

ASSESSING THE INVOLVEMENT OF WOMEN IN ADULT NON-FORMAL EDUCATION
CHALLENGES AND PROSPECTS □ A CASE STUDY OF ARBA MINCH CITY.

A THESIS

Submitted to the Center for Population and Development

Institute of Population Studies

Mekelle University, Mekelle



In Partial Fulfillment
of the Requirements for the Degree
Master of Science (MSc) in Population and Development

By: Askalech Ayano

(Email; askalechayano@gmail.com)

Advisor: Krishna Murthy Ponnappalli (Ph.D.)

CO- advisor: Kefyalew kinfemichael (MA)

Mekelle University, Mekelle, Ethiopia

Jun, 2018

DECLARATION

I, Askalech Ayano declare that this thesis entitled: **ASSESSING THE INVOLVEMENT OF WOMEN IN ADULT NON-FORMAL EDUCATION, CHALLENGES AND PROSPECTS: THE CASE OF ARBA MINCH CITY** is my own original work and that it has not been presented to any other university for a similar or any other degree award.

Signature_____

Date_____

CERTIFICATION

The undersigned Certify that this MSc thesis entitled: **ASSESSING THE INVOLVEMENT OF WOMEN IN ADULT NON-FORMAL EDUCATION, CHALLENGES AND PROSPECTS: THE CASE OF ARBA MINCH CITY** is a research work of: *Askalech Ayano* who did it under our guidance and supervision and hence, we here by recommend it to be reviewed by the examiners.

Main Advisor

Name _____

Signature_____

Date _____

Co- Advisor

Name _____

Signature _____

Date _____

ABSTRACT

This study primarily focuses on assessing the involvement of women in Adult Non-Formal Education (ANFE) Challenges and Prospects in relation to the cases in four selected ANFE centers such as Beare, Doysa, Dulfana and Menaharya kebeles in Arba Minch city (Secha and Sikela sub cities). To achieve this objective, the researcher designed descriptive survey with qualitative and quantitative approaches to data gathering and analysis. The researcher formulated three specific objectives directed towards assessing the current level of involvement of women in ANFE, knowing the attitudes and perceptions of participating women as to benefit gained by participating in the Program and identifying the existing challenges that deter women from full participation in ANFE program. To this end, the researcher prepared the questionnaire and administered for 70 women ANFE participants; an interview was conducted with 5 students from the class who ranked 1-10 (top ten ANFE students), 2 facilitators, 1 school principal, and one educational expert, in order to gather qualitative data. The researcher conducted focus group discussions with 36 stakeholders from the ANFE within 4 groups having 9 participants. Then both qualitative and quantitative data were collected and analyzed using descriptive statistics. Hence, the results of the study revealed that there is the low level of women participation in ANFE and there is an explicit difference from the last two years (2007/08 E.C). It ranges from the majority satisfactory to very good. The findings revealed that women participate in ANFE positively benefits them to gain more understanding about personal and household hygiene, to improve their living condition, to improve and develop their writing and reading skills, to gain more awareness about HIV/AIDS, and to have more understanding about their rights and equalities. Besides, women involved in ANFE were more likely to send their children to school, manage their own income, participate in small and micro business, and have the good understanding of family planning. The study showed that women participant in ANFE helped them to build self-confidence, to improve their future life situations, to become leader to any position, to increase awareness about environmental protection, to improve their feeding habit, to decrease fertility rate by increasing their knowledge of family planning. Nevertheless, there exist challenges that hinder women from full participation in ANFE Program. These include the shortage of income, lack of trained facilitators, workload/house hold task/, lack of enough time to participate in the program, distance from their house to the ANFE center, family problems, lack of awareness about the program and limitations in government support were the major ones. Therefore, all ANFE stakeholders need to work in collaboration so as to enhance/sustain/ women participation in ANFE program.

Kew words: - adult non formal education, adult education, women involvement on non formal education

ACKNOWLEDGEMENT

First of all, it is my pleasure to extend my sincere appreciation to my Advisor Krishna Murthy Ponnappalli (Ph.D.) and co- advisor: Kefyalew kinfemichael (MA) for their inspiring guidance and encouragement. This thesis would never be completed without their generous and patient support.

I also wish to extend my heart-felt gratitude to my mother Bezunesh Tsenga, my sisters Ilifinesh Ayano and her husband mengistu, my brother AdisuAyano, and all others. They were always on my side and constantly served as my pillars of strength by offering me financial, material and moral support to complete my study. Moreover, it is my pleasure to express my deepest gratitude to my friends, and fellow brothers and sisters for their technical assistance, moral support and what is rendering speechless is that they helped me in prayer in the due course of my studies and research works.

I am also much indebted to Arba Minch Education office, all ANFE Training center facilitators, principals, ANFE students and all women for their provision of valuable support and cooperation and their sense of willingness in providing required information.

Finally, appreciation to Mekelle University, instructors from the institute of population studies, center for population and development,

ACRONYMS

ABE	Alternative Basic Education
ANFE	Adult Non Formal Education
CSTCs	Community Skill Training Centers
ESDP	Education Sector Development Program
ETP	Educational Training Policy
EEA	Ethiopian Educational Association
FGD	Focus Group Discussion
MOFED	Ministry of Finance and Economic Development
MoE	Ministry of Education
NMEC	National commission for Mass Education
NGO	Non Governmental Organization
NCE	Nigeria Certificate in Education
NFE	Non-formal Education
NFLP	Non Formal Learning Process
TGE	Transitional Government of Ethiopia
UN	United Nations
UNESCO	United Nations Educational, Scientific and Cultural Organization
WB	World Bank

TABLE OF CONTENTS

DECLARATION	i
CERTIFICATION	ii
ABSTRACT.....	iii
ACKNOWLEDGEMENT	iv
ACRONYMS AND ABBREVIATIONS	iv
TABLE OF CONTENTS.....	vi
LIST OF TABLES.....	ix
LIST OF FIGURES	x
LIST OF MAPS	xi
CHAPTER 1:INTRODUCTION.....	1
1.1. Background of the study.....	1
1.2. Statement of the Problem	4
1.3. Objectives of the study	5
1.3.1. General Objective of the Study.....	5
1.3.2. Specific objectives of the study.....	5
1.4. Research question.....	6
1.5. Scope of the Study	6
1.6. Rationale and Relevance of the Study	6
1.7. Limitations of the Study.....	7
1.8. operational Definition of key Terms	7
1.9. Organization of the Paper	8

CHAPTER 2:REVIEW OF RELATED LITERATURE.....	9
2.1. Literacy and Education.....	9
2.2. Education	10
2.3 Overview of Educational Policy of Ethiopia	12
2.4. Adult Literacy Policy in Ethiopia.....	13
2.5 The Concept of Adult Education	14
2.6 Adult Non-formal education status in Ethiopia	14
2.7 Advantage of Women in ANF Education.....	15
2.8 The Challenges of Adult Education	16
CHAPTER 3:RESEARCH METHODOLOGY	17
3.1. Study Design.....	17
3.2 Study Area Description	17
3.3 Sampling Technique.....	20
3.4 Target and Study Population	20
3, 5, Data Sources	20
3.5.1. Primary data sources.....	20
3.5.2. Secondary data sources.....	20
3.6. Sample Size	21
3.7. Data Collection Instruments	24
3.7.1. Questionnaire	24
3.7.2 Focus Group Discussion	25
3.7.3 An in-depth Interview	25
3.7.4 unstructured Personal Observation.....	26
3.8. Method of Data Analysis.....	26
3.9. Ethical consideration.....	27

3.10 Validity and Reliability of the Data.....	27
CHAPTER 4:RESULTS AND DISCUSSION.....	28
4.1. Results.....	28
4.1.1. Analysis of questionnaire data.....	28
4.1.2 The Current Level of Participation of Women in ANFE.....	39
4.1.3 The Attitudes and Perceptions of Participation as to Benefits Women who participate in ANFE?.....	40
4.1.4. The Challenges that hinders the Women from full Participation in ANFE.....	41
4.1.5. The Manner through which Stakeholders Provide Special Support to Encourage Women Participation into ANFE.....	41
4.2. Discussion.....	44
CHAPTER 5:SUMMARY, CONCLUSIONS AND RECOMMENDATIONS.....	48
5.1. Summary of the Findings	48
5.1.1. The Current Level of Involvement of Women in Adult Non-Formal Education (ANFE) in Arba Minch city.....	49
5.1.2 The Attitudes and Perceptions of Participating Women as to Benefit gained by participating in the Program.	49
5.1.3 The Existing Challenges that Deter Women Full Participation in Adult Non-Formal Education Program.....	50
5.2 Conclusions	51
5.3. Recommendations	52
REFERENCES	54
APPEDIX.....	59
APPENDIX A: ENGLISH VERSION)	59
APPENDIX B: GAAMOGNA VERSION	65

LIST OF TABLE

Table 1 The Four Selected ANFE centers, the Sample Frame and the Sample Size by percent (5.5%)..... 21

Table 2; Demographic characteristics of the Respondents (70) 29

Table 3; Information Related to Family and School Issues (70) 30

Table 4; Attitudes and Perceptions of Women in ANFE with agreement level (70) 33

Table 5; general information of Women in ANFE (70) 36

Table 6 Respondents' Source of Information (70) 37

Table 7; Challenges that Women face in ANFE (70)..... 38

LIST OF FIGURES

Figure 1: SchemicPresentation of Sampling Technique..... 23

LIST OF MAPS

Map 1: Administrative Map of Gamo Gofa Zone 18

Map 2: The Physical Map of Arba Minch town Administrative (Arba Minch town Administrative, 2005) 19

CHAPTER 1:INTRODUCTION

1.1. Background of the study

Women play important roles in the socio-political and economic development of both developing and developed nations. Recent global events lead women to shift to the marginalization. There is evidence of an increase in the number of women pursuing significant educational program both in the formal and non-formal education. This is mainly due to the realization and recognition in current times that women constitute a great asset in nation-building. So, rising women's access to education will enable them to develop their potential with which they are endowed by nature and maximize their contributions to nation building. Besides, as major home managers, having access to further education will result from better child care, nutrition, smooth family norms and a better learning climate on a continuous basis. These developments have enhanced the chances of many women to pursue further education up to university level (Egenti, and Omoruyi, 2011).

The increasing interest of women in further education in the form of continuing education must be sustained and nurtured. This will enable them to maximize the benefits of participating in such program. This by implication means that efforts must be made to identify any major challenges they are likely to encounter in the process and evolve measures aimed at mitigating them or institute a measure that can help them overcome the challenges (Egenti, and Omoruyi, 2011).

Non-formal education is one of the pathways, which is characterized the degree of flexibility and openness to change its organization. Non-formal education caters also to diverse and context-specific learning needs of children, young people and adults global. It thereby involves a wide range of stakeholders, including educational establishments, the private sector, non-governmental organizations and public institutions (Yasunaga, 2014).

The World Bank recognizes the economic contribution of women, as it was reported that women produce half of the food in some parts of the developing countries. With regard, the development of any nation in a sustainable manner education plays an important role. It creates much skilled and semi-skilled manpower required by the labor market that will, in turn, bring changes.

Adesanya also classifies the education regarding educational structure into four major types. These are indigenous (traditional) education, formal education, informal education and adult non-formal education (Adesanya, 2011).

Non-formal education: Education that is institutionalized, intentional and planned by an education (*UIS, 2012*). The defining characteristic of non-formal education is that it is an addition, alternative and/or complement to formal education within the process of the lifelong learning of individuals. It is also provided to guarantee the right of access to education for all. It caters to people of all ages but doesn't necessarily apply a continuous pathway-structure; it may be short in duration and/or low-intensity and it is typically provided in the form of short courses, workshops or seminars. Non-formal education mostly leads to qualifications that are not recognized as formal or equivalent to formal qualifications. Non-formal education can cover programs contributing to adult and youth literacy and education for out-of-school children and all targeted groups (Yasunaga, 2014).

Formal education; - involves the training and developing of a people's knowledge, skills, and character in a structured and certified program that takes place in a school setting.

Informal learning: is a Form of learning that is intentional or deliberate, but it is not institutionalized. It is *consequently less organized and structured than either formal or non-formal education*. *Informal learning* may include learning activities that occur in the family, workplace, local community, and daily life, outside of the classroom, at home, on a self-directed, family-directed or socially-directed basis (Ololube and Egbezor, 2012).

Historically, the education and training policy document of the FDRE indicates in practice that it has been emphasizing formal education (Cited in Semela, 2017). However, fewer than one of its sub-topic educational structure declares that non-formal education (NFE) will be provided and be integrated with basic education at all levels of the formal education. It was not included in ESDP I. However, after a lot of internal and external pressure MoE was forced to accept NFE as a mode of delivery for basic education and included it in ESDP II (MoE, 2002).

In ESDP II, MoE underscored that NFE is an alternative to the formal education and accepted that the three-year cycle of alternative basic education is equivalent to the formal basic education

(grades 1 – 4) (MOE,2004). Program Action Plan of ESDP II even indicated that 320,581 out-of-school children most of are under the age 7 – 14 years and attended alternative basic education in 2000/01. The same document mentioned that 1,049,061 out of school are those whose age is 15 years and above attended adult and NFE in that the same year Program Action Plan of ESDP II (Semela, 2017).

In a recently issued draft ESDP III 2004 document, non-formal and adult education is included and properly addressed. Generally, the document invites and encourages local governments, religious and international organizations. the private sector and communities to offer NFE and training; the government will play its roles in policy formulation, the development of curricula and strategy, production of learning materials, setting standards, providing professional assistance, and facilitating access to school buildings. Non-formal and adult education will have alternative basic education for out-of-school children those who have age interval 7 – 14 years, literacy for youth and adults those whose age is 15 and above (UNICEF. 2003).

Ethiopia has been also guided a series of Education Sector Development Program. The policy document indicates that basic education will focus on literacy, numeracy, environment and related areas but in practice, it has been emphasizing formal education as cited in Semela (2017). Formal education is inflexible and difficult to follow for all groups. Recognizing it the federal ministry of education and House of Representatives adopted education law, and this law included mention of adult and non-formal basic education. The government has also adopted alternative basic education as a strategy to increase enrollment and ensure greater equity for “disadvantaged children including girls, children with special needs, and children from pastoralist, semi-agriculturalist and in isolated rural areas” (Ministry of Education 2006).

According to UNESCO (2002) currently, a Gender and Equity Department exists within the Ministry of Education with certain staff assigned to non-formal education. Yet, governance of non-formal education is largely decentralized. Many regions have "regionalized" their approach to non-formal education, particular, adult non-formal education as a plan for meeting the Millennium Development Goals. Ethiopia is among the developing countries that face the problem of low women educational enrolment. As a result, it needs some strategies to narrow gaps between male and female educational enrolment. Adult Non-formal education with its flexible nature could serve as an alternative to reduce the gap and develop human capital.

Ethiopia, with the recognition that all citizens could not join the formal education structure, puts non-formal education programs in the Education Training Policy (ETP) document for those who are unable to attend the regular formal education structure (TGE, 1994).

According to Tekeste (1996), the basic development issues can really be addressed successfully by means of non-formal education programs. The programs are designed and implemented with clear objectives. He more argues that the central objectives of non-formal education programs ought to be to enhance and deepen native knowledge pertaining to women to technologies of food production, health clothing, and shelter. The strength of the nation formal system lies in its diversity and its ability to respond quickly and creatively to local needs (Mishra, 2005).

Under third world countries the women cannot participate in formal education due to social and economic responsibilities get difficulty to expect. As a result, another option, non-formal educational prospects with their flexible nature would create promising future for urban poor particularly for women. When we see there are a number of ANFE Centers, in Arba Minch. And In Arba Minch town the non-formal adult education has been given both in city and sub-cities.

1.2. Statement of the Problem

Within the long years of military rule, there was low access to formal education in Ethiopia since 1991. Many adults became illiterate and many of them were dropped out of school for military foundation or completed school without any access to employment. And also education and income levels of women were low. Although half the country population is women, they live in an unequal world where they remain dependent, poor and disadvantaged ((Badu, 2013)).

The Human Development Report 1995 indicates that there were 900 million illiterate people in the world. The report also shows that the number of illiterate women were higher than men. And the report competes that girls constituted 60% of the 130 million children without access to primary education and that 70% of the 1.3 billion people in poverty were women (Bhardwaj and Vijayakrisnan, 1998).

It also stated the fact that even when women are in profitable employment, they often earn less than their male oppose; their activities are not often reflected in the statistics. There are higher unemployment and poverty among women, and gender discrimination is widespread. These helpful

statistics from the report also indicate that illiteracy and school dropout rates tended to be high among girls and that gender discrimination perpetuate greater poverty among women. According to World Education Report, 1995 (cited in Delors et al, 1996) also laments the blatant disparities in educational opportunities between male and female. The report indicates that two - thirds of the world's illiterate adults are women. Majority of them are located in the developing nations of Africa (Delors, 1996).

Most of the third world countries face the problem of women educational enrolment. And some challenges that create this variation are low women participation in Education, income inequalities, low level of income and low access to education. So in order to narrow the gaps between male and female educational enrolment, it needs some strategies. As the option, the Ethiopian government guided non-formal adult educations as an integral part of the education system for targeted group and out of school children (Yasunaga, 2014).

Participation of women in education particularly ANFE is very important. When we see the involvement of women in adult non-formal education program they face many challenges to implement as with others stated above. Particularly, Women in the presented study area are facing many challenges in implementing adult non-formal education program and no serious study was made to understand this issue. Therefore, it is with these intentions that the researcher will attempt to conduct research on assessing the involvement women in ANFE, existing challenges and prospects.

1.3. Objectives of the study

1.3.1. General Objective of the Study

The general objective of the study is to assess the level of the involvement of women in adult non-formal education and to identify the existing challenges and prospect.

1.3.2. Specific objectives of the study

The specific objectives of this research are;

1. To assess the current level of the involvement of women in Adult Non-Formal Education (ANFE) in Arba Minch city.

2. To know the attitudes and perceptions of participating women as to benefit gained by participating in the Program.
3. To identify the existing challenges that deter women's from full participation in Adult Non-Formal Education program.

1.4. Research question

1. What is the current level of the involvement of women in Adult Non-Formal Education (ANF) in Arba Minch City?
2. What are the attitudes and perceptions of women's participation as to benefit gained by participating in the Program?
3. What are the existing challenges that deter women from full participating in Adult Non-Formal Education program?

1.5. Scope of the Study

With the intention of having more wide-ranging information, it would have been valuable to engage more Adult Non Formal centers from all sub-cities of the city government in Arba Minch as well as all stakeholders' views about the case. However, taking into account financial resource and time constraints, to make the study more manageable, to complete the study within the specified time, and to study the case in depth, the study was limited to four ANFE centers in Beare, Doysa, and Dulfana and Menaharya kebele.

1.6. Rationale and Relevance of the Study

Assessing the implementation of women's involvement in adult non-formal education, challenges and prospects throughout the study helps to obtain evidence regarding strengths and weaknesses of the program, and paves way for further researches. It also helps to see the significance of women's involvement in the educational development and value their work. These, in turn, will have an importance in decision making. Hence, assessing the involvement of women in adult non-formal education challenges and prospects, more specifically:-

- Creates awareness for all concerned bodies about the implementation of the involvement of women in adult non-formal education challenges and prospects.
- It helps the education bureaus and other concerned bodies to compile information that can be used in the planning, developing and refining the implementation of adult education program. Moreover, the study serves as a starting point for further investigation on the issue under study.
- It also would be used as the knowledge base for another researcher who wants to make further research on factors that influence the women's full participation in ANFE and implementation of ANFE.

1.7. Limitations of the Study

This study has the following limitations:

Absence of previous studies regarding women participation in the selected study area and the study could have been inclusive of those women who are not recently attending the program; however, the researcher emphasized mainly up on the women attending ANFE in the centers recently because of sampling complexities in relation to time.

1.8 operational Definition of key Terms

Adult Non-Formal Basic Education- a specific model of non-formal school equivalency program adopted by Ethiopia for adults above 15 years.

Adult Non-Formal Basic Education Center- Places where Adult Non-Formal Education is given for targeted students (above 15 years of adults)

Facilitators-Teachers who give the actual teaching-learning in the ANFE centers

Kebele- – local administrative unit (a sub-unit of a Sub City)

School Principal-A person who is responsible for the overall management and administration of a school

Sub Cities- lower administrative units in City Government of Arba Minch

Adult education: in this context, adult education was to mean education given for matured adults who could not get the opportunity of attaining formal education.

Formal education: education that was prepared based on the normal curriculum for fixed age, education level and accomplishment of which is approved with the certificate.

Non-formal education: on formal education and informal education were used interchangeably in this research.

Informal education: the mechanism of getting the education outside the formal education system.

Integrated functional adult education: adult education program that these students apply to resolving daily problems.

Literacy: is education program intended to teach the adults.

1.8. Organization of the Paper

This paper is organized into five chapters. The first chapter deals with the background of the study, statement of the problem, objectives of the study, and significance of the study. Chapter two addresses reviews of related literature about the case under investigation. The third chapter is about the methods of the research. Chapter four deals with results and discussions of the data obtained through survey questionnaire focused group discussion and interview. The last chapter five presents the summary of major findings of the study, the conclusions, and the recommendations.

CHAPTER 2:REVIEW OF RELATED LITERATURE

2.1. Literacy and Education

Literacy, in its classical form, is described as the ability to read, write and do simple calculations. This definition is dated back to the 18th century and has been widely and variously criticized in recent times. In the 20th and 21st centuries, several authorities have gone beyond reading, writing, and calculations in defining literacy. Within both adult education and lifelong learning, literacy plays an important role. According to UNESCO literacy is the ability to read and write, to identify, understand, interpret, create, communicate and compute, using printed and written materials, as well as the ability to solve problems in an increasingly technological and information-rich environment. Literacy is an essential means of building people's knowledge, skills and competencies to cope with the evolving challenges and complexities of life, culture, economy, and society ((Steffens, 2015).

Friere and Macedo (1987) see literacy as a process of conscientization that involves reading the world rather than merely reading the word. Puchner, (2003) Explains literacy as “the apprenticeship of the knowledge needed to cope with everyday needs, including the individual's relationship with the surrounding world”. Also, Dovlo (2006) posits that the classical definition of literacy, which is the ability to read, write and do some arithmetic, has long outlived its usefulness. He argues that the above definition was derived from the colonial mentality where indigenes were being trained to become literate in the colonial master's language to be able to serve as office clerks, messengers, and storekeepers for the colonialists. This was closely linked especially to the policy of assimilation under colonialism. In the 21st century, when colonialism has become a historical administration, literacy has grown beyond mere reading, writing, and arithmetic. Recent definitions of literacy, he says, have widely included the functional aspect of the learner's life, which is composed of the learner's "preparation for social, civic and economic roles. It was meant to promote a holistic approach to development with the man as a whole person in the recent and not just an economic animal” (Dovlo, 2006). Dovlo's (2006) position on the definition of literacy encompasses all aspects of human life that makes a man be able to function effectively in his everyday life.

2.2. Education

Education could be described as the process by which the value, skills, and knowledge of a society is transmitted from one generation to the other. It is "a process of imparting or acquiring general knowledge, developing the powers of reasoning and judgment, and generally of preparing oneself or others intellectually for mature life" Education, in this sense, involves the development of the individual's mental, moral and physical capacities. Under the process of education, learning, which is a permanent change in behavior, occurs. On one hand, Bartlett and Burton (2003) view education through the lens of lifelong learning. Education, according to them is progressive, with the process centering on the needs and aspirations of the learners. Learning in this vein comprises of "informal as well as formal and as happening in all areas of life" (Bartlett and Burton, 2003a).

So, this form of learning spans from birth, through childhood, formal schooling, work life, to old age or retirement. Also, this education for lifelong learning is closely linked to "the career development of the individual and the updating of the skills and capabilities of the workforce as a whole" (Bartlett and Burton, 2003). By implication, the education for lifelong learning goes beyond formal classroom learning. One begins to learn the moment one enters the world and continues until death. This means that a lot is learned outside the classroom, and it continues to shape one's life. Life experiences therefore play a major role in one's learning process. Bartlett and Burton (2003b) pointed to this fact when they said, "we have learned how to live in society, and we are the product of our own learning. We have learned how to communicate with others and how to interact with them in a multitude of situations. We have learned how to earn a living and all the other things we need to survive" (Bartlett and Burton, 2003b).

The NFLP seems to be closely linked to the above proposition as it sought to promote social inclusion of the learners and provide them with a source of livelihood through the IGAs. On another hand, Frieze puts across an argument that illiteracy was caused by the unjust conditions in society, therefore "the purpose of adult basic education is to enable learner's to participate actively in liberating themselves from the conditions that oppress them" (Spenser, 1992).

Therefore, education pertaining to adult literacy programs, in Frère's view, is an exercise to eradicate negative societal conditions such as poverty, social exclusion, ignorance and political dictatorship. However, Frere views this process of education as the master-servant or the subject-

object process where the teachers are ported as knowing everything while the learners are empty vessels to be filled with the teacher's abounding knowledge. In the process, the teachers plan the whole teaching and learning process including all the instructional materials and hand them down to the learners (Spenser, 1992).

According to Biao (1994) cited by Akpama (2011) the primary mission of non formal education is to provide education and training that is accessible to out-of-school learners and to create opportunities for acquisition of life skills to enable individuals to attain their full potential and contribute to the socio-economic advancement of their immediate communities and to national development.

The purpose of non-formal education in the afore-stated excerpt shows its relevance to poverty reduction. In the same vein, (Egbezor, & Okanezi, (2008). conceptualizes Non-formal education as an integrated approach that takes into account all the factors influencing the opportunities and life chances of different population groups and the role played by education systems themselves in the process of social inclusion and cohesion. It is learning embedded in planned, organized and sustained education activities that are outside formal education institutions, responding to education needs for all persons of ages. The purpose of NFE is to provide alternative learning opportunities for those who do not have access to formal schooling or need specific life skills and knowledge to overcome different obstacles. Non-formal learning is also intentional from the learner's point of view, as opposed to incidental or random types of learning. The essence of non-formal education in this context is to provide learning opportunities meant to equip learners with requisite skills to alleviate their poverty-stricken conditions (Akpama, 20011)

Ngwee (2003) also describes non-formal education as any planned and consciously organized general education and/or training activity outside of the formal school, particularly for illiterate societies, school leavers, drop-out, or other adults, as individuals or in groups. Or for the purpose of raising their consciousness of their social situation and their standard of living, improving their individual or collective efficiency in their jobs, or preparing them for self-employment wage, employment or further training within the existing education/learning system. The need to improve the employment and income generating the potential of these learners is imperative if poverty must

be reduced. These programs designed to alleviate poverty must enhance capacities for employment and income generation through the acquisition of life skill.

2.3 Overview of Educational Policy of Ethiopia

Research works done in the area of education show that still remains a lot to fill the gap between women's and men's access to educational opportunities. But, it's more severing in developing country. Among them, Ethiopia is the least developed countries of the world, and with a number of factors which hinders education. Due to this, women's are more vulnerable to poverty that adversely affects their enrolment in formal education. For instance, MoE (2008), in its Education Statistics Annual Abstracts also affirms that male urban enrolment at primary, secondary (9-10), secondary (11-12) at the national level exceeds female enrolment.

In Ethiopia, non-formal distance education is normally referred to as adult education because it caters mostly to the adult population. This form of education can be traced back to the early 20th century of Emperor Menelik and Zewditu's proclamations of "Let all learn." In 1944, Emperor Haile Selassie's Government instituted an education policy under the title Memorandum, on Education Policy (Hoppers, 2007b). This memorandum incorporated non-formal teaching methods complementing the formal school system (Caulk, 1975). In 1955, on the Emperor's coronation, a national policy was initiated to provide free and compulsory education to enable illiterate adults aged 50 and above to become literate. The policy urged all organizations to promote the achievement of literacy and compelled teachers in traditional schools and the clergy to become involved in teaching adults. The then Ministry of Education and Fine Arts was given the responsibility of running literacy programs. (Karanja, 1997).

The starting place that played a role in the existence of non-formal education is practitioners of non-formal education, the international educational planners and the critics of schooling (Evans, 1981). Non-formal education is defined as any organized systematic educational activity carried on outside the framework of the formal system to provide the selected type of learning to particular subgroups in the population, adults as well as children. While the formal mode of learning is defined as institutionalized, chronologically graded and hierarchically structured educational system, spanning lower primary school and the upper reaches of the university. Different nations benefit from various

types of non-formal educational programs depending on particular needs and situations (Wanna, 1999).

Concerning what non formal education contains Bishop (1989) as pointed, school equivalency programs to provide a second chance to those who have missed school or dropped out early, training in occupational skills and on the job training, agricultural extension and farmer training programs, other extension services, adolescent and adult literacy programs, youth activities with substantial educational purposes, community education and community programs instruction in health, nutrition, family planning, etc,

2.4. Adult Literacy Policy in Ethiopia

Literacy is a very important entry point to basic education and provides knowledge and a set of skills to the adult target groups. In this regard, the existing educational policy document of the FDRE indicates that basic education will focus on literacy, numeracy, environment and related areas but in practice, it has been emphasizing formal education. In 1994, however, less than one of its sub-topics educational Structure declares that non-formal education (NFE) wills were not included in ESDP I. However, after a lot of internal and external pressures, MoE was forced to accept NFE as a mode of delivery for basic education and included it in ESDP II (Semela, 2017).

In ESDP II, MoE underscored that NFE is an alternative to the formal education and accepted that the three-year cycle of alternative basic education is equivalent to the formal basic education (grades 1 – 4). Program Action Plan of ESDP II even indicated that 320,581 out-of-school children of 7 – 14 years attended alternative basic education in 2000/01. The same document mentioned that 1,049,061 whose age was 15 years and above attended adult and NFE in that same year (Semela, 2017)

In a recently issued draft ESDP III in 2004 document, non-formal and adult education is included. The document invites and encourages local governments, religious and international organizations, the private sector and communities to offer NFE and training. The document says that the government will play its roles in policy formulation, the development of curricula and strategy, production of learning materials, setting standards, providing professional assistance, and facilitating access to school buildings (Leka & Chalchisa 2012)

According to Biao (1994) “non-formal education has the potential for improving the skill of an individual (male and female) on an already chosen trade or practices while simultaneously, equipping this individual with new attitudes, knowledge, and skills”. (Peerce and Singh, 2003) maintained that investing in the education of girls and women especially widows results in positive returns to the learners themselves and society as a whole. However, it is observed that the outcome of skill acquisition whether male or female leads to poverty reduction.

According to the UNESCO (2010) ,as cited in Ololube, & Egbezor, (2012) non-formal education particularly helps to ensure equal access to education, eradicate illiteracy among women, and improve women access to vocational training, science, technology, and continuing education. It also encourages the development of non-discriminatory education and training, allocates sufficient resources for and monitors the implementation of educational reforms, and promotes women and girl’s life-long education and training.

2.5 The Concept of Adult Education

The concept of adult education is difficult to define because people define it from different perspectives. However, scholars agreed that it is an education that has adults as its clientele. UNESCO (1976) as cited in Nzeneri (2010) defines adult education as the entire body of the organized educational process, whatever the content, level, and method, formal. The above definitions are encompassing in the sense that it has not only define adult education but has gone to the extent of talking about its scope and content. Adult education usually refers to any form of learning undertaken by or provided for mature men and women outside the formal schooling system. The main targets are specifically defined as youths (girls and boys over 15 years of age, but sometimes younger) as well as women and men, generally poor or socially disadvantaged (Seya, 2005).

2.6 Adult Non-formal education status in Ethiopia

According to the National Report on the Development, and state of Ethiopian Art Adult Learning and Education /ALE/ (Esang, et al., 2011) the Education sector Development program III for 2005/2006—2010/2011, the Ethiopia national action plan on education specifically discusses the adult and non-formal education program for out of –school children and for all target groups . The

action plan defines the content of the adult and non-formal education to include literacy, numeracy, and the development of skills that enable learners to solve problems and to change their lives; Particular, for women who are illiterate. The action also outlined three sub-component modes of delivery for adult, and non- formal education: A) alternative basic education for out –of – school children between the aged of 7- 14 B) a functional adult literacy programmed for youth, and adult over 15 C) community skills training centers for youth and adults.(Esang, et al., 2011).

2.7 Advantage of Women in ANF Education

Several types of research from around the world show that increased education is associated with the empowerment of women, with multiplier effects that spread to society at large. women those participate in ANFE benefit in getting awareness for personal hygiene, improve their writing and reading skills, have the ability to read some notices, know and understand their rights and equality, get basic knowledge, improve keeping household hygiene, and Educated women are more likely to send their children to school than those who do not participate in ANFE. Education is also a key means of empowering women against HIV/AIDS, giving them the knowledge and self-confidence needed to protect them in what are often unequal gender relations. (Kane, 2004).

In order to attain such development, girls education need not be neglected and should be given due emphasis. For the promotion of individual and national well-being, the involvement of women in any development efforts, including education is prevalently believed as very important (Kelly and Elliott, 1982).

According to Ballard, Participating in any Education programmes helps the women to boost their self-confidence and self-esteem. It also opens up to wider economic possibilities, employment avenues and a more active participation in cultural and civic activities in their communities (Ballara, 1991). Ballard further discusses the noticeable advantages the education of a woman could have on the environment and natural resources management. *Women education is, therefore, of fundamental importance to enhance their role and active participation in environmental protection and the conservation of natural resources.*

Melake, (2005) elaborated that Ethiopian women feel the burden of fertility. About 98 % of mothers and potential mothers had no access to family planning. Most women lack the knowledge about the

spacing of children, the problems of premature pregnancy as well as post-prime age pregnancy. Thus, education is the primary opportunity for elevating women's status. It has a much stronger link with contraceptive use for the fact that increased female education is associated with increased use of contraceptive.

2.8 The Challenges of Adult Education

Poor record keeping: there is a problem of record keeping in NFE. This has seriously affected the database needed for adequate planning and implementation of Non-Formal Education intervention programs. This also affects the tracking of learner's performance and transition from one level to the other. Poor attitude of the target group, inadequate number of qualified facilitators: appointment of non-professionals and untrained facilitators who do not understand the use of and pedagogical techniques, primary school teachers and even school certificate holders are usually appointed as facilitators (Hussain, 2013).

According to NMEC Nigeria Certificate in Education (NCE) should be the minimum teaching qualification in compliance with the provision of National Policy Education to ensure the quality delivery in Adult and Non-Formal Education. Statistics revealed that there are still Grade II teachers and even less qualified personnel teaching in the Non-Formal Education centers and are not fully trained in the pedagogical methods. Lack of personnel with Information and Communication Technology skills across the Non-Formal Education centers inhibits the effective use of Information and Communication Technology for Non-formal Education delivery in the country (UNICEF, 2010).

CHAPTER 3:RESEARCH METHODOLOGY

3.1. Study Design

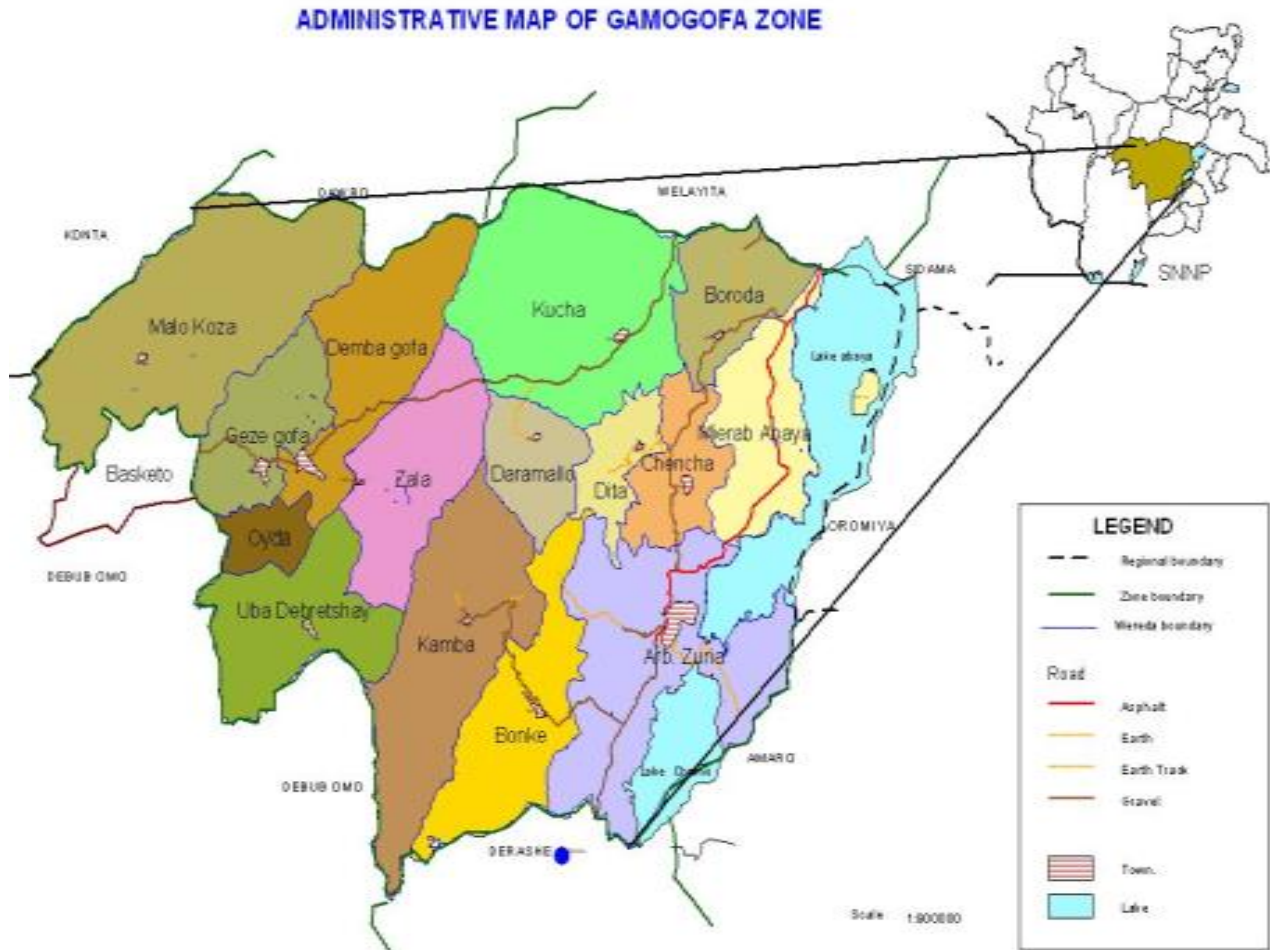
This study focuses on assessing the involvement women in adult non-formal education challenges and prospects. The study was conducted by using descriptive Survey design and mixed approaches (quantitative and qualitative methods) (Kothari, 2004). The researcher used this design because it enables the researcher to have access to multiple instruments of data collection. Moreover, this design minimizes bias and maximizes the reliability of the data collected and analyzed. It yields maximal information and provides an opportunity for considering many different aspects of a problem in order to identify and analyze the existing situation and draw conclusions.

3.2 Study Area Description

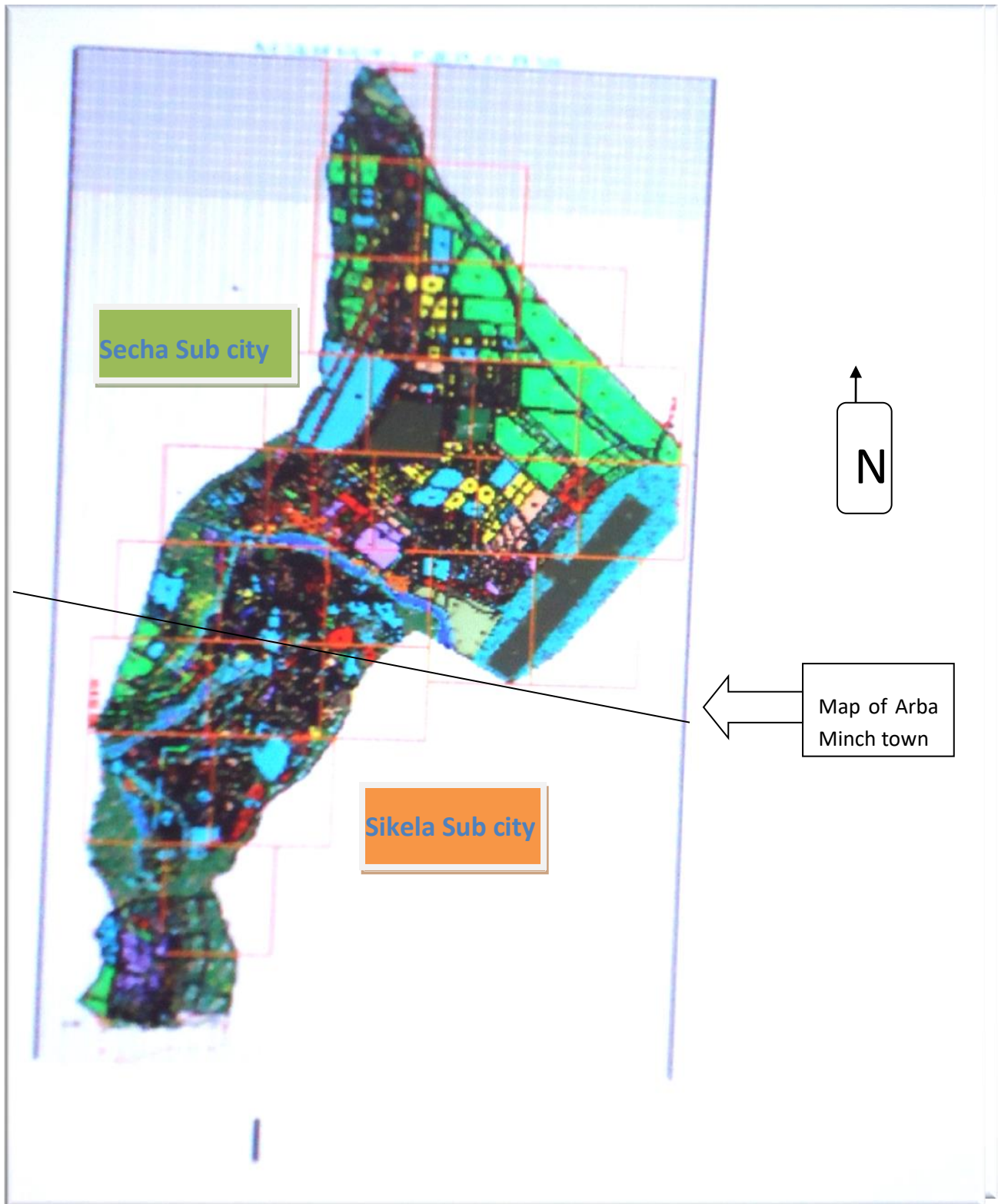
This study was conducted in four kebeles under the two sub-cities of Arba Minch Municipality. Arba Minch town is found in the Southern Nations, Nationalities and Peoples Region in Gamo-Gofa zone. It is located at 505km distance South of Addis Ababa, the capital city of Ethiopia and 275km Southwest of Hawassa, the capital city of the South regional state). Arba Minch Municipality is geographically located in southern part of East African rift valley at the absolute location of between 6° 08'N latitude and 37°33'E to 37°37'E longitude. Three agro-ecological zones can be found in the Arba Minch city, with 5%, 15% and 80% of the land area classified as Dega (Highland), Woinadega (mid-latitude) and Kolla (lowland) respectively. According to Arba Minch city Bureau of Agriculture, the average annual rainfall of the city ranges from 750 to 1100 mm. It has two rainy seasons, with the main rainy season from February to May and the short rainy season from June to September (Minda, et., al 2005).

Arba Minch town is bordered by Arba Minch Zuria-woredas in the north, west and south and Nech-Sar National park in the east and some part of northeast it lies at an altitude of 1285m above sea level; its average temperature is 29°C and average annual rainfall is 900mm. According to population census, 2007E.C data, Arba Minch town has the population of 74,879 out of which 39,208 (52.36%) were men and 35,671 (47.64%) were women. Majority of the inhabitants were followers of Orthodox Christianity with 56.04%, Protestant 38.47%, and 4.16%

were Muslims. The total area of the town is estimated about 4011ha and it is structured or divided into 4 sub cities and 11 kebeles in order to facilitate socio-economic development of the town residents. The town has facilities vital for the implementation and operation of industrial activities, and has 24 hours electricity service, piped water network and the others



Map 1: Administrative Map of Gamo Gofa Zone (Arba Minch town Administrative, 2005)



Map 2: The Physical Map of Arba Minch town Administrative (Arba Minch town Administrative, 2005)

3.3 Sampling Technique

In this study, the researcher used nonprobability sampling design where was used to select the study area and the four ANFE Centers. Because the researcher used purposive sampling to select the center based on the following criteria:-the researcher was the resident of the town that it creates better access to the centers and the participants timely thereby minimizing the cost of renting the house if it was in another area Quota sampling was used to select individuals or the study units within the centers and simple random sampling was used to selected each individuals from stratum.

3.4 Target and Study Population

According to the information obtained from Arba Minch city education office, within two sub-cities, Search (Beare and Doysa centers) and Sikela (Dilfana and Menaharya) sub cities. There were 115 men and 1153 adult women and totally 1268 ANFE students, which constituted the target population of this study. From the total adult women numbered 1153 in the four selected adult non-formal education centers in the city, the researcher determined to take sample size of 70 individuals from the total 1153 women by using quota sampling procedure.

3, 5. Data Sources

Appropriate data were collected both from primary and secondary sources through employing different data collection instruments.

3.5.1. Primary data sources; were collected from different original sources such as lists of the beneficiaries, results of personal observations, interviews, questionnaires and focus group discussions.

3.5.2. Secondary data sources; were collected from different published and unpublished sources in order to substantiate and supplement the literature; since different data generated from diverse sources enable the researcher to make the data and the research result reliable

3.6. Sample Size

According to the information obtained from Arba Minch city education office, within the two sub-cities, Search and Sikela, there were 1153 women students in the four selected ANFE centers in the year 2010 E.C., among which the researcher used quota sampling methods to determine sample size. And total 70 ANFE students were participated in the study, as can be seen from the table below:

Table 1 The Four Selected ANFE centers, the Sample Frame and the Sample Size by percent (5.5%)

No.	ANFE Centers	Name of the Schools	Facilitators	Students' Grade Level						Sampling Frame	Sample Size 5.5%
				B		DH		DL			
				F	M	F	M	F	M		
1	BEAREA	Gero school	4	77	14	91	28	70	35	315	17
2	DOYSA	Chamo primary school	3	342	8	140	20	80	-	590	33
3	DILFANA	Genes academic school	4	51	10	65	-	25	-	151	8
4	MENHARYA	Gurba school first cycle	3	100	-	60	-	52	-	212	12
	Total		14	570	32	356	48	227	35	1268	70

B= beginner grade level 1 students

F=ANFE Women

DH=Dhre Ha grade level 2 students

M= ANFE Men

DL=Dhre Le grade levels 3 and 4 students

Generally, from 1153 women/students/ in the four selected ANFE center, Beare (17), Doysa (33), Dulfana (8), and Menaharya kebele (12), 70 participants were used as a sample size of this study. And why the researcher used 70 individuals from the total 1153 to minimize error and also the entire population number is small.

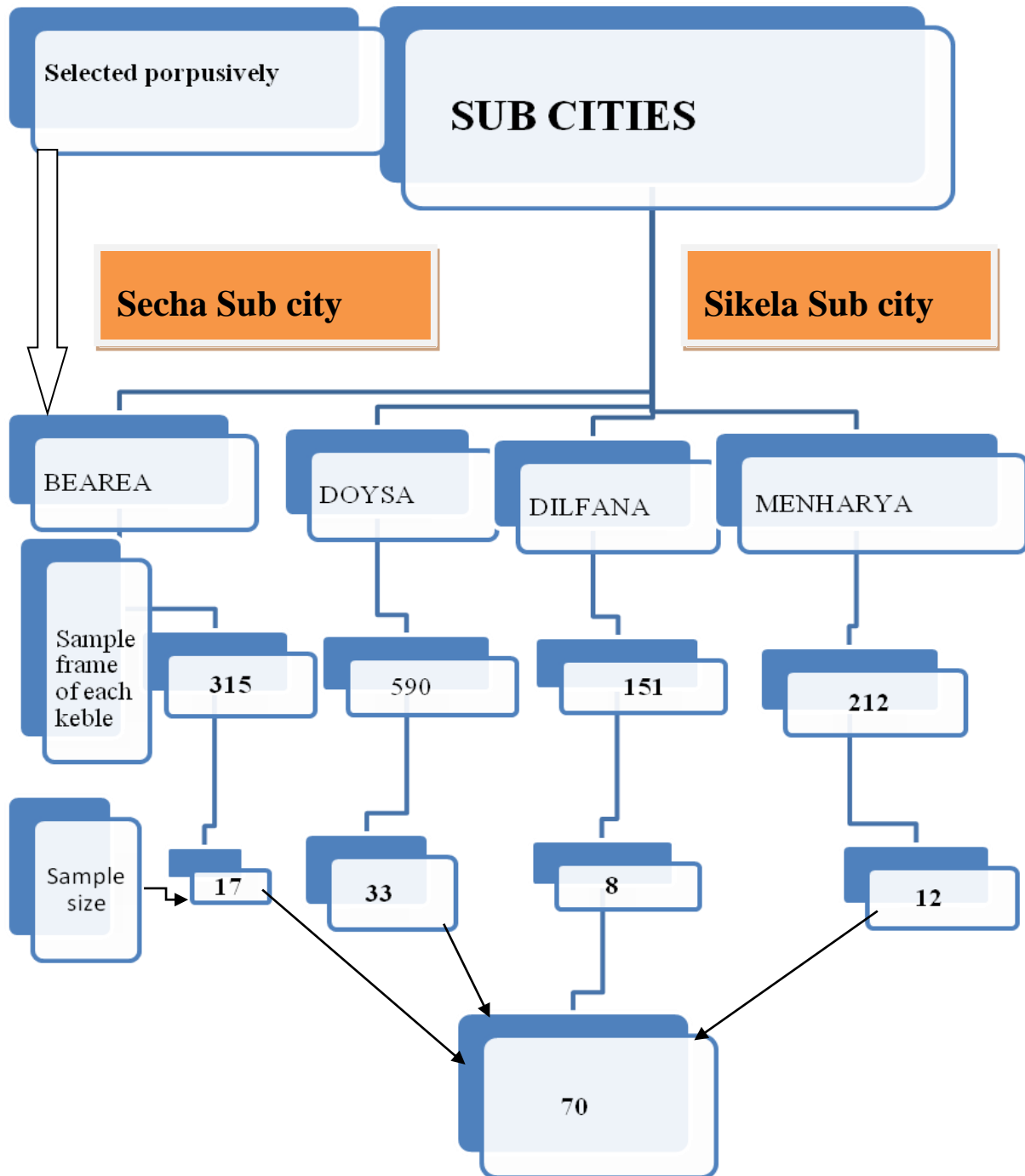


Figure 1: SchemicPresentation of Sampling Technique

3.7. Data Collection Instruments

In order to obtain relevant information for the study, the researcher used the data gathering instruments such as questionnaire for 70 ANFE women, focus group discussion with 36 stakeholders in 4 groups, each group consisted of 9 participants; an in-depth interview with 9 stakeholders of the four ANFE centers, and unstructured personal observation in order to answer the research questions and meet the specific objectives. A lot of researchers recommend that using numerous data collection techniques enhance data sufficiency during analysis thereby paving a better ground for data triangulation, which in turn serves as the basis for data reliability. Therefore, this study was conducted using the data gathering tools discussed in details as follow:

3.7.1. Questionnaire

Kothari (2004) stated that questionnaire can be used as a tool for gathering data because it enables the researcher to have access to large samples and thus the results can be made more dependable and reliable. Besides, answers are in respondents' own words that it is free from bias of the researcher, and it gives the respondents adequate time to give well thought out answers. He added that Structured questionnaires are those questionnaires with the form of the questions may be either closed and open (inviting free response) in which there are definite, concrete and pre-determined questions but not constructed during questioning. They are simple to administer and relatively inexpensive to analyze. The questions were presented with exactly the same wording and in the same order, so as to ensure that all respondents replied to the same set of questions in the same way.

Thus, to collect relevant and reliable information from the respondents, the researcher prepared questionnaire in English They have three main contents under which 28 close-ended questions (Choose items; Yes or No items, and strongly agree, agree, neutral, disagree, and strongly disagree items) and 5 open-ended questions that demand the participants to provide their ideas as can be seen from (Appendix- A). Then, the researcher translated the English version of the questionnaire to Gamogna to avoid language barriers and to make the respondents understood easily. The researcher took valuable comments from the advisor on the structure of the questions. These questions were piloted before their actual implementation. The questionnaire consisted different parts that address the issues such as the respondents' background information; their

level of involvement in the program, their attitudes, and perceptions, as well as their challenges and prospects, was finally administrated to 70 women ANFE students.

3.7.2 Focus Group Discussion

Focus groups are a form of strategy in qualitative research in which attitudes, opinions or perceptions towards an issue, product, service or program are explored through a free and open discussion between members of a group and the researcher. It facilitates group discussions in which a researcher raises issues or asks questions that stimulate discussion among members of the group. Because of its low cost, it is a popular method for finding information in almost every professional area and academic field.

Taking in to account that focus group discussion as one of the qualitative data gathering tools, the researcher prepared FGD questions and conducted with 36 members of the group arranged in 4 groups. Each group consist 9 participants, with 4 selected current Dhire Le students and 2 former ANFE students or Dhire Ha level, 2 facilitators, and 1 school principal in each group in order to find detailed primary data about the level of involvement, perceptions and attitudes as well as the challenges and prospects of women in ANFE.

3.7.3 An in-depth Interview

Dawson (2007) explained that semi-structured interviewing is perhaps the most common type of interview used in qualitative research. In the semi-structured interview, the researcher was interested to know specific information which can be compared and contrasted with information gained in other interviews. Furthermore, the researcher wanted the interview to remain semi-structured so that find additional information could still remain not answered. As it was stated in Kothari (2004), the personal interview is conducted when the interviewer collects the information directly and personally from the sources concerned. He/she has to be on the spot and has to meet people from whom data have to be collected. To in-depth information, interviews were used to gather relevant information from the coordinators, facilitators and school principals.

The purpose of conducting key informant interviews is to triangulate information obtained through FGDs and questionnaire in relation to the experience and perceptions towards the

participation, attitudes and prospects, and challenges of women in adult non-formal education. Interview questioners were commented by the research advisor and improvement has been made based on the research advisors' feedback. Instruments were administered with necessary explanation on their objectives. Finally, the researcher prepared 5 semi-structured questions for 9 interviewees, 5 students who rank 1-10 from the class (top ten students), 2 facilitators and one school principal of the centers and 1 education office expert so as to elicit the main ideas as well as some additional information about the respondents themselves. The researcher also recorded the information obtained from key informants

3.7.4 unstructured Personal Observation

Unstructured Personal Observation, as one of the supplementary primary data collections, is also another important source of information for the study. The researcher observed the involvement of women in ANFE teaching centers and outside of them. To assist triangulation of the data secured from respondents through questionnaire focus group discussions as well as in-depth interviews, the researcher used unstructured observation to record the anecdotes. It also helped the researcher to check the centers' facilities, involvement of women in the centers organization of teaching-learning process and availability of instructional materials for the centers. Thus, the researcher actually observed in an unstructured way and recorded every anecdote that could enhance the data triangulation over all the four ANFE centers and their facilitators as well as principals.

3.8. Method of Data Analysis

This study used both descriptive statistics for quantitative data and thematic analysis methods for qualitative data analysis methods. The quantitative data were analyzed through simple statistical tools but appropriate statistical methods through Statistical Package for the Social Sciences (SPSS version 16). Simple statistical methods like frequencies and percentages were used to facilitate meaningful analysis and interpretations of the research findings. The results of the analysis will be summarized and presented in tables. The qualitative data obtained through informants' interview, FGDs, unstructured personal observation, on the other hand, were analyzed and presented thematically. Furthermore, qualitative data were narrated, described, classified and concepts were connected with one another.

3.9. Ethical consideration

To maintain the study's ethical approval, the researcher primarily took an official paper from Mekelle University. The researcher took it to the Arba Minch City education unit and made them written in copies of collaboration for the four selected secondary schools. Researcher introduced the entire study participants about the purpose of the study and obtained a verbal consent before data collection. Moreover, Researcher discussed with the relevant stack holders of ANFE. The researcher promised that the information provided by each respondent is keep confidential and used for the research purpose only. Besides, the Researcher requested the participants' willingness/consent to participate and to be visually and audio-recorded. Any contact regarding the data gathering was without influencing and threatening the personal and institutional well-being.

3.10 Validity and Reliability of the Data

According to Gronlund (1981) cited in Cohen, et al (2007), validity should be seen as a matter of degree rather than as an absolute state. Therefore, to make both quantitative and qualitative data valid and reliable, the researcher strove to minimize invalidity through honesty, depth, richness and scope of the data obtained, the participants approached, and the extent of triangulation of data using different instruments and the objectivity of the researcher along with consistency in every aspect of the study. The Researcher carefully selected samples, used appropriate instruments and appropriate statistical treatments of the data in order to make the data reliable and valid.

CHAPTER 4: RESULTS AND DISCUSSION

4.1. Results

This chapter presents the data collected from ANFE student questionnaire, interview with selected respondents and focus group discussion. The researcher gathered the necessary data to define, to explain and answer the research questions proposed for this study. The collected data were analyzed and interpreted in accordance with the level of involvement of women in adult non-formal education and the existing challenges and prospect in the four ANFE centers, Beare, Doysa, Dulfana and Menaharya kebeles, in Arba Minch city. As it was stated earlier, this research study was conducted by descriptive survey design and using mixed approaches. The researcher used SPSS version 16 to analyze quantitative data gathered via ANFE students' questionnaire to show the frequencies and percentages. Moreover, the researcher used tables to show the different statistical measures, particularly frequencies percentages and the sum of the response ratios followed by their interpretation. Whereas data gathered through interview with 5 students who rank 1-10 from the class (top ten ANFE students), 2 ANFE facilitators, one school principal of the centers and one education expert, and 4 focus group discussions within each there were 6 students from second-year Dhire Le, 2 students from first year beginner Dhire Ha, 2 facilitators and 1 school principal as well as personal observation were analyzed thematically.

4.1.1. Analysis of questionnaire data

Analysis of quantitative data includes all the quantitative data gathered through the questionnaire from the participant women were shown in tables using descriptive statistical tools such as frequencies and percentages of the different items.

Table 2; Demographic characteristics of the Respondents (70)

No.	Items	Distinction	Frequency	Percent
1	Place of Residence	City/Urban	67	95.7
		Rural	3	4.3
		Total	70	100
2	Age of the Respondents	15-30 years old	18	25.7
		31-45 years old	39	55.7
		46-60 years old	13	18.6
		Total	70	100
3	Religion of the Respondents	Orthodox	39	55.7
		Muslim	5	7.1
		Protestant	26	37.1
		Total	70	100
4	Marital status ' of the Respondents	Never Single	8	11.4
		Currently Married	57	81.4
		Divorced	2	2.9
		Separated	2	2.9
		Widowed	1	1.4
		Total	70	100
5	Occupation of the Respondents	Housewife	27	38.6
		Petty trade	26	37.1
		Daily labor	6	8.6
		Small business owner	8	11.4
		Others	3	4.3
		Total	70	100

As depicted in table 1 above, the majority of women 67 (95.7%) live in the City/Urban area whereas only 3 (4.3%) live in rural areas of Arba Minch City. The majority 39 (55.7%) women of ANFE have ages ranging between 31-45 years old. The rest 18 (25.7%), 13 (18.6%) have ages ranging between 15-30 years old, 46-60 years old respectively. Religiously, the majority 39 (55.7%) women of ANFE were Orthodox Christians and 26 (37.1%), 5 (7.1%) were Protestants and Muslims respectively.

The table also shows that from the total of participants the majority 57 (81.4) were currently married and some 8 (11.4%) women of ANFE were never single. Whereas the rest 2 (2.9%), 2 (2.9%) and 1(1.4%) divorced, separated and widowed respectively. Regarding their occupation, 27 (38.6%) women were housewives, 26 (37.1%) were Petty traders, 8 (11.4%) were Small business owners and 6 (8.6%) were Daily laborers. The least 3 (4.3%) women in ANFE had other occupations to lead their livelihood.

It can be concluded that the great majority of women attending ANFE program with their ages ranging from 31 up to 45 live in town and majority of them were housewives.

Table 3; Information Related to Family and School Issues (70)

No.	Items	Responses	Frequency	Percent
1	How many children do you have?	No, child	6	8.6
		1-2	19	27.1
		3-5	35	50.0
		6-8	10	14.3
		Total	70	100
2	Where do you live?	In own house	42	60.0
		In rented house	22	31.4
		With relatives	2	2.9
		Other alternatives	4	5.7
		Total	70	100
	What is the respondents' grade level?	Beginner grade1	23	32.9

3		Dihire ha grade 2	29	41.4
		Dihire le grades 3&4 combined	15	21.4
		Other levels	3	4.3
		Total	70	100
4	When do the actual teaching learning process/ Session take place?	Morning	11	15.7
		Afternoon	30	42.9
		Evening	29	41.4
		Total	70	100
5	How far is the non-formal education center from your home in minutes?	5-10 minutes	2	2.9
		11-20 minutes	6	8.5
		21-30 minutes	13	18.6
		31-60 minutes	49	70.0
		Total	70	100
6	What are the means of transportation to reach ANFE center?	On foot	30	42.9
		By taxi	38	54.3
		By bus	1	1.4
		Other means	1	1.4
		Total	70	100
7	How much does it cost you for a round trip by vehicle?	1-2 birr	70	100.0
		Total	70	100
8	How do you evaluate the ANFE quality service in your education center?	Very good	4	5.7
		Satisfactory	31	44.3
		Good	27	38.6
		Poor	8	11.4
		Total	70	100

According to table 2 item 1, 35 (50%) participants have fallen under children numbering 3-5. For 19 (27.1%), 10 (14.3%) participants have children numbering 1-2, 6-8 respectively. 6 (8.6%) participants have no children because they are not married. Table 6 item 2 indicates that the great majority 42 (60%) participants live in their own house while 22 (31.4%), 4 (5.7%), 2 (2.9%) live in the rented house, other alternatives like kebele houses, and with their relatives respectively.

Considering the participant's grade levels, the majority 29 (41.4%) are at Dhire Ha (grade 2) and 23(32.9%) at the beginner (grade 1) while 15 (21.4%) were at Dhire Le (grade levels 3&4). Few 3(4.3%) participants have other levels.

As item 4, 30 (42.9%) respondents replied that the actual teaching-learning processes take place in the afternoon and 29 (41.4%) replied that the actual teaching-learning processes take place in the evening whereas 11 (15.7%) replied that the actual teaching-learning processes take place in the morning session.

It was responded that for majority 49 (70%) of women the non-formal education center is 30-60 minutes far from their home and for 13 (18.6%) of women the non-formal education center is 21-30 minutes far from their home. 6 (8.6%) participants replied that it takes 11-20 minutes for the women to reach the ANFE center from their home. Few 2 (2.9%) participants replied that the ANFE center is 5-10 minutes far from their home. The great majority 38 (54.3%) indicated that they used to get the center through taxi as a means of transportation to reach the center. Few 30 (42.9%) participants disclosed that they used to walk on foot as a means of transportation to reach the center. Only one 1 (1.4%) accepted that they use the bus and other means of transportation to reach the center. In relation to this, all the participants 70 (100%) responded that the means of transportation cost to the minimum of 1.00-2.00 Ethiopian birr for a round trip by vehicle.

Finally, when the respondents were asked to measure the quality of ANFE service in their education center, majority 31 (44.3%), 27(38.6%), 4(5.7%) participants gave their value judgments that the centers' services were satisfactory, good, very good respectively. But there were few 8 (11.4%) valued that the quality of their ANFE service is poor and needs improvement in different aspects.

This can be generalized that majority of ANFE women live in their own houses and half of them have 3-5 children. Majority of ANFE women were attending at Dhire Ha (grade 2) where most of the actual teaching-learning sessions take place in the afternoon. For the majority of ANFE women, the non-formal education centers take 31- 60 minutes from their house. For the great majority of participants, use taxi as a means of transportation to arrive at the centers. Majority of respondents pointed out that the quality of ANFE service is satisfactory and needs great attention.

Table 4; Attitudes and Perceptions of Women in ANFE with agreement level (70)

No.	Items		level of Agreement					
			SA	Ag	Nut	DA	SD	Total
1	To participate in small and micro business	Frq	36	28	5	1	-	70
		Perc	51.4	40	7.1	1.4	-	100
2	In keeping household hygiene	Frq	50	20	-	-	-	70
		Perc	71.4	28.6	-	-	-	100
3	In improving feeding habit	Frq	43	25	2	-	-	70
		Perc	61.4	35.7	2.9	-	-	100
4	Increasing environmental protection awareness	Frq	20	32	17	1	-	70
		Perc	28.6	45.7	24.3	1.4	-	100
5	To manage own income	Frq	24	32	13	1	-	70
		Perc	34.3	45.7	18.6	1.4	-	100
6	Better awareness on HIV/AIDS	Frq	47	20	2	-	1	70
		Perc	67.1	28.6	2.9	-	1.4	100
7	Those Women who involved in ANFE are more likely to send their children to school.	Frq	37	28	4	1	-	70
		Perc	52.9	40	5.7	1.4	-	100

8	Females partaking in ANFE helps to increase their awareness to participate in small scale credit facilities for income generating activities	Frq	13	43	13	1	-	70
		Perc	18.6	61.4	18.6	1.4	-	100
9	Women's involvement in ANFE assists to decrease fertility rate by increasing their knowledge of family planning	Frq	19	45	5	1	-	70
		Perc	27.1	64.3	7.1	1.4	-	100

SA=Strongly agree, Ag. =Agreed, Nut =Neutral, DA=Disagree, SD= Strongly Disagree; Frq= Frequency, Perc= Percent

As table 3 above indicates, the majority of respondents 36 (51.4%) strongly agreed that they participate in small and micro business whereas 28 (40%), 5 (7.1%), and 1 (1.4%) agreed, neutral and disagreed respectively that ANFE benefits them to participate in small and micro business.

The same table depicts that majority 50 (71.4%) strongly agreed that ANFE benefits them in keeping household hygiene while 20 (28.6%) agreed that ANFE helps them in keeping household hygiene. In addition, the majority of participants 43 (61.4%) strongly agreed that ANFE helps them in improving their feeding habit while 25 (35.7%) agreed that ANFE helps them in improving their feeding habit's only few 2 (2.9%) participants responded neutrally that ANFE helps them in improving their feeding habit.

As indicated in the above table 3 item number 4 that 32 (45.7%) followed by 20 (28.6%) agreed and strongly agreed respectively that women's involvement in ANFE helps them in increasing environmental protection awareness whereas 17 (24.3%) neutral that women involvement in ANFE helps them in increasing environmental protection awareness. But only one participants 1(1.4%) disagreed that women involvement in ANFE helps them in increasing environmental protection awareness.

As table 3 item 5 shows the majority of respondents 32 (45.7%) agreed that involvement of women in ANFE helps them to manage their own income. Whereas 24 (34.3%), 13 (18.6%) and 1(1.4%) strongly agreed, neutral and disagreed respectively that involvement of women in ANFE helps them to manage their own income. According to item 6, the majority of respondents 47

(67.1%) strongly agreed that involvement of women in ANFE benefits them to gain the better awareness of HIV/AIDS. About 20 (28.6%) women agreed that involvement of women in ANFE benefits them to gain the better awareness of HIV/AIDS. Whereas the remaining 2 (2.9%) and 1(1.4%) women neutral and strongly disagreed respectively that involvement of women in ANFE benefits them to gain better awareness on HIV/AIDS.

In table 3 item 7, it is shown that 37 (52.9%) of women strongly agreed that women those involved in ANFE are more likely to send their children to school while 28 (40%) women agreed that women those involved in ANFE are more likely to send their children to school. About 4 (5.7%) and 1(1.4%) women neutral and disagreed that women those involved in ANFE are more likely to send their children to school.

In the table above item 8 indicates that majority of participants 43 (61.4%) women agreed that females' partaking in ANFE helps to increase their awareness to participate in small-scale credit facilities for income generating activities while 13 (18.6%) participants strongly agreed that females' partaking in ANFE helps to increase their awareness to participate in small-scale credit facilities for income-generating activities. Whereas 13 (18.6%), 1 (1.4%) neutrally and disagreed respectively that females' partaking in ANFE helps to increase their awareness to participate in small-scale credit facilities for income-generating activities.

Item 9 shows that more than half of the participants 45 (64.3%) agreed that women's involvement in ANFE assists to decrease fertility rate by increasing their knowledge of family planning. Whereas 19 (27.1%) and 5 (7.1%) participants strongly agreed and neutral respectively that women's involvement in ANFE assists to decrease fertility rate by increasing their knowledge of family planning. Only one respondent 1(1.4%) disagreed that women's involvement in ANFE assists to decrease fertility rate by increasing their knowledge of family planning.

This is concluded that majority of women strongly agreed that ANFE benefits them to participate in small and micro business, keeping household hygiene, and improving their feeding habits. Furthermore, the majority of them have the positive agreement that women involvement in ANFE helps them in increasing environmental protection awareness and to manage their own income. The great majority of women in ANFE strongly agreed that involvement of women in

ANFE benefits them to gain better awareness on HIV/AIDS. Majority of them also strongly agreed that women those involved in ANFE are more likely to send their children to school and they agreed that their part taking in the program helps them to increase their awareness to participate in small-scale credit facilities for income generation activities as well as assists them to decrease fertility rate by increasing their knowledge of family planning.

Table 5; general information of Women in ANFE (70)

No.	Items	Responses	Frequency	Percent
1	Do you have enough information on ANFE?	Yes	68	97.1
		No	2	2.9
		Total	70	100
2	Do you attend the class properly?	Yes	40	57.1
		No	30	42.9
		Total	70	100
3	Do you think by participating in ANFE you have gained some understanding on family planning?	Yes	69	98.6
		No	1	1.4
		Total	70	100
4	Do you use family planning service provided from nearby health institutions or other organizations?	Yes	49	70.0
		No	21	30.0
		Total	70	100

According to table 4 above, except 2 (2.9%) who did not have information about ANFE, the great majority 68 (97.1%) have better information about ANFE. Although majority have information about ANFE, 40 (57.1%) of them were attend the class properly. while 30 (42.9%) of them were not attend the properly. On the other hand, almost all 69 (98.6%) of women of ANFE have some understanding on family planning whereas an unmentionable number of women of ANFE 1(1.4%) have no understanding on family planning.

It is shown that the majority 49 (70%) women use family planning service provided from nearby health institutions or other organizations whereas some 21 (30%) women do not use family planning service provided from nearby health institutions or other organizations.

From the above analysis, it can be concluded that majority of ANFE women have better information about the program though they attend the class properly. Besides, the data shows that almost all of them have some understanding on family planning as the majority of them use family planning service provided from nearby health institutions or other organizations.

Table 6 Respondents' Source of Information (70)

No.	Items	Responses	Frequency	Percent
1	Where did you get the first hand information to attend ANFE?	TV	7	10.0
		Radio	4	5.7
		Education office	52	74.3
		Other sources	3	4.3
		Both TV and Radio	4	5.7
		Total	70	100
2	What are your sources of information on family planning?	Radio and Television	12	17.1
		Friends and neighbors	6	8.6
		Education in school	21	30.0
		Health institutions	31	44.3
		Total	70	100

Table 5 shows that the majority, 52 (74.3%) women of ANFE get access to information about ANFE from education office while 7 (10%) women of ANFE from TV, equally 4 (5.7%) women of ANFE get access to information from Radio and both TV and Radio. The remaining 3 (4.3%) women of ANFE get access from other sources of information. On the other hand, the majority of women of ANFE, 31 (44.3%) get access to information on family planning from health institutions followed by 21 (30%) women of ANFE get access to information on family planning

from education in school. About 12 (17.1%), and 6 (8.6%) women of ANFE get access to information on family planning from radio and television, and friends and neighbors respectively.

When it is summarized the majority of women in ANFE get access to information about education from the education office and information about family planning from health institutions followed by education in ANFE centers.

Table 7; Challenges that Women face in ANFE (70)

No.	Items	Responses	Frequency	Percent
1	What factors contributed you not to use family planning?	I don't believe the services provided are effective	4	5.7
		They caused me health problems	22	31.4
		I don't have enough knowledge and information of them	32	45.7
		I need to have as many children as possible	8	11.4
		Others	4	5.7
		Total	70	100
2	What do you think are the factors that hinder women from attending the class properly?	Shortage of income	12	17.1
		Lack of well-trained facilitators	1	1.4
		Work load	47	67.1
		Distance of the education center	1	1.4
		Lack of awareness about the program	8	11.4
		Others	1	1.4
		Total	70	100

Table 6 depicts that majority of participants 32 (45.7%) addressed that they do not have enough knowledge and information about the factors that contributed them not to use family planning. Whereas 22 (31.4%),8 (11.4%),4 (5.7%) respondents pointed out that family planning caused them health problem, women need to have as many children as possible, and they do not believe the services provided are effective respectively. The remaining 4 (5.7%) participants pointed out that there are other factors contributed women not to use family planning. Apart from these, a majority of participants 47 (67.1%), 12 (17.1%), 8 (11.4%) responded that workload, shortage of income, lack of awareness about the program respectively are the major factors that hinder women from attending ANFE. On the other hand, only one participant, 1 (1.4%) addressed that distance of the education center, lack of well-trained facilitators and other related factors hindered women from attending ANFE.

It can be concluded that majority of women do not have enough knowledge about family planning and some of them suspected, family planning caused health problems. Similarly, work load, shortage of income, lack of awareness about the program respectively were the major factors that hinder women from attending ANFE.

4.1.2 The Current Level of Participation of Women in ANFE

The researcher prepared six (6) open-ended questions which were presented to the participants to collect the data via focus group discussion (FGD) with 4 students from second-year Dhire Le, 2 students from first-year beginner Dhire Ha, 2 facilitators and 1 school principal in 4 groups each comprised 9 participants. Then researcher opened question after question while recording their oral responses both in audio and by the researcher notebook for later analysis. Each participant speaker expressed his/her ideas according to the question raised. Accordingly, the results of FGD were analyzed as follows:

When ANFE facilitators and the principals were asked what they think about the current level of participation of women in ANFE, they explained that the current level of women's participation in ANFE is low and there is explicit difference from the last two years (2007/08 E.C) for the reason that they do not have awareness on the program. Further, they rated that the current level of participation of women in ANFE ranges from the majority satisfactory to very good. Besides,

All 5 top ten students S1, S2, S3, S4, and S5 replied that the current level of participation of women in ANFE is satisfactory and not enough.

4.1.3 The Attitudes and Perceptions of Participation as to Benefits Women who participate in ANFE?

The researcher mad FGD with five top ten ANFE students S1, S2, S3, S4 and S5 and facilitators to know the attitudes and perceptions of participation as to benefit women who participate in the program, students of ANFE explained that women participate in ANFE positively with the intention to gain more understanding about personal hygiene, more awareness about HIV/AIDs, and to have more understanding about their rights and equalities.

ANFE facilitators explained that women participate in ANFE because they are interested to get awareness for personal hygiene, to improve a living condition, to improve and develop some basic skills and knowledge, especially writing and reading, and because of the fact that education helps them to know and exercise their rights and duties.

Some facilitators claimed that women, who are involved in ANFE more likely to send their children to school, manage their own income, participate in small and micro business, and have the good understanding on family planning.

Another facilitator admired that being the participant in ANFE helps them to increase their awareness to participate in small-scale credit facilities for income generating activities, to build self-confidence, to improve their life situation, to become the leader to any position, and to develop awareness about the program.

When the ANFE women were asked the ways through which they benefit from ANFE, some of them

listed that they benefit from ANFE via increasing awareness about environmental protection, get better awareness on HIV/AIDs, keeping household hygiene, improving feeding habit, decreasing fertility rate by increasing their knowledge of family planning and provision of equal chance with men in work. One of the ANFE facilitators added that women benefit from ANFE via understanding about family planning, communication, and get changed in their future life (interviewS4-S5/20/4/2010).

4.1.4. The Challenges that hinders the Women from full Participation in ANFE

The second year /Dhire Le/ students S3 and S4 replied that shortage of income, workload, distance from their house to the ANFE center, lack of enough time to participate in the program and lack of well-trained facilitators were the major challenges that influence women's full participation in an adult non-formal education program.

The study revealed that majority of participants (67.1%), (17.1%), (11.4%) pointed out that workload, shortage of income, and lack of awareness about the program respectively were the major factors that hinder women from attending ANFE.

4.1.5. The Manner through which Stakeholders Provide Special Support to Encourage Women Participation into ANFE.

The researcher wanted to know if stakeholders provide any special support to encourage women participation into ANFE and how it was made, though one of the Education bureau officers explained that women were allowed to take monthly rest at birth time, and their works were dramatized in social media, one of the students ANFE student complained that there is no any support and encouragement from organization.

As one of the students responded, shortage of income, lack of trained facilitators, workload, lack of

enough time to participate in the program, distance from their house to the ANFE center were the major factors that influence women's full participation in ANFE program. Some students similarly forwarded that lack of income, lack of knowledge about the program, lack of awareness towards the program were the challenges that influence women's full participation in adult non-formal education. Facilitators, on the other hand, addressed the issue that lack of awareness about the program, family problems, shortage of income, and workload were the major challenges that influence women's full participation in an adult non-formal education program (FGD S3 and S4 26/3/2010).

Participants of the study pointed out the remedial solutions in such a way that family of women in ANFE should push them to go to school, should give attention to their lessons, should minimize the work in the household, and should prepare them to get educated. Furthermore, the government on its part should work on women, kebele and give training to them to have better

awareness about the program, have to work on media by making improvement and give equal right with men.

They recommended that ANFE centers should provide educational materials and motivate women to attend the program as well as change their attitude towards ANFE program. The community has also to play its role by preparing educational materials, give better support and critical awareness on their education.

Although some students complained in their responses that there is no any support given to encourage women and the support being provided was not satisfactory, in an interview conducted with one of the Arba Minch town education office expert, E1 who explained that the town's education office as a stakeholder provides women in ANFE special support by allowing them monthly rest at birth time and by dramatizing through social media. Additionally, F 2 justified her positive acceptance that stakeholders provide special support through giving the women on ANFE equal opportunities with men in different works, giving them educational materials and motivating them to attend in the ANFE, giving support from different organizations, particularly NGOs. The study shows that (44.3%) of the respondents positively claimed the quality and support provided by the stakeholders was satisfactory.

UNICEF (1990) as cited in Esayas (2014) that since the strength of non-formal education *system depends on the support it receives from governments and their commitment that assists to create better political and economic environments, government has to assume a strong and pivotal role in promising the diversified educational needs and approaches as well as foster the involvement of civic societies such as community-based organization NGOs, etc in order to benefit from their comparative advantage. Moreover, political support that can back up the popularization of concepts of non-formal education programs and clear look out for practice. These political and economic supports are likely to mobilize the social support which can encourage and promote the participation of beneficiaries in all the stages of the implementation process and the success of the program.*

Interview conducted with ANFE facilitators and one school principal of the centers and with 5 top ten ANFE students. The researcher prepared structured and open-ended questions which were administered to the participants. Each participant of the interview was given a chance to respond all the questions one after another while the researcher was recording their responses in

an audio recorder and taking important notes. Researcher transcribed all the responses recorded from the participants, coded them and arranged them in themes. Accordingly, the researcher coded one education office expert into E1; the one school principal of the interview was coded into PI; the 2 facilitators were coded into F1 and F2; whereas the five top ten students of the interview were coded into S1, S2, S3, S4, and S5. Finally, the researcher analyzed each interviewee's response in themes as follows:

the ability to read some notices, know and understand their rights and equality, get basic knowledge, improve keeping household hygiene, and are more likely to send their children to school than those who do not participate in ANFE.

Furthermore, in an interview with one of the school principals, P I replied that women those participate in ANFE benefit in increasing awareness about environmental protection, improving their feeding habit and getting better awareness on HIV/AIDS. F1 similarly replied that women gain more understand about personal hygiene, more awareness about HIV/AIDS and they understand more about their rights and equality.

About (51.4%), (61.4%) women strongly agreed that ANFE benefits them to participate in small and micro businesses as well as to increase their awareness to participate in small-scale credit facilities for income generating activities respectively. Furthermore, (71.4%), (61.4%), (45.7%) (45.7%) admitted that ANFE benefits women in keeping household hygiene, in improving their feeding habit, in increasing environmental protection awareness and in managing their own income respectively.

The majority (67.1%), (52.9%) and (64.3%) accepted that involvement of women in ANFE benefits them to gain better awareness on HIV/AIDS, and those involved in ANFE are more likely to send their children to school and to decrease fertility rate by increasing their knowledge of family planning respectively.

These findings go in line with the UN (1995) cited in Wubishet (2010) which stressed that education is a human right and an essential tool for achieving the goals of equality, development, and peace and also non-discriminatory education benefits both girls and boys and thus ultimately contribute to the equal relationship between women and men

One of the principals PII responded that women who are involved in ANFE are more likely to send their children to school, in improving their feeding habit, and decreasing fertility rate by increasing their knowledge of family planning.

4.2. Discussion

The primary purpose of this study was to assess the involvement of women in adult non-formal education challenges and prospects related to the selected area. And generally this section discusses and interprets the general findings of the study in line with the related literature as follows:

Based on the quantitative data collected through the questionnaire the great majority (95.7%) of women participants of the study live in the urban areas of Arba Minch City. A majority (55.7%) of them have ages ranging between 31-45 years old. The great majority (60%) of participants live in their own house while 22 (31.4%), 4 (5.7%), 2 (2.9%) live in a rented house, other alternatives like kebele houses, and with their relatives respectively. Majority of them (74.3%) get access to information about ANFE from education office and (44.3%) of them get access to information on family planning from health institutions followed by (30%) women of ANFE get access to information on family planning from education in school.

It is found that the great majority of participants, (97.1%) have better information about ANFE, though the majorities (57.1%) take ANFE. On the other hand, almost all (98.6%) of women of ANFE have some understanding. It is shown that the majority (70%) of women use family planning service provided by nearby health institutions or other organizations

Melake (2005) elaborated that majority of the low-wage-earners in the urban areas are women. In the factories, for instance, women make up 30% of labor force, whereas their share of total salaries paid is only 21%. Although a very small number of women hold high- position jobs that require college training and technological know-how, most Ethiopian women are engaged in all types of low-income odd jobs in the informal sector as well as in the formal sectors. A very large number of non literate females shouldering households, or widowers, eke out a living engaged in such activities of gathering and selling firewood, hawking cheap goods and services, selling 'injera' and 'tella', and working as housemaids.

Accordingly, the findings of this study reveal that majority of participants³⁶ (51.4%) strongly agreed that they participate in small and micro business.⁵⁷ (81.4%) of the respondents were currently married women, (38.6%) of them were housewives and (37.1%) were petty traders.

All of the participants (71.4%), (28.6%) strongly agreed and agreed respectively that ANFE benefits them in keeping household hygiene. Similarly, (61.4%) and (35.7%) participants strongly agreed and agreed respectively that ANFE helps them in improving their feeding habit. There were (45.7%), (28.6%) participants agreed, strongly agreed respectively that women's involvement in ANFE helps them in increasing awareness about environmental protection. The majority (45.7%), (34.3%) of respondents agreed, strongly agreed respectively that involvement of women in ANFE helps them to manage their own income. About (67.1%), (28.6%) respondents strongly agreed, agreed respectively that involvement of women in ANFE benefits them to gain better awareness on HIV/AIDS. More than half (52.9%), (40%) of women strongly agreed, agreed respectively that women those involved in ANFE are more likely to send their children to school. The majority (61.4%), (18.6%) of participants agreed, strongly agreed respectively that females' partaking in ANFE helps them to increase their awareness to participate in small-scale credit facilities for income-generating activities.

Melake (2005) elaborated that Ethiopian women feel the burden of fertility. About 98 % of mothers and potential mothers had no access to family planning. Most women lack the knowledge about the spacing of children, the problems of premature pregnancy as well as post-prime age pregnancy. Thus, education is the primary opportunity for elevating women's status. It has a much stronger link with contraceptive use for the fact that increased female education is associated with increased use of contraceptive. This study, therefore, found that more than half of the participants (64.3%), (27.1%) agreed, strongly agreed respectively that women involvement in ANFE assists them to decrease fertility rate by increasing their knowledge of family planning.

In addition to the elaborations above, Biao (1994) and Preece (2009) cited in Akpama, (2011)

advocated that non-formal education programs have the potential of improving the skills of an individual on an already chosen trade or practice while, simultaneously equipping this individual with new attitudes, knowledge, and skills. Besides, Moreso, the Encyclopedia

Americana (International edition, 1991) corroborates the fact that vocational education aims at preparing young people and adults for useful occupations, particularly skilled trades, and semi-professional careers. The acquisition of these skills enhances self-employment.

Majority of participants (45.7%) addressed that they do not have enough knowledge and information about the factors that contributed them for family planning followed by (31.4%) participants who pointed out that family planning caused to them health problem. Majority of participants (67.1%), (17.1%), (11.4%) responded that workload, shortage of income, lack of awareness about the program respectively is the major factors that hinder women from attending ANFE. On the other hand, very few participants, (1.4%) addressed that distance of the education center, lack of well-trained facilitators and other related factors hindered women from attending ANFE. This, finding partly relates with the findings of Manda (2009) who mentioned some of the challenges of women that failure to pay, lack of teaching materials, poverty, and lack of infrastructure, time constraint, language problem and lack of skilled manpower were the major once.

Considering the participant's grade levels, the majority (41.4%) are at Dhire Ha grade 2 and (32.9%) at the beginner grade 1 while (21.4%) were at Dhire Le grade levels 3&4. Few 3(4.3%) participants have other levels. There are (42.9%) respondents replied that the actual teaching-learning processes take place in the afternoon and (41.4%) replied that the actual teaching-learning processes take place in the evening whereas (15.7%) replied that the actual teaching-learning processes take place in the morning session.

It was responded that for majority 49 (70%) of women the non-formal education center is 30-60 minutes far from their home and for 13 (18.6%) of women the non-formal education center is 21-30 minutes far from their home. 6 (8.6%) participants replied that it takes 11-20 minutes for the women to reach the ANFE center from their home. Few 2 (2.9%) participants replied that the ANFE center is 5-10 minutes far from their home. The great majority 38 (54.3%) indicated that they used to got the center through taxi as a means of transportation to reach the center. 30 (42.9%) participants disclosed that they used to walk on foot as a means of transportation to reach the center. Only one 1 (1.4%) accepted that they use the bus and other means of transportation to reach the center. In relation to this, all of the participants 70 (100%) responded

that the means of transportation cost to the minimum of 1.00-2.00 Ethiopian birr for a round trip by vehicle.

Regarding the quality of ANFE service, the majority of participants (44.3%), (38.6%) gave their value of judgments from satisfactory to good respectively. Few (11.4%) valued that the quality of their ANFE service is poor and needs improvement in different aspects.

CHAPTER 5: SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

This chapter gives a summary of the study. It highlights the findings of the study, the conclusions drawn from it and the recommendations. Suggestions are also made for further areas of research.

5.1. Summary of the Findings

The purpose of this thesis is to assess the level of involvement of women in adult non-formal education/ANFE/ and to identify the existing challenges and prospects. The research was guided by the following objectives:

1. To assess the current level of involvement of women in Adult Non-Formal Education (ANFE).
2. To know the attitudes and perceptions of participant women as to benefit participating in the Program.
3. To identify the existing challenges that deter women's from full participation in Adult Non-Formal Education program.

To achieve the above research objectives, the researcher used descriptive survey study design and with mixed approaches to quantitative and qualitative. The study's target population included all women attending in the four ANFE centers of Arba Minch city.

In this study, non-randomly sampling (purposive sampling) were used to obtain the study area, quota sampling was used to select participants from the non-formal adult education, and participants selected from the four selected ANFE centers' 17 from bear, from Doysa 33, 8 from Dulfana and 12 from menaharya and 9 interviewees, 5 students who rank 1-10 from the class (top ten ANFE students), 2 facilitators, one school principal and one education office expert. Moreover, 4 focus group discussions were made with 36 members of the group from different ANFE stakeholders, 4 were selected from current Dhire Le students and 2 formers (Dhire Ha level) ANFE students, 2 facilitators, and 1 school principal within each group.

The researcher used the data gathering instruments namely in-depth interview with top ten students, facilitators, and educational experts, whereas questionnaire was administered for ANFE

students, and focus group discussion with different ANFE stakeholders and unstructured personal observation was also made.

The researcher piloted the questionnaire in the sample four ANFE centers' 5 top ten students from each center before collecting the quantitative data in order to determine reliability and validity of the instruments. After that, all the collected data were analyzed using descriptive statistics frequencies, percentages and presented in tables, and interpreted according to the findings of the study. Moreover, the qualitative data collected through interview, focus group discussion, and unstructured personal observation was analyzed in verbatim in direct quotations and paraphrases. The following are the findings of the study:

5.1.1. The Current Level of Involvement of Women in Adult Non-Formal Education (ANFE) in Arba Minch city.

During the focus group discussions with the ANFE centers' facilitators, they explained that the current level of women participation in ANFE is low and there is the explicit difference from the last two years (2007/08 E.C) for the reason that they do not have awareness on the program. Besides, they rated that the current level of participation of women in ANFE ranges from the majority satisfactory to very good.

5.1.2 The Attitudes and Perceptions of Participating Women as to Benefit gained by participating in the Program.

Participants explained that women participate in ANFE positively with the intention to gain more understanding about personal hygiene, keeping household hygiene, to improve a living condition, to improve and develop some skills, especially writing and reading, more awareness about HIV/AIDS and to have more understanding about their rights and equalities. Some claimed that women, who are involved in ANFE, are more likely to send their children to school, manage their own income, participate in small and micro business, and have the good understanding on family planning.

Furthermore, participants of the study admired that being the participant in ANFE helps ANFE women to increase awareness to participate in small-scale credit facilities for income generating activities, to build self-confidence, to improve their life situation, and to become the leader to

any position. They benefit from ANFE via increasing awareness about environmental protection, improving feeding habit, decreasing fertility rate by increasing their knowledge of family planning, communication, and get changed in their future life.

5.1.3 The Existing Challenges that Deter Women Full Participation in Adult Non-Formal Education Program.

During the in-depth interview and focus group discussion with top ten ANFE students, facilitators and the school principal , participants revealed that shortage of income, lack of trained facilitators, workload, lack of enough time to participate in the program, distance from their house to the ANFE center were the major factors that influence women full participation in ANFE program . Additionally, they forwarded, family problems, lack of awareness about the program were the existing challenges that influence women full participation in adult non-formal education.

5.2 Conclusions

Based on the analysis of the data and findings of the study in relation to assessing the involvement of women in adult non-formal education challenges and prospects,

the great majority of women attending ANFE program with their ages ranging between 31 up to 45 live in town in their own houses, among which half of them have 3-5 children. However, a majority of them were occupationally housewives.

. The great majority 38 (54.3%) indicated that they used to get to the center through taxi as a means of transportation to reach the center, where the actual teaching-learning sessions predominantly take place in the afternoon.

Majority of ANFE women claimed that ANFE benefited them to participate in small and micro businesses and to improve their feeding habits. They positively reacted that their involvement in ANFE helped them to increase environmental protection awareness, to manage their own income, and to gain better awareness on HIV/AIDS as well as to improve and develop their basic writing and reading skills. Adult Non Formal education is helpful for students in providing knowledge to keep personal hygiene.

Their involvement also positively contributed them to increase their awareness to participate in small-scale credit facilities for income generation activities, to decrease fertility rate by increasing their knowledge of family planning as well as to be able to send their children to school. Woreda education office has to do on ways of increasing adult women motivation for non-formal adult education and minimizing their dissatisfaction with it.

Nevertheless, it was addressed that workload and Economic problems can be an impediment for most women students to attend the class. In addition to this lack of enough time to participate in the program, lack of awareness about the ANFE program, family problems, lack of trained facilitators respectively were the major challenges that hinder women full participation in ANFE program.

5.3. Recommendations

According to the study conducted on **assessing the involvement of women in adult non-formal education challenges and prospects the findings revealed, the following recommendations were forwarded:**

- ✿ The local government should provide learning materials in order to boost women participation in ANFE program.
- ✿ ANFE centers facilitators should provide educational materials and motivate women to attend the program as well as change their attitude towards ANFE program. The community has also to play its role by preparing educational materials, give better support and critical awareness on their education.
- ✿ The local government should take in to account the fact that there need to be skilled facilitators to handle adult women with such a time constraint and workload in the household. Thus, training and assignment of skilled facilitators in the area has to be carefully thought out.
- ✿ Stakeholders, with the ANFE centers' principals and facilitators, have to create opportunities for the responsible family members of the participant women in order to discuss to minimize the workloads of women in the household.
- ✿ While chasing for daily subsistent money, women are unable to participate fully in ANFE, therefore stakeholders should seek for paving ways for women in ANFE to gain income to support their family as well as their education.
- ✿ The study revealed that additional household tasks are major challenges to attending the class for women. Consequently, it has to be taken into account ways to alleviate such problems. Therefore, stakeholders have to create opportunities order to minimize such problems.
- ✿ Family members of the women in ANFE have to strive to give the women time to attend and participate in the program thereby contributing to the knowledge asset of the family.

✿ Finally, the women themselves have to keep on determining to participate in ANFE; no matter how challenging the participation is since the program has been launched to bring an overall change in them.

REFERENCES

- Adesanya, L.A. (2011). Functional Literacy for Self-Empowerment: Perspectives and Issues International Journal of Educational Issues: Akungba, 1(1), Jan-June. *American International Journal of Social Science* Vol. 2 No. 8;
- Adversaries?* Brookfield: A shgate Publishing.
- Akpama, Biao, I., S.I., Tawo, R.E., & Okukpon, L. (2009). *Case study of two non-formal Programs in Cross River State, Nigeria in Preece J. (Ed) Non-formal education, poverty*
- Akpama, I. S. (2011). *Journal of Educational and Developmental Psychology*. Vol. 1(1). Calabar, Nigeria.
- Badu-Nyarko, and Samuel Kofi, (2013), *Non-Formal Education for Change*. Institute of Continuing and Distance Education in Ghana.
- Ballara, M. (1991), *Women and Literacy*, Zed Books Ltd., London
- Bartlett, S. and Burton, D. (2003), *Education Studies: Essential Issues*, SAGE Publications
- Bhardwaj, R. C. and Vijayakrishnan, K. (1998). *Democracy and Development: Allies or*
- Biao, I. (1994). *Background to the introduction of UNICEF non-formal education in*
- Bishop, G. (1989). *Alternative Strategies for Education*. London: Macmillan
- Caulk, R. A. (1975). "Ernest Work on Ethiopian Education". The Ethiopian Journal of Education. Addis Ababa: Faculty of Education, Vol.3 No.1.
- Cohen, L., Manion, L. and Morrison, K. (2007). **Research Methods in Education**. 6thed. London, Routledge.
- Dawson, C. (2007). *A Practical Guide to Research Methods: A User-friendly Manual for Mastering Research Techniques and Projects*. 3rded. How to Books Ltd.

- Delors, J.et.al (1996). “Education for Women, an essential means of promoting development” *World Education Report, 1995.UNESCO.Paris. Pp74-76.*
- Dorvlo, L. K. (2006), *Essays on Community Development in Ghana*, Maxvin Publicity Enterprise Ltd., Ho
- Egbezor, D. E., & Okanezi, B. (2008). Non-formal education as a tool to human resource development: An assessment. *International journal of scientific research in education, 1(1)*, 26-40..
- Egenti, M. and Omoruyi, F. (2011). Challenges of Women Participation in Continuing Higher Education Programme: Implications for Adult Women Counseling and Education. *Edo Journal of Counseling, Vol 4, No 1-2.*
- Esang, O. U., Asor, L. J., Osang, W. O. & Akpama, S. I., (2011). Non-formal education programmes and poverty reduction among young adults in Southern Senatorial District, Cross River State, Nigeria. *Journal of Educational and Developmental Psychology, 1(1)*, 154.
- Esayas, G. (2014). *Implementation of Adult Education by the Ethiopian Kale Heywet Church: Challenges and Opportunities*. Unpublished Thesis. Addis Ababa University, Ethiopia.
- Evans, D. R. (1981). The planning of non-formal education (International Institute for Educational Planning). *Paris, France: United Nations Educational, Scientific, and Cultural Organization.*
- Freire, P., & Macedo, D. P. (1987). Literacy: reading the word & the world. South Hadley, Massachusetts: Bergin & Garvey Publishers. *Critical studies in education series.*
- Haramaya University, Ethiopia.
- Ministry of Education (2006) .Federal Democratic Republic of Ethiopia – Federal Ministry of Education. *National Alternative Basic Education Strategy for Out of School Children*, September 2006.
- Hussain, M. S. (2013). Challenges and emerging perspectives in adult education delivery in Nigeria. *European Scientific Journal, ESJ, 9(13).*

- Hoppers, W. (2007b) *Meeting the learning needs of all young people and adults: an exploration of Successful policies and strategies in non-formal education*, Background paper for the Education for all global monitoring report 2008: Education for all by 2015: will we make it?; Paris: UNESCO.
- Kane, E. (2004). *Girls' Education in Africa: what do we know about strategies that work?* Africa Region Human Development Working Paper Series. Washington,
- Karanja, W. (1997) based partially on information extracted from 'Non-formal and Distance Education in Ethiopia'
- Kelly, G. P., & Elliott, C. M. (Eds.). (1982). *Women's education in the third world: Comparative perspectives*. Sunny Press.
- Kothari, C., R. (2004). *Research Methodology: Methods and Techniques*. 2nd ed. (Rev. ed.). New Age International (P) Ltd., Publishers. University of Rajasthan, Jaipur/India/.
- Leka, W., & Chalchisa, D. (2012). *Cost Sharing in Public Higher Education Institutions in Ethiopia with Special Emphasis on Addis Ababa and Adama Universities* (No. 8). African Books Collective.
Ltd, London
- Manda, P., F. (2009). *Women Participation in Adult Literacy Program*. MA Thesis Zambia, Lusaka.
- Melaka, D. (2005). *Population and Development: Lecture Note for Health Science Students*.
- Minda, H., & Nakamura, K. (2005). High temporal resolution path-average rain gauge with 50-GHz band microwave. *Journal of atmospheric and oceanic technology*, 22(2), 165-179.
- Mishra, R.C. (2005). *Women Education*. New Delhi: APH Publishing Corporation.
- MoE, (2008). *Education Statistics Annual Abstract: 1999 EC/2006-2007*. G.C. Addis Ababa: MoE.
- MoE/ESDP II, (June 2002) Program Action Plan
- MOE. (2004). Education Sector MDG Needs Assessment. Addis Ababa

Ngwee P.N.C. (2003). *Non-formal Education, Concepts and Practices*. Enugu: Felled Publishing Company.

Nigeria education curriculum into Nigeria. Calabar: University of Calabar Press.

Nzeneri, I.S. (2010). Issues in Contemporary Adult Education in Igbo, R.O. (ed.) *Contemporary Adult Education; An Inclusive Approach*. NCAEP Book of Readings, 63-82.

Ololube, N. P., & Egbezor, D. E. (2012). A critical assessment of the role/importance of non-formal education to human and national development in Nigeria: future trends. *International journal of scientific research in education*, 5(2), 71-93.

Omoruyi, F. E. O. (1998). Participants' assessment of women's non-formal education empowerment programme in Edo State. *CARESON Journal of Research and Development*,(2) 1, 140, 148.

Preece, J., & Singh, M. (2003, September). Adult learning and poverty reduction. In *Report on the Workshop Held at CONFINTEA Mid-Term Review Conference, Bangkok, Thailand*.

Puchner, L. (2003). Women and literacy in rural Mali: a study of the socio-economic impact of participating in literacy programs in four villages. *International Journal of Educational Development*, 23(4), 439-458.

reduction and life enhancement: a Comparative study. Botswana: Light books Limited.

Semela, T. (2017). Higher education expansion and the gender question in Ethiopia: A case study of women in a public university. *The Ethiopian Journal of Higher Education*, 3(1), 63-86.

Seya, P. T. (2005). Adult education and African development in the context of globalization. *Adult Education and Development*, 65, 95.

Spener, D. (1992). The Freirean approach to adult literacy education. *conrascr RIB916600l nor: lfflp.*, 78.

Steffens, k. (2015). Competences, learning theories and MOOCs: recent developments in lifelong learning. *European Journal of Education*, 50(1), 41-59

Tekeste Negash. (1996). *Rethinking Education in Ethiopia*. Uppsala: Norddiska Afrikailsttutet.

- TG E, (1994). Education and Training Policy, Addis Ababa: EMPDA, Transitional Government of Ethiopia,
- UNICEF (2010). "Reaching the Un-reached." *Non-Formal Approaches and Universal Primary Education*. Education cluster. New York. UNICEF.
- UNICEF. (2003). *The State of the World's Children 2004-Girls, education and development*. Unicef.
- UNESCO, (2002). "Monitoring Gender Equity in Framework of Education for All: ECE, Work Session on Gender Statistics". Geneva, Switzerland, 23 – 25 September 2002. Working Paper, No. 11.
- UIS (2012). *The International Standard Classification of Education 2011*. Montreal: UNESCO Institute for Statistics. Available at: <http://www.uis.unesco.org/Education/Documents/isced-2011-en.pdf> (Last accessed on 14 March 2014)
- Wanna, Leka, Wondimu, H., & Birhane, H., (1999). Non-Formal Education in Ethiopia: An Overview of the Current Situation. In *Proceedings of the National Conference on the Situation of Non-Formal Education in Ethiopia, Held in Addis Ababa on 12th-13th March..*
- WUBISHET, M. (2010). Poverty Reduction through Women's Involvement in Adult Non Formal Basic Education. MA, Thesis. Addis Ababa, Ethiopia.
- Yasunaga, M. (2014). Non-formal education as a means to meet learning needs of out-of-school children and adolescents. *Background Paper prepared for Fixing the Broken Promise of Education for All: Findings from the Global Initiative on Out-of-School Children*. Montreal: UNESCO Institute for Statistics,

APPEDIX

APPENDIX A: ENGLISH VERSION)

QUESTIONNAIRE

ASSESSING OF THE INVOLVEMENT OF WOMEN IN ADULT NON-FORMAL
EDUCATION, CHALLENGES AND PROSPECTS: THE CASE OF ARBAMINCH CITY.

MEKELLE UNIVERSITY

INSTITUTE OF POPULATION STUDIES, CENTER FOR POPULATION AND
DEVELOPMENT



The main purpose of this questionnaire is to gather data on Assessing of the involvement of women in Adult Non Formal education: challenges and prospects: the case of Arba Minch city. Therefore, I honestly request your collaboration in fulfilling this questionnaire responsibly because your truthful response has a great importance for the success of this study.

Note: No need of writing your name. Please indicate your response by putting “x” mark in the box and write your words or sentences for open ended questions.

Part one: - socio demographic characteristics of the respondents.

1.1 Your place of residence: City/Town Rural Area

1.2. Name of ANFE center/ School _____ sub city _____ Kebele _____

1.3. Age _____ in year

1.4 Religion A. Orthodox B. Muslim C. Protestant

4, other: specify _____

1.5 Marital Status: 1 never Single 2. Currently Married, 2 Divorced,

3. Separated 4. Widowed

1.6. Occupations: 1. Housewife 2. Petty trade 3. Daily labor 4, Small Business owner 5. Other specify _____

Part two; - Information on family and school related issues

2.1 Do you have children? 1. Yes 2. No If yes how many? _____

2.2 Where do you live? 1. in my own house 2. In rented house

3. With relatives 4, other: Specify _____

2.3 Have you enough information about ANFE? 1, yes 2, no

2.4 If your answer for the question 2.3 is yes where did you get the first hand information to attend the class properly?

1, TV 2, radio 3, education office 4, other specify _____

2.5. Do you attend the class properly? 1. Yes 2. No

2.6. If your answer for the question 2.5 is No what factors hinder you to attending the class properly?

1. Shortage of income 2 lack of well-trained facilitator 3. Workload

4. Distance of the education center 5. Lack of awareness about the program

6 other specify_____

2.7. If your answer for the question 2.5 is yes where did you attend the class?
_____.

2.8. Grade level: 1. Beginner= (Grade 1) 2. 'Dihere Ha'= (Grade 2) 3. 'Dihere Le' = (Grade 3&4 combined) 4, other please specify_____

2.9. When is the actual teaching learning process taking place?

1. Morning 2. Afternoon 3. Evening

2.10 How far is the non-formal education center from your home? In hour/minutes_____

2.11 What are the means of transport to reach ANFE education center? 1. On Feet 2.by Taxi 3. By Bus 4. Other Specify_____

2.12 If you use transport: how much does it costs you for a round trip? In Birr_____

3. Information Related to Non Formal Education attitude and perception

3.1. Perception of women in ANFE as to benefits gained by participating in ANFE program from the following viewpoints. Indicate the rate of your agreement level by putting "x"

No,	Benefits gained	Agreement level				
		Strongly agree	Agree	Neutral	Disagree	Strongly disagree
1	To participate in small and micro business					
2	In keeping household hygiene					
3	In improving feeding habit					
4	In increasing environmental protection awareness					
5	To manage own income					
6	Better awareness on HIV/AIDS					
7	those women who involved in ANFE are more likely to send their children to school					
8	Female 's partaking in ANFE helps to increase their awareness to participate in small scale credit facilities for income generating activities					
9	Women involvement in ANFE assists to decrease fertility rate by increasing their knowledge of family planning.					
10	Other specify _____					

3.2 Do you think by participating in ANFE you have gained some understanding on family planning?

A. Yes B. No

3.3 If your answer for item 3.2 is yes, what are the sources for your information on family planning?

A. Radio and Television-----

B. From friends and neighbors-----

C. From my education in the school---

D. Health Institutions E. Other: specify_____

3.4 do you use family planning service provided from nearby health institutions/other organizations? A Yes B No

3.5 If your answer for question 3.4 is “No” what factors contributed in saying no?

A. I do not believe the services provided are effective.....

B. They caused me health problems.....

C I do not have enough knowledge and information of them ...

D. I need to have as many children as possible

E. Other please specify_____

4. How do you evaluate the ANFE quality service in your education center?

1 very good 3 satisfactory 2 good 4 poor

3.3 What is your comment/suggestion to improve women ANFE in the center?

_____.

II, FOCUS GROUP DISCUSSION AND INTERVIEW GUIDE

1. What do you think the current level of participation of women in ANFE?
2. What are the attitudes and perceptions of participating as to benefits women who participating in the program?
- 3 What are the existing challenges that influence women from full participating in Adult Non Formal Education?
4. Is there any special support to encourage women participation into ANFE? How?
5. What should be done to encourage women participation in ANFE by family, school community, government and others stakeholders?

APPENDIX B: GAAMOGNA VERSION

XUUFE OYSHAA

MEQELE YUNIBESRITTE

DERETETHA XINAATE EQOTA, DERETETHANNE DICHCHA GIDDO BESSA



Ha oyshaas wana qofay /gaasoy/donzatatimirte bolla maccasata qaxxotetha :

Diggiza mettotanne bettiza go77a, arbaminche katama gidдон./engilzethora assessing of the involvement of women in adult non formal education: challenges and prospects: the case of Arba Minch city./ Giizakaaras giddiya naqasha /maraja/demanasa.hesagishaw ha xinattes /pilggethas/intteispetethay daroppekoshshiya gishaw besiya maadoimanna mala bonchchoraoychchays.

Akeekiso; suntha xaafokoshshenna .haynna!imettida oyshatas “x” malata imettidabessan go77etidi zaruwa saxinne gidдон immite.domethan attida qofatas zaaruwa xaafite.

Kifileissinno; zaaruwa immiya geta soosho –graphike kanddo.

1.1 duussasoho , 1,katama 2, gaxarehera

1.2 donzzata t/keethasuntha _____ guta_____ kabale_____

1.3 laytha_____

1.4 ammanno, 1, ortodokise 2, musulume 3, protesttante

4, harataka paattite_____

1.5 gaabichahanota ; 1, gellibenaro /ekibennaysa 2, gelidaro/ekidaysa

3, gelada birshettidaro 4, azinayhayqidaro

1.6 osohanota; 1, sogiddo oosanchcha 2, zalli, anchcha

3, gaalasaosancha 4, guthaza, alli, ekathiyaysa

4, haratakapaatite _____

Kifile nam77atho: so asatanne /keethara oyqettida naaqashata /marajata/.

2.1, Nees naytidiizo? 1, Ee 2, akkay, dizagiddiko appunee? _____

1, macca 2, adde

2.2 Ne awande'ayi ? 1, ta keethan 2, kerakeethan 3, dabbotara

4, haratakapaatite _____

2.3 Donzzata timirtesiya eray? 1, Ee 2, Akkay

2.4 Ne oysha 2.3 bollazaaroyeegiddiko ne naqashapulttoyaybee?

1, TVe 2, iradoone 3, timirtebiroppe

4, harataka pattite _____

2.5 donzzata timirte tamaray ? 1, Ee 2, Akkay

2.6 bollan immettida oysha 2.5 s ne zaarow akkay giddiko ,tamarona mala diggida metotti

aybee? 1, shalo /birra /dhayo 2 loythi pilgidi eraya eranchcha dhayo 3, oosodeexo

4 timirteza bolla akeeko dhayo

5, haratakapattite _____

2.7 Bollan immettida oysha 2.5 si ne zaaroy “Ee” giddiko awan kaalay/tamaray?

2.8 kifiledetha, 1, “doometha”/1 tho/ 2, “dihire Ha “/2tho kifile /

3, “dihire Le” /3 thonne 4 thoissiffe 4, haratakapattite -----

2.9 Timirteyimmetizasa'ateyawudeeawude?

1, maalado 2, gallasan 3, omarssan

2.10 Timirtekeethahakkotetheynessoppeaykene? Sa'aten/daqiqan _____

2.11, Timirte keetha banas ne go77'ttizay transporte qomotti aybee?

1, Tohora 2.Takisera 3, basera 4, haratakapaatite _____

2.12 timirte so banasi transporte go77ettiza giddiko issitoho gaaki simos aykena birre _____

Kifilehezdantho;

donzzoata timirten maccasati demiza demora oyqqettida xeelota naaqasha

3.1 donzzota timirte bolla maccata qaaxxotethay immiya go77a kaalliyassadan xeellishin ,intemayetetha detha "x" malata wothidi qonccisite.

No	Beettida goo'ata	May7etetha deetha				
		Mintha da mayassi	mayassi	gidдон	Minth maya	mayi ke
1	Gutha zal77e'oosotan qaaxxanaas					
2	So asa geeshatetha Naagassi					
3	Muusa maara gaggisanassi					
4	Heera geshshatetha naago gujjanaasi					
5	Be demishata loythide naaganasi					

6	HIV/Eedise bolla ba naago akeeka gujjanaasi					
7	Donzzatatimirtte kaaliya maccati be nayta timirteso yeddanas dhoqqa detha immetessi.					
8	donzzota timirte bolla maccata so asa yello halchcho dichchanasinne yelleta gujjeta guthanas maades.					
9	Harataka paatite----- ---					

3.2 so asa yello halchcho bolla ne akeekidabay dees gaada qofay?

1, Ee 2, Akkay

3.3 bollan immited oysha 3.2 bolla ne zaaroy “Ee”giddiko so as yelohalchcho bollane naaqashas pultoy aybee?

1, iradoonennetelebizhine

2, timirteson tamarity timrteppe

3, xena /paayatetha biroppe

4, harata kapaatitte_____

3.4 Intte heran beettiza payatetha biro/haradiirjjitey immiza so asa yelohalchchogo77ettetti? 1, Ee 2, Akkay

3.5 Bolla nimmettida osha 3.4 bolla ne zaaroy “Akkay” gidddikogo’ettona mala meetoyaybe ? 1, immettiza timirtey go77atti maadesgaada ammanike

2, payatetha bolla meto gathis

3 gidiza eratethaynne naqaashay baawa

4 dada7ettidaga keena daro nayttide’anna mala koyayssi

4, Donzzata timirte programme bolla immetiza go77a wostta xeelay?

1, Daro loo7o 2, kalthiza 3, lo77o