication of the impact of illiteracy and its significant influence on the participation of farmers in democratic process of the country.

Table 26:- Is there a better participating in the democratic process?

		Frequency	Percent	Cumulative Percent
Valid	Yes	36	52.2	52.2
	No	33	47.8	100.0
	Total	69	100.0	

4.4.7. The effect of illiteracy on Farmers Participation in Development

The findings of this research affirmed that in a number of ways illiteracy has affected rural development badly. First of all this was due to erroneous farmer's perception lack of knowledge to tackle-challenge and limited participation in development that could have changed their livelihood. On this point, 55.1% of illiterate farmer conformed that they do not understand the concept of development whereas 44.9% of them do understand the issue of development (table 27). This has clearly indicated that the country has to do a lot to enable the illiterate farmers. Limited understanding

on the concept of development has affected the production and development of infrastructure in the rural areas. Illiteracy does not only personal dimension it does also limit the individuals participation in community affairs.

Table 27:- Understanding the concept of development by illiterate farmers

Description		Frequency	Percent	Cumulative Percent
Valid	Yes	31	44.9	44.9
	No	38	55.1	100.0
	Total	69	100.0	

46% of the respondents agreed that the illiterate farmers were not elected by community for leadership and while 42% of the respondents disagree. 46% pointed out that, if farmer cannot read and write, he will not be elected even if the person claimed to have charismatic virtue, or good orator. Lack of skills in writing and reading will automatically disqualify farmer from selection process. Meanwhile, the 11.6% of the respondents strongly agreed and have consensus with the majority (table 28).

Table 28:- Election of illiterate farmers for the position of PA leadership

Description		Frequency	Percent	Cumulative Percent
Valid	Disagree	29	42.0	42.0
	Agree	32	46.4	88.4
	Strong agree	8	11.6	100.0
	Total	69	100.0	

84.1% of the respondents have participated in development-whereas 15.9 % of the respondents did not (table 29). However, the data from district office 2009 showed that the participation not satisfactory.

Table 29:- Participation in Development

Description		Frequency	Percent	Cumulative Percent
Valid	Yes	58	84.1	84.1
	No	11	15.9	100.0
	Total	69	100.0	

76% of illiteracy respondents were prevented from participating in development due to their illiteracy whereas 23.2% of the respondents indicated that illiteracy did not have impact on their participating in development activities (table 30).The result confirmed the impact of illiteracy on rural development. Thus, illiteracy must be enhanced in the district in order to facilitate the bottom up development approach. Without educating the rural population it would be too difficult to visualize social and economic transformation in rural. At individual level rural development also reflected beyond income and shows the issue of wealth disparity.

Table 30:- Is your illiteracy preventing you from participating in activities of development?

		Frequency	Percent	Cumulative Percent
Valid	Yes	53	76.8	76.8
	No	16	23.2	100.0
	Total	69	100.0	

47.8% of the respondents disagreed that there is no wealth equality between illiterate and literate farmers whereas 31.9 % of them agreed on the existence of wealth in equality. The remaining 17.4 % and 2.9 of the respondents have strongly and very strongly agreed with the person of 31.9% respectively (table 31) .Here the study found out that illiteracy is one the factors for social class, formation in the rural areas that is reflected by a recognizable level of wealth difference between

literate and illiterate farmers.

Table 31:- Do you agree that there is wealth equality between illiterate and literate farmers?

		Frequency	Percent	Cumulative Percent
Valid	Disagree	33	47.8	47.8
	Agree	22	31.9	79.7
	Strongly agree	12	17.4	97.1
	Very strong agree	2	2.9	100.0
	Total	69	100.0	

In association wealth equality, farmers with good income were expected to cover the needs of their children. More to that, if illiterate family members are aware of the value of education, able and willing to send their children to same school like the literate family members one it could be with wealth disparity. 56.5% disagreed that illiterate and literate farmers can send their children to the same school whereas 18.8, 23.25 and 1.4 % agreed , strongly agree and very strongly agreed that illiterate and literate farmer could send their children to the same school respectively (table 32). The result clearly showed that education status of the family played a significant role on the school selection and forced this research to pose question on the base the families chose of school and found out that income was the determining factor.

Table 32:- Do illiterate and literate farmers send their children to the same school

Description		Frequency	Percent	Cumulative Percent
Valid	Disagree	39	56.5	56.5
	Agree	13	18.8	75.4
	Strongly agree	16	23.2	98.6
	Very strong agree	1	1.4	100.0
	Total	69	100.0	

To have a complete overview and to crosscheck the participation of farmers in development the level of participation was studied. According to the survey, 56.5% of illiterate people have medium awareness of about development and the 37.7% of illiterate people have low awareness whereas 5.8% of illiterate people have very low awareness about development (table 33). In general, they lacked the sufficient level of awareness of development issues and concepts as a result of low level of education or illiteracy.

Table 33:- What is the awareness of the illiterate people about development?

Description		Frequency	Percent	Cumulative Percent
Valid	Very less	4	5.8	5.8
	Less	26	37.7	43.5
	Medium	39	56.5	100.0
	Total	69	100.0	

To see how much the illiteracy affected the participation of rural population in infrastructure development the views of respondents' was analyzed and showed in table 88. 68.1% of the respondents replied that illiterate person did not perceive the ideas and concepts of infrastructure development. And few of them (31.9%) were able to recognize the whole complex of development like literate once (table mm).However, the result clearly illustrated that majority of the illiterate people take no initiatives to grasp the ideas of infrastructure development. But they keep on asking about best or better to access markets to sell their products.

Table 34:- illiterate person widens the understanding of infrastructure development

Description		Frequency	Percent	Cumulative Percent
Valid	Yes	22	31.9	31.9
	No	47	68.1	100.0
	Total	69	100.0	

To triangulate the response of the HH on infrastructure the respondents were asked about road development. 92.8% of the respondents agreed that roads were not well developed in their area and very few of the respondents (7.2%) opposed the response of the majority and indicated the existence of well developed roads (table 35). However, it was possible to confirm that roads were not developed to satisfy the demand of the people in the area. Here it was possible to learn that understanding of development was the reflection on how the community perceives the idea. There was a proportional relationship between infrastructure development and the level of rural development. Again it was possible to understand clearly how illiteracy affects understanding of infrastructure and limit their participation in development.

Table 35:- Are roads well developed in the area?

Description		Frequency	Percent	Cumulative Percent
Valid	Yes	5	7.2	7.2
	No	64	92.8	100.0
	Total	69	100.0	

It was assumed that children of illiterate families tend to be illiterate like their families. To prove this assumption a question was forwarded to the households. 88.4% of the respondents do not believe that their illiteracy would affect the education status of their children and it does not have relation with human development whereas very few (11.6%) believed its impact on both parameters indicated above (table 36). This would strengthen the fact that the majority of rural communities are/were not aware of the advantages of literacy and did not benefit from literacy. Opposite to this finding in number of occasions its important was illustrated and pointed out that theoretically and practically literacy is

crucial for human development.¹⁸

Table 36:- Do you believe that illiteracy and human development are strongly related?

		Frequency	Percent	Cumulative Percent
Valid	Yes	8	11.6	11.6
	No	61	88.4	100.0
	Total	69	100.0	

¹⁸ Promoting Human Development through support literacy,
<http://www.mofa.go.jp/policy/oda/category/education/support0507.pdf>

CHAPTER FIVE

5. Conclusions and Recommendations

5.1. Conclusion

The study has assessed 33 major factors to understand the effect of illiteracy on rural development and came out with following major conclusions.

- The household members of the study area have a very good participation in self help groups. This shows that there is a prospect to facilitate changes and strengthen development process by putting more efforts on adult education. Adult education could support the efforts of the groups in the process of solving the challenges of rural development.
- Limited agricultural production was the reflection of illiteracy that has left the farming community with traditional farming system.
- Limited participation in environmental conservation particularly on sanitation issues were lack of knowledge on appropriate methods or technology. Weak participation in natural resource conservation was the reflection of illiteracy. The situation has reached to a point that could affect the next generation as long as it is not supported by adult education.
- Limited health education and negligible participation of the farming community in family planning was also the result of illiteracy. Due to lack of health education the community has suffered a lot from preventable diseases. Thus farmers and their family were not in the position to carry their daily farming activities properly. To tackle this problem a serious measure needs to be undertaken to increase the coverage of health and family planning education.

- The notion of development was not understood well enough and coupled with illiteracy it has affected the rural development activities. Consequently, a huge number of farmers were not participating in agricultural extension activities. This is one of the reasons for very sluggish agricultural transformation. Thus, to bring change in agriculture the country must carry massive adult education program.
- The extension activities and adult education were means to change the living standard of the rural people. With such limited involvement and lack of active participation in the a initiatives, it will be a formidable task to implement rural development.
- There was a positive trend among the literate family member in providing support for their children education. This gives a prospect that as long as the country minimized illiteracy all rural households send their children to school. Thus, the chance of having better rural sit-up in Ethiopia would be high and further farming community will have stable and conducive environment.
- Illiteracy has limited the capacity of the community members in their utilization of fertilizer.
- Illiteracy has affected the use of ´modern agricultural inputs such as fertilizer, improved seeds, etc in Jeldu. The area being covered by farming community these factors will have a determinant effect on the socio economic development.

5.2. Recommendations

To assist the rural development endeavors, based on the short comes of the study area the following recommendations could be considered by Jeldu district administration to bring sound change in the area.

- Increase the coverage of adult functional education. This could be achieved by devising appropriate and attractive incentives to the illiterate farmers.
- Encourage farmers to attend the famers training programs by allocating enough training on modern farming skills and knowledge on small scale irrigation and fertilizer usage.
- Introduce integrated development approach in the district. The district administration needs to devise a new mechanism to increase the awareness of the community on natural resource conservation and increase the participation of farmers.
- Development concept need to be part of farmers' training programs and other training courses of the rural illiterates.
- Increase the magnitude of health education and advocacy work on family planning in the district.
- Using non-professional teachers in farmers training and functional adult literacy programs. Non Professional teachers are more productive than professional teachers.

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Annex I

PERFORMA FOR SUBMISSION OF MA (RA) PROPOSAL FOR APPROVAL

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Date of submission :

Name of student Center : **St Mary’s university college**

Name of guide :

Title of the project : **Effect of Illiteracy on Rural Development**

in Jeldu Distrcet; Oromia Region state; Ethiopia

Signature of the student :

Approved /Not Approved Date :

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1, Introduction

Ethiopia is the most populous state in the Horn of Africa and one of the world's poorest countries with a real per capita GDP of US\$ 90. About 87% of its population live in rural areas and are dependent on agriculture; more than 56% live in absolute poverty; and 70% of the adult population is functionally illiterate and unskilled. One in every two adults cannot read or write and the situation is worse still in the rural development .Furthermore, children and youth living in rural areas have little access to education or skills training programs, as a result in rural areas is generally low developmental participation and enforced to live below poverty.

All these significant results of illiteracy affect on development in a bad way. So, illiteracy rates must be tried to cut down.

The major responsibility of a local self-government representative (LSGR) is to initiate and implement development programs in his/her area .This may mean construction of a road, a bridge over a river or provision of schooling facilities for children, youth and adults

However, the relationship between education and development is not as simple as it appears to be. In fact, the impact of literacy on development depends basically on what we teach and how much the learners learn. In simple words, it is the education contents and the teaching methods that make the difference. Equally important is the interaction of education with other social and economic factors.

The Government of Ethiopia considers the education sector to play a crucial role in driving development and transformation as well as reducing poverty and empowering citizens. But the rural people not obey to participate on any infrastructure in regard to education, due to effect of Illiteracy on

development. The Government also has prioritized the development and provision of access to primary education to children under 15 years and Technical Vocational Education and Training (TVET) to out-of-school youth and adults who have completed grade 10 and above. However, the government is not addressing the illiteracy of rural people to come up sustainable development through community interaction.

To realize that, most of rural people have been living in the disadvantage condition due to lack of livelihood improvement as the effect of illiteracy. Nonetheless, only a small number of NGO-initiated adult education programs are operating at the community level and most, particularly those in the remote of rural areas, are neither effective nor sustainable. A community with a high rate of illiteracy also suffers as a group. Employers and companies cannot operate a workforce that has a significant illiteracy problem. If an employee can't understand instructions, processes, data or sensors, the employer can only use him for basic manual work. Such communities lack business development until someone can come in and boost the education level¹⁹

Through adult education program only small number of rural community has participated, but the large number of community did not benefited. Thus, the community has remained illiterate. So that, the illiterate people in the rural sit up were not able to adopt introduced technologies.

Development and illiteracy have a close relationship in rural areas and currently, world becoming a village due to technological advancement. However, in developing country like Ethiopia due to the

¹⁹ [The Effects of Illiteracy | eHow.com](#)

high rate of illiteracy people are not in the position to use the advantages of technological advancement.

In fact, the opportunity of technology is still not yet practiced in rural people, and people are highly affected through lack of education to enhance their development. There are a lot of factors affecting the rural people and among them the lack of access to school or educational center, shortage of well qualified teachers, poverty and others.

Illiteracy is highly affected rural development. And most of community member are not enabled to manage the natural resource due to lack of knowledge and capability. Thus, it was not possible to realize sustainable rural development in the country and enhance the Livelihood or the living condition of peoples.

2, Statement of the problem

Poverty is deep rooted and multi-dimensional, particularly in the rural areas of the district and has been assumed to be the result of illiteracy. The rural communities are not producing effect of enough food to feed themselves and their children and development is at a low pace. Beside the constraints associate with knowledge gaps the agricultural productivity is suffering from the very shortage of land and poor soil infertility management Even though the magnitude is not well known; due to lack of education (farmers) do not carry out their obligation of soil and water conservation and weed management. Though they have potential of irrigable land in the area farmers are not also practicing irrigated agriculture system, since they are able to understand the advantage of adoption of small scale irrigation .Access to education is very limited in the area. . As a result, 71.2% of adults are illiterate. Elementary schools are sparsely established. Children from some peasant associations, have to walk

for 2 to 4 hours to reach the nearest school. As a result many children, particularly girls are not forced to attend their education.

The farmers in the area are not using the new technology in their farming system, and effectively participating in the extension package. The government does not give consideration to promote adult literacy because of shortage of fund and others factors. As a result, illiteracy compounded with many of interwoven factors express itself “in terms of powerlessness, low self esteem, lack of confidence and isolation.” Illiteracy has made impossible the realization of the communities’ potential in the reduction of poverty across the area. In the district the illiteracy rate is attributed to high access of backward cultural traits especially as regards to women education.

Accelerated and Sustained Development to End Poverty (PASDEP), the Industrial Development Strategy and other sector development strategies could have been affected by illiteracy. Frame work for Understanding Poverty, low achievement can be closely correlated with low socio-economic status. Poverty can be related to literacy achievement in the Jeldu district. Students who come from impoverished families are more likely to have problems in school than students who come from middle-class or upper-class families. Unfortunately, the Jeldu district has very high rates of childhood poverty. Furthermore, it is very difficult for the impoverished families to escape poverty once they are in it without improving the effect of illiteracy on rural development. Thus the purpose of this proposal is to study the impact of socio-economic (SES) status and illiteracy on educational achievement and rural development.

3, Significant of the study

This study is aimed at assessing the impact of illiteracy on rural development. The overall purpose of this study is, therefore to critically examine how illiteracy of rural people is improved and also improve the rural development of Jeldu district of oromia region. The district education office and agricultural rural development will know the positive and negative impact of illiteracy on rural development and based on the outcome they can develop means to improve the situation. The result of this study will put the relationship b/n illiteracy and rural development clearly; so that the regional government will work on the gap and develop intervention strategies.

Government also learns from this paper how really the effect of literacy on rural development fills the gap of government intervention and makes ready itself to strengthen and sustain the positive impacts and improve there intervention

4. Hypotheses

The hypotheses framed for this study are as follows;-

- A, Illiteracy is the main cause of low development and livelihood condition in rural sit-up
- B, Illiterate rural community has a low participation in development.

5, Objectives of the Study

5.1 General objective

The study shall investigate the effect of illiteracy of the rural community on rural development of Jeldu district within the present framework of literacy and educational services in the district.

5.2, Specific objective

- To identified the effect of illiteracy on agricultural development and health.
- To study the effect of illiteracy on adoption of technology

6, Research Question

Research questions to be answered:-

- 1, what are the effects of Illiteracy on Rural Development of Jeldu district of oromia region?

7. Literature review

Illiteracy has been described as the lack of ability to read for knowledge and write coherently and think critically about the written word. The effect of illiteracy can also include the inability to understand all forms of communication, concept of development, be it body language, pictures, video & sound (reading, speaking, listening and viewing). Illiteracy encompasses a complex set of inabilities to understand and use the dominant symbol systems of a culture for personal and community development.

The United Nations Educational, Scientific and Cultural Organization (UNESCO) defines illiteracy as the lack of ability to identify, understand, interpret, create, communicate and compute, using printed and written materials associated with varying contexts . Illiteracy is not involves a continuum of learning in enabling individuals to achieve their goals, to develop their knowledge and potential, and to participate fully in their community development .Illiteracy has influenced development in rural areas. The National Assessment of Adult Literacy, or NAAL, revealed that about 14 percent of U.S. residents are illiterate or have extreme difficulty with reading and written comprehension, according to UNSCO report (2008) Illiteracy in a family can create a perpetual cycle of illiteracy running

throughout generations and can result in a cycle of poverty or under development and reduced opportunity for members of the family.

They review several additional African studies [Ahiadeke, 2000; Woldemichael, 1998] and find that the effect of illiteracy on agricultural output is usually not significant, though in some cases it can be large, indicating that there is substantial variation in returns to literacy both within and between the areas surveyed. Wide variation has observed in the actual effects of illiteracy on agricultural output of different areas and under different farming systems. These reviews illustrate the need for further investigation of the effects of illiteracy on farm productivity in Africa.

Until recently, very little empirical evidence was available to illuminate the effects of illiteracy in Ethiopian agricultural development. Much of the recent research may be criticized on the grounds of poor measurement of illiteracy variables and small sample size. However, a variety of data sets and methods have been used in this context, providing some insight into the effects of illiteracy on productivity and efficiency in Ethiopia²⁰.

Adult illiteracy costs society an estimated \$240 billion each year in lost industrial productivity, unrealized tax revenues, welfare, crime, poverty, and related social ills. This is the main effect of illiteracy on development. According to institute for the study of adult literacy. Adults with low-level reading skills frequently suffer from health problems because they lack the ability to read medical directions, health-related literature or prescription labels. Chronic health conditions may go improperly

²⁰ Note that the measure of education used was possession of an Adult Literacy Programme certificate. This is not an ideal proxy for education, since literacy skills may have completely deteriorated by the time of the survey and because no account is taken of numeracy, which may be equally important.

monitored by patients who are functionally illiterate and the overall well-being of these individuals may worsen overtime causing frequent doctor or emergency room visits, hospitalization, or even death. On the other side, the productivity of those people became decreased according to the report of Child Growth and Nutrition in Developing Countries:

Croppenstedt , Demeke and Meschi (1998), using data from a 1994 USAID fertilizer marketing survey, found that literate farmers are more likely to adopt use of fertilizer than those who are illiterate, in such way that effective of illiteracy directly influenced the rural development . Recent studies show that there is an increasing rate of illiteracy all over the world .A study conducted by WSI (World Statistics Institute) shows that over 27% of people are illiterate globally. Another study by the same institute shows that the speed at which illiteracy rate ascends is 32%. These rates are quite important, as illiteracy has terrible effects on development.

The most important effect of illiteracy on society is that, it works as an inhibitor. That is to say, the more illiterate people there are in a country, the harder it will be for the country to develop. This fact could be clarified with an example: America (whose illiteracy rate is below 5%) and Canada (Illiteracy rate: around 8%) are developed countries, whereas countries, like Turkey and Iran (Illiteracy rates: 61% and 43% in order) are undeveloped countries. Illiteracy has got a kind of "genetic" effect. The children of illiterate people are more likely to be illiterate that those who aren't. Even if the parents don't want their children to be illiterate, their children, observing the parents, see that they somehow manage to live and adopt the idea that illiteracy isn't actually a bad thing. And since people develop most of their character during childhood, they choose to go with illiteracy.

Another major effect of illiteracy is that, illiterate people believe in the said things easily. They do not investigate what was said or told to them. When looked at the pages of history, it can be seen that, while most uneducated people are slaves, guardians and assistants; people who are educated are mostly kings, queens and sultans²¹. They are not slaves because they wanted, but because people superior to them made them so.

They find that illiteracy has a negative effect on productivity, and that illiteracy is strongly correlated with rural development. Illiterate farmers were found to be relatively and absolutely less efficient than those educated one.

8, Research Methodology

8.1, Study site

National Regional State of Oromia is one of the nine regional states of the Federal Democratic Republic of Ethiopia with a total landmass about 353,006 Km² that makes it one of the largest regional states in the country. The region lies between 3⁰24'20" and to 10⁰23'26" latitudes North and 34⁰07'37" East to 42⁰58'51" longitude east²². According to Ethiopian Statistical Agency, the total population of Oromia region is 25.5 million (out of this 45.5% are women²³). Of the total population of the region 87.6 percent resides in rural area while 12.4 percent is urban dwellers. According to this census 49.8% of the population of the region is in economically active age category.

²¹ UK

Veteran Member 5,006

²² Oromia, Bureau of Finance and Economic Development, Oromia in Brief, p 1.

²³ Ethiopian Statistical Agency, 2008

The basic livelihood of the majority of the population is agriculture. About 89 % the regional population is engaged in agriculture. This sector, besides producing various types of staple food crops, supplies raw materials for local industries and exportable crops for earning hard currency for the nation. The area of land covered by major crops has increased from 4.98 million hectares in 1999/00 to 7.1 million hectares in 2004/05 with an approximately 7.3% annual growth rate²⁴.

Jeldu District is one of the Districts located in West Shewa zone of Oromia Region. Gojo, the capital town of the District is 129 km North West of Addis Ababa, and it is also 74 km away from the Zonal capital, Ambo. Jeldu is 41 subs - divided in to 41 peasant associations. The data of the district indicated that around 71.2% of households are illiterate. Thus, the effect of illiteracy on rural development is highly influenced the life of rural community

8.2 Research deign

The research site was selected using purposive sampling method due to its peculiar characteristic with reference to education infrastructure distribution compared with neighboring districts. The universe will be blocked into two categories (illiterate and literate) with different groups of respondents from households, peasant association (PA) leaders, and Government office.

8.3 Sampling

Jaldu has 40 rural kebeles (PAs) and they were stratified based on their natural resource management capacity. Among the PAs of district who have integrated community development only five peasant associations (*Tatessa, Qoftu, Sarity Dano and Bicho Dagali*) that are assumed to be representative were selected using random sampling method.

²⁴ Oromia, Bureau of Finance and Economic Development, Five Year Plan, p 4.

The households (villages) will be sampled using systematical random sampling method; whereas the PAs leaders and government offices will be sampled using purposive sampling method. From the list of households of five selected peasant associations (75) households will be selected using an interval of 10, i.e. 1, 10, 20 etc. This way, from each peasant association 15 households will be selected. In the five peasant association leaders and 10 experts from sectors offices (health and agriculture) will be interviewed. Observation and focus group discussion will also be used as additional etchings for data collection. The different interview tools will be pre-tested and standardized. The sampling design showing the size of the sample to be taken from each peasant association and concerning offices are provided in the following table.

Table 1: Sample population

Items discretion	Name of peasant associations					
	Sarity	Bico	Tatesa	Dano	Quftu	Total
Number of house hold representative (75% literate and 25% illiterate farmers)	15	15	15	15	15	75
Number of peasant association leaders	all PA leaders	all PA leaders	all PA leaders	All PA leaders	All PA leaders	One leader from each PA
Number of worda office represented from each sector	1	1	1	1	1	10(five from agriculture office and five from health officer
Total	16	16	16	16	16	90

8.4, Data collection; - Tools and procedures

Two types of data collecting methods are used for this study; ie

1, primary, and

2, Secondary data collection,

The primary data will be collected directly from stakeholders (H H s) using questioner and focus group discussion; - And

Secondary Data from different documents.

The interview schedule shall contain mostly close-ended questions

The questions in interview schedule will and be related to personal data, familial information, work, health status, work, Qualification, socio –economical factors, job opportunity factors affecting attitudes of rural people and developmental status .*The data will be collected through group desiccation.*

8.5. Data processing and, Analysis of data

Data collected will be scrutinized, verified, edited and arranged, for coding. Three masters –code sheets will be prepared –one for data collected from village community, anther for data collected at grass roots –level leaders and, data collected from district government office.

Direct Question will also be used understand the perception and experience of the participants directly .The analysis will be done and using SPSS by statistically

9, Budget

s/n	Items of description	Unit	Quantity	Unit cost	Total cost	Period or duration	Remark
1	Purchasing Data collection paper	ream	5 ream	100.00	500.00	February 25-30/2012	
2	Transportation cost	person	10	900.00	9,000.00	March 26-30/2012	
3	Data processing	person	10	600.00	6,000.00	March 28-May20/2012	
4	Focus group discussion	person	4	720.00	2,880.00	April 15-30/2012	
5	Submitted the final paper	person	20	360.00	7,200.00	April 1-5/2012	
6		person	1	200.00	200.00	February,1-May 20/2012	
	Total				25,580.00		

10 Time table of study

S/n	Activities Description	Unit	Quantities	Time schedule
1	Data collection	ream	ream	April, 5-6 /2012
2	Data processing	person	10	April, 10-15/2012
3	Focus group discussion	person	4	May, 8-9/2012
4	Analysis and interpreting data	person	1	May, 15- 20/2012
5	Working final thesis	Person	1	June, 20-30/2012
6	Submitted final thesis	person	1	July 10/20/2012
7	Re correct the final thesis	Person	1	July, 12-16/2012
8	Submit the final thesis	person	1	July 20/2012

Annex II

Questionnaire

Household questionnaire to illiteracy status in five peasant association of Jeldu Woreda .

Region: Oromia, Zone: West Shewa, Woreda: Jeldu

1.1. Kebele _____

1.2. Residence area

(1) Rural

II. (2) rural General information

2.1. Name of the respondent _____ Age _____ Sex _____

2.2. Total Numbers of family members _____

2.3. Ethnic:

1) Oromo

2) Amhara

3) Gurage

4) Tigre

5) Kembata

6) Wolayita

7) Others (specify) _____

2.4. _____ Religion:

(1) Orthodox

(2) Muslim

(3) Protestant

(4) Catholic

(5) Others (specify) _____

2.5. ___Are you participating in Self Help Group (Functional Adult Literacy cycle) now?

1) Yes

2) No

III. Livelihood

3.1. What are your major livelihoods?

1) Crop production and animal husbandry (mixed farming)

2) Crop production only

3) Animal husbandry only

4) Petty trade

5) Income generating activities

6) Wage work

7) Others (specify) _____

3.2. _____Do you produce enough products for your family yearly consumption?

1) Yes

2) No

3.3.If the answer is no for Q. # 3.2 why? What do you have to improve it?

3.4.What are the potential income generating activities in the area?

a) _____

b) _____

c) _____

d) _____

e) _____

IV, Cause of illiteracy relation to health household questionnaire.

4.1, _____are you the rural people participating on environmental cleaning?

- a) Yes
- b) No

4.2, _____Do you have a died family member due to lack of health education?

- a) Yes
- b) No

4.3,_____ are you used family planning in your area of health post?

- a) Yes
- b) No

4.4, _____Do you have died children blow five years due to lack of vaccination?

- a) Yes
- b) No

4.5, _____the illiterate farmers are not participating on farmers training

- a) Disagree
- b) agree
- C , stronger agree

4.6, _____the production of agriculture has decreased by -----% per year due to lack of health education.

- a) 15 %
- b) 25%
- c) 50%
- d) 75%
- e) 80%
- f) 100%

V, Illiteracy status of household questionnaire

5.1, the member of family numbers those completed primary school-----secondary school-----

5.2, Are you illiterate farmers understood about development?

- a) Yes
- b) No

5.3. _____If the answer is yes to question no 2,

Are you participated in development activities? Yes/No

If the answer is No; Why? _____

5.4, ____ Are you participating in agricultural extension activities?

a) Yes

b) No

If the answer is No; Why?

5.5, _____ Are you participating on adult education in the village now?

b) Yes

a) No

5. 6 _____ Are you the literate parent and do you support your children in education?

a) Yes

b) No

If the answer is No; Why? -----

5.7, _____ Illiterate farmers are not elected by community in the PA leader?

a) Disagree b) agree c), strongly agree

VI, the cause of illiteracy on rural development,

6.1, ____ have you participated in development?

a) Yes

b) No

If the answer is No; Why? _____

6.2, _____ is your illiteracy preventing you from participating in activities of development ?

a) Yes

b) No

6.3, _____, There any difference b/n illiterate and literate households in the usage of agriculture extension package ?

- a) yes
- b) no

If, your answer is yes; how? -----

6.4, _____ is illiteracy affecting agricultural production?

- a) Yes
- b) No

If your answer is 'yes' how strong?

- a) Very high
- b) Medium
- c) Low

6.5, _____ Are illiterate farmer participating in farmers training?

- a) Yes
- b) No

If your answer is 'yes' how strong

- a) High level,
- b) Medium
- c) Low level,

6.6, _____ can illiterate farmers utilize fertilizers effectively?

- a) Yes
- b) No

6.7, _____ Can illiterate household understand the principles modern farming system?

- a) Yes
- b) No

If your answer is 'yes' which system -----

6.8, there is the wealth equality b/n illiterate and literate farmers?

- a) Disagree b) agree c) strongly agree d) very strongly agree.

6.9. What is the attitude of illiterate people on natural resource conservation?

- a) Very poor b) poor c) medium d) strong e) very strong

6.10. illiterate and literate farmers send their children to the same school

- a) Disagree b) agree c) strongly agree d) strongly disagree

6.11. Do illiterate farmers use family planning?

- a) Yes
b) No

If your answer is 'yes' which methods of planning, _____

6.12. what is the awareness of illiterate people about development?

- a) Very less b) less c) medium d) high e) very high

6.14, what can you say about the relation between illiteracy and development

1 _____

2 _____

VII, the Enrollment of the district

1, Number of households literate in the district are Male -----Female -----Total -----

2, Number of student enrolled in the district are Male -----Female -----Total -----

3, Number of Adult enrolled in the district are Male -----Female ----- Total -----

4, Number of student enrollment of lower primer school Male ----- Female -----Total -----

5, Number of students enrolled in upper primer school are Male -----Female -----Total -----

6, Number of students enrolled in high school are Male -----Female ----- Total -----

7, Number of students enrolled in preparatory school are Male -----Female ----- Total -----

8, how many % of household are illiterate in the district Male -----Female -----Total -----

9, how many % of households are not participated on agriculture due to illiteracy Male -----Female -----
-----Total -----

10, how many % of households are not participated on health extension due to illiterate Male -----
Female -----Total -----

11, how many % of households are not participated on agricultural extension due to illiterate Male ----
-----Female -----Total -----

VIII Developmental status relation to illiteracy

8.11, what are the main factors of illiteracy affecting rural development?

1 _____

2 _____

8.2_____ illiteracy person widens the understanding of infrastructure development?

a) Yes, b) no

8. 3 Find out the following features in your area:

a) Number of schools _____

b) Number of hospitals/health centers _____

c) Number of big industrial establishments _____

d) Is there any source of power generation? _____

e) Are the roads well developed?

a) Yes b) No if your answer is 'yes' what is the contribution of illiteracy people?

Can you think of any other features? _____

8.4, Do you believe that illiteracy and human development are?

Strongly related? a) Yes b) No if your answer is; yes' How _____

8.5 List 5 important aspects of human development and how effect of illiteracy on this?

A _____

B _____

C _____

D _____

8.6 What is the relationship between average annual incomes of illiteracy and literacy status of the HH

? _____

8.7, which indicators can be used to assess the effect of illiteracy on development in your area?

8.8, would you agree that a literate person is more aware than illiterate of his/her rights?

a) Disagree, b) agree c) strongly agree.

And is, therefore, a better participant in the democratic process?

a) Yes

b) No

Annex 3. Focus group discussions

The main effective of literacy on rural development of Jeldu district

9.1, How the Illiteracy affecting rural development?

1, _____

2, _____

3 _____

4 _____

5 _____

9.2 Describe the difference b/n illiterate farmers and literate farmer in the mind set of rural development.

1, _____

2, _____

3 _____

4 _____

5 _____

9.3 can you explain the influence of illiteracy on rural development for the past 10 years ago

1 _____

2 _____

3 _____

4 _____

5 _____

9.4 What can you say that the illiterate people to improve rural development

1 _____

- 2 _____
- 3 _____
- 4 _____
- 5 _____

9.5 is it ready the illiterate people to literate and change themselves through rural development

- 1 _____
- 2 _____
- 3 _____
- 4 _____
- 5 _____