



Literacy Programmes for Adult Women in Dakar, Senegal: Dropout Rates and Continuing Education Outcomes Revisited

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Abstract

Literacy programmes for adult women in Dakar, Senegal have been implemented with varying levels of success and sustainability. The study employed a comparative analysis of data from two literacy programmes run concurrently in Dakar, focusing on women's educational progress and retention rates. A notable proportion (25%) of participants dropped out during the first year of both programmes, with themes indicating financial constraints and lack of childcare support as primary factors. While dropout rates were higher than expected, there was a discernible improvement in literacy skills among those who completed the programmes, suggesting potential for enhanced educational support strategies. Programmes should prioritise addressing barriers to participation such as financial hardship and childcare availability. Tailored interventions could enhance retention and long-term outcomes.

Keywords: *African Literacy, Feminist Theory, Dropout Rates, Continuing Education, Community Engagement, Gender Studies, Participatory Research*

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