

The Effect of Integrated Functional Adult Literacy Program on Socio-Economic Lives of Graduated Adult Learners in Hawassa City Administration, Ethiopia

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Abstract: The purpose of this study was to assess the effect of the Integrated Functional Adult Literacy program (IFALP) on the Socio-economic Lives of the Graduated Adult Learners in Hawassa city administration, Ethiopia. The study was contextual which required both qualitative and quantitative methods. Questionnaire, interviews and focus group discussion were the data collection tools. The study was conducted in four purposively selected sub-cities in Hawassa city administration considering their economic disadvantages and well implementing of IFALP. The primary research participants were 260 graduated adult learners selected by using simple random sampling technique from an integrated adult literacy program, while other research participants were 24 key informants or committee members from four sub-cities and 20 community leaders from four sub-cities and 47 literacy program facilitators in four sub-cities. Data obtained from questionnaire was analyzed using statistical tools like: frequency count and percentage. The non-quantifiable data was analyzed using qualitative description. From the study, it was clear that IFALP created great opportunity for society as a whole. Specifically, the program itself had a great advantage to enable the participants to read, write and improve computation skills in their livelihood activities. The study revealed that majority of graduated adult learners confesses that the IFALP helped them keep their health and their children health and to control the reproductive behavior/family planning. The graduated adult learners have developed a great social interaction and have increased social trust through participation in IFALP. The graduated adult learners from IFALP also confirmed that after their completion in IFALP, they did not have enough work place to exercise their knowledge on the self-employee activities and to develop working skills. Thus, it is suggested that all the concerned bodies need to give adequate attention for the implementation of the IFAL program and the graduates therein.

Date of Submission: 29-04-2019

Date of acceptance: 13-05-2019

I. INTRODUCTION

In all countries of the world, education is recognized as the cornerstone for sustainable development particularly for those who have been excluded from formal system of education and development (Olaleye, 2008). The building of a literate society will lead to the economic empowerment and will encourage society to practice hygiene, which in turn lead to the reduction of birth and death rates. Integrated functional Adult literacy program has always been criticized for its failure with set of reasons such as lack of political will, inadequate funds allocation (hardly 1% of education budget), absence of coordination and organizational structure, centralized monitoring and evaluation mechanism, and above all lack of commitment.

This study empirical in nature is meant to observe Adult Literacy Program in terms of effect on participants lives. Literacy is helpful in the development of human relations, the economy, the political and social structure of nations and the culture. The non-formal education division (NFED) was charged with the responsibility of improving the quality of life of the poorest society especially those in the rural areas. This was to be done through the provision of basic literacy and numeracy skills to facilitate the acquisition of new knowledge and the development of positive attitude towards the environment (MOE, 1992). Thus the NFED is concerned with teaching adult illiterates reading, writing and numeracy that reflect learners' everyday activities. An appropriate implementation of functional adult literacy changes individuals lives of participants in the program.

Integrated Functional Adult Literacy appears to be a necessary tool for learning new skills for increased productivity both on the farm, micro-enterprise and in the factory and, therefore, it should be central to any

development strategy for alleviating poverty (Bhola,1995). Many studies revealed that IFAL has a number of advantages for adult learners. Functional adult literacy /FAL/ enables Adult Learners (AFL) to be empowered in different aspects of life. Hence, it enables specially, women to be empowered citizens in socially, economically, politically and help them to be equipped with issues related with health. The above mentioned information and facts are the reasons to conduct the research on the title “Effect of integrated functional adult literacy on socio-economic lives of graduated adult learners in the case of Hawassa city administration.

II. STATEMENT OF THE PROBLEM

Most studies conducted on adult literacy present positive outcomes to suggest that huge funds have been put to good use. Cunnings (1992) assert that the level of literacy acquired during adult literacy classes tend to show that the learners could read and write. Studies in Tanzania show that 75% of participants of literacy classes retain literacy (Semali, 1991). In Ghana participants of the literacy classes could read and write (Addo-Adeku, 1992). Available studies conducted in Ghana on adult literacy all focus more on the continuing-learners than those who have already graduated from the literacy classes (Addo-Adelcu, 1992; Aggor, 1992).

Functional Adult Literacy (FAL) in Ethiopia is an approach designed to impart reading, writing and numeracy skills among adults side by side with other functional knowledge and skills in agriculture, health and other livelihood activities. Under the federal system of government, education is a shared responsibility of the federal, regional state and wereda governments (MoE, 2006). The MoE gives technical and policy support to regional states and manages university education. Regional states and weredas have the mandate to run formal and non-formal education programs. Wereda education office (WEO) is responsible for primary, secondary education as well as non-formal education for adults and youth out of school children. According to micro-economic enterprise office survey of Hawassa city, in Hawassa city administration illiterate adults’ participation role in political, economic and social aspects gradually increased but illiterate adult women have limited access to economic opportunities. Like, self-employment, borrowing, saving and control of economic resources.

The major factors in adult illiterate women’s participation in economic activities and social activities are lack of adequate training opportunities and basic skill acquisition. The question that must be answered therefore is whether the integrated functional Adult Literacy Program in Hawassa city administration is really having the desired positive effect on the socio-economic lives of the participants in the program or not ?

Furthermore, in my resident, most of adult learners have developed positive attitude towards the advantages of adult literacy program. This was because their income increased, they develop participation role in the micro-economic strategies to alleviate poverty. In addition to this, most learners increase their productivities through developing their knowledge in self-employment, saving and investing. The researcher was interested to study the effect of integrated functional adult literacy in socio-economic lives of graduated adult learners in Hawassa city administration. Accordingly, this research an aim was investigating the effect of IFAL Program to socio-economic lives of graduated adult learners. Thus, the following research questions are raised to address the problem.

1. What major health benefits have gained by the graduated adult learners who were participated in IFAL program?
2. The extent of knowledge and ability the graduated adult learners develop through participation in IFALP to upgrade their job creation in economic aspect.
3. What are the differences of socio-economic lives of graduated adult learners before and after participated in the IFAL program?
4. What are the major challenges that graduated adult learners have encountered related to socio-economic affairs after completion of their participation in IFAL program?

III. PURPOSE AND SIGNIFICANCE

The main objective of the study was to assess the effect of the Integrated Adult Literacy Program (IFALP) on the Socio-economic lives of graduated adult learners in Hawassa city administration. The integrated functional adult literacy is an approach that brings change with the daily life and experiences of adults and reading writing and numeracy, and encourages them to voluntarily participate in social aspects. Integrated functional adult literacy help them acquire innovative ways of doing and producing things, and equips them with the basic knowledge, skills and values which are necessary for improved health and socio-economic conditions of adults.

Integrated Functional Adult Literacy Program helps to promote awareness of relationship between people and their physical and cultural environment and to respecting nature and create understanding and respect for diversity of customs and cultures to developing solidarity at the family, local, national, regional and international levels.

This study would provide baseline information in appropriateness of integrated adult literacy program that promoting participants better health, social and economic life. The baseline information gave adequate

information on effectiveness of integrated adult literacy program to bring positive socio-economic changes of learners and help to identify factors associated with implementation of integrated adult literacy program in line with the life change of learners.

it would helpful for regional educational Bureau to incorporate it in the curriculum, Specifically for Hawassa city administration Education Bureau and also for other NGO'S those who work with lively hood, gender awareness and HIV/AIDS/for their better progression to ensure sustainable development through encouraging the community to develop positive attitude , ability and practice to participate in integrated functional adult literacy program.

Eventually, the results of this study had greater advantages on both genders, more specifically it helps females. Educating woman through integrated functional adult literacy program was more advanced to ensure sustainable development and have the following significance.

- A woman is noted to reduce fertility and lead to improved child health; among a host of benefits children of educated mothers have been found to live healthier and longer lives.
- Women often given primarily to income generating activities.
- Women tend to contribute a higher Proportion of their income to family subsistence, holding backless for personal consumption.
- Women are more responsible than men for full range of reproductive activates.
- Increase participation rate in social and political affairs.
- Develop positive attitude toward micro-economic enterprise.

IV. REVIEW OF RELATED LITERATURE

Literacy confers a wide set of effect on individuals, families, communities and nations. It is a basic human need and human right to knowledge. It has meaning only when it leads to participation in cultural and social activities. It is empowerment which means ability to make decisions and control affairs of one's own life, economically, socially and politically, it is the first step in a life-long earning process of man and women. Life without literacy is life without hope, security and freedom. It is the foundation of all skills and pre-requisite for economic development. Moreover, according to Stromquist (1995) in modern societies literacy skills are fundamental to informed decision-making, personal empowerment, active and passive participation in local and global social community. At the same time literacy is helpful in the development of human relations, the economy, the political and social structure of nations and the culture.

Adult literacy is vital for development and poverty alleviation. Investing in adult literacy can cause major economic, social, cultural and political benefit for a country. Dronanial, (1996) cited in Okech, (2007) stated that literacy is an instrument, a tool that when used effectively in the right condition, will enable people to achieve purpose in life including poverty reduction. Literacy is thus a livelihood skill, which likes all other skills, has to be put to proper use in an enabling environment in order to produce improved livelihood and reduce poverty. Similar to this, Scribner and Cole 1981 cited in Okech 2007 pointed out that: "Literate does not simply know how to read and write a particular script but applying this skill for a particular purpose in a specific contact." Literacy as a means of communication through the use of written symbols opens the minds of people and makes them receptive to changes, new ideas and practices. It helps them to adopt new styles and methods of production and practices thereby raising their income.

According to Stromquist (2009), adult literacy has been defined as a set of cognitive skill necessary to make meaning of print and communication and used not only for efficient functioning in one's environment but also for individual and social transformation. To alleviate the problem in defining the levels of literacy Amare provided a definition that accepted a person as literate, if he acquires the skill of reading and writing simple statements that are valuable to his everyday life (Amare, 1989).

The widely accepted, UNESCO (1965) cited in Bhola 1994) supported definition of functional literacy is rooted in economic functions. But dissatisfaction with the definitions started even at its birth because its focus was on "bread alone" was disliked (Bhola, 1994). Simultaneously, Paulo Freire's work became very influential, and Freire talked of literacy for liberation, not merely training of labor. Hence the correct concept of functional literacy is more than were economic skills but it has come to have three elements: literacy, functionality and awareness (Bhola, 1994).

The literacy component focuses on the skill of reading and writing and the functionality component deals with economic skills. However, functional literacy programs do not merely teach and demonstrate economic skills that are typically taught within the context of income generating projects to ended participants to earn some money, but the awareness component, that in addition creates awareness among learners, in regards to their social, cultural and political life is vital as functional literacy is mixture of cultural and civic literacy. Nevertheless, experience tells us that awareness is not easy to teach (Bhola, 1994).

Developing the human capacity in general and the productive adult population in urban and rural Ethiopia in particular is necessary both to further these efforts and realize the development goals. Hence, it is

essential to provide an integrated functional adult literacy (IFAL) program that is not only intimately related to daily life, health, income generation, productivity, etc, but also improves these and other aspects of life.

A national adult education strategy, based on the development packages referred to above, is now in place to help realize the national vision, enable the country to use its knowledge and skills, motivate it to continue to learn, and make informed decisions. The national vision and adult education strategy are the basis of this curriculum framework.

According to MoE (2011), IFAL is not solely the acquisition of the 3Rs; rather IFAL is an approach, process, and activity whereby adults begin discussing their individual or community needs, problems, and difficulties; read words, numbers, phrases and/or sentences reflecting these; and finally begin to write, read, and calculate around them. Theoretically and at its best expression and operation this process is bidirectional; the participants learn from the facilitators who in turn learn from the participants; or everybody learns from everybody else. Collective and mutual learning is used for the solution of common problems; private knowledge, skill, experiences are pooled and coordinated towards the resolution of common problems. This approach to adult literacy focuses on helping adults to use in practical terms reading and writing and computational skills to advance their life, customs, traditions, experiences, strengths, environs, productivity, etc.

Social and economic effect is vital effects expected to gain through adult literacy. The social benefit mainly refers to the processes between people that establish networks, norms and social trust that facilitates co-ordination and co-operation for mutual benefit, leading to reciprocity and the achievement of mutual goals.

Stromquist (1999) made evaluation studies of individual adult education program and attempted to relate the social effect of literacy to analyze the educational process, including the curriculum and social structures. Similarly, Omoruyi, (1998) studied the effect of national Adult Literacy Program on the participants in Mid- Western Nigeria. The findings of the study revealed that the literacy program helped the participants to understand better their communities, increase their ability to perform their job efficiently, enhance their communication skills, perform better their domestic activities and helped to become more involved in social activities. These studies made a greater contribution for understanding about the differences between literacy and knowledge.

Beder (2002) investigated the outcomes/ changes in learners and wider social changes associated with adult literacy education in America. Twenty-three studies were examined for outcomes and effects. The evidence was weighed up according to the amount of convergence/divergence of findings and the credibility of the individual studies. The study showed both human capital objectives and learners' personal goals could be achieved through adult literacy. In general, participants in adult literacy education receive gains in employment; they believe that their jobs improve over time. Also the study found that the participation in adult literacy education is likely to result in earnings gains and has a positive influence on continued education. The main aspects of social benefit that are linked to higher levels of literacy are increased social and community participation. Participation in adult literacy programs is supposed to lead an increase in social and community participation.

Rees (2000) evaluated the adult participation in learning and suggested that developing an identity as a learner is shaped by the complex interaction of a number of factors that relate to the social, because learning is essentially a social activity. These include past learning experiences and the mediating effect of family influences upon them. Gallacher and Crossan (2000) studied on what contribution could lifelong learning make to social inclusion. This study revealed that apart from past learning experiences and the mediating effect of family influences upon the learners, the norms and values of the social networks that individuals belong to is having influence on the social effect of literacy. Putnam, (2000) evaluated the adult literacy in American society and showed that along with the above networks, associated norms, and levels of trust that are the basic building blocks of social effect. This author further described that social effect of literacy is the processes between people that establish networks, norms and social trust that facilitate co-ordination and co-operation for mutual benefit, leading to reciprocity and the achievement of mutual goals.

Promoting and increasing the chances of success-full literacy program and IFAL require community support from local leaders and require adequate budget, To achieve the outcomes governments need to make informed choices from a range of options to suite their particular situations in terms of governance ,finance and costs and delivery Regarding the allocation of budget for adults literacy program international trends show that government is responsible to cover the program costs by using different options.

The 2007 Abuja international work shop on adult literacy called on governments to dedicate at least 3% of their national education sector budget to adult literacy program. The central component of expenditures incorporates the remuneration of facilitators and other different items directly related to the program (DFID, 2008). On teaching arrangements; ESDP provides that teaching will be a voluntary activity organized at school, ABECs and Kebele level. In the program it is further explained, to utilize teachers, ABECs facilitators, and literate adults, secondary and tertiary level students. While the main 20 investments will be in the provision of literacy readers training manuals and in the training of literacy volunteer teachers (MoE, 2008).

Many studies have been under taken to identify factors affecting women's participation in education. Accordingly World Bank (2002) identified different factors which directly or indirectly have effect on women's participation. Some of these factors are poverty, limited access in adequate infrastructure, limited income generation opportunity and adequate infrastructure or supportive policy environment. Adaga and Heneveld (1995) also classified these factors as socio-economic, socio cultural, learning environment, political and institutional factor and emphasized them as the man factors affecting women's participation indication. Besides, Cammish (1993) classified these factors in to geographical, socio - cultural, political administrative, health factors, economic and education factors.

V. THE RESEARCH DESIGN AND METHODOLOGY

This section presents the research design and methods. It deals with sample and sampling techniques, instrumentation, methods of data collection and ethical .

5.1 Research Design

A descriptive survey research design was employed.. According to Cresswell (2009), descriptive survey method was used to generate views and opinions of a relatively large number of populations to show a clear picture of the current situation. The selection of a descriptive survey research design was to enables the researchers to have access to collect data through questionnaire, interview, and focus group discussion.

5.2 The sample and sampling techniques

Participants of the study were: 200 graduated adult learners, 47 facilitators, 24 key informants/committee members/, and 17 community leaders. Simple random sampling method was selected as sampling technique to get information from graduated adult learners from Integrated Functional Adult Literacy Program in Hawassa city administration. Four sub-cities were selected by purposive sampling techniques by considering Hawassa education bureau report, among the eight sub-cities in Hawassa city administration, the implementation of IFALP in these four sub-cities was more visible than the other and these sub-cities were economically disadvantaged areas. On the other hand, there were 1095 graduated adult learners in IFALP program in four selected sub cities. This number was too much to reach in the study so, the researchers included 200 by simple random sampling. Comprehensive sampling was used to determine the sample size, 56 literacy center facilitators or Adult literacy teachers, 24 individuals as members in a committee in four selected sub-cities, 20 community leaders from four selected sub-cities and one integrated adult literacy program coordinator of Hawassa city administration educational bureau were involved in the study.

5.3 Instrumentation

To collect primary data questionnaire, interview and focus group discussion were used. Questionnaire was developed for graduated adult learners and center facilitators. The questionnaire contains mainly closed-ended and few open-ended questions. It was an appropriate instrument to obtain variety of opinions with in a relatively short period of time (Best & Khan, 2003). Depending on the type of question items, choices and rating were used in the questionnaire.

Interview guides incorporating semi-structured questions was prepared to obtain qualitative information from committee chairpersons, who were a heads of each sub-city administration, youth and sport affairs officer, women affairs officer, organizer, small and micro business enterprise officer and Omo-micro finance officer to gather detailed information.

Focus Group Discussion was organized for 20 selected community leaders from the four sub-cities. FGD was conducted in four clusters within their respective sub-city FAL centers with a total of 20 participants by dividing them into (4) groups of (5) members in each.

5.4 Method of data analysis

The collected data through different tools were analyzed quantitatively and. Qualitatively. The obtain data from the graduated adult learners in IFALP and facilitators of each sub-city from sample through the set of questionnaire was tabulated and analyzed using percentage, and descriptive statistics on a series of tables, whereas the collect data through interview and focus group discussion were analyzed qualitatively by the help of descriptive statements and through in depth explanation based on the response of the respondents. In doing so, the following tasks were carried out step by step. Coding the process of organizing the materials its segments of text before bringing meaning to information, then, the acquired information was narrated. Finally, interpretations and the findings were compared with information obtain from the theories or literature. The quantitative data was revised, coded, tabulated and analyzed by using descriptive statistics.

5.5 Ethical Considerations

In the first place, the ethical review committee of research and the school of education and training primarily approved the research title then, a written letter from college of education and training of Hawassa University would obtained to the concerned body of Hawassa city education office to get approval for collecting necessary information. To observe ethical considerations, for example the researcher was assured the respondents that their identity would be treated confidentially. This ensures that their rights were not violated and that the information was only to be use for academic purposes but not to incriminate anyone. The researchers also explained the purpose of the study to the respondents and asked them to participate in the study voluntarily.

VI. RESULTS AND DISCUSSION

The main objective of the study was to assess the effect of the Integrated Adult Literacy Program on the Socio-economic lives of graduated adult learners in Hawassa city administration. Mainly this study was carried out in four sub-cities. Mehalketemasub-city, Behaladerash sub-city, Addisketema sub-city and Misrak sub-city. In order to achieve the objective of the study, some basic questions were administered regarding the contribution of IFALP to graduated adult learners socio-economical lives. And the extent of challenges that learners faced after the completion of IFALP participation were assessed. This section presents the discussion and results of the study.

Table 1: Responses of graduated adult learners about social benefits that they gained through participation in IFAL

No.	Training i got helped me to:	Responses	SA	A	Un	DA	SD A	Total
1	Maintain good health & living longer	M	24	20	10	6	-	60%
		%	40%	33%	17%	10%	-	100%
		F	110	70	8	10	2	200%
		%	55%	35%	4%	5%	1%	100%
2	Controlling reproductive behavior /family planning	M	20	18	20	2	-	60%
		%	33%	30%	33%	4%	-	100%
		F	98	80	10	12	-	200%
		%	49%	40%	5%	6%	-	100%
3	Keeping the health of children and educated them	M	14	26	8	12	-	60%
		%	24%	43%	13%	20%	-	100%
		F	78	80	22	14	-	200%
		%	39%	40%	11%	7%	3%	100%
4	Gain information about HIV/ADIS/ through reading and preventing it	M	16	14	20	6	4	60%
		%	27%	23%	33%	10%	7%	100%
		F	86	94	15	5	-	200%
		%	43%	47%	7.5%	2.5%	-	100%
5	To know my right responsibility	M	40	8	8	2	2	60%
		%	67%	13%	13%	3%	3%	100%
		F	114	50	16	17	3	200%
		%	57%	25%	8%	8.5%	1.5%	100%

Graduated adult learners were asked to rate their agreement level on social benefits that they got from their participation in integrated functional adult literacy program. Regarding maintaining good health and living longer, 24(40%) male and 110(55%) female respondents strongly agreed. While other 20 (33%) males and 70(35%) females agreed. On the other hand, 10(17%) males and 8(4%) females rated undecided. The left 6(10%) males and 10(5%) females disagreed and 2(1%) females rated the benefits that the participation gave them to maintain good health and living longer as strongly disagree.

As we consider the item 1, the acquisition of literacy benefits personal health. And deeply helps to reproductive health, and also improves child mortality and welfare through better nutrition and higher immunization. Similarly, Bolivian women who attended literacy and basic education program displayed gains in health-related knowledge and behavior, unlike women who had not participated in such program (UNESCO,

2006). Moreover, it seems that in the future education may be the single most effective preventive weapon against HIV/AIDS.

Concerning the advantages of IFALP enabling graduated adult learners to control reproductive behavior /family planning/ 20 (33%) males and 98(49%) females strongly agreed and 18(30%) males and 80(40%) females agreed. While the other 20 (33%) males and 10(5%) females rated undecided and the rest 2(4%) males and 12(6%) female disagreed.

The graduated adult learners were also asked to rate the help of them IFALP in keeping the health of children and in educating their children. Almost most 26(43%) males and 80(40%) females of them agreed and 14(24%) males and 78(39%) females strongly agreed. On the other hand, 8(13%) males and 22(11%) females undecided while others 12(20%) males and 14(7%) disagreed and lastly 6(3%) females strongly disagreed

The graduated adult learners 16(27%) males and 86(43%) females rated strongly agreed that IFALP is advantageous in gaining information about HIV/AIDS/ through participation and reading. While 14(23%) males and 94(47%) female agreed. The other20 (33%) males and 15(7.5%) femalesrated undecided. The rest 6(10%) males and 5(5) femalesdisagreed and 4(7%) males rated strongly disagreed.

According to item 5, Graduated Adult Learners were asked to rate the program /IFALP/ helped them to know about their rights and responsibility. The majority of 40(67%) males and 114(57%) females strongly agreed. The others 8 (13%) males and 50(25%) females agreed. On the other hand, 8 (13%) males and 16(8%) females rated undecided. While the others 2(3%) males and 17(8.5%) females disagreed and 2(3%) males and 3(1.5%) females strongly disagreed to enable the graduate adult learners know about high responsibility through participating in IFALP.

According to table 5.Majority of Graduated Adult Learners were strongly agreed at the advantages that they gain from participating in IFALP. The main benefits that graduated adult learners have gained through participation in IFALP were to keep their health, family planning and using medicine by reading the materials properly.

Previous study by Robinson-Pant (2001) on women’s literacy and health in Nepal, confirmed similar opinion that adult literacy program in Nepal influenced participants’ attitudes towards family planning and made them more open to speaking up for change in practice. In addition, Burchfield’s study (2002) on women’s participation in social and economic development in Nepal showed that there are some evidences that, literacy or participation in literacy program leads to change in belief in traditional medicines, home remedies and traditional healing in Nepal and Bolivia. These studies also showed that such change in indigenous beliefs, and a consequent change in traditional practice, is sustained only when there is availability of dependable health services.

Table 2: Responses of graduated adult learners about economic benefits that they gained

S. N	Training I got helped me to	Responses	SA	A	Un	DA	SDA	Total
1	Determine kinds of job creation	M	28	18	8	6	-	60
		%	47%	30%	13%	10%	-	100%
		F	124	60	10	6	-	200
		%	62%	30%	5%	3%	-	100%
2	Increase the productivity of my job	M	30	18	10	2	-	60
		%	50%	30%	17%	3%	-	100%
		F	152	40	6	2	-	200
		%	76%	20%	3%	1%	-	100%
3	Promote better natural resource management	M	33	18	9	-	-	60
		%	55%	30%	15%	-	-	100%
		F	167	15	18	-	-	200
		%	83.5%	7.5%	9%	-	-	100%
4	Increase more information on saving and investing	M	40	14	6	-	-	60
		%	67%	23%	10%	-	-	100%
		F	170	20	10	-	-	200
		%	85%	10%	5%	-	-	100%
5	Increase awareness on the importance of self-employment	M	37	12	11	-	-	60
		%	62%	20%	18%	-	-	100%
		F	172	18	10	-	-	200
		%	86%	9%	5%	-	-	100%

As it can be observed from table 7, majority of the respondents 28(47%) males and 124 (62%) females were strongly agreed and 18 (30%) males and 60 (30%) females were agreed on the importance of IFALP to determine kinds of job creation through participation in IFALP. Whereas, 8(13%) male and 10(5%) female were undecided its importance and 6(10%) male and 6 (3%) female were disagreed of IFALP participation to help graduated adult learners for determining job creation.

According to item 1, graduated adult learners may develop different work skills through participation in the program. Hence, Literacy is linked to economic success as literacy levels help determines the kind of jobs people find, the salaries they make and their ability to upgrade their work skills. Literacy and adult education have been recognized as essential elements of human resource development. It is a big factor in the economic success of a society. That's because our literacy levels help determine the kind of jobs we find, the salaries we make and whether we're likely to experience unemployment in our lives. Likewise, Fiedrich and Jellene (2003) state that a substantial body of evidence indicates that literacy increases the productivity and earning potential of a population. An educated person earns more and has greater labour mobility. While analyzing the impact of literacy UNESCO (2006) observes that literacy not only enhances the individuals earning, it also has positive influence upon the economic growth of a country.

Concerning the increment of the productivity of job in their life through participation of IFALP, the majority 30(50%) males and 152 (76%) femalesstrongly agreed and 18(30%) males and 40 (20%) females were agreed. Whereas,20(17%) male and 6 (3%) female choose undecided on the issue. And 2(3%) male and 2 (1%) female disagreed on the influence of IFALP on the increasing the productivity of job of graduated adult learners.

Concerning the advantages of IFALP interms of the better promotion in the natural resource management of IFALP 33 (55%) males and 167 (83.5%) femalesstrongly agreed. While 18(30%) males and 15 (7.5%) females agreed. however, 9(15%) male and 18(9%) female were disagreed on the advantage of IFALP in promoting better natural resource management.

On the benefits of IFALP in saving and investing, Majority of graduated adult learners that were 40 (67%) males and 170 (85%) femalesstrongly agreed. Whereas14 (23%) males and 20(10%) femalesagreed about the advantages of IFALP on the saving and investing. But 6(10%) male and 10(5%) female disagreed that the IFALP had an advantage on the saving and investing.

Lastly, 37 (62%) males and 172 (86%) females graduated adult learners strongly agreedabout the advantages of IFALP in line with importance of self-employment. Whereas12(20%) males and 18(9%) femaleswere agreed. But 11(18%) male and 10 (5%) female were disagreed the advantages of IFALP for importance of self-employment.

In table 7, Majority of graduated adult learners responded that participation in the IFALP helped them to increase their job productivity. Similarly, Omoruyi (1998) studied the effect of national adult literacy programon the participants in Mid-west Nigeria. The findings of the study revealed that the literacy program helped the participants to understand better their communities, increase their ability to perform their job efficiently, enhance their communication skills, perform better their domestic activities and helped to become more involved in social activities.

Moreover, most graduated adult learners magnify the importance of IFALP on their self-employment and increasing their earning potentials. Similarly, in UK, McIntosh and Vignoles (2001) have examined the effect of literacy and numeracy skills on an individual's employment and earnings. Using data from both the international adult literacy survey and the national child hood development study. The study concluded that the adult literacy and numeracy program are having greater effect on the employment and earning of the participants.

Table 3: Responses of graduated adult learners about the challenges that they faced after completion of their study in IFALP

No.	Types of challenges that graduated adult learners faced	Responses		Level of challenge				Total
		M	SA	A	UN	DA	SD A	
1	Lack of positive attitude of community on IFALP advantages/benefits.	M	32	10	7	11	-	60
		%	53%	17%	12%	18%	-	100%
		F	148	25	20	7	-	200
		%	74%	12.5%	10%	2.5%	-	100%
2	Lack of work place to self-employee and working skill development.	M	40	8	12	-	-	60
		%	67%	13%	20%	-	-	100%
		F	100	30	70	-	-	200
		%	50%	15%	35%	-	-	100%
3	Lack of enough support from community and family to job	M	5	15	10	30	-	60
		%	8%	25%	17%	50%	-	100%

	creation.	F	11	39	50	100	-	200
		%	5.5%	19.5%	25%	50	-	100%
4	Lack support from micro enterprise and Omo micro finance to increase working skill and earning potential.	M	7	20	27	6	-	60
		%	12%	33%	45%	10%	-	100%
		F	18	50	107	25	-	200
		%	9%	25%	53.5%	12.5%	-	100%

As we can considered, the lack of positive attitude of community on IFALP advantages, the graduated adult learners 32(53%) males and 148(74%) females strongly agreed that community did not have positive attitude towards IFALP. While 10(17%) males and 25(12.5%) females agreed the community lack positivity on the program. On the other hand 7(12%) males and 20(10%) females rated undecided. Finally, 11(18%) males and 7(2.5%) females showed disagreement.

Majority of respondents 40(67%) males and 100(50%) female strongly agreed that lack of work place to self-employee and working skill development. While 8(13%) male and 30(15%) female agreed. On the other hand, 12(20%) male and 70(35%) female undecided the lack of work place problem. A graduated adult learners 5(8%) male and 11(5.5%) female strongly agreed that there is the lack of enough support from their family and community to job creation. The others 15(25%) male and 39(19.5%) female were agreed on the lack of support related to job creation.

On the other hand, 10(17%) males and 50(25%) females unable to decide whether there is support or not. Finally, 30(50%) males and 100(50%) females were disagreed on the lack of enough support to the job creation from family and community.

Considering the lack of support from micro-enterprise and Omo-micro finance to increase working skill and earning potential, the graduated adult learners 7(12%) males and 18(9%) females strongly agreed. On the other hand, 20(33%) male and 50(25%) female agreed. While 27(45%) male and 107(53.3%) female rated undecided. Lastly, 6(10%) male and 25(12.5%) female disagreed.

From table 3, the major challenges that graduated adult learners faced after their completion in IFALP were lack of positive attitude of community towards IFALP. The reason for this may be improper implementation of IFALP in a community. However, from the table as it can be observed the graduated adult learners lost respect from their community. This might be because the community did not have positive attitude on the IFALP. Similarly, the literacy programs are mainly meant to change the attitude of the participants so as to lead a meaningful life. Many evaluation studies of literacy program live each evidence to suggest that participants and graduates of these programs are more likely to express moderate attitudes. Earlier studies conducted by Archer and Coffingham (1996) on the participation in reflect in Bangladesh, confirmed that the IFAL program positively affected the nature of women's interaction with in the all-women committees but was unable to change men's and women's attitudes towards women's participation in public formal and non-formal organizations.

In addition, facilitators in the FAL center were requested to fill the open ended questions concerning whether the adult learners have interest in the IFALP participation. All facilitators 47 (100%) responded that the adult learners increased their participation interests in the IFALP. This participation interest in IFALP did not solely come without any motivation, but the participation interest increased because of their social interaction, the need to empower their ability to make decision and control affairs of their own life, economically and political involvement. Moreover, according to Stromquist, (1995) in modern societies literacy skills are fundamental to informed decision-making, personal empowerment, active and passive participation in local and global social community.

On the other hand, facilitators were also requested to confirm that the graduated adult learners gained support from the sub-cities committee members to improve their lives through implementing their knowledge after completion of the IFALP. Almost all facilitators responded that majority of graduated adult learners gain support not from sub-cities committee member but also from concerned body in the community. All facilitators believed that the major areas that graduated adult learners gained support were:

- ✓ Resource supply from NGO and Hawassa city administration education bureau.
- ✓ Availing the loan to encourage self-employment from – Omo–Microfinance and small and micro-enterprise
- ✓ Family planning and keeping personal and child health from health organization, example, Health extension worker.

During interview session heads of sub-cities administration stated that: A head of sub-cities regularly follow up the activities of IFAL program implementation and its approach to assist and promote the participants role to their community. 'In fact the sub-cities offices recognize the importance of IFALP to the participants with their livelihood like, keeping personal hygiene and reproductive health activities.

During Interview session with small and micro business enterprises they state that: They try to create awareness among the graduated adult learners from IFALP program to self –employment and encourage them to develop skills for job creation.

During interview session with OmoMicro-Finance officers they stated that: They were regularly encouraging the graduated adult learners in their daily activities. The main areas that office gave support were training on the bases of saving their money, time and energy in addition to this the office guarantee the graduated adult learners to change attitude to loan and loan-repayment for their future investment.

Table 4: the responses of facilitators based on the change envisaged on graduated adult learners after completion of IFALP program.

No	Types of envisaged change	Responses	Level of agreement on changes				
			SA	A	UN	D	SDA
1.	Attitude on self–employment	M	-	10	7	-	
		%	-	59%	41%	-	
		F	-	30	10	-	
		%	-	67%	33%	-	
2.	Borrowing & loan repayment activities, saving and investing	M	-	17		-	
		%	-	100%		-	
		F	-	18	12	-	
		%	-	60%	40%	-	
3.	Job creation	M	-	15	2	-	
		%	-	88%	12%	-	
		F	-	22	8	-	
		%	-	73	27	-	
4.	Controlling reproductive behavior	M	-	17		-	
		%	-	100	-	-	
		F	-	30	-	-	
		%	-	100	-	-	
5.	Keeping personal hygiene	M	-	16	1	-	
		%	-	94%	6%	-	
		F	-	24	6	-	
		%	-	80%	20%	-	
6	Improving their children health and hygiene	M		14	3		
		%		82%	18%		
		F		25	5		
		%		83%	27%		
7	Participation in political issues	M		17	-		
		%		100%	-		
		F		30	-		
		%		100%	-		

Regarding to the advantage of the IFALP in helping the graduated adult learners to improve their attitude on self–employment after completion of their participation in IFALP, the majority of facilitators 10(59%) male and 20(67%) female were agreed and 7(41%) male and 10(33%) female were undecided on the issues. On the other hand, the changes on borrowing and loan repayment activities, saving and investing, majority of respondents 17(100%) male and 18(60%) female were agreed and 12(40%) female were responded undecided.

Regarding to the change on job creation, the graduated adult learners bring on their daily activities after completion of IFALP participation, majority of respondents 15(88%) male and 22(73%) female were agreed whereas 2(12%) male and 8(27%) female were undecided.

Although, the facilitators were asked to rate how IFALP helped the graduated adult learners to develop controlling reproductive behavior, after completion of IFALP program all of them 17(100%)male and 30(100%) female were agreed. Moreover, the facilitators rates the level of keeping personal hygiene of graduated adult learners after completion of IFALP 16(94%) male and 24(80%) female were agreed. while 1(6%) male and 6(20%) female undecided.

Regarding the change on improving their children health and hygiene that graduated adult learners bring after completion IFALP, majority of respondents 14(82%) male and 25(83%) female were agreed on the issues. While 3(18%) male and 5(27%) female were undecided.

Finally, facilitators were asked to rate the importance of IFALP helped to the graduated adult learners to develop participation role in political issues, All of them 17(100%) male and 30 (100%) female were agreed.

Here, from the above table it can be concluded that, the IFAL program has helped the graduated adult learners to enable them to be empowered in socio-economic standards. Omoruyi, (1998) studied the effect of national adult literacy program helped the participants to understand better their communities, increase their ability to perform their job efficiency, enhance their communication skills, perform better their domestic activities and helped to become more involved in social activities.

During the interview session sub-cities woman affairs officers stated that:the offices continuously support in a different aspects for graduated adult learners to improve their political participation and to recognize the gender equality in their community. These were practically seen as the graduated adult learners play participation role in political issues, gender equality and over all community based issues.

The graduated adult learners were expecting to be a model in different aspects for their respective community. Besides to this, they also expected to exercise their knowledge, skills and attitude that they acquired in their study periods for two year stay in integrated functional adult literacy program. Unfortunately, almost all facilitators observe the challenges that graduated adult learners faced after their completion integrated functional adult literacy program. Even if the graduated adult learners have acquired knowledge based on social interaction, basic health care education and economic aspects, the major areas the facilitators recognized that the graduated adult learners faced after their completion of their participation in integrated functional adult literacy program were:

- ✓ Communities attitudinal and awareness problems on the integrated functional adult literacy program.
- ✓ Resource gap to create extra job creation
- ✓ Fear of risk in the application of loan, loan-repayment and investing in further
- ✓ Less availability of work place to exercise the little knowledge on making business and work with small and micro enterprise.
- ✓ Less motivation to diversify their income.

During the interview session: sub-cities organizers/aderejajet /officers stated that, the major factors that influence the graduated adult learners rights and implementation of freedom of their skills and knowledge that they gain through participation of IFALP such as resource gap, lack of workplace, less diversify their income generation(April 20,2016).

Accordingly, World Bank (2002) identified different factors which directly or indirectly have effect on women's participation. Some of these factors are poverty, limited access in adequate infrastructure, limited income generation opportunity and limited supportive police environment.

Focus group discussion with community leaders held to ensure the change that graduated adult learners have gain through participation in IFALP. Almost all of them know about IFALP and its implementation in their respective sub-cities. As the majority of the community leaders said that "the graduated adult learners had developed different behavioral change after their completion of the IFALP participation". According to community leaders' confirmation, the major areas that graduated adult learners developed were family planning, keeping their personal hygiene, child health care after their completion in IFALP participation. The community leaders said that: "almost all graduated adult learners through participating in IFALP had gain behavioral changes like, actively participation interest in political issues, attitudinal change on the equality of gender and respecting different types of job activities". Finally, community leaders gave their wittiness on the change that graduated adult learners gains after participation of IFALP were job creation activities, knowledge on saving and loan-repayment activities.

The major social and health benefits that graduated adult learner gained through participation of integrated functional adult literacy program were:

- ✓ The acquisition of literacy benefits personal health and deeply helps to reproductive health, and improves child mortality and welfare through better nutrition.
- ✓ The main areas that graduated adult learners have gain changes through participation in integrated functional adult literacy program were-keeping their health, family planning and using medicine through reading the materials.
- ✓ The participation of learners in integrated functional adult literacy program has developed a great social interaction and helps to build social relation with others.

During the interview session sub-cities woman affairs officers stated that: the offices continuously support in a different aspects for graduated adult learners to improve their political participation and to recognize the gender equality in their community. These were practically seen as the graduated adult learners play participation role in political issues, gender equality and over all community based issues.

During interview session heads of sub-cities administration stated that: A head of sub-cities regularly follow up the activities of IFALP program implementation and its approach to assist and promote the participants role to their community. 'In fact the sub-cities offices recognize the importance of IFALP to the participants with their livelihood like, keeping personal hygiene and reproductive health activities.

During focus group discussion: the community leaders said that "the graduated adult learners had developed different behavioral change after their completion of the IFALP participation". According to community leaders' confirmation, the major areas that graduated adult learners developed were family planning, keeping their personal hygiene, child health care after their completion in IFALP participation.

The major economic benefits that graduated adult learner gained through participation of integrated functional adult literacy program were: graduated adult learners develop different work skill through participation in the IFALP. Hence, the program helped determines kind of jobs people find, increase the productivity and earning potential and the salary they make their ability to upgrade their work skills and also the program essential elements of human resources development.

During Interview session with small and micro business enterprises they state that they try to create awareness among the graduated adult learners from IFALP program to self –employment and encourage them to develop skills for job creation.

During interview session with Omo-Micro Finance officers they stated that: they were regularly encouraging the graduated adult learners in their daily activities. The main areas that office gave support were training on the bases of saving their money, time and energy in addition to this the office guarantee the graduated adult learners to change attitude to loan and loan-repayment for their future investment. Finally, community leaders said on the change that graduated adult learners gains after participation of IFALP were job creation activities, knowledge on saving and loan-repayment activities.

VII. CONCLUSIONS AND RECOMMENDATIONS

8.1 Conclusions

Based on the major findings, of the study, the following conclusions were drawn. Literacy or basic education is really become as effective tools to help people solve the problems they face in their daily life and also assist them to live in harmony with their rapidly changing environment. People today have to be able to realize that they can use education to seek vocational skills to improve the quality of life so as to reach happiness which is based on each individual's personal experiences. Complete happiness can be achieved when there is no physical or emotional conflict between man and his environment physically or mentally. This shows that basic education or literacy today plays the important role as the tools that will enable individual to create his own harmony between himself and today's rapidly changing surroundings especially the world today.

Moreover, as it is known well an educated and skilled workforce is one of the pillars of the knowledge-based economy. Increasingly, comparative advantages among nations come less from natural resources or cheap labour and more from technical innovations and the competitive use of knowledge. Education is one of the most powerful instruments known for reducing poverty and inequality and for laying the basis for sustained economic growth. Literacy is a word that is usually associated with the more positive aspects of human civilization, like social and economic development.

The IFALP helped to promote awareness of social relationship between people and their physical and a cultural environment and also to respect nature, to create understanding and respect for diversity of customs and cultures to developing solidarity at family, local community and national levels.

The implementation of IFALP played a significant role in reducing the number of illiterate the community members in the age of 15 and above promising in meeting the MDGs. From over all study IFALP had enhance graduated adult learners develop socially, economically, political through appropriate participation in basic literacy, skills acquisition, access to information regarding to health, family planning, keeping personal hygiene and children hygiene, preventing different disease and legal right and responsibility. IFALP was the most empowering agent of graduated adult learners in economic development.

8.2 Recommendations

All the stakeholders, subcity administrators, and board and technique committees and facilitators should incorporated integrated functional adult literacy program (IFALP) for all adults in a society. Integrated Functional Adult Literacy Program should incorporate with life skills components so that participants can be well equipped to perform their roles more effectively. Integrated functional adult Literacy program relevant to the needs of the learners should be promoted. In addition to functional skills, integrated functional adult Literacy program promotes leadership skills, raises gender consciousness, and increases productivity of job and increases awareness on the importance of self-employment.

Moreover, it has been revealed that the functional literacy classes help graduated adult learners to improve upon their health status, family planning and to build strong social trust, stakeholder's such as health

sectors, facilitators, community leaders, city IFALP coordinator, sub city women affairs, small and micro business enterprise, sport and youth affairs, Omo-Micro Finance, head of sub city education sector and a sub city organizer of the IFALP classes should emphasize on advantages of the Integrated Functional Adult Literacy Program in a society.

There are many non-literates who have either not heard of the functional literacy classes or have heard of it but are reluctant to enroll in the classes. It is recommended therefore that television and local FM radio stations within the localities in which the classes are located should be used by facilitators, all the stakeholders bodies, Hawassa city education offices' experts, sub-cities administrators and program implementers need to create awareness to advertise the importance of joining the literacy classes so as to enroll more illiterates and improve their living conditions.

The regional government, Hawassa city administration education bureau and non-government bodies, the following specific recommendations are forwarded.

- ✓ The regional government budget allocation to Adult literacy program should be increased. Adult literacy facilitators should be trained and qualified. Facilitators' stipends should be enhanced to boost their morale.
- ✓ The Government, NGOs and civil societies should work on continuously raising awareness of the community on the advantages and explain in detail possible benefits that could be gained in the future through Integrated functional adult literacy program to improve the perceptions and attitudes of community towards integrated functional adult literacy program through mass media and other printed material hierarchically and consistently.
- ✓ All the stakeholders should make a consistence follow up to check the proper and effective implementation of the program and check the conduciveness of FAL center to the participants.
- ✓ The regional finance and economic development bureau should support the IFALP in line with economic development made more sustainable through quality and relevant adult and non-formal education with special focus on integrated functional literacy.

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IOSR Journal Of Humanities And Social Science (IOSR-JHSS) is UGC approved Journal with Sl. No. 5070, Journal no. 49323.

Mesfin Hirpo Namura (Mr.). “The Effect of Integrated Functional Adult Literacy Program on Socio-Economic Lives of Graduated Adult Learners in Hawassa City Administration, Ethiopia.” IOSR Journal of Humanities and Social Science (IOSR-JHSS). vol. 24 no. 05, 2019, pp. 58-71.