

ABSTRACT

**Title of dissertation: OUTCOMES AND IMPACT OF ADULT
LITERACY PROGRAMS IN SENEGAL: TWO
CASE STUDIES**

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Developing countries like Senegal are faced with high illiteracy rates. In its efforts to improve literacy, the Senegalese government has developed nationwide adult literacy programs, and has adopted a strategy commonly known as ‘faire-faire’, based on a partnership between the State and civil society. This study explores two adult literacy programs from the experiences of participants in the villages of Ngohe and Ndoulo, located in the region of Diourbel, Senegal. The purpose of the study is to examine the outcomes of those programs and their impact on the lives of the participants, through interviews with the different actors involved in the implementation of the literacy programs (education officials, literacy operators, facilitators and participants), review of documents and observation. I have adopted the theoretical perspective known as critical

theory and defined by Fay (1987) as concerned with empowering human beings to transcend the constraints placed on them by race, class, and gender.

The findings of the study reveal that “faire-faire” has helped to boost literacy rates and has improved literacy education in Senegal. The participants’ lives have considerably improved as a result of their enrollment in the literacy classes. They have developed income-generating activities, increased their knowledge on health and hygiene, participated in village meetings, and acquired problem-solving skills. However, despite these positive aspects, one needs to acknowledge that “faire-faire” presents some deficiencies: the choice of the operators did not always follow the recommendations in the procedures manuals, the facilitators received little or no training, and supervision of the literacy classes was not appropriately done. In light of these findings, it is important that the State allocate more funds to the literacy sub-sector and be more rigorous in the implementation of the literacy programs, for instance when it comes to the selection of the operators in order to improve literacy education in Senegal