Volume 17 Issue 3
Originally issued as C1



Global Journal of human-social science: C
Sociology & Culture
Volume 17 Issue 1 Version 1.0 Year 2017
Type: Double Blind Peer Reviewed International Research Journal
Publisher: Global Journals Inc. (USA)
Online ISSN: 2249-460x & Print ISSN: 0975-587X

The Possible Effect of Adult Functional Literacy Education on Farmer Production in Kersa Woreda; South Western Ethiopia

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Abstract- This paper deals with the impacts of functional adult literacy education on farmer's production. Identifying the means through which functional adult literacy increases and/or decreases farmers' production, and finding out associated advantages and negative side of the program are the objectives of the study. In depth interview was used to collect primary data from purposively selected respondents. Besides the secondary data were also collected from secondary sources to strengthen the findings of the paper. There by qualitatively analyzed results show that being provided functional adult literacy in the study area through cooperation of health, education and agricultural sectors, one to five productive army farmers, and mobilization by benefits and increment of participants has a lot of advantages such aseconomic growth, human, social, and physical capitals development, and social services development. However, lack of contextualizing the program, lack of some community's members willingness, lack of standard materials, and low emphasize from other sectors are considered as the problems associated the role of functional adult literacy in boosting farmers' production. Thus, making this program as anintegrative issue for all ministries and developing policy accordingly may results in stated goals of our country to reach at middle income countries by boosting the participation of small holder farmers in agricultural and rural development.

GJHSS-C Classification: *FOR Code: 950202*



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Abstract - This paper deals with the impacts of functional adult literacy education on farmer's production. Identifying the means through which functional adult literacy increases and/or decreases farmers' production, and finding out associated advantages and negative side of the program are the objectives of the study. In depth interview was used to collect primary data from purposively selected respondents. Besides the secondary data were also collected from secondary sources to strengthen the findings of the paper. There by qualitatively analyzed results show that being provided functional adult literacy in the study area through cooperation of health, education and agricultural sectors, one to five productive army farmers, and mobilization by benefits and increment of participants has a lot of advantages such as economic growth, human, social, and physical capitals development, and social services development. However, lack of contextualizing the program, lack of some community's members willingness, lack of standard materials, and low emphasize from other sectors are considered as the problems associated the role of functional adult literacy in boosting farmers' production. Thus, making this program as an integrative issue for all ministries and developing policy accordingly may results in stated goals of our country to reach at middle income countries by boosting the participation of small holder farmers in agricultural and rural development.

Chapter One

I. Background of the Study

a) Introduction

Economic benefits of schooling include the potential to obtain paid employment or to generate income through self-employment using skills learned in school. Education may enhance farm productivity directly by improving the quality of labor, by increasing the ability to adjust to disequilibria, and through its effect upon the propensity to successfully adopt innovations. Education is thought to be most important to farm production in a rapidly changing technological or economic environment (Shultz 1964: 1975).

However, at the world level, there are about 781 million illiterate adults. The rate of illiteracy is likely to have dropped slightly from 18% in 2000 to 14% in 2015, which means that the Dakar target of halving illiteracy has not been achieved. Only 17 out of 73 countries with a literacy rate below 95% in 2000 halved their illiteracy rate by 2015. Then it means there is such huge number of living reasons for literacy. While changes in daily life such as mobile technology may increase demand for the acquisition of literacy skills, their impact on literacy outcomes has not yet been shown (UNESCO 2015).

UNESCO defines a functionally literate person as any person 15 or older who can" read and write a simple statement on his everyday life "(UNESCO 1993), the world development report (1997) also adopts this definition of functional literacy. More recently, UNESCO (2005a) considered literacy as the ability to 'identify, understand, interpret, create, communicate and compute using printed and written materials' associated with varied contexts. Today, literacy is seen as a continuum of skills that enables individuals to achieve their goals in work and life and participate fully in society, a point confirmed by the international community in the 2009 Belém Framework for Action (UIL 2010).

Others propose a broader and more explicitly political definition. According to Okech (2006) the concept of functional literacy has undergone several transformations. According to Karl Marx, it is a means of combating the alienation of man from economic activity, and it leads to improved knowledge, health and skills, better organization and management of one's life (Smith 2002).

According to Green in Fordham (1983), illiteracy reduces workers flexibility and productivity even in "simple" occupations such as peasant farming, construction or handicraft. Kasam Y.(1979) discusses that the ability to read and write is increasingly indispensable for living in all societies. The role of literacy in individual and social development is not simply a notion in the mind of a planner or an economist, but a means by which millions of individuals can transform both themselves and their societies. In this regard, many African countries including Ethiopia have hardly satisfactory and sustainable literacy programs.

The determinants of literacy vary depending on the socio economic context of the country. A study made by Lavy, Spart and Leboucher (1995) indicated that age, sex and geographic location are the determinants which inter play in literacy activity.

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According to this study, illiteracy is more widespread among females than their counter parts; higher in rural areas than the urban; and inversely correlated with age. On the other hand Verner (1999) analyzed the determinants of worldwide literacy rates by applying a human capital framework. She finds that enrollment rates, average years of schooling of adults and life expectancy at birth are the main determinants of literary.

Ethiopia is one of the African countries with long tradition of basic literacy practice. Since the days of king Ezana (4th century A.D) religious related literacy practices have been persistently taking place in the country particularly in the northern and central highlands. While the continuous state initiated attempts to fighting against illiteracy dates back to early 18thcentury, Ethiopia is still known as the land of script and thumb print. According to UNESCO (2015) nearly 26 million citizens are still functionally illiterate.

b) Statement of the Problem

There is positive relationship and zero impact relationship in view of previous studies as Croppenstedt and Muller (1998) resulted by using data from Ethiopia Rural Household Survey (ERHS) to check effects of numerous forms of human capital upon agricultural productivity, but find that there is no relationship between their measure of education and agricultural output. According to their finding, literate farmers were found to be relatively and undeniably more efficient than those without literacy. The production function approach has produced evidence of a link between education and agricultural output in the developing world literature. It is also proved by some previous studies that education have impact on the technology as well.

Functional literacy can be a substitute for or a complement to farm experience in farm output. There are also different researches on associated issues of rural development and functional adult literacy from different perspective. For example; linking functional adult literacy (FAL) within poverty reduction interventions: potentials and prospects in Ethiopia By Samuel AsnakeWollie (2012), the capacity of adult literacy facilitators to effectively impart knowledge and skills that enabled the learners to be functional in society by Audi Oluoch, Ayodo TMO and SimatwaEnose (2014), impact of educated farmer on Agricultural Product by EzatollahAbbasian and Tanveer Hussain (2011) in the District Mails, and the effects of education on farmer productivity in rural Ethiopia by Sharada Weir (1999), Mirotchie (1994) investigates technical efficiency in cereal crop production in Ethiopia using aggregate data for the period 1980-86, Croppenstedt and Muller (1998) examine the effects of various forms of human capital upon agricultural productivity using data from the first round of the Ethiopia Rural Household Survey (ERHS),and Dercon and Krishnan (1998), using panel data on six sites covered by both the ERHS and a 1989 IFPRI survey, found that the decline in poverty between 1989 and 1994 was greater for household heads who had completed primary schooling than for those who had less (or no) education. All the above mentioned researches', which were quantitatively done, finding stated that as there is a positive correlation between education and farmers' productivity and production. However, there is limitation of direct evidence to explain qualitatively about the impact of the functional adult literacy of education upon farmer production in rural Ethiopia, particularly in south western parts of the country. So the aim of a term paper is to fulfill this gap.

c) Objectives of the Study

i. *General objective*

The objective of the paper is to identify the impacts of functional adult literacy education on farmer's production.

ii. *Specific Objectives*

- To identify the how functional adult literacy has impacts on farmers' production
- To ascertain the complementary benefits of functional adult literacy in farmers' production
- To find out the associated problems with functional adult literacy in farmers' production

d) Significance of the Study

The research paper will have both academic and applied expected outcomes for different beneficiaries. It may has significance for the readers by providing with some basic and qualitative information. It also helps responsible bodies on the area of education, health, and agriculture to get information as an input for the economic growth and development of an individual and a country from socio-cultural, political, and economic perspective.

e) Limitation of the Study

This paper as a usual has its own limitations. Since I used only qualitative method of primary data collection, the quantitative data were ignored. So the study may not provide a full information on functional adult literacy in relation to farmers' production. The other limitation of a paper is related with sample size. Because of the nature of objectives of the study and only purposively selected and interviewed six individuals, the collected data couldn't be generalized to the population. These all limitations of the study is directly or indirectly accused of time and budget constraints.

f) Scope of the Study

This study is limited to collecting a qualitative data regarding the impacts of functional adult literacy on farmers' production in kerse woreda, south western Ethiopia because of time and budget constraints. The ways in which functional adult literacy increases or

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decreases farmers' production, and associated benefits and problems with production and functional adult literacy were dialectically included.

g) Research Methods

i. *Research Design*

A cross-sectional study design was employed. The information/data were collected at a time using this design. The researcher selected this study design in that it helps to minimize financial expenditure, to save time, to make respondents not bored with repeated interview and to study a number of individuals who have the same characteristics of interests at a single time.

ii. *Study Area and Study Population*

The study was conducted at Kersa Woreda of Jimma Zone, Oromia Regional State. The Woreda is located at about 331 km away from Addis Ababa and 22 km from Jimma town to the South West. The area shares boundaries with Mannah in the West, Omo Neda Woreda in the East, Dedo woreda in the South, Limmu Kossa in the North and Tiro Afeta in North East. The total area of the Woreda is estimated at 40788 hectares. This total land is allocated to arable land(71%) , grazing land(11%) , forest land (10%) , bushes and shrubs (2%), construction (1%) and others (5%) which are yet to be classified according the data obtained from Woreda Agricultural Office,2010. The unclassified land is assumed to be covered by woodland and others. Kersa Woreda is generally located among the low land areas of the country where the rainfall varies from 1000mm-1800mm, and the annual mean temperature varies from 10.60 to 26.90 Celsius. Within the Woreda, there are two agro ecology(middle and low land). Additionally the climatic condition of the study area consists dega (10%) and woina dega (90%). The study area is known for its natural vegetation cover before some 10-20 years ago, where remainder of natural vegetation of a country is expected to be existed. But currently the area is under severe pressure of deforestation and land degradation, because of population increase and their violation in forestlands which are converted into farm lands especially in untouched low land areas of the Woreda. The main source of income of the woreda include agriculture (animal husbandry and crop production), trade, some from remittances (From woreda agricultural office). There are about 172167 number of population and 26865 number of households in Kersa woreda.

iii. *Sources of Data*

The data required for the study includes both primary and secondary sources of data. The contributions of both sources were effective to accomplish this study. The primary data were obtained from the respondents through the use of observation and in-depth interview and the secondary one was obtained from the data collected for other purposes and other materials in the form of archival research.

iv. *Methods and Tools of Data Collection*

Only qualitative approach of data collection was used for primary data. While depth interview was used as a method, interview guidelines was used as a tool of data collection. Archival method was used to collect a secondary data such as articles, books, Medias, and reports.

v. *Sampling Size and Sampling Technique*

Few individuals were purposively selected and sample size was determined by saturation point. To fulfill the identified gap and give a response for the listed objectives scientifically; one education expert, one agricultural extension and three farmers were included. Among three of farmers, one is female farmer. The reasons; for the selection of this sampling technique and being limited to this sample size; are directly or indirectly related with the nature of the topic, interest of the researcher, setting, lack of sample frame, and budget.

vi. *Method of Data Analysis*

Qualitative information was analyzed using thematic analysis. In other words, data collected through in-depth interview, and observation were transcribed, organized and classified (re-classified) into thematic topics and then analyzed to generate meanings and implications.

vii. *Ethical Consideration*

In conducting this study, the following ethical considerations and safety measures were made; administrative ethical procedures were followed; informed consent: after the purposes and importance of the study were explained for the participants of the study, informed consent was obtained from each of them; and privacy and confidentiality: the privacy of the participants were promoted and they were be informed that whatever information they provide will be kept confidential.

Chapter Two

II. Results and Discussion

a) Results

This chapter explains about the means FAL increases the farmers production, related benefits and problems as the data collected form the respondents organized in thematic, described and interpreted.

i. *The Means of Functional Adult Literacy to Increases Farmers' Production*

a. *Collaboration among education, health, and agricultural sectors*

According to the data collected from the respondents, functional adult literacy can increases farmers' production in numerous approaches. The collaboration between the three bodies (education bureau, health bureau, and agricultural bureau) has a

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great role in mounting functional adult literacy among farmers. They were identifying, analyzing and solving the problems of farmers by expanding functional adult literacy together. By going to these centers they are mobilizing a community. Education and agricultural extension workers argue that providing this education is significantly increasing a farmer's production which has a positive inference on the individual and economic growth of a country. Regarding this an interviewed education expert states that;

Our farmers are learning. We are also mobilizing in various means such as Medias, session, postures, pamphlets, students, and so on together. We are working with them. They are addressing their problems with solutions openly. Really, their production is different from that of before this education. Today agricultural extension workers are also teaching on a black board by drawing a picture, writing a names of their products, writing farmer's questions and answers regarding with their products, and time schedule for farming according to their interests. Teachers, from education sector, are also teaching accordingly. Our woreda is at the best position of this year by its best strategies of cooperating with all responsible bodies. We were interviewing a farmers that they are happy with this program and arguing that the program is increasing their production and productivity. So I think that our being cooperation is an initiative factors for the participation of farmers on functional adult literacy which eventually increases the farmers' production.

Agriculture extensions were working with a farmers for a long period of time however, there is no significant change in farmer's production and productivity in a woreda before working in a collaboration with education expert and health extension workers. On the trends, and strategies of functional adult literacy before and/or after cooperation with other responsible bodies, an interviewed agricultural extension explained that;

We were working with a farmers for a long period of time. We couldn't achieve a significant change, especially because of lack of human capacity of accepting and using information and new technologies. Uneducated Farmers see themselves as a victims of a system and all new things as a way of manipulating their resources. They didn't admit us. We were conflicting with them for a long period of time. Even, they didn't want to see at us. They closed a door at us. They said to us that we know the way of life ourselves and so we do not need any help from you. You are coming here to spread other problems such as diseases. But after we have started to work with education expert and health extension there is a great change on a farmer's attitude and production. They have admitted that, they had been creating problems in their life and their country because of lack of education. Now they are inspiring than us to learn. Even if we absent from the class they raise as a complaint. There is a great change. Generally for me, working cooperatively is the best means of changing our community to achieve a stated goals at different levels..

Interviewed farmers also argue that they are too happy with the provision of education cooperatively by education expert, health, and agricultural extensions. They added that a large number of people have started to participate on functional education after three sectors had worked together. Generally, for them giving functional adult literacy cooperatively can increase their production.

b. *Motivation by benefits and setting*

As a result of functional adult literacy program, the farmers are producing their products for various purpose differently. This differentiation has anoptimisticrepercussion for the health of household members. So, the advantages they are getting can be considered as a means for an increment of farmers' participation to learn, eventually to change their life through changing the process of participating in economic activities conferring to the responses of the respondents. Here also an interviewed education expert added that;

They are producing a products which have an indispensable advantages for their health in separate from cash crops. These all are the results of their education. We can say that the boosting willingness and advantages they are getting from this education is a way of motivating a laggard farmers. Generally; we are appealing a farmers to functional adult literacy by a fruitful work and benefits rather than word.

Farmers raise also as the way of providing an education for them is attractive and feasible. They are also too happy with the program. They argue that opening an education center in our neighbor is a benefit which initiates them to learn what they hadn't before this time. On this regard one interviewed farmer argue that;

Thanks to our government and God that we are learning in our home. We are too impressed of learning at this age (49 years old) which is unthinkable. Teachers are good; that means they can understand our interests and teaching us accordingly. Since the backbone of our life is based on agriculture, our teachers are teaching us by cooperating with health extension and agricultural extension. They are teaching us on a black board about selected seeds, fertilizers, pesticides, and new technologies. So, by using all these what we have gotten from our teachers we are producing in a large volume than before and getting other benefits. These benefits initiates others to participate in functional adult literacy.

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c. *Increased number of participants*

The other tactic on which functional adult literacy increases a farmers' production is an increment of all household members' participation on functional adult literacy which results in high productivity and production. The females' participation is increasing on outside work highly which highly mobilized others to participate to escape from not to be secluded. For example, female farmer I interviewed argue that;

Before the coming of this functional adult literacy we were not allowed to work outside home. Our roles were only giving birth, waiting a hand of our husband, cooking a food for a family, washing clothes and so on. We have no a security to our property. Different problems were happened if a male family head die. But today, after government helped us to work with each other at all setting we are living a best life of respect and secure. A large number of females have started to learn and we also started by keen-sighted them. Thus, the increment of a number of people in our Kebele on functional adult education motivates us to learn. As a result, our production was increased. Generally, this program increases a household members' participation on agricultural activities and eventually results in high farmers' production.

d. *One to five productive army*

The cooperation of a farmers in a form of one to five is raised by government as a mode through which functional adult literacy increases a farmers' production according to the retorts of education expert. By being in one to five; they are discussing all their social problems, exchanging information, understanding a world and increasing their production. Functional adult literacy is also being provided in this form which has a constructive allegation on farmers' production. Regarding this one interviewed farmer explained as the follows;

We have been grouped to one to five farmers' productive army. We are learning by this group. We are exchanging information regarding to agricultural production and others through this group. We are doing a given assignment by this group. On farms also we are working by this group. Our agricultural production are really changed. For example, if one of us has a problem on using an information, technologies, and being provided education; we help each other as much as possible.

ii. *Supplementary Leads of Functional Adult Literacy in Farmers' Production*

a. *Economic growth*

The interviewed education expert and agricultural extension described various advantages of functional adult literacy from different perspectives in relation to farmers' production. An interviewed education expert argue that;

Functional adult literacy has many benefits in relation to farmers' production. The increment of farmers' production results in economic growth of a country what we are observing practically. As the production increases, different services which show economic growth and development have been happened. Farmers are using new technologies such as mobile phone, and others and increasing their production.

b. *Development of social services*

In relation to the increment of farmers' production, different services particularly road, schools and health extension are boosting. An interviewed agricultural extension elaborated this as;

After functional adult literacy was given for the farmers; their production; interest for different services such as health and education, and industry products increased. They started to request for the construction of road to bring their increased products to the market, the construction of health centers to decrease maternal mortality rate, and opening school in their neighborhood for adults by encompassing cultural, economic, and social factors are all the results of functional adult literacy in our woreda.

c. *Human and physical capital development*

Farmers could also explain the benefits of functional adult literacy from social, cultural, and political dimensions from external world. Some of the advantages respondents have mentioned are; understanding about the world, solving family's conflict, controlling the behavior of their children, keeping environment, equality, increasing life security, using modern material, having standard house, using pure water, keeping our health, keeping our environment, increasing efficiency and effectiveness, peacefully living and working with our neighbor and community, peacefully working with our government, and using time tentatively. These advantages have an encouraging impact on their production and related with human and physical capital directly and/or indirectly. Parents that have faced the hardships of not being able to write letters, use mobile phones or ATMs do all they can to provide their children with an education so they don't ever become excluded due to illiteracy. One interviewed farmer explained the advantages he is getting from functional adult literacy in relation to human capital as follows;

After I started this education I could get a lot of benefits. I could use ATM and mobile easily to communicate with all my relatives at a distance and with others about my products. My production was increased. All my family are living a good life. My children are learning without any problem. My wife and all family members are working together and peacefully. The conflict between families is decreased. Thus, we are a healthy family living in a healthy environment.

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Other respondent also described the benefits getting from functional adult literacy as the follows;

From this education we are getting a lot of things. For example we are learning how we keep our environment, and understand the world. Now we can read about the world economic markets, world problems, to keep our healthy, to prevent disease, to keep our environment and etc. Then if our health is good, and our environment is clean we can produce a large volume of agricultural production.

d. Development of social capital

Respecting each other, equality, and trust among families and neighborhoods is another advantages that they are getting from functional adult literacy. One of my respondents described her benefits in association to agricultural products as follows;

Being equal with men and equal usage of our products are, among the others, the results of functional adult literacy. Before two decades we (females) have no property security, we do not now about the information out of home and so on. But now thanks to my government, I am participating in all economic activities with all the household members equally, effectively, efficiently, and productively. We have a good social networks now before the coming of this program. I swear to you, now we are living a good life and determining for ourselves (females) that is based on trust and love.

ii. *Allied Complications with Functional Adult Literacy*

Even though it has a great role in the increment of farmers' production, functional adult literacy has problems such as political, cultural, environmental, demographic contexts. Education expert interviewed raised the problems associated with functional adult literacy, which impact on farmers' production, as follows:

Functional adult literacy has a lot of advantages, but a lot of people are not accepting all what are being provided as expected. There are some individuals who refuse to learn by arguing that teaching my children is enough so what I will get from it is not as such significant. The others argue that after this year's old age, learning has no advantages for me rather than burning my time. Some females also refuses to learn by associating with religious dogmas as mixing with male is forbidden. Absenteeism is also another problems because of different climate change.... That means during harvesting or ploughing there is no continuous education which eventually disturbed the schedule of the program as planned. The other problem is that sometimes this program is creating a conflict between families as it can solve a conflict. The angels from which a family use and take the program matter. For example we know a case in which husband and wife conflicted with each other. Wife wants to learn since she has a good intensions with a modern world education. But her husband refused to allow her to learn. All her neighbor females were learning. Repeatedly she had told the case to the community elders. But they couldn't finish the case. Gradually our teachers intervened and finished the cases and now both husband and wife are learning. Besides, they told us that now they are beneficial and they are mobilizing others individuals like them to learn.

There is also a case in which rural farmers associated functional adult literacy with politics. Because of that they don't admit externals. Most of the time they see from a negative perspectives. For example they doubt that these individuals (health extension, agricultural extension) came to us either to manipulate our resources or to use us as a means of fulfilling their hidden political goals or to abolish our culture of farming or to create a conflict between our families and so on. An interviewed agricultural extension explained that'

At early stage the farmers were full of doubt. This even results in absenteeism from work by closing their door in the home. Even though it was not measured this has a negative impacts on farmers' production. They were hiding their property because of doubt while we want there to teach them. However, now there is a great change in attitude and usage of the programs among the participants.

Providing education regardless of a context is another problems raised by interviewed farmers. One of interviewed farmer stated that;

They are not teaching us according to the context of our culture, social relation, production and so on. If they can teach according to our culture, time of work, type of products in our woreda it will be fruitful. However for me there is a gap of contextualization.

The other farmer also stated that;

The material is not being given for us. There is a limitation of books, and others which tell about our woreda accordingly. So by correcting this problem if we can work continuously on the program it has a great contribution for an individual and society development.

b) Discussion

This paper deals with the methods used to increase functional adult literacy which has a positive implication on the farmers' production. The increment of production has an advantages of increasing economic development. Through functional adult literacy, a family member's exchange information with each other which can provides a bases for economic growth and development. There are a large number of findings which argue that functional adult literacy has a source of information in poverty alleviation and conveying

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economic and social development. For example Abadzi (2003) states that adult literacy is highly relevant to poverty alleviation efforts worldwide, because in the 21st century much of the information needed to make decisions and improve one's economic, personal, family, or political conditions is presented in written form. Study conducted in Malawi also demonstrates that high literacy levels correlate positively with low poverty levels (Herbert 2004). Further, Kishindo (1994) claim that a high level of illiteracy hinders information exchange and the transfer of skills.

Illiterate farmers, for example, have limited access to information that could help them to increase their agricultural output through the adoption of modern agricultural techniques, since the dissemination of these techniques is mostly through the print media. For the majority of rural households who depend on agriculture for their subsistence and cash incomes, the inability to read, in a situation where extension services are either inadequate or non-existent, means continued use of unproductive production methods; and the resulting poor yields easily translate into poverty and undernourishment.

Functional adult literacy can also changes the farmers' production by creating a self-image; developing writing, calculating, and reading skills; developing willingness to continue education; and involving in their children's education. In the same manner Beder (1999) argue that adult literacy education has a positive influence on participants 'continued education. Learners perceive that participation in adult literacy education improves their skills in reading, writing. Participation in adult literacy has a positive impact on learners' self-image. According to learners' self-reports, participation in adult literacy education has a positive impact on parents' involvement in their children's education.

Functional adult literacy develops human and social capital. The development of human and social capital has a constructive implication on the development of farmers' production at short and gradually and at long term it has a gains of economic growth and development. If there is high participation in their society, an individuals can identify their problems and forward a best solution. Similarly, DFID (2015) report states that in terms of social and political development, literacy education has been shown to enhance confidence, contribute to personal development, promote improved family hygiene, nutrition, health, and social and political participation. Correspondingly, Wallace's (2007) core argument is that rural education and training (RET) is the key to more knowledgeable and productive human capital, which is essential for increased productivity, diversification and sustainability of small-scale households in rural sub-Saharan Africa. There are two important ways in which education may increase farm output: (1) general skills acquired in school reduce technical and allocative inefficiencies in production; and (2) attitudes acquired in school encourage the adoption of new technologies which cause the production frontier to shift outward (Hussain and Byerlee 1995).

c) Policy Implication and Recommendations

Promotion of literacy education is regarded as a concern of all key development agencies, government as well as Non-Governmental Organizations. The importance of adult literacy in national development is also recognized in the country's major development policies and frameworks like PASDEP, GTPI, GTPII, ADLI highly under the strategy of human capital. The Functional Adult Literacy Policy should practically linked to almost every other government policy since literacy enables people to function properly within their societies. People can effectively engage in the market place or in the public whenever dealing with contract and title deeds, politics, and basic health services, including HIV and AIDS as long as they are able to read and write and comprehend. Literacy thus liberates and empowers people to make generally meaningful and informed decisions, choices and actions as it increases the opportunity for individuals and communities to reflect on their situation. Gradually, it increases farmers' production through which an individuals' and a country's economic, social, and political development can be achieved.

In promoting greater awareness of understanding of adult literacy issues particularly in the context of the overall scheme of national development priorities and concerns, and giving emphasis for the farmers' production; a related policy should encompasses the following points in the form of recommendation.

- Ensuring that strategies on adult literacy are put in place and are responsive to the Socio-economic needs of communities.
- Promoting strategic linkages and coordination among literacy providers and related services from both public and the non-state sector.
- Ensuringwell-funded comprehensive and broadly accessible services at all levels of literacy with multiple points of entry and mechanisms for smooth transitions between components.
- Promoting the adoption of accepted and recognized standards of programme quality for adult literacy interventions.

d) Conclusion

Education can enhance farm production and productivity directly by improving the quality of human capital, social capital, and physical capital. Education is thought to be most important to farm production in a rapidly changing technological or economic

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environment by exchanging information accordingly through different means. Identifying the means, benefits and problems associated with functional adult literacy in improving the farmers' production are the objectives of the study. To fulfill these objectives a data were collected for by interview from an individuals who were purposively selected.

As a result, collaboration between education, health, and agricultural sectors, creating motivation by increasing benefits and modifying setting, increasing the number of stakeholders, and utilizing one to five farmers' productive army are the methods a responsible bodies are using to increase a farmers' production. However there are a problems associated with the programs such as contextualizing of a program to the politics, culture, social, and economics of our country. Besides, lack of material is also another problem. To solve this problem a government should develops a feasible policy of functional adult literacy and attach with all other policies of a country since education is the base for all.

III. Acknowledgments

First of all I would like to thanks thanks a sociology department for giving me a letter of assistance to keep an ethics of the research during all procedure of the study. Also I want to thanks Jimma University for giving me the materials such as computer, an office and others since these materials helped me greatly. Lastly, I would like to thanks all my respondents for their attractive and effective participation in providing me a data, which were a building block of my paper.

Acronyms

ADLI	Agricultural Development Led Industrialization
ERHS	Ethiopia Rural Household Survey
FAL	Functional Adult Literacy
GTPI	Growth and Transformation Plan
PASDEP	Plan for Accelerated and Sustained Development to End Poverty
RET	Rural Education and Training

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