

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 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.

Index terms—

Background of the Study a) Introduction conomic 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 ??Shultz : 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

3 II. SPECIFIC OBJECTIVES

44 and participate fully in society, a point confirmed by the international community in the 2009 Belém Framework
45 for Action (UN 2010).

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

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

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

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

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

68 1 b) Statement of the Problem

69 There is positive relationship and zero impact relationship in view of previous studies as Croppenstedt and Muller
70 (1998) resulted by using data from Ethiopia Rural Household Survey (ERHS) to check effects of numerous forms
71 of human capital upon agricultural productivity, but find that there is no relationship between their measure of
72 education and agricultural output. According to their finding, literate farmers were found to be relatively and
73 undeniably more efficient than those without literacy. The production function approach has produced evidence
74 of a link between education and agricultural output in the developing world literature. It is also proved by some
75 previous studies that education have impact on the technology as well.

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

94 2 c) Objectives of the Study i. General objective

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

96 3 ii. Specific Objectives

97 ? To identify the how functional adult literacy has impacts on farmers' production ? To ascertain the
98 complementary benefits of functional adult literacy in farmers' production ? To find out the associated problems
99 with functional adult literacy in farmers' production d) Significance of the Study

100 The research paper will have both academic and applied expected outcomes for different beneficiaries. It may
101 has significance for the readers by providing with some basic and qualitative information. It also helps responsible

102 bodies on the area of education, health, and agriculture to get information as an input for the economic growth
103 and development of an individual and a country from socio-cultural, political, and economic perspective.

104 **4 e) Limitation of the Study**

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

111 **5 f) Scope of the Study**

112 This study is limited to collecting a qualitative data regarding the impacts of functional adult literacy on farmers'
113 production in kerse woreda, south western Ethiopia because of time and budget constraints. The ways in which
114 functional adult literacy increases or decreases farmers' production, and associated benefits and problems with
115 production and functional adult literacy were dialectically included.

116 **6 g) Research Methods i. Research Design**

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

121 **7 ii. Study Area and Study Population**

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

139 **8 iii. Sources of Data**

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

144 **9 iv. Methods and Tools of Data Collection**

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

148 **10 v. Sampling Size and Sampling Technique**

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

154 **11 vi. Method of Data Analysis**

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

158 **12 vii. Ethical Consideration**

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

164 **13 Chapter Two**

165 II.

166 **14 Results and Discussion**

167 **15 a) Results**

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

170 **16 i. The Means of Functional Adult Literacy to Increases**

171 Farmers' Production a. Collaboration among education, health, and agricultural sectors

172 According to the data collected from the respondents, functional adult literacy can increases farmers'
173 production in numerous approaches. The collaboration between the three bodies (education bureau, health
174 bureau, and agricultural bureau) has a great role in mounting functional adult literacy among farmers. They
175 were identifying, analyzing and solving the problems of farmers by expanding functional adult literacy together.
176 By going to these centers they are mobilizing a community. Education and agricultural extension workers argue
177 that providing this education is significantly increasing a farmer's production which has a positive inference on
178 the individual and economic growth of a country. Regarding this an interviewed education expert states that;

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

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

193 We were working with a farmers for a long period of time. We couldn't achieve a significant change, especially
194 because of lack of human capacity of accepting and using information and new technologies. Uneducated Farmers
195 see themselves as a victims of a system and all new things as a way of manipulating their resources. They didn't
196 admit us. We were conflicting with them for a long period of time. Even, they didn't want to see at us. They
197 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
198 from you. You are coming here to spread other problems such as diseases. But after we have started to work
199 with education expert and health extension there is a great change on a farmer's attitude and production. They
200 have admitted that, they had been creating problems in their life and their country because of lack of education.
201 Now they are inspiring than us to learn. Even if we absent from the class they raise as a complaint. There is a
202 great change. Generally for me, working cooperatively is the best means of changing our community to achieve
203 a stated goals at different levels.. Interviewed farmers also argue that they are too happy with the provision
204 of education cooperatively by education expert, health, and agricultural extensions. They added that a large
205 number of people have started to participate on functional education after three sectors had worked together.
206 Generally, for them giving functional adult literacy cooperatively can increase their production.

207 **17 b. Motivation by benefits and setting**

208 As a result of functional adult literacy program, the farmers are producing their products for various purpose
209 differently. This differentiation has an optimistic repercussion for the health of household members. So, the
210 advantages they are getting can be considered as a means for an increment of farmers' participation to learn,
211 eventually to change their life through changing the process of participating in economic activities conferring a
212 the responses of the respondents. Here also an interviewed education expert added that; They are producing a
213 products which have an indispensable advantages for their health in separate from cash crops. These all are the
214 results of their education. We can say that the boosting willingness and advantages they are getting from this
215 education is a way of motivating a laggard farmers. Generally; we are appealing a farmers to functional adult
216 literacy by a fruitful work and benefits rather than word.

217 Farmers raise also as the way of providing an education for them is attractive and feasible. They are also
218 too happy with the program. They argue that opening an education center in our neighbor is a benefit which
219 initiates them to learn what they hadn't before this time. On this regard one interviewed farmer argue that;
220 Thanks to our government and God that we are learning in our home. We are too impressed of learning at
221 this age (49 years old) which is unthinkable. Teachers are good; that means they can understand our interests
222 and teaching us accordingly. Since the backbone of our life is based on agriculture, our teachers are teaching us
223 by cooperating with health extension and agricultural extension. They are teaching us on a black board about
224 selected seeds, fertilizers, pesticides, and new technologies. So, by using all these what we have gotten from
225 our teachers we are producing in a large volume than before and getting other benefits. These benefits initiates
226 others to participate in functional adult literacy. The other tactic on which functional adult literacy increases a
227 farmers' production is an increment of all household members' participation on functional adult literacy which
228 results in high productivity and production. The females' participation is increasing on outside work highly
229 which highly mobilized others to participate to escape from not to be secluded. For example, female farmer I
230 interviewed argue that; Before the coming of this functional adult literacy we were not allowed to work outside
231 home. Our roles were only giving birth, waiting a hand of our husband, cooking a food for a family, washing
232 clothes and so on. We have no a security to our property. Different problems were happened if a male family
233 head die. But today, after government helped us to work with each other at all setting we are living a best life of
234 respect and secure. A large number of females have started to learn and we also started by keen-sighted them.
235 Thus, the increment of a number of people in our Kebele on functional adult education motivates us to learn. As
236 a result, our production was increased. Generally, this program increases a household members' participation on
237 agricultural activities and eventually results in high farmers' production.

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239 **19 d. One to five productive army**

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

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

250 ii. Supplementary Leads of Functional Adult Literacy in Farmers' Production a. Economic growth The
251 interviewed education expert and agricultural extension described various advantages of functional adult literacy
252 from different perspectives in relation to farmers' production. An interviewed education expert argue that;

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

257 **20 Development of social services**

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

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

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

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

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

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

287 **22 d. Development of social capital**

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

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

297 **23 ii. Allied Complications with Functional Adult Literacy**

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

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

315 There is also a case in which rural farmers associated functional adult literacy with politics. Because of that
316 they don't admit externals. Most of the time they see from a negative perspectives. For example they doubt
317 that these individuals (health extension, agricultural extension) came to us either to manipulate our resources
318 or to use us as a means of fulfilling their hidden political goals or to abolish our culture of farming or to create
319 a conflict between our families and so on. An interviewed agricultural extension explained that' At early stage
320 the farmers were full of doubt. This even results in absenteeism from work by closing their door in the home.
321 Even though it was not measured this has a negative impacts on farmers' production. They were hiding their
322 property because of doubt while we want there to teach them. However, now there is a great change in attitude
323 and usage of the programs among the participants.

324 Providing education regardless of a context is another problems raised by interviewed farmers. One of
325 interviewed farmer stated that; They are not teaching us according to the context of our culture, social relation,
326 production and so on. If they can teach according to our culture, time of work, type of products in our woreda
327 it will be fruitful. However for me there is a gap of contextualization.

328 The other farmer also stated that;

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

332 24 b) Discussion

333 This paper deals with the methods used to increase functional adult literacy which has a positive implication on
334 the farmers' production. The increment of production has an advantages of increasing economic development.
335 Through functional adult literacy, a family member's exchange information with each other which can provides
336 a bases for economic growth and development. There are a large number of findings which argue that functional
337 adult literacy has a source of information in poverty alleviation and conveying economic and social development.
338 For example ??badzi (2003) states that adult literacy is highly relevant to poverty alleviation efforts worldwide,
339 because in the 21 st century much of the information needed to make decisions and improve one's economic,
340 personal, family, or political conditions is presented in written form. Study conducted in Malawi also demonstrates
341 that high literacy levels correlate positively with low poverty levels (Herbert 2004). Further, Kishindo (1994)
342 claim that a high level of illiteracy hinders information exchange and the transfer of skills. Illiterate farmers, for
343 example, have limited access to information that could help them to increase their agricultural output through
344 the adoption of modern agricultural techniques, since the dissemination of these techniques is mostly through
345 the print media. For the majority of rural households who depend on agriculture for their subsistence and cash
346 incomes, the inability to read, in a situation where extension services are either inadequate or non-existent, means
347 continued use of unproductive production methods; and the resulting poor yields easily translate into poverty
348 and undernourishment.

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

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

368 25 c) Policy Implication and Recommendations

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

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

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

389 **26 d) Conclusion**

390 Education can enhance farm production and productivity directly by improving the quality of human capital,
391 social capital, and physical capital. Education is thought to be most important to farm production in a rapidly
392 changing technological or economic environment by exchanging information accordingly through different means.
393 Identifying the means, benefits and problems associated with functional adult literacy in improving the farmers'
394 production are the objectives of the study. To fulfill these objectives a data were collected for by interview from an
395 individuals who were purposively selected. As a result, collaboration between education, health, and agricultural
396 sectors, creating motivation by increasing benefits and modifying setting, increasing the number of stakeholders,
397 and utilizing one to five farmers' productive army are the methods a responsible bodies are using to increase a
398 farmers' production. However there are a problems associated with the programs such as contextualizing of a
399 program to the politics, culture, social, and economics of our country. Besides, lack of material is also another
400 problem. To solve this problem a government should develops a feasible policy of functional adult literacy and
401 attach with all other policies of a country since education is the base for all.

402 **27 III.**

403 1 2 3 4

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410 .2 Acronyms

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