Adult Literacy Teaching and Learning at Community Learning Centers in Afghanistan

A research study of adult literacy teaching and learning - challenges and opportunities from the facilitators and learners' points of view at Community Learning Centers

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ABSTRACT

In 2003, the concept of Community Learning Centers (CLCs) was introduced in Afghanistan, and based on an agreement among the Ministry of Education (MoE); National Federation of UNESCO Association in Japan (NFUAJ) and Japan International Cooperation Agency (JICA) CLCs started working in the country. One of the key responsibilities of CLCs is to reduce illiteracy in the country, and to establish literacy courses for adults who are 15 years old and above and remained illiterate.

This study was conducted to know the main challenges and opportunities with literacy teaching and learning at CLCs in Afghanistan. In addition, the study has focused on the main dropout reasons from literacy teachers' and students' point of views.

This was a quantitative research. Two questionnaires were developed for data collection. The questionnaires were distributed to five CLCs. Totally 101 persons responded the questionnaires, out of 101 persons, 29 of them were CLC teachers and 72 of them were CLC students.

This study found that there are some challenges faced by both literacy teachers and learners at CLCs. In addition, it was found that there are some opportunities as well, provided by CLCs for literacy learning. The challenges are mostly in the process of teaching and because of lack of learning materials, and beside of that adult literacy students have no enough time for learning and they are busy in other daily routine activities. Both CLC teachers and students have complained from the current literacy text books. Some of them considered the current textbooks very easy and some of them think the books are very hard. There are some opportunities provided by CLCs. All CLCs have building, classes, and teachers. There are female teachers for female students; all of them have textbooks and initial learning materials such as chalks and blackboards. Dropouts are seen in literacy courses at CLCs, and there are many reasons behind that. Adults are engaged in other daily activities; especially women are engaged to take care of their children so they cannot continue literacy courses. Beside of that, there are some traditional barriers in front of women which impede the way of their literacy promotion.

ACKNOWLEDGEMENT

TABLE OF CONTENT

LIST OF TABLES

LIST OF FIGURES

ABBREVIATIONS

CLC: Community Learning Center

CDC: Community Development Council

DMoEL: Deputy Ministry of Education for Literacy

EFA: Education for All

IIZ DVV: Institut für Internationale Zusammenarbeit des Deutschen Volkshochschul-Verbandes (Institute for International Cooperation of the German Adult Education Association)

JSR: Join Sector Review

JICA: Japan International Cooperation Agency

NESP: National Education Strategic Plan

NFUAJ: National Federation of UNESCO Association in Japan

NRVA: National Risk and Vulnerability Assessment

TTC: Teacher Training Center

UNESCO: United Nations Educational, Scientific and Cultural Organization

UNICEF: United Nations International Children's Emergency Fund

INTRODUCTION

Background

Afghanistan is one of the few countries where literacy rate is less than 50%, and around 10 million adults are illiterate. As per the National Education Strategic Plan (NESP II 2010-2013) the literacy rate is 26 percent in 17.2 million adult population aged 15 and over (12 percent female and 39 percent male) so the country is the fourth lowest country where literacy rate is in lowest level (Ministry of Education, 2010a). According to the National Risk and Vulnerability Assessment (NRVA 2011) which is the only update survey conducted in this regard, the literacy rate in Afghanistan is 31 percent (45 percent male and 17 percent female) according to the survey, totally 9.5 million (5.7 million female and 3.8 million male) or 60 percent female and 40 percent male, Afghans are illiterate (Central Statistics Organization, 2011).

More to that, literacy rate is lower in rural area in contrast to urban areas. According to Ministry of Education, joint sector review report (2013), illiteracy rate in rural areas is three times as high as in urban areas. The most remarkable point is the huge gender gap between literate populations of Afghanistan. The most marginalized group is women, and their illiteracy rate is higher in contrast to male. As cited in National Literacy Strategy (2013), only 12.5% of women are literate compare to men whose literacy rate is 39.3%, (Ministry of Education, 2013). But as cited in the book produced by the Institute for International Cooperation of the German Adult Education Association (IIZ DVV, 2003) Afghan women literacy rate is reported lower than that reported in Ministry of Education, 2013. They stated that only 5% of Afghan women can read and write. Even in some provinces, only 1% women were reported as literate (Ministry of Education, 2013). Since there is no specific fresh survey in this regard so far, all these figures are estimates, but one thing that Deputy Ministry of Education for Literacy (DMoEL) data shows, is that, women participation has increased in general literacy courses from 2009 till 2012 and it is more than male (Ministry of Education, 2012).

Not only in adult literacy but also in general education the gender disparity is high. According to UNESCO Global Monitoring Report, 2013/14, there are only 71 girls in school for every 100 boys in Afghanistan, while in Pakistan, there are 82 girls for every 100 boys. This figure is totally different in Bangladesh and Nepal, where there are 94 boys for every 100 girls in Bangladesh, and in Nepal, 92 boys for every 100 girls (UNESCO, 2013/14), so Afghanistan is in lower level of gender parity in the region.

It will be difficult for aged (15 and older) women and men to participate in regular education processes, and they will feel embarrassed when they sit in a class with children aged eight or ten. So, separate literacy classes are required to be established for them. Deputy Ministry of Education for Literacy (DMoEL) is implementing different strategies for establishment of literacy courses: i) they have established literacy courses inside villages for adult illiterate population, ii) Mullah Imams (community religious elders) are hired to facilitate literacy for illiterates in mosques, iii) they have some courses for Kuchi (nomads) population for learning literacy and so on (Ministry of Education, 2013). Beside of all these, there are around 14 Community Learning Centers (CLCs) established as literacy and lifelong learning centers across the country. These will be expanded throughout the country as cited in National Literacy Strategy (Ministry of Education, 2013).

In some other countries, Community Learning Centers (CLCs) are learning structures established in non-formal or semi-formal manner inside communities to provide learning of literacy and life skills to everyone in the community (UNESCO, Bangkok). They serve everyone in the community including adults, youth and children regardless of race, sex, caste or religion. Each CLC has different programmes depending on the community's needs and its socioeconomic, religious and cultural activities (ibid). The core activities of CLCs are educational. Many activities are closely

linked to the economic life of local people (ibid). Through non-formal means CLCs can be an effective delivery mechanism for lifelong learning (UNESCO 2013). According to the UNESCO report, there are 24 countries across the Asia-Pacific region using CLCs for basic and lifelong learning, and around 170,000 CLCs are reported functional in the Asia-Pacific region. More to that 10 Arab states have CLCs (ibid). It means CLCs have better achievement in literacy promotion, because more countries specifically Asia-Pacific region, countries where they have similar illiteracy problems like Afghanistan have more focus on CLCs.

The purpose of CLC in the world is to promote opportunities for literacy learning and life skills development, and everyone at the local level as community members can easily access to these facilities (UNESCO 2013). But among many different learning courses provided by CLCs it is evidenced that literacy education is still regarded as the main function of CLCs- "Literacy has remained a dominant activity for a considerable number of CLCs" (UNESCO 2011, p.5).

Currently there are 14 CLCs in Afghanistan but as shown in National Literacy Strategy 2013, CLCs establishment will gradually be expanded throughout the country (Ministry of Education, 2013). The purpose of this study is to explore from teachers and learners' point of views the main challenges and opportunities with literacy courses at CLCs and to explore the main literacy courses' dropout reasons.

Problem area

The data of Deputy Ministry of Education for Literacy (DMoEL) shows that dropout rate is considerably high in all adult literacy programs being implemented by government and NGOs. People are not fully interested to participate in literacy learning courses and to continue learning while they are adults. The management and practitioners of literacy programs have no bright view about the challenges that cause discouraging illiterates and impeding them from continuation of literacy learning. At the other hand, the teaching process of adult literacy is different from regular teaching in schools, maybe there are some challenges faced by teachers which cause reducing of overall quality of literacy teaching and learning at CLCs, so this study will focus on that.

It does not mean that all teaching and learning challenges should be covered by this study, maybe there are a lot of difficulties and more problems have an effect on dropout and low participation in literacy courses, this study will only focus to explore some of teaching and learning challenges only from teachers and learners' point of views in CLCs.

CLC is known as common community structure for literacy promotion and lifelong learning and continuous education in some of the developing countries. There are some studies conducted in those countries, so, it was interesting for me to specifically view literacy situation in CLC from facilitators (teachers) and learners' points of view.

Aim

The aim of this research is to study from facilitators (teachers) and learners' (students) points of view some of teaching and learning challenges faced by adult literacy programs and opportunities provided through CLCs in Afghanistan.

Research Questions
1. What are the opportunities and challenges with literacy courses at CLCs from the perspectives of facilitators and learners?
2. What are the main factors of literacy classes' dropout from teachers and students points of view?

LITERATURE REVIEW

What is Literacy?

Globally, the term literacy has no unified and one single definition. Different countries use and accept different definitions for literacy, for example in India, literate person is that who can read and write in any language, similarly in Kenya, literate person is that who responded that he can read and write but with addition that the respondent will be above 15 years. In Nepal, literacy means three Rs, reading writing and arithmetic, in Israel, life skills are added to the meaning of literacy (UNESCO, 2006) and in Iran, people are considered literate if they can read and write a Persian text or in any other language, regardless of any educational certificate (UNESCO, 2008). In addition, literacy can also be defined as a betterment of people's life, ability to learn new things, ability to evaluate facts and propaganda, "Literacy helps people read the world as well as the word" (Paulo Friere, 1978), quoted in webpage of Literacy Hub, 2013 http://literacyhub.org/English/literacy.php.

As a result of all above, literacy can be defined as the ability to read, write and count simple text and simple arithmetic. A person who is able to read and write in any language can be called a literate and who cannot, will be called illiterate person. UNESCO also accepts similar definition "a literate person is one who can, with understanding, both read and write a short simple statement on his or her everyday life" (UNESCO 2006 p.264).

In the recent world, the debates on literacy give broader definition to literacy. Scholars suggest the concept of multiple literacies for literacy and they say this will be a useful concept to be used (ibid). The reason behind the usage (multiple literacies) is that the word literacy is not applicable only for reading and writing, there will be many other skills in the daily life to be learned, so based on that who learn each skill in daily life he/she is literate in that field and who is not familiar with the skill he/she is illiterate (ibid). According to this definition, literacy began to be used in much broader metaphorical sense. Many kinds of skills related to technology, health, information, and media, visual scientific and other contexts included to literacy programs as "multiple literacies" approaches. It is because of this multiple skills combination, it has effect on growing people's capacity to the changing dynamics of life (Manzoor Ahmad, 2011).

Beside of this, according to Campbell (2012) further to reading and writing, literacy is a social phenomenon; it describes how we can communicate to the society how we can practice relationships, knowledge, languages and cultures. Literacy is not only printed words, according to the theory of Eisner (1978) literacy is a search of meaning, where we can negotiate the society we live with classification of people who is friend and who is not, where we can apply social code we learn through social experience, "this process of creating meaning is largely a matter of learning to read. But here I am speaking of reading as a generic human process of decoding the expressive forms we create as social organisms it is a process not limited solely to the written word" (cited in Campbell, 2012 p.562), so literacy is not only understanding written words, it is a variety of communication forms that are all embedded in social interactions (Wright & Mahiri 2012). Since the 1970s, scholars have highlighted that literacy is an active process for improvement and promotion of individual social life, and to promote with that social changes (Manzoor Ahmad, 2011), But, beside of that, the communication of society is not possible without reading, therefore the foundation of social communication and social interaction is based in reading. Reading is more important in 21st century than ever (SCHNEIDER .et.al, 2013). According to Frederick and Freire, to read the world it is important to read words, and use words for powerful imagining the impact of reading the world (Campbell, 2012).

Literacy background in Afghanistan
Similar to other countries in the world, Afghanistan has also long history in literacy learning. Since start of 12th century, literacy programs are being studied in the country (DMoEL, 2009), a very

classic literacy book is known in Afghanistan named (Qaeda Baghdadi) mostly children (usually in Mosques) are studying this small book for learning literacy, during the presidential period of King Amanullah Khan (1925) when he returned back from the journey of Europe, he started literacy programs, he himself was teaching literacy to adult illiterates (ibid). In 1971, government of Afghanistan officially established a specific department for running adult literacy programs under the structure of Ministry of Education (ibid) which is now working by the name of Deputy Ministry of Education for Literacy (DMoEL). Its mandate is "To provide literacy to males and females aged 15 and above in order to enable them to develop their knowledge and potential and to better contribute to their communities and wider society" (Ministry of Education 2010, p.9).

Basically, literacy is defined in Afghanistan as skills of reading, learning and counting (ibid). This is the same as definition of literacy in Nepal, India and some other countries, and it means that reading, writing and counting are the dominant activities among all literacy programs. According to National Literacy Strategy of Afghanistan (2013), literacy is "the ability to identify, understand, interpret, create, communicate and compute using printed and written materials associated with varying contexts. Literacy involves a continuum of learning in enabling individuals to achieve his or her goals, develop his or her knowledge and potential, and participate fully in community and wider society" (Ministry of Education 2013 p.11). And adult literacy is set of activities organized and facilitated for 15-45 age groups of adults (Ministry of Education, 2013).

This definition contains several activities brought under literacy learning; beside of reading, writing and computing, the definition focuses on continuum learning, it is to enable literacy participants to be involved in community and wider society. Continuum learning means learning of daily social needs and required skills. Being literate means to participate actively in daily life and to work for economic development of community, a literate person has the ability to better manage his or her live (ibid). Furthermore, adult literacy is a social program; the final purpose of adult literacy is to bring positive changes in the life of people and fight against poverty and marginalization. Young illiterate needs to maintain their livelihood through being literate, therefore continuum learning is required to be taught and learned on continues manner in the countries (ibid), some scholars and organizations called this kind of learning as lifelong learning which covers all kinds of learning from cradle to grave (IIZ DVV 2006). The same message is given by religious and Islamic scholars. One of the most popular speech reported from prophet Mohammad is that which order "seek knowledge from the period of cradle to grave" quoted in (http://en.islamtoday.net/node/1857) by Sheikh `Abd al-Wahhâb al-Turayrî. In addition, knowledge has no specific time, the world is changeable technologically and knowledgably, every days we see new discoveries around us or near to us, so, it is required to upgrade our life accordingly and apply new methods of life in our daily business, and practice new management styles to better manage the life (IIZ DVV 2006).

Literacy as human rights

In the current world, reading and writing (Literacy) is counted as basic human right, it means if someone cannot read and write he/she suffers lack of basic rights, of course there will be many reasons behind that this person still remained illiterate. Maybe he/she couldn't find chance to learn literacy, may be poverty and other daily problems and circumstances affected his/her life and kept him/her far from academic and literate environment so he/she remained illiterate. He/she is in need to acquire basic rights therefore he/she hopes to be supported globally. The universal declaration of human rights- 1948, recognized right of education (UNESCO 2006) where literacy is clearly implicit in that, because literacy is base for all kinds of education, if no literacy there will be no education. More to that, literacy is the way through which human rights can be pursued and acquired (ibid). Considering the importance of this point, the Constitution law of Afghanistan in its articles number 43 and 44 addresses education and literacy needs, and declares that, it is the responsibility of government to provide education opportunities for the people of Afghanistan. Article 43 is more about general and formal education up to university level, but article 44 is more

specifically covers the literacy issue and the education of marginalized groups such as nomads and women. It says "The state shall devise and implement effective programs to create and foster balanced education for women, improve education of nomads as well as eliminate illiteracy in the country" (Islamic Republic of Afghanistan, article number 44, p.12).

Global commitment for literacy

As an international commitment in general for education and specifically for literacy and lifelong learning the Education for All (EFA) goals were set in April 2000. Out of six goals; two of them are specifically for adult literacy and lifelong learning. The goal number three says "ensuring that the learning needs of all young people and adults are met through equitable access to appropriate learning and life-skills programmes" (UNESCO 2000, p.8). This goal covers both adult literacy and life skills to be met through equitable access to learning and life-skills programmes. The second goal for literacy education says "achieving a 50 per cent improvement in levels of adult literacy by 2015, especially for women, and equitable access to basic and continuing education for all adults" (ibid p.8). This goal addresses both basic and continuing education for adult especially women. More to that, The Hamburg Declaration saw literacy as ''a catalyst for participation in social, cultural, political and economic activities, and for learning throughout life'' (Manzoor Ahmad, 2011, p.84).

Despite these commitments, literacy education is still neglected; millions of adults are still illiterates in the world. Among all the six goals for education, private sectors give least attention to literacy (UNESCO 2012). About 776 million adults in the world still have no basic literacy among which two third of them are women (EI 2009). By this, 16% percent of world adults are illiterate, if the achievement toward literacy continues in this trends, the goals (three & four) set for literacy will not be met by 2015 (ibid). In addition, a study shows that literacy create access to leadership, and create access to other opportunities, specifically it shows that literacy has strong role in sustaining and empowerment of women, but despite of all these evidences, governments and NGOs and donors have least attention to literacy and make less investment for promoting literacy (Ghose, 2007).

Importance of women literacy

Due to more than three decades of conflict in the country, beside all development processes education sector has also been destroyed. Large number of people could not start education or their education was interrupted during the period of war and internal conflict in the country (IIZ DVV 2003).

A huge number of populations suffer with lack of basic human rights such as reading and writing. This victim is considerable in women. Women literacy is more important than men as woman is mother and research shows that women who participate in literacy programmes have better knowledge of health and they can better manage the life and they are able to have better family planning (UNESCO 2006). Beside this, educated and literate parents especially mothers are more likely to send their children to school, and they can help their children in their studies (ibid). Research shows that when women are denied access to basic education and health care, the impact of this action will further contribute in social and economic loss. And investment in women education is significantly greater than men. There are many evidences that there is "strong correlation between women's education and their health, nutritional status, and fertility levels, as well as the education, health and productivity of future generations" (Burchfield et al, 2002. p. 19). Moreover, findings from studies carried out in a number of developing countries suggest that "educated women are more likely to stand up for themselves, participate in the labor force, and seek health care for themselves and their children" (Atari, 1997, quoted by Burchfield et al, 2002).

Unfortunately the girls and women education has been neglected historically in Afghanistan, the reason that why women education is neglected in the country will be the traditional custom being accepted and practiced in Afghanistan. Although the absolute population of Afghanistan are Islam followers and Islam is known as the religion of education, gives equal education rights for both genders, but contrary to neighboring Muslim countries, women's education has not increased in Afghanistan (IIZ DVV 2003).

Literacy and Life skills

Literacy through lifelong learning skills "functional literacy or integrated literacy" and social means will better result to develop reading the words and world simultaneously, because each of them influence the other in a positive way, one cannot be isolated from the other (Campbell, 2012).There was much dissatisfaction with regular education without life skills training, as it was too much theoretical, therefore out of six Education for All (EFA) goals two of them focus more on life skills. In goal number three and six we read that:

> Goal 3: ensuring that the learning needs of all young people and adult are met through equitable access to appropriate learning and life skills programs.
> Goal 6: improving all aspects of the quality of education and ensuring excellence of all so that recognized and measurable learning outcomes are achieved by all, especially in literacy, numeracy and essential life skills. (UNESCO Bangkok 2012, p.5)

In addition, words should be used with the meaning given by people's existential experience not of the teacher's experience (Campbell, 2012), so according to this thought CLC will be a better place for learning literacy as multiple literacies, because it is local structures developed with local dwellers contribution, and absolutely local people are the first line beneficiary of CLCs (NRC-NFFE/LRC, 2007). According to Manzoor Ahmad (2011) literacy was linked with "functional literacy" in 1960s, through this approach literacy and life skills will both work together for improvement of quality of life.

Furthermore, as local learning centers, CLCs can provide very good scaffolding learning environment through life skills within local social context, with scaffolded instruction literacy learners will engage in challenging academic tasks and they will easily learn literacy (Wright & Mahiri, 2012). Scaffolding is "a metaphor for the interaction between an expert and a novice engaged in a problem solving task" (Wang, 2007, p.152). Adult illiterates can take part in problem solving tasks better than children, because they have more experience from life, so as mentioned above CLCs provide such opportunity for adult learners by engaging them with many kinds of life skills.

In addition, researchers have also mentioned the importance of connections between literacy practices and analysis of the contradictions, and they focused on the possibilities for real-world change through youth literacy centers (Wright & Mahiri 2012), which are similar entities like CLCs in Afghanistan. Similar to this, CLC can be a good place for sharing information, as local cultural and knowledge recourse center it will serve as public library and as "the people's university". CLC will be a platform of sharing information and through this structure people will share their idea and thoughts, by this their information literacy will be promoted (Casiano, 2008).

Similarly, a research in the field of literacy indicates that adult literacy courses can foster social capital outcomes. It can make and encourage a network between those who is participating the courses. More to that, it can either create wider network outside literacy courses. The participants can share their experiences and knowledge (Black, 2012). These are social theories of learning where learning can be produced in communities practices (ibid), for example adult literacy courses participants can learn a lot from their class fellows about health and so on (ibid).

Andragogy and Pedagogy

Pedagogy is a term derived from Greek words. The term combined from two words (paid) meaning children and (agogus) meaning leading. So literally pedagogy means the art and science of teaching children. The term pedagogy was the only model which educators could base their curricula and teaching practice on that up to World War II (Knowles).

When adult education began to be organized systematically during the 1920s, adult educators considered that there are several problems with pedagogical model. The problem was that as mentioned pedagogy was for teaching children, so it was focusing on transmittal of knowledge and skills to children with consideration of their age and level of education (grades), and this practice was insufficient with teaching adult. Because mainly, pedagogy was focusing on rote memorizing and examination, and this is not applicable with adults who learned a lot from previous experience of life. So teachers began to find another way and new method for teaching adults and at the result of their efforts finally andragogy was accepted for teaching adults (ibid). According to the Clardy (2005) the term "andragogy" was invented over 150 years ago in Germany (Clardy, 2005). But Whitmyer (1999) says that the word "andragogy" was in use as early as 1833.

Pew (2007) also confirm what is said by (Knowles), he says that pedagogical approach focuses on conveying education in the environment which is very much controlled by teacher and subject content matter, while in the andragogy the focus is on the facilitation of environment where students or learners motivate to critically think about the content and their insight (Pew, 2007).

Clardy (2005) says that for the first time in 1968 Malcolm Knowles putted andragogy as an approach for adult education, similar as mentioned above he says that basically andragogy is a model of adult learning, while pedagogy is design in principle for children learning process (ibid), "Adult educational procedures must be different than the pedagogical procedures used to educate children" (Knowles (1968) cited in Clardy, 2005 p.5).

In addition, he mentioned that Knowles (1968) was thinking first that pedagogy and andragogy is in opposite position with each other, because pedagogy is applicable for children education and andragogy is for adults. Later on Knowles (1987) modified his thinking and said that both pedagogy and andragogy can be applied for both children and adults depending on circumstances, (Cited in Clardy, 2005).

According to Knowles, four important assumptions are focused by andragogy. "Andragogy assumes that, as people mature (1) their self- concept moves from dependence to self-direction, (2) their growing reservoir of experience begins to serve as a resource for learning, (3) their readiness to learn becomes oriented increasingly toward the developmental tasks of their social roles, and (4) they begin to want to apply what they have learned right away to life's real challenges" (Whitmyer, 1999, p.3).

By this way, teachers views shifted from subject centered approach to the problem centered one. (ibid), "in the andragogical model there are five assertions: 1) Letting learners know why something is important to learn, 2) showing learners how to direct themselves through information, 3) relating the topic to the learner's experiences. In addition, 4) people will not learn until they are ready and motivated to learn. 5) This requires helping overcome inhibitions, behaviors, and beliefs about learning" (Conner, 1997-2004, p.12 cited in Pew, 2007).

In the andragogical approach adult learners have the primary responsibility for their own intrinsic motivation while in the pedagogical approach teacher has strong role to motivate children (ibid). Evidences show that where students work independently in learning process can obtain more and long-life learning and where students are just passive respondents in learning process they cannot get much education. "…there is convincing evidence that people who take the initiative in learning (proactive learners) learn more things and learn better than do people who sit at the feet of teachers passively waiting to be taught….They enter into learning more purposefully and make use of what they learn better and longer than do the reactive learners" (Cited in Clardy 2005,

p.8), "the primary tenets of andragogy is that learning is pursued for its intrinsic value" (Pew, 2007 p.5), in this regard Albert Einstein had very good thought, he says "I never teach my pupils. I only attempt to provide the conditions in which they can learn." -Albert Einstein- (cited in Pew, 2007). It is the meaning of andragogy to provide the condition where learners themselves take responsibility for their intrinsic motivation and critical thinking, and at the result they will learn more.

To understand andragogy it is important to know first who is adult. Because andragogy is for adult, then what is difference between adults and children. Adult is a person who has two criteria according to Clardy (2005) firs he/she must occupy adults role (worker or parent), second a person is adult who is self-directing, it means his concept changes from being children to being adult (Clardy, 2005). But in Afghanistan in the field of education according to National Literacy Strategy of Afghanistan (2013) adult is one who is 15 years old and above.

From the beginning when the andragogical approach was not in use, the dropout level was also high in adult learning programs (Knewlese). As mentioned in the problem area for this study, the dropout level is high in adult literacy courses in Afghanistan, this study will focus to explore some of challenges in the process of adult literacy learning at CLCs from teachers and learners perspectives, and will see some of opportunities provided by CLCs in Afghanistan. More to that, this study will also focus to explore some of the challenges faced by literacy programmes from teacher and learner perspectives.

CLCs in Afghanistan

The CLC can be defined in Afghanistan as provider of learning literacy and lifelong skills. This is cited in CLC guideline of DMoEL as "A Community Learning Center (CLC) is an establishment where anyone in a community has chances to study their skills necessary for his/her life" (Ministry of Education, CLC guideline, p.3). The main purpose of CLCs in Afghanistan is to promote literacy through lifelong skills (Ministry of Education 2010b). CLCs provide multiple literacies opportunities (basic literacy and life skills). Beside of literacy, relevant community's information will be shared and people will interchange their experience through CLCs (ibid). In 2003, the concept of CLCs was introduced in Afghanistan, and based on an agreement between the Ministry of Education (MoE), National Federation of UNESCO Association in Japan (NFUAJ) and Japan International Cooperation Agency (JICA) CLCs started working in the country (Afghanistan, 2013).

CLCs in other countries

In some countries such as Nepal CLCs are basic structures for achieving EFA goals toward literacy promotion (UNESCO Kathmandu, 2006), and in many other countries "the CLC can function as the venue for education and various development activities in the community" (UNESCO 2001, p.11).

Similarly, the CLCs provide large literacy learning opportunity in Bangladesh. Around 4.5 million illiterates of age group 15-45 have been learning in CLCs, and they have plan to eradicate illiteracy through large number of CLCs through expansion of life skills programs with CLCs, especially for those who left formal schools in the early age (UNESCO, 2013). In India, the term (community Learning Center) seemed to be not popular as much as in Bangladesh and Nepal and some other countries, but instead they have another structure name Adult Literacy Centers. Around 140,000 adult literacy centers are available and spread across the villages and they provide literacy training for adults, Saakshar Bharat is a big literacy program in India which is supporting Adult Literacy Centers (Shankar, 2013).

Iran a neighbor country to Afghanistan is also implementing literacy and life skills programs through CLCs, many kinds of life skills are being taught through CLC. But due to reduction of illiteracy rate in the country, number of CLCs also reduced. They started CLC program in 2000 with 4 CLCs, and gradually the number increased up to 3517 CLCs in 2007 which

came down to 1391 in 2009 (Literacy Movement Organization, 2013). In Pakistan, CLC concept is new similar to Afghanistan, but the trend and demand for CLC gradually expanded (Iqbal-ur-Rehman, 2013). Similar to other countries, CLCs is somehow largely utilized in Sri Lanka, Nepal and Thailand. In Thailand, CLC is intended as bridge between formal curriculum and the people's way of life. But in Nepal, more life skills such as agriculture and health are being studied in CLCs than other countries (UNESCO 2013). In neighbor country Uzbakistan, literacy and life skills are being trained through CLCs, and around 210 CLCs are reported functional across the country. And there are around 100 thousand of children who attend different programs in CLCs. It seems that CLCs in Uzbekistan is providing opportunities for children more than adult (MOVLYANOV, 2013). Most of these countries have included CLCs in their national education and literacy policies.

This paper will study literacy and lifelong learning process in CLCs established in Afghanistan, the main focus of study will be on literacy (reading & writing). Besides this, it will be good to know that to what extent CLCs are a better placed for women participation and to what extend CLCs can provide opportunities for learning life skills in the country. The study will see CLCs from CLCs' teachers, managers and students' perspectives, considering the lack of previous scholarly research on the role of CLC in developing literacy in the country; this appears to be the first study of this specific problem.

METHODS

The research is conducted in a quantitative form, and has tried to find out some of the challenges and opportunities provided through CLCs for adult literacy in Afghanistan. Totally five CLCs were selected for collecting research data. Selection of CLCs were conducted conveniently, out of 14 CLCs available in the country only five CLCs selected (Two CLCs in Kabul, two of them in Bamyan and one CLC in Parwan) provinces, the reason that why we selected CLCs in these provinces is that most of other CLCs in the country are now not functional because of winter season they are on seasonal holidays, only these five CLCs were still ongoing and the week during which the data collection conducted was the last week of their annual programme, they were getting ready to announce their final test results. The data were collected through questionnaires. CLCs were visited personally in Kabul and Parwan provinces, and the questionnaires were shared with Bamyan CLCs via email. All questionnaires collected as hard copies from all CLCs.

Strategy and tools

Quantitative strategy was planned and implemented. Because by the facts it is clear that usage of quantitative method in a specific research project can directly convey and lead certain issues (Denscombe, 2010), in addition, it was intended to study quantitatively the situation of adult literacy from teachers' and learners' points of view at CLCs, and it was planned to analyze data and figures and measure it systematically, therefore the quantitative strategy was chosen (ibid). Two questionnaires for; (i) facilitators, and (ii) learners were developed to respond to both two research questions. The reason for selecting questionnaires as a tool for data collection is that questionnaire can give much sufficient time to those we want to collect their information, confidently and comfortably they can fill the questionnaire (Cohen, 2010). Most of the questions for literacy facilitators and literacy learners are considered in questionnaires as multiple choices questions to be easy to respond and prevent wastage of time. I tried to formulate questions in very simple way to be understandable and easy, according to Cohen (2010) the questions should be formulated in a way to keep participants away from selecting just positive or just negative answers. The questionnaires were distributed and piloted on a number of CLC's facilitators to ensure that all questions are understandable for them. Beside some multiple choices questions, some tables were added in questionnaires. Maybe some questions are not directly relevant to the research questions but were added in the questionnaires to know more about learning circumstances and achievements in CLCs. Collected data were analyzed with the help of some statistical formulas and methods and MS Excel was used for analyzing data, graphs and tables were applied to make the raw data understandable and useful.

Respondents and sampling

Out of 14 CLCs only 5 CLCs were chosen based on that I saw it convenient to be studied (Two CLCs in Kabul province, two CLCs in Bamyan centre and one CLC in Parwan province). Totally 29 facilitators (teachers) along with 72 literacy learners responded to the questionnaires. Altogether 101 CLCs participants (teachers & learners) filled the questionnaires where most of them (66%) are females.

An official letter was taken from DMoEL. Through this letter, the purpose of questionnaires was introduced to CLC managers and it helped a lot. The distance between CLCs in average was more than 30 km in Kabul city and from Kabul to Parwan the distance is about 50 km, so two weeks duration was used for questionnaires distribution and data collection.

Limitation

There were some limitations faced by researcher, which can be compiled as following:

The season is getting cold nowadays in Afghanistan, and the official educational year is ending in December, so I could not cover all CLCs in Afghanistan, only five of them were selected, at first it was planned to covered all literacy teachers at CLCs by this study but because of this problem only five CLCs were chosen.

In addition, CLC literacy learners are not as much literate to independently fill questionnaire without the support of facilitators and other (parent and friends), so I am not confident that the answers provided by literacy learners will be exactly the learners' answers. Maybe in some CLCs teachers themselves dictated the learners to answer specific questions according to their convenience.

The study will be generalized only on the literacy learning situation at CLCs, out of 14 CLCs in the country, challenges and opportunities of five CLCs were studied so it can be generalize to all CLCs. But beside of that one can imagine literacy learning circumstances overall across the country at the result of this study.

FINDINGS

The findings chapter covers most of those findings were found at the result of data collections from teachers and students of literacy courses at CLCs. The main focus of findings chapter is on three main points i) to discover some of the challenges faced by literacy teachers and students at CLCs, ii) some of the opportunities provided by CLCs, iii) main literacy courses' dropout reasons. It does not mean that all challenges and opportunities in CLCs are reflected through this small study, maybe there are many other challenges for literacy teachers and students at CLCs in Afghanistan but this study reflect some of them. We mean by challenges here those which can impede and hinder the way of literacy courses and literacy learning at CLCs according to the view of literacy teachers and students, and we mean by opportunities those which can support and improve from teachers and learners perspectives literacy courses and literacy learning at CLCs.

CLCs' literacy teachers and learners' background

Totally 29 literacy teachers answered the questionnaires in five CLCs, as shown in the table below two third of all teachers are female and two third of them are under the age 35 years. In addition, high percentage (79%) of CLCs' literacy teachers are graduated from grade 12 or 14 and two third of them having more than five years' experience in teaching literacy.

Table 1: Teachers' background information

Teachers' Background	Sex		Age				Education		Teaching experience (year)		
	Male	Female	18-25	26-35	36-45	above 46	12th/14th grade	Islamic Study	15/more then 15	5-14	1-4
Number of respondents	10	19	15	6	5	3	23	6	10	8	11
%	34	66	52	21	17	10	79	21	34	28	38

In addition, 72 students answered the questionnaire, out of 72 students 13% of them are male and 88% of them are female, it was found that 15% of them were under 15 years old, and 7% of them were above 35 years old. 29% of them are married and have kids.

Table 2: Students' background information

Students background	Gender		Age by year				Marital Status		Status of Student's Children	
	Male	Female	10-14	15-24	25-34	35/above	Married	Single	Have kid	have no kid
Number of respondents	9	63	11	47	9	5	21	51	21	51
%	13	88	15	65	13	7	29	71	29	71

Teaching adult literacy is more difficult than children

All literacy teachers at CLCs are thinking that adult literacy teaching is difficult than children or regular school teaching. The below table shows some details.

Table 3: Literacy Teaching

18. Teaching adult literacy is difficult than children		
Strongly agree	**Frequency**	21
	%	72
Agree	**Frequency**	8
	%	28
Total	**Frequency**	29
	%	100

In addition to the options mentioned in above table there were three other options (Strongly disagree, disagree and Do not know) as well, but were deleted because of no answer for that, all teachers selected the options mentioned in the table and they ignored the rest three.

But only agree option cannot give complete response, so it is important to know why adult literacy teaching is difficult than children, the below table answers this question. As shown in the table below majority (83%) of teachers believe that adults are in the similar age as the teacher is so, it will be difficult to teach them literacy, in addition, (92%) of them said that adult literacy learners are busy in other routine daily activities and have no time for learning. Most of the teachers (93%) believe that adults should take care of their children so as mentioned they have no enough time for learning, more to that, (97%) of teachers think that adults are not obedient to their teachers so if they are not obedient they do not lesson to their teachers' instruction and do not following them.

Table 4: Why literacy teaching is difficult?

19. In case you are strongly agree or agree please rank the following, (1 to 5) high number for most highlighted reason		Because adults are in the similar age as teacher is	Adults are often absent from classes	Adults are mostly busy in routine life activities	Adults should take care of their children	Adults are not confident from the benefit of literacy	Adults need to learn skill-based literacy not only literacy	Adults have children with them in the class	Adults are not obedient to teachers	Adults need rote learning	Classification of class is difficult because of their different ages and level of knowledge	Adults are not interested to study
1	Frequency	5	6	1	0	11	8	17	0	5	19	15
	%	17	21	3	0	38	28	59	0	17	66	52
2	Frequency	0	6	1	2	11	10	3	1	1	2	9
	%	0	21	3	7	38	34	10	3	3	7	31
3	Frequency	2	2	3	2	4	5	8	8	0	1	3
	%	7	7	10	7	14	17	28	28	0	3	10
4	Frequency	3	4	1	1	1	2	0	4	13	7	1
	%	10	14	3	3	3	7	0	14	45	24	3
5	Frequency	19	11	23	24	2	4	1	16	10	0	1
	%	66	38	79	83	7	14	3	55	34	0	3
Total	**Frequency**	**29**	**29**	**29**	**29**	**29**	**29**	**29**	**29**	**29**	**29**	**29**
	%	**100**	**100**	**100**	**100**	**100**	**100**	**100**	**100**	**100**	**100**	**100**

Challenges in regards to literacy textbooks

As shown in the table below majority of literacy teachers at CLCs view that the current literacy text books are not according to the local context and some of them view that the current textbooks have mistakes inside the texts which change the meaning. In addition, 45% of teachers said that the books have been written in a difficult language. In contrary, next 45% of them said that the textbooks are very much easy and lower than the level of students' understanding. As the below table shows, majority (59%) of the literacy teachers see that the current literacy courses cannot bring positive changes in the life of literacy learners. More to that, CLCs located far away from the home location of half of literacy teachers and some teachers said that still literacy learning is a shameful action for adults in some of the communities.

Table 5: Literacy textbooks

22. To what extent do you agree or disagree		1.The textbooks contents are not according to local context	2.There are mistakes in the text which change the meaning	3.Books are written in a difficult language	4.The textbooks are very easy and are lower than the students level	5.Literacy course cannot bring positive changes in their life	6.CLC is far away from their home location	7.CLC cannot provide skill-base literacy for them	8.literacy learning is shameful in the community
Strongly agree	Frequency	5	5	7	6	13	11	5	2
	%	17	17	24	21	45	38	17	7
Agree	Frequency	14	6	6	7	4	3	1	8
	%	48	21	21	24	14	10	3	28
Disagree	Frequency	6	14	14	7	7	7	10	14
	%	21	48	48	24	24	24	34	48
Strongly disagree	Frequency	2	4	2	9	5	8	13	5
	%	7	14	7	31	17	28	45	17
Do not know	Frequency	2	0	0	0	0	0	0	0
	%	7	0	0	0	0	0	0	0
Total	Frequency	29	29	29	29	29	29	29	29
	%	100	100	100	100	100	100	100	100

In addition to literacy teachers, out of 72 literacy students 93% of them responded that the current literacy textbooks are very hard to study, and 7% of them said, the textbooks are very easy no need to study.
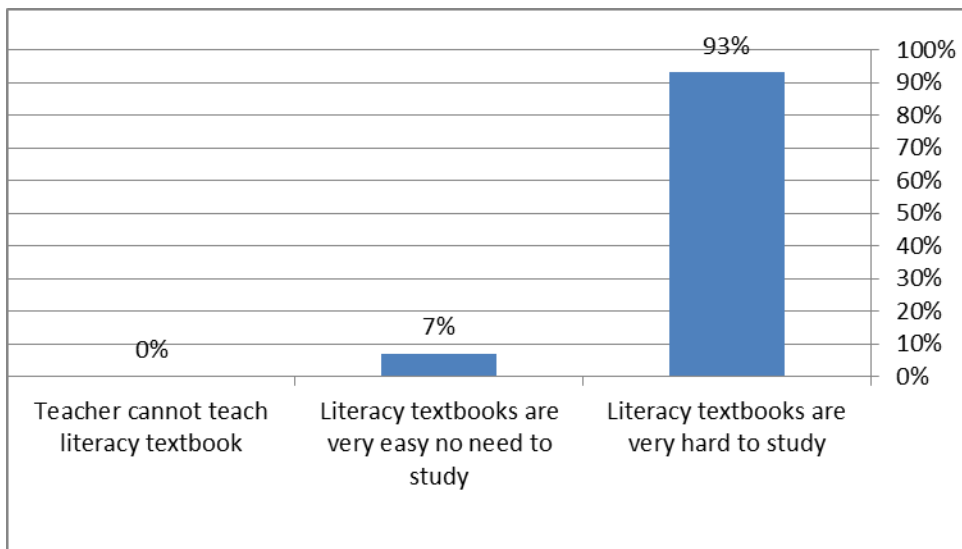
Figure 1: Literacy textbooks

Why students are absent from courses

It was found that majority (66%) of literacy learner according to literacy teachers have no time for learning literacy and some teachers (21%) view that literacy learning is not important for learner so they are often absent from courses. In addition, few teachers (14%) said that literacy learning is difficult for leaners so they cannot learn easily and at the result they are absent from courses.

Table 6: Why students are absent from literacy courses

Options	27. How often do your students are absent from literacy classes?		Options	28. Why do you think your students are absent often? You can select more than one option	
	Frequency	%		Frequency	%
Often	2	7	Because of long distance	0	0
Sometime	25	86	Have no time	19	66
Rarely	2	7	Literacy learning is not important for them	6	21
Never	0	0	Literacy is difficult for them to learn	4	14
Total	**29**	**100**	**Total**	**29**	**100**

Teachers' absenteeism

7% of literacy students said that literacy teachers are often absent from literacy classes, almost half of the students said that their teachers are not absent from their classes. In addition 46% of the students responded that their teachers are rarely absent.
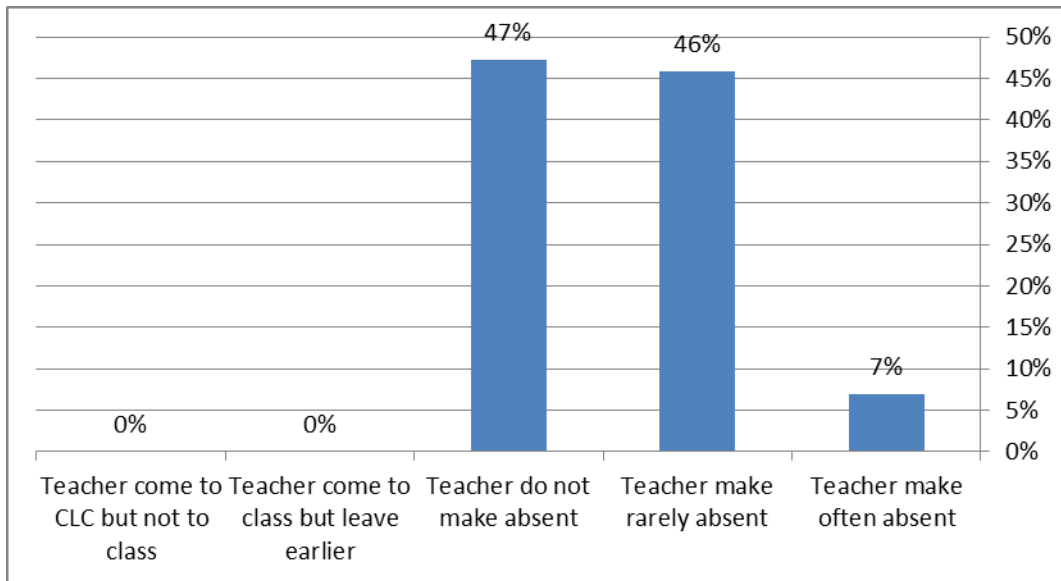
Figure 2: Teachers' absenteeism according to learners

How often learners complete their homework

Majority (62%) of literacy teachers are thinking that homework can help literacy learners in promotion of literacy but some of them (31%) think that homework cannot help them. In addition, all literacy teachers at CLCs give homework to their students, but half of literacy learners sometimes do no complete their homework, details information can be read in below table.

Table 7: Home work

Options	29. In your point of view can homework help literacy learners in promotion of literacy		Options	30. How often do you give them homework?		Options	31. How often your students do not complete the homework you give them?	
	Frequency	%		Frequency	%		Frequency	%
Yes	18	62	Everyday	22	76	Always	2	7
No	9	31	Twice in a week	0	0	Sometime	15	52
Do not know	2	7	Once in a week	7	24	Rarely	3	10
			Never	0	0	Never	9	31
Total	**29**	**100**	**Total**	**29**	**100**	**Total**	**29**	**100**

What students think about homework?

Out of 72 students covered by this study majority (90%) of them responded that their teachers give homework to them and regularly check it back. Some students (6%) said that teachers give them homework but do not check it back, and few students (4%) responded that their teachers give them homework but they cannot do it.

16
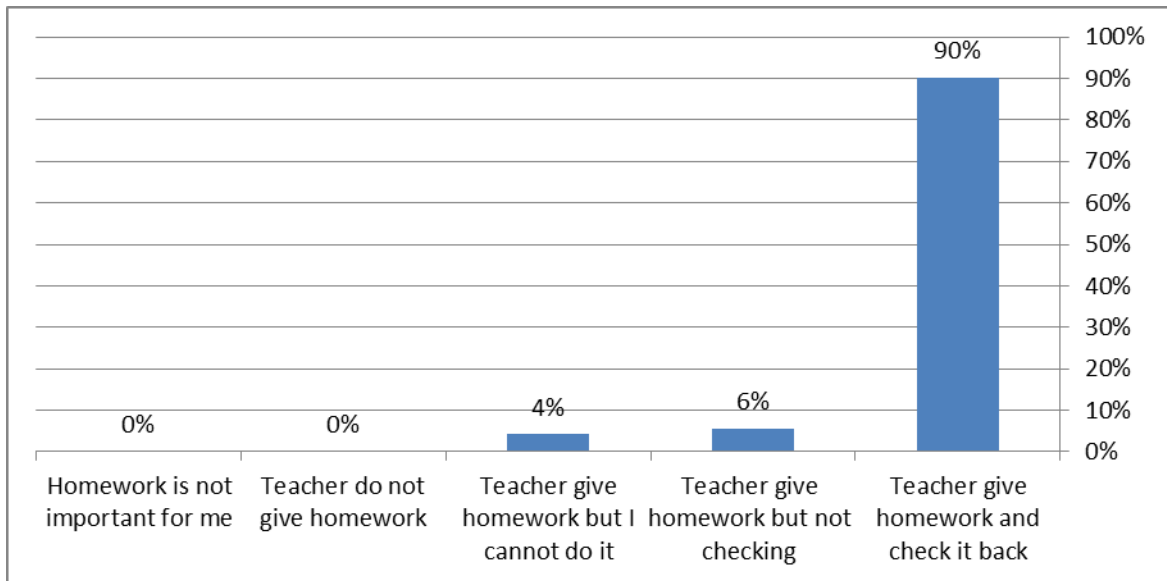
Figure 3: Homework

Most repeatable learning activities at literacy class

As the table below shows, majority of literacy teachers at CLCs said that questioning is a learning activity which is practically more useable in literacy classes, according to them group work is the second learning activity which is more useable after questioning. In addition, assignment presentation and open discussion is consequently common activities which take place in literacy classes. According to literacy teachers, teachers' presentation and rote learning are activities which are not more common in literacy classes.

Table 8: Class activities

Options		25. Which are the following is more applicable in your class? (Give 1 to 5 considering which one is more preferred).						
		Questioning	Group work	Open discussion	Assignment presentation	Teacher Presentation	Rule playing	Rote learning
1	Frequency	1	0	4	0	11	6	9
	%	3	0	14	0	38	21	31
2	Frequency	1	3	2	9	2	3	3
	%	3	10	7	31	7	10	10
3	Frequency	1	9	8	2	5	2	4
	%	3	31	28	7	17	7	14
4	Frequency	10	4	5	7	3	5	5
	%	34	14	17	24	10	17	17
5	Frequency	16	13	10	11	8	13	8
	%	55	45	34	38	28	45	28
Total	Frequency	29	29	29	29	29	29	29
	%	100	100	100	100	100	100	100

But according to literacy students in most of the time teachers just teach literacy textbooks and students repeat it, the below graph shows students responds in this regards.
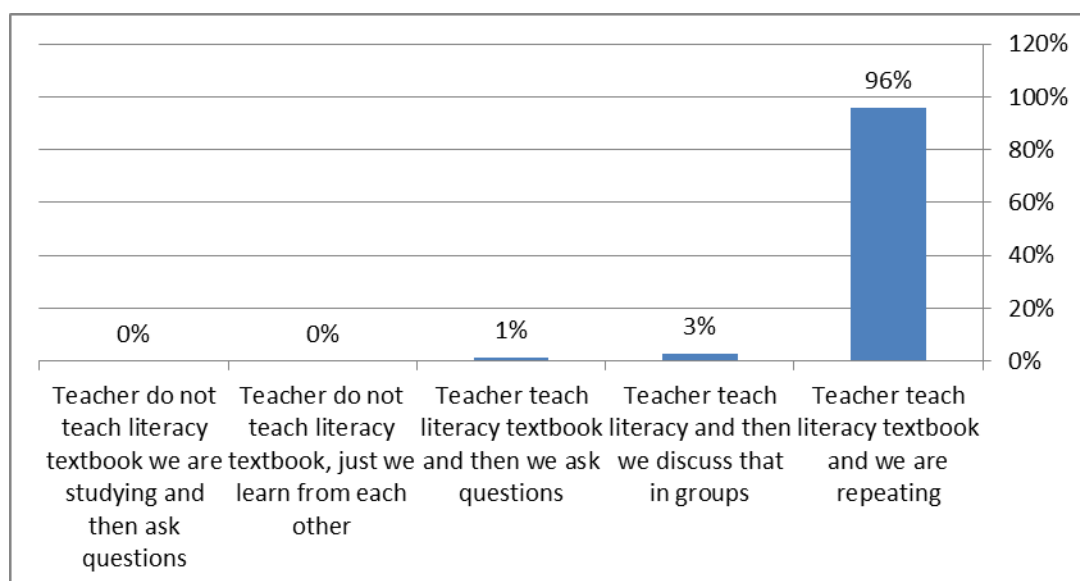
Figure 4: Literacy teaching

Teaching materials in literacy classes

As shown in the table below, there are some teaching and learning materials at CLCs literacy classes. All CLCs' literacy classes have essential teaching materials such as blackboard and chalk. There are some shortages of chairs and tables in some of CLCs, out of 29 classes 7 classes have no chairs and tables and out of 29 classes, 18 classes have no heating facilities, in addition to that 19 classes have no posters and flip chart. Moreover, and very important, that 12 literacy teachers out of 29 teachers, have no teaching guide book, which provides help to literacy teachers.

Table 9: Teaching materials at CLCs

Teachers' answers				
Item	**Yes**	**No**	**Total**	**% of classes equipped with materials**
Black board	29	0	29	100
Chalk	29	0	29	100
Chairs	22	7	29	76
Tables	22	7	29	76
Heaters	11	18	29	38
Posters	10	19	29	34
Flip chart	10	19	29	34
Teaching guide	17	12	29	59

In addition, out of 29 literacy teachers at CLCs 21 of them responded that they have no drinking water, electricity and computers in their CLCs, 10 teachers responded that their CLCs have no surrounding wall and main gate and 11 teachers responded that they have no toilets in their CLCs. Only 7 teachers responded that they have printers and there is no photo copy machine in any CLC covered by this study.

Almost all teachers responded that the classes in their CLCs have doors and windows and there are separate classes for each teacher and for male and female.

Table 10: Materials

Materials influence learners participation				
Item	Yes	No	Total	% of classes equipped with materials
Surrounding wall	19	10	29	66
Main gate	19	10	29	66
Separate classes	28	1	29	97
Doors and windows	28	1	29	97
Toilets	18	11	29	62
Drinking water	8	21	29	28
Electricity	8	21	29	28
Computer	8	21	29	28
Printer	7	22	29	24
Photo copy machine	0	29	29	0

Who provide stationery for learners

Almost half of literacy learners (students) responded that government provide stationery for them, 24% of literacy students have no stationery and 17% of them purchase stationery by themselves.
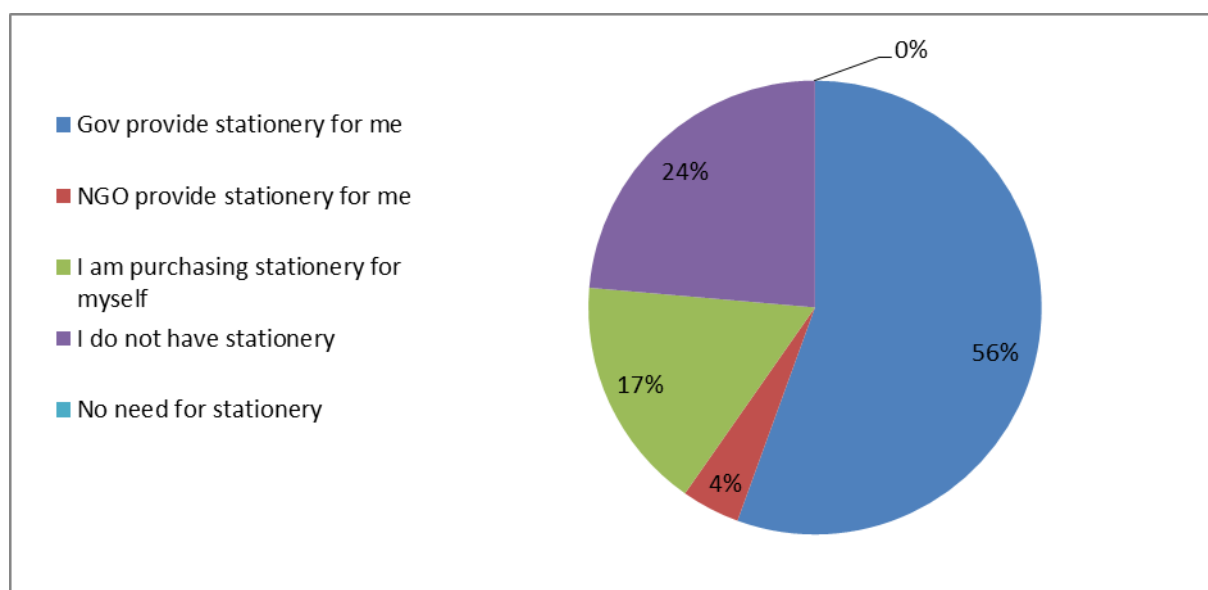
Figure 5: learners' stationery

Literacy courses dropout reasons

There are dropouts in CLCs literacy courses. As the table below shows overall 10% dropouts are available in 29 classes of five CLCs. Dropout rate is higher in Kabul in contrast to other provinces; two CLCs' (Districts 8 & 13) data shows that high percentage of dropouts is in Kabul, each of CLCs have 32% dropouts, which is very high. CLC courses' dropouts are less in Bamyan in contrast to other provinces covered by this study. The table below shows that there are only 5% CLCs' dropouts in Bamyan. CLCs' dropouts in Parwan province is also considerably high, there are 19% dropouts in Parwan provinces.

In addition, dropouts in male students are higher than female. As the table below shows that overall dropout rate in male students is 17% and in female students 8%.

Table 11: Dropout rate at CLCs

CLC Name	Students	Registered	Permanent absent	Permanent present	% of Permanent absent
District 8 Kabul	Male	89	21	68	24%
	Female	124	11	113	9%
Sub total		**213**	**32**	181	**32%**
District 13 Kabul	Male	44	4	40	9%
	Female	196	44	152	22%
Sub total		**240**	**48**	192	**32%**
Bamyan # 1	Male	0	0	0	0%
	Female	189	10	179	5%
Sub total		**189**	**10**	179	**5%**
Bamyan # 2	Male	0	0	0	0%
	Female	260	0	260	0%
Sub total		**260**	**0**	260	**0%**
Parwan	Male	102	14	88	14%
	Female	116	6	110	5%
Sub total		**218**	**20**	198	**19%**
Total	**Male**	**235**	**39**	196	**17%**
	Female	**885**	**71**	814	**8%**
Grand Total		**1120**	**110**	**1010**	**10%**

As the table below shows, majority of literacy teachers at CLCs are thinking that most of the time adult learners shy to learn as they are elder so they left classes and beside of that majority of them view that almost all adult learners are engaged in other social activities so because of that they left literacy learning at CLCs. In addition, according to majority of literacy teachers at CLCs, local traditional influence not let literacy learners to continue literacy classes and more to that according to them security condition also has strong effect on adult learners literacy learning continuation, at the result of bad security condition leaners leave literacy classes.

Furthermore, high percentage of literacy teachers at CLCs view that most of adult illiterate leaners are responsible to feed their families so they have no time to continue and complete literacy courses and at the result of that they leave classes earlier. In addition, according to most of literacy teachers at CLCs lack of required learning materials effect on adult literacy learners' dropout rate, no materials or less learning materials according to them make learners leave literacy classes.

According to literacy teachers at CLCs, literacy teachers' absenteeism is another major reason which has effect on literacy learners' dropout, as shown in the table below most of literacy

teachers are highly thinking that literacy teachers' absenteeism influence literacy learners' dropout rate.

More than half of literacy teachers at CLCs believe that literacy learners have no enough time to continue and complete literacy classes at CLCs because they are adults so they have many other social activities to manage and as adults they are responsible to feed their family as well.

Table 12: General dropout reasons according to literacy teachers

Options		36. What do you think about the following statements? Please rank as the most important. (give 1 to 5) High number for most important (The adult literacy learners leave classes in your area because)									
		The long distance	They shy to learn as they are elder	They are busy with other social activities	They think that these courses may not be fruitful in their future life	Local traditional influence not let them participate in literacy	Security conditions do not allow them to go to CLC	They have to feed their families, no time for learning	There is no required learning materials	CLC cannot provide literacy learning opportunity for them	Some teachers are often absent
1	Frequency	9	2	3	13	1	8	1	1	14	5
	%	31	7	10	45	3	28	3	3	48	17
2	Frequency	11	5	4	3	5	0	7	4	4	6
	%	38	17	14	10	17	0	24	14	14	21
3	Frequency	3	3	4	3	4	4	1	13	4	4
	%	10	10	14	10	14	14	3	45	14	14
4	Frequency	4	5	2	1	5	4	4	6	5	4
	%	14	17	7	3	17	14	14	21	17	14
5	Frequency	2	14	16	9	14	13	16	5	2	10
	%	7	48	55	31	48	45	55	17	7	34
Total	Frequency	29	29	29	29	29	29	29	29	29	29
	%	**100**	**100**	**100**	**100**	**100**	**100**	**100**	**100**	**100**	**100**

In addition, out 72 literacy students some of them (39%) responded that adults are shying to learn literacy while they are adults, and majority of them (77%) responded that adults are engaged in other activities so they left courses, and 89% of them said that they have to feed their family and children so they leave classes. 75% of them said that due to lack of required learning materials they leave the classes, the below table will provide further details.

Table 13: Dropout reasons

Options		22. What do you think about the following statements? Please rank as the most important. (give 1 to 5) High number for most important (The adult literacy learners leave classes in your area because)									
		The long distance	They shy to learn as they are elder	They are engage with other social activities	They think that these courses may not be fruitful in their future life	Local traditional influence not let them participate in literacy	Security conditions do not allow them to go to CLC	They have to feed their families, no time for learning	There is no required learning materials	CLC cannot provide literacy learning opportunity for them	Some teachers are often absent
1	Frequency	33	36	11	38	17	12	8	29	61	62
	%	46	50	15	53	24	17	11	40	85	86
2	Frequency	16	8	5	5	22	26	18	7	3	5
	%	22	11	7	7	31	36	25	10	4	7
3	Frequency	16	3	14	4	6	4	16	6	1	2
	%	22	4	19	6	8	6	22	8	1	3
4	Frequency	5	4	1	6	6	19	5	5	4	0
	%	7	6	1	8	8	26	7	7	6	0
5	Frequency	2	21	41	19	21	11	25	25	3	3
	%	3	29	57	26	29	15	35	35	4	4
Total	Frequency	72	72	72	72	72	72	72	72	72	72
	%	100	100	100	100	100	100	100	100	100	100

In addition, female learners' life condition is different from male learners, so the female dropout reasons maybe different from that is for male or general, female adults have specific routine activities in Afghanistan such as child care and so on, the below table shows female dropout reason in accordance to their specific routine activities and some traditional barriers. As shown in the table below, majority of literacy teachers believe that poverty, child care and traditional barriers have strong effect on female learners' dropout rate; in addition, earlier marriage and lack of female teachers have less effect on female dropout rate.

Table 14: Female dropout reasons

Options		37. Circle one of the following as the main problem of females in regards to dropout from literacy courses. Please rank as the most important. (give 1 to 5) High number for most important				
		Lack of female teachers	Traditional barriers	Earlier marriage	Child care	Poverty
1	Frequency	17	1	8	2	0
	%	59	3	28	7	0
2	Frequency	1	0	1	2	0
	%	3	0	3	7	0
3	Frequency	0	7	8	5	0
	%	0	24	28	17	0
4	Frequency	1	3	1	4	4
	%	3	10	3	14	14
5	Frequency	8	18	11	16	25
	%	28	62	38	55	86
Total	**Frequency**	**13**	**29**	**29**	**29**	**29**
	%	**100**	**100**	**100**	**100**	**100**

Furthermore, out of 72 literacy students majority (93%) of them said that traditional barriers is the main problem in front of women literacy, half of literacy students responded that earlier marriage is also one of the main problem in this regards, and majority of them (78%) said that child care can increase women dropout from literacy courses.

Table 15: Literacy dropout

Options		23. Circle one of the following as the main problem of females in regards to dropout from literacy courses. Please rank as the most important. (give 1 to 5) High number for most important.				
		Lack of female teachers	Traditional barriers	Earlier marriage	Child care	Poverty
1	Frequency	8	2	21	8	1
	%	11	3	29	11	1
2	Frequency	9	3	12	8	27
	%	13	4	17	11	38
3	Frequency	3	18	18	15	1
	%	4	25	25	21	1
4	Frequency	6	20	4	4	6
	%	8	28	6	6	8
5	Frequency	46	29	17	37	37
	%	64	40	24	51	51
Total	Frequency	72	72	72	72	72
	%	100	100	100	100	100

DISCUSSION AND CONCLUSION

There are many programmes being implemented for reduction of adult illiteracy in Afghanistan. Beside of the government of Afghanistan, many NGOs are working for improvement of literacy. But still the official figures show that literacy rate is less than 50% in the country (DMoEL 2013). It means that beside of other difficulties faced by the people of Afghanistan, illiteracy is also one of the big problems in the country. This study focuses on adult literacy, and concentrates on some of the challenges and opportunities with literacy learning at CLCs, and some of the dropout reasons from literacy teachers and learners perspectives. Teachers and learners of literacy are the main elements, they reflected on their challenges and opportunities and we will discuss in some details under following sub-chapters.

Challenges in regards to teaching and learning

Majority of the teachers believe that adult literacy learners are in the same age as teachers are, so they expect the same value for themselves as teachers have it. Teachers cannot order adult illiterates as they order children or school students, they cannot instruct them in the same way as they instruct university adults students, therefore teaching adult literacy learners are difficult than other students, they need more qualified teachers who are more professional in andragogical approach of teaching. The teachers should maintain all those methods which are necessary for adult illiterates, because they want to teach those who are not children.

Most of the teachers mentioned that their literacy learners are busy in other daily social activities so they are often absent; this is a challenge for literacy teachers to make their learners able for participation in literacy classes. Learners should come on daily base to literacy class, but they are adults and need to find how they should be motivated to eagerly participate in literacy learning process. In addition, as found the large number of literacy learners should take care of their children, mostly illiterate women are busy with their children and illiterate men are busy with other social activities, so it is a big challenge for literacy teachers, there is no any motivation, probably the teachers will lose large number of the learners and at the result teachers themselves will be demotivated and disappointed they will not be able to find enough students to learn literacy. At the other hand, literacy students are not obedient to their teachers, large number of the teachers responded that adult literacy teaching is difficult than children because beside of other reasons the learners are not obedient.

All above can be reasons of that learners and teachers are often or rarely absents from literacy classes. According to teachers 86% of literacy learners are absent sometimes, and according to learners 46% of literacy teachers are absent from their classes, in both cases it is a big challenge in front of literacy programme at CLCs. If no teachers in the classes, learners' participation will be decreased, they will mind that there is no teacher then what will be the benefit of our presence to the classes, similarly the teachers will mind if there are no students in the class so it is not needed to go to CLC. So, absenteeism in any sides (teachers & students) will increase absenteeism in the other.

It seems that overall students are not fully interested to learn, sometimes teachers give them homework but half of the students according to literacy teachers do not complete the homework, and some students never complete it, it is the implication of their less interest. This is the reason that sometimes the teachers do not give homework to students or they give homework but do not check it back, even some teachers are thinking that homework cannot help in literacy promotion, 31% of the teachers responded that homework cannot improve literacy ability in learners, and some learners responded that they cannot do the given homework, maybe it is difficult for them and it is also that they do not want to do homework.

In the light of what we explained above, low participation of people in literacy courses at CLCs can demotivate overall CLCs activities. One of the main responsibilities of CLC is to

mobilize illiterates for participation in literacy and other skills learning courses, but it seems that CLC is not able to do that. CLCs and the management of literacy programmes across the country need to focus more on redesigning all literacy programmes, illiterate population in the covered area should see the positive result of literacy learning in their life; otherwise they will think that literacy is not important for them because there is nothing new added to the value of their life. Only reading and writing without learning of life skills could not be the key indicator for changing life style, therefore people have no interest to have full participation in literacy learning. The important point is that people should see literacy as the catalyst and the factor of positive changes, not learning of reading and writing, at the result of literacy everybody should sense something new so they will intentionally motivated, their mind will be in mode to accept the importance of literacy. And by this way people can be motivated. One of the main parts of literacy learning is the textbooks which we will discuss about it in the following chapter.

Challenges in regard to literacy textbooks

Mostly all teachers said regarding literacy textbooks that the contents are not according to the local context. As I have experience the curriculum of literacy is copied and translated from one of other countries, so the textbooks developed based on that, therefore the contents are not according to Afghanistan context, as the teachers indicated that the contents are not according to the local context.

We should know that what the meaning of local context is; we mean by local context the needs of people locally, and it is required that people needs should be reflected in textbooks which is not reflected now according to literacy teachers.

There are many types of people in the community where CLC is located; there is former carpenter, home woman and many others. So, all of them should see the literacy textbooks as the supporter and improver of their task on local level. If we have such textbooks with such contents, people will become interested in literacy learning, they will mind that it is not only learning of reading and writing but learning of all we need in local life, and they will be able to use literacy at the result of literacy course in the daily life. Otherwise, if they just think literacy course as the learning of reading and writing they will not be interested while they are adults. Beside of literacy they need to know the needs of local community and the needs they need it in their life locally. Now literacy courses are considered by literacy teachers and students as something extra and is not considered as the need of daily life, it is the reason that why students and teachers are sometimes absent from their courses.

It was found that 45% of literacy teachers are agree that the textbooks are very hard and written on the language that is higher than the understanding level of literacy students, this point also support that the textbooks are not according to local context and there is no words in the textbooks to support usual usable words locally or among specific types of people, therefore, they said the books are harder than the level of literacy learners. Similarly, 45% of the literacy teachers said that the textbooks are very easy, no need to teach them to learners. This finding also support that the textbooks are not according to local context and not based on the professions of local community people, therefore, the books are very hard for some people and very easy for others.

Based on that, 59% of literacy teachers are thinking that the current literacy textbooks cannot bring any positive changes in the life of people. Because the contents are not according to local context, and locally people cannot see their life in the contents of the books.

In addition, 93% of literacy learners responded that the current literacy textbooks are hard to understand and 7% of them said that the books are very easy. This finding also support what was explained above, the text book can be easily revised based on the local context and based on the professions of local people. Otherwise, the textbooks will not be easily understandable for some people and will not be interesting for them.

In the light of what we explained above, there should be many kinds of textbooks for literacy learners, it is needed to absorb the interest of literacy learners and teachers, and this will be possible when many packages of literacy textbooks developed according to the local context, the textbook developed for one province may not be suitable for all provinces, the textbooks developed for women may not be useful for men, and similarly the textbooks develop for those who need to improve their farms may not be interesting for those who need improve poultry and so on. Each type of people according to their need require specific textbook. By this way the literacy programmes will become interesting for illiterates.

On the other hand, it is also important to teach literacy through those words and statements which are usable locally, for example, if we put those words which are usually usable in kitchen in women textbooks, they will easily learn and understand and this kinds of words will remain in their mind, but if we put just those words which are usable in farming and agriculture in women textbooks, they will not be able to learn it easily so their interest will be decreased and finally they will leave literacy course. Similarly, different textbooks should have different kinds of words; more focus should be on those words which are matching with the learners' habitual daily life and local context. Literacy text books which are according to local context can increase interest of illiterates and the context based textbooks can promote not only literacy but also related skills and professions.

Teaching and learning materials

It was found that out of 29 literacy teachers 12 of them have no literacy teaching guide book. In this case the teachers have no enough information how to teach, which method should be used. The teachers who have teaching guides book will regularly consult the book, and at the result of teaching guides book, teacher will provide a lesson in such a way which can improve literacy. When teachers have no teaching guides' book, they are like who have problem in sighting the way, turning left and right and seeking the right direction but cannot find that. No teaching guide has direct effect on the quality of literacy teaching.

Out of 29 literacy teachers, two third of them responded that they have no posters as supplementary materials and flip charts to be used in group works. Pretend, teacher come to the class and presents the lesson with very behavioristic way, how students will be able to learn literacy. It is necessary to have posters on the wall, pictures and other shapes; these kinds of materials not only support literacy promotion, but also make the class environment enjoyable and interesting. It is needed to design and divide the class duration on sessions, and make students feel the environment' diversity, and they will be encouraged in each session to take part in the next session.

Out of 29 literacy teachers, 7 of them said that their classes have no chairs and tables. Maybe in the same class some of them have chairs and tables and some of them not. And may in the same CLC one class has chairs and tables and another is empty. All these can affect students psychologically.

Out of 29 literacy teachers, 10 of them responded that their CLCs have no surrounding wall and the main gates. 11 teachers responded that they have no toilets in their CLCs, 21 of them said that they have no drinking water, electricity and computers and printers in their CLCs, no photo copy machine in any CLC. Surrounding wall is necessary, especially in the rural areas, where both men and women come to CLC to learn, according to local tradition where both gender is visible in one place, together with near classes where each of them can see another, people will not accept this kind of learning situation. Toilets and drinking water is basic needs of human, absolutely, lack of drinking water and toilets can decrease learners and teachers interest to attend CLCs. Electricity and computers are also needed in CLCs. With electricity teachers and CLC management can use ICT for example for promotion of literacy.

In addition to that, 24% of literacy students have no required stationery. Required stationery means basically needed stationery such as pen, pencil and notebook. Literacy means to learn reading, writing and counting, so pretend the learners have books and they can learn reading, how they will learn writing without stationery. This kind of shortage in learning materials can make student disappointed and demotivated, they will not have any and improvement in the writing skills without stationery.

We can say that lack of any of mentioned teaching and learning materials in CLCs can affect negatively on literacy promotion. Learning materials are counted as basic elements which can improve learning, specifically, literacy learning, as it was found that literacy learners have no much interest to participate in literacy classes, with lack of such important learning materials their interest will be further decreased. Lack of materials would be a challenge in front of literacy teaching and learning.

Opportunities

Teaching and learning at CLCs

 Almost all teachers at CLCs responded that the most common teaching and learning activities in their classes are questioning, group works, open discussion and assignment presentation. All mentioned learning processes explore that the teachers are just facilitating the process and students are more active respondents in the classes. It is a kind of constructivistic approach of learning, the assumption of constructivism is to maintain the learners as active participants in the learning process (Schunk 2011). This is a good opportunity of learning at CLCs, students will construct knowledge to their previous knowledge, and they are adults and have a lot of knowledge gained from previous period of life, so the teachers will go with the help of that knowledge to improve their literacy.

Learning materials

There is some teaching and learning materials at CLCs for teachers and learners, they have specific separate dedicated literacy classes for all teachers and for both genders male and female, while in other literacy programmes literacy classes are not dedicated for literacy, in most of the times people arrange literacy classes in Mosques and or in teachers' houses, beside of that all teachers have black boards and chalks as essential learning materials at CLCs, and some of them having flip chart and posters. There are computers and printers facilities in some of CLCs. In addition, some CLCs have drinking water, toilets and electricity facilities. All mentioned can provide learning environment and teachers and learners can use it at CLCs. Even the facilities at CLCs are not as much as in regular general schools, but there are some facilities for literacy learning at CLCs. Other literacy courses in contrast to CLCs have less facilities, beside of that other literacy courses have no specific building and specific literacy classes, there is no any other materials such computers, printers.

Female teachers

Out of 29 literacy teachers 66% of them female, according to available traditional in Afghan society in most of the time female do not attend learning classes because of lack of female teachers. With consideration of the data collected from CLCs this problem is solved; now female illiterates have this opportunity to learn literacy with facilitation of female teachers at CLCs. The data of DMoEL 2013 is also indicating that female participation is increased in literacy classes and the National Literacy Strategy of Afghanistan (2013) focus that women contribution should be more than 60%. All CLCs have separate classes for male and female and some of them have surrounding wall which also support female participation at CLCs.

In addition, other literacy courses have no building, the specific building as structure for literacy courses have strong effect on female to participate in literacy both as a teacher and as a learner.

These opportunities can help in the promotion of literacy at CLCs, but cannot be sufficient. I think the government and NGOs should consider literacy education in the life of people as much important as other educations such general education or higher education and they should provide more opportunities for literacy. We are living in 21st century and in the world of technology, by the help of technology we can support literacy promotion, mobile phone, computer and internet can be used for promotion of literacy programs. Literacy leaners should learn new technology along with literacy; this will motivate them to participate in literacy courses. The government and NGOs can focus on the programmes after literacy learning period, may some people are interested to continue their education. This kind of opportunities should be provided for adult learners which can help to reduce dropout in literacy programmes. The following chapter will discuss dropout factors with more details.

How to reduce dropouts?

Adults are shying to continue literacy classes, since they are starting from alphabets and locally in the community most of the children in grade one and two are in the same level. Therefore, they think that literacy learning in this level of age is something shameful at the community. At the same time it is possible that adult learner's children at school with other school students hear sometimes from other that their father is also in the same class as they are, may the children convey this message to their father, and illiterate father because of his children wants to leave literacy class to avoid such kinds of statements and encourage his children for school. Because maybe the adult illiterate is scared that such kinds of statements may confuse his children and finally the children will be disappointed and probably the will leave school.

At the other hand, government does not do wider campaign at country level for adult literacy, I think it is the rule of government to reduce illiteracy and for the reduction of illiteracy people should be mentally prepared and ready to participate in literacy courses and this process needs a wider campaign for literacy. People need to know what the importance of literacy in their life is; they are illiterate and cannot easily understand the importance of literacy. In addition, in the societies where people live in poverty they are not thinking for literacy, they are thinking for a piece of bread for themselves and for their children, so the current literacy situation seems like it cannot bring changes in economic life of the learners, the literacy courses should provide according to local context required life skills for learners, when learners graduate from literacy course he/she will be able to find a better job, by this gradually people will sense the importance of literacy in their life. And skill learning with literacy will remove the shy feeling of illiterates.

Government can also release some of the formal commands in order to create importance of literacy in the daily life of people, reference to the findings that say people have no time to learn literacy if the government order that no one can take driving license and other required licenses without literacy certificates, people will sense that literacy is important so they will participate in literacy courses. They will feel proud on literacy certificate, for example, if the government command that people cannot choose head of Community Development Council (CDC) without literacy certificate, or no CDC member can be illiterate, majority of community elders who have influence locally will participate in literacy courses and other people will be encourage by this way to participate in the courses.

Reference to the findings that local traditional does not allow people to participate in literacy courses; illiterate people think that learning is just for children and adults cannot continue learning. Local Muslim religious leaders (Mullah Emams) can change this wrong behavior in local

community; Islam says that seeking knowledge is a must (Farz) on each of Muslim. This will be a kind of informal campaign for literacy at local level.

Reference to the findings that say the dropout reason in women is that they have to take care of their children, so they have no time for learning of literacy, it is also very important. Learning in the age of adolescent face with this kind of problems, to take care of children is important for mother than learning literacy. Absolutely they cannot leave their children alone for the reason to participate in literacy course and or to learn literacy. The government and other NGOs should take care of this problem if they really want to reduce illiteracy specifically in women. As they construct CLCs for local rural and urban people for learning literacy, they can also construct kindergartens beside of CLCs, by this way women will participate in literacy learning classes and their children will be in kindergarten, and they will feel confident that their children are safe and there is someone who takes care of their children.

When people mentally accept that literacy is important in their daily life, then the government can establish open schooling system for illiterate learners, the open schooling concept will facilitate the way to everyone who can learn literacy without formal teachers (at home or near mosque) and after passing the literacy exam he/she will receive literacy certificate.

All the challenges mentioned in the findings chapters can be the reasons of dropout, to change the challenges into opportunities it needs an academic process, and it is the rule of government and NGOs to actively take part in converting challenges into opportunities.

Conclusion

This study found that literacy teachers and learners face some challenges at CLCs. Adult learners are in the same age as teachers are, and the learners have no time for learning literacy and more to that, they face lack of learning materials. In addition, more literacy teachers and learners are absent sometimes from literacy courses. With consideration of the findings it seems that learners have no much interest for learning literacy,

Furthermore, there are some difficulties in literacy textbooks, according to literacy teachers the current literacy textbooks are not according to local context. Illiterate adults cannot see their needs in the literacy textbooks, in addition, the literacy textbooks have some mistakes inside texts which change the meaning, the books are very hard to understand for some literacy students, and at the same time the books are very easy for some others. Some CLCs face lack of drinking water, toilets and electricity, and also some CLCs have no surrounding wall and main gates.

Beside of that, there are some of opportunities at CLCs for literacy learning, there are teachers who can provide literacy teaching based on andragogical approach and based on the constructivistic approach. The teaching seems as it is learners' centered not teachers centered. CLCs have building and separate classes for both genders and individual teachers, all literacy classes have blackboards and chalks, some of them have other materials such as flip charts, posters and teaching guides which are fruitful to motivate teaching and learning. Some CLCs have surrounding wall, drinking water and toilets. More to that, there are enough female teachers at local level to provide literacy learning opportunity for female illiterate adults at CLCs.

Generally, literacy teachers said that adult learners are shying to learn literacy while they are adults, and most of the learners have no time to regularly participate and continue literacy at CLCs, beside of other, these are the main reasons of dropout at CLCs. Female learners are mostly engaged to take care of their children so they leave literacy classes.

Overall, the study discovered some of the challenges, opportunities and dropout reasons with literacy classes at CLCs, as I mentioned above it does not mean that all literacy challenges and opportunities are reflected in this small study, there will be a lot of challenges which needs more study to be discovered.

It is recommended to conduct many other researches in field of adult literacy education. It will be very much useful to know how it will be possible to make literacy learning demand driven, how people will be encouraged to request literacy classes and eagerly participate in learning. It is important to motivate people and to make them mentally accept the importance of literacy learning in their daily life.

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ANNEXES

General Information about CLCs
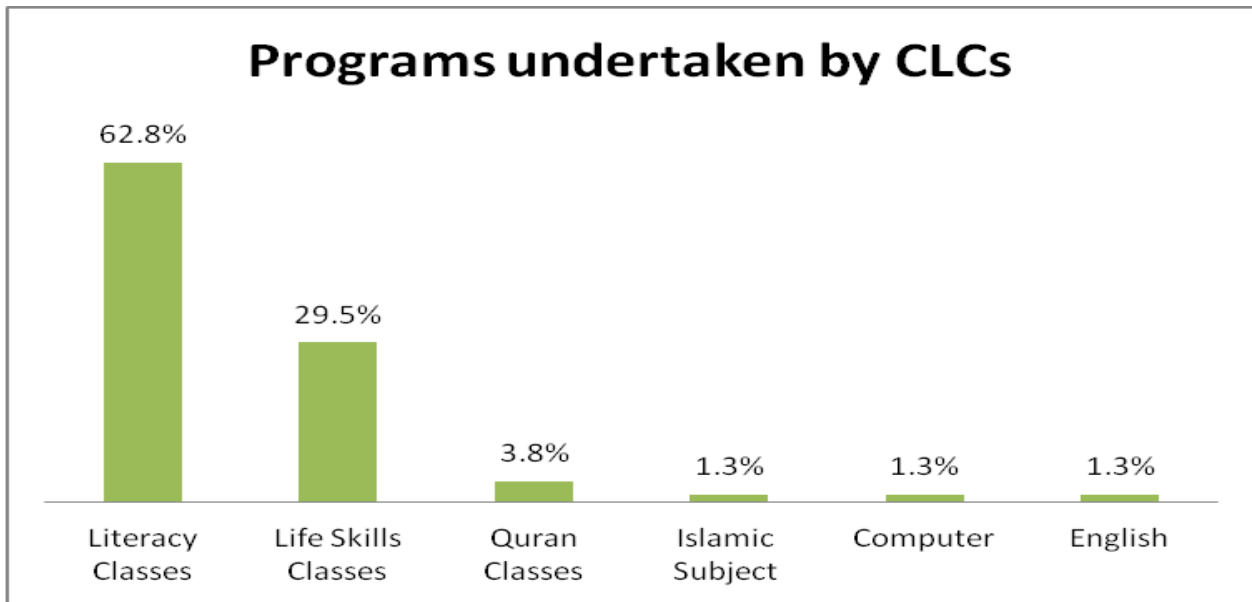

Figure 6: Programs undertaken through CLCs
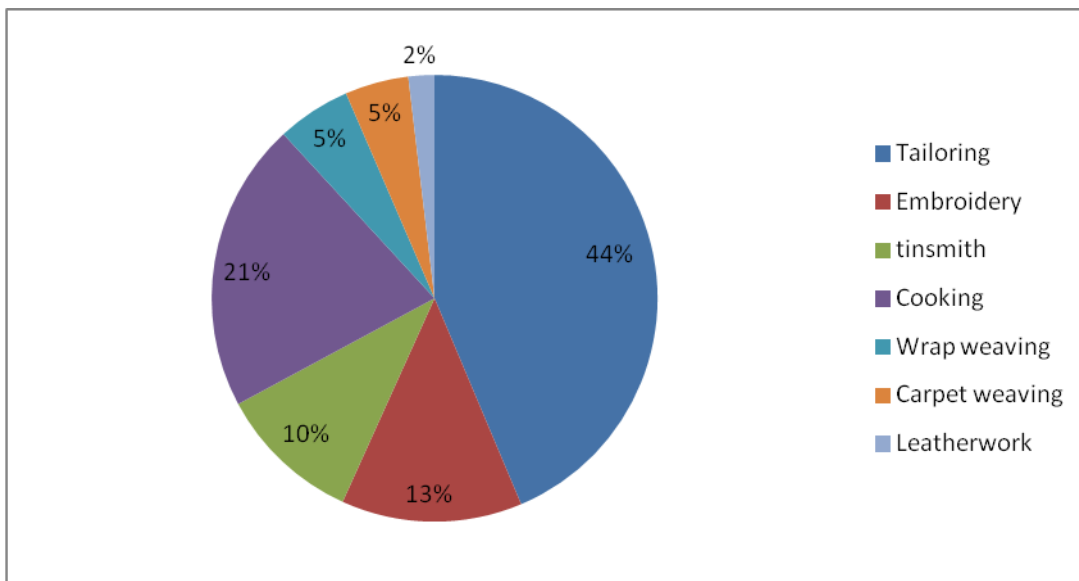
Figure 7: Life skills learning undertaken through CLCs
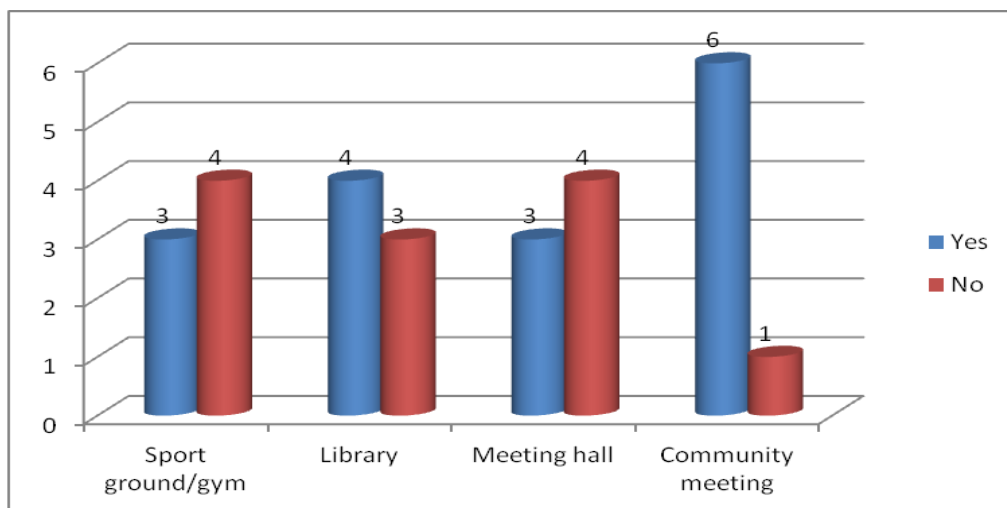
Figure 8: Social programs through CLCs

Table 16: Reason of illiteracy in the country

What was the reason that you remained illiterate?	Illiteracy reasons	Frequency	Related frequency
	Lack of school	5	7%
	Family problem	38	54%
	Poverty	20	28%
	Left school	8	11%
Total		**71**	**100%**

Table 17: Women participation in CLCs

Position	Total Male	Total Female	Grand Total	Women %	Male %
CLC Manager	6	1	7	14	86
Teacher	17	26	43	60	40
Cleaner	4	2	6	33	67
Treasure	2	2	4	50	50
Total	**29**	**31**	**60**	**52**	**48**

Table 18: Female and Male literacy learners in CLCs

Year	Male	Female	Total	Women %	Male %
2005	71	170	241	71	29
2006	50	254	304	84	16
2007	150	250	400	63	38
2008	150	137	287	48	52
2009	177	274	451	61	39
2010	213	327	540	61	39
2011	328	563	891	63	37
2012	407	554	961	58	42
2013	247	575	822	70	30
2014	244	325	569	57	43

Total	2037	3429	5466	63	37

Table 19: Current Female and Male students of (Life skills) in CLCs

Name of life skills	Male	Female	Male %	Female %
Tailoring	0	416	0	44
Embroidery	0	125	0	13
Tinsmith	99	0	10	0
Cooking	0	200	0	21
Wrap weaving	9	42	1	4
Carpet weaving	44	0	5	0
Leatherwork	18	0	2	0
Total learners	**170**	**783**	**18**	**82**

Table 20: is CLC a good learning place for women?

Answer	Teachers	Manager	Total	Percentage
Yes	37	5	42	91
No	0	0	0	0
To some extend	2	2	4	9
Total	**39**	**7**	**46**	**100**

Table 21: Why CLC is a good learning place for women?

Answer	Teachers	Manager	Total	Percentage
Because all teachers are female	4	0	4	9
Because the structure of CLC is similar to Afghan cultures	6	1	7	16
Both	28	5	33	75
Total	**38**	**6**	**44**	**100**

Table 22: Women illiteracy reasons

| What is the reason behind women illiteracy? Only female students	Category	Frequency	Related frequency
	Family and culture barriers	12	29%
	Lack of suitable and proper school	18	43%
	Poverty	12	29%
Total		**42**	**100%**
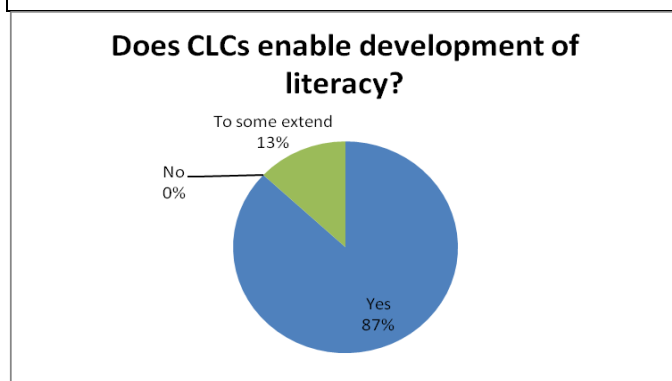
Figure 9 : Does CLCs enable literacy development?
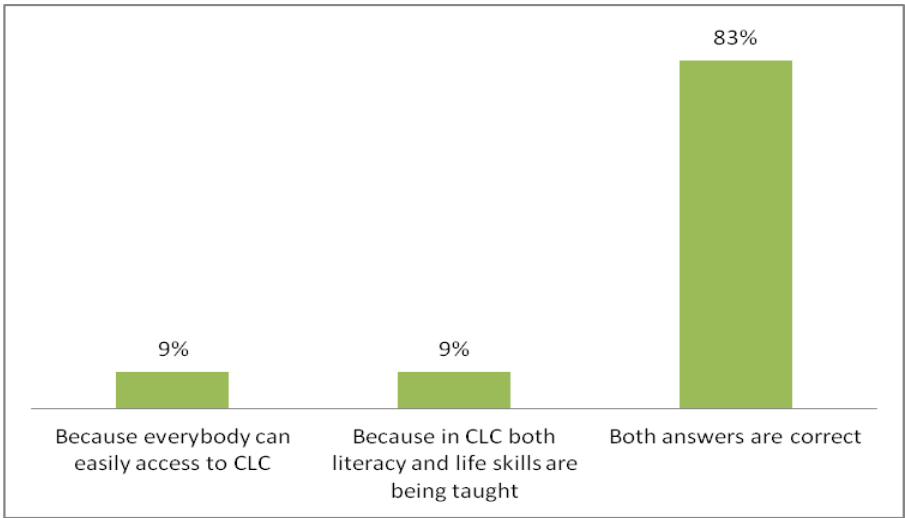
Figure 10: Why CLCs promote literacy?
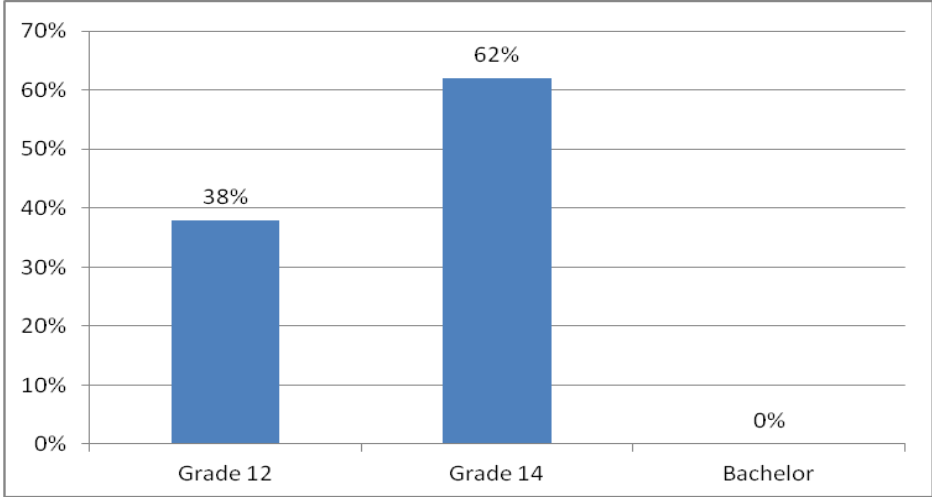
Figure 11: CLCs teachers' qualification.

Questionnaire for CLCs' Teachers

A. Personal data:

1. **Gender** **A: Male………B: Female………**
2. **Age………………years**
3. **Native language ………….**
4. **Name of CLC………….**
5. **CLC location………………**
6. a. urban b. rural
7. **Experience in CLC literacy teaching……………..Years**
8. **Education background**
   a) 12 Grade
   b) 14 Grade
   c) Bachelor
   d) Private study
   e) Other …............
9. **Name of last institute you graduated from ………………….**
10. **Graduation date…………………**
11. **Your current salary…………..Afghanis**
12. **Your job outside CLC……………**

B. Data about the CLC/Class facilities

13. Did every student in your class got literacy text books in native language?
a. Yes b. No c. Do not know

14. Does every student in your class got enough stationery for free?
a. Yes enough b. Yes, some of them c. Yes, but little d. No e. Do not know

15. Which of the following materials are available in your class?

Item	Yes	No	Remarks
Black board			
Chalk			
Chairs			
Tables			
Heaters			
Posters			
Flip chart			
Teaching guide			
Others specify………			

16. Which of the following are available in your CLCs?

Item	Yes	No	Remarks
Surrounding wall			
Main gate			

Separate classes			
Doors and windows			
Toilets			
Drinking water			
Electricity			
Computer			
Printer			
Photo copy machine			
Stores			
Other specify			

C. Teaching Challenges

17. Do you teach literacy for:

a. Pashto speakers   b. Dari speakers   c. Mixed (Pashto & Dari)

18. Do you agree or disagree with following statement?

Teaching adult literacy is difficult than children

a. strongly agree   b. agree   c. disagree   d. strongly disagree   e. do not know

19. In case you are strongly agree or agree please rank the following, (1 to 5) high number for most highlighted reason
   a) Because adults are in the similar age as teacher is
   b) Adults are often absent from classes
   c) Adults are mostly busy in routine life activities
   d) Adults should take care of their children
   e) Adults are not confident from the benefit of literacy
   f) Adults need to learn skill-based literacy not only literacy
   g) Adults have children with them in the class
   h) Adults are not obedient to teachers
   i) Adults need rote learning
   j) Classification of class is difficult because of their different ages and level of knowledge
   k) Adults do not take care of class discipline
   l) Adults are not interested to study

20. If your adult student do not want to listen to you or he/she wants to make noise and does not want to take care of class discipline what will be your reaction, circle one of the following
   a) Will be ousted from literacy class
   b) Order him/her to not make problem
   c) Punish him/her verbally
   d) Leave the class and report it to management
   e) Contact with him outside the class
   f) I do not know what to do
   g) Other, specify……………………………

21. In your point of view is it most important to teach learners
      a) In the same way as do teach children

b) The same way as do in upper-secondary schools
c) According to the ability of the learners
d) Just teach the textbook and go according to the program no matter the learners learn or not.
e) Other way specify…………………….

22. To what extent do you agree or disagree with the following statement: My adult students have full interest to learn literacy.

a. Strongly agree   b. Agree   c. Disagree   d. strongly disagree   e. don't know

23.   **Students lose their interest to learn literacy because:**

23.1. The textbooks contents are not according to local context

a. Strongly agree   b. Agree   c. don't know   d. Disagree   e. strongly disagree

23.2. There are mistakes in the text which divert the meaning

a. Strongly agree   b. Agree   c. don't know   d. Disagree   e. strongly disagree

23.3. Books are written in a difficult language

a. Strongly agree   b. Agree   c. don't know   d. Disagree   e. strongly disagree

23.4. The textbooks are very easy and are lower than the students level

a. Strongly agree   b. Agree   c. don't know   d. Disagree   e. strongly disagree

23.5. Literacy course cannot bring positive changes in their life

a. Strongly agree   b. Agree   c. don't know   d. Disagree   e. strongly disagree

23.6. CLC is far away from their home location

a. Strongly agree   b. Agree   c. don't know   d. Disagree   e. strongly disagree

23.7. CLC cannot provide skill-base literacy for them

a. Strongly agree   b. Agree   c. don't know   d. Disagree   e. strongly disagree

23.8. Adult literacy is shameful in the community

a. Strongly agree   b. Agree   c. don't know   d. Disagree   e. strongly disagree

24. If your students have no interest to learn literacy what will be your reaction

a) I will become discourage in teaching process
b) I will leave my job
c) I will change my teaching methods
d) I will warn them
e) I will consult professionals to find solutions
f) I will leave them and continue with few students
g) I do not know what to do
h) Other specify……………

25. Which are the following is more applicable in your class? (Give 1 to 5 considering which one is more preferred).

a) Questioning
b) Group work
c) Open discussion
d) Assignment presentation
e) Teacher Presentation
f) Rote learning
g) Other specify………….

D. Challenges in regards to learners

26. In your point of view why adult learners learn literacy because:

a) They are poor want to earn more money when they become literate
b) They know that the literacy is the need of their life
c) They want to get oil, foods and other materials from NGOs
d) Other reason……

27. How often do your students are absent from class?

a. Often   b. sometimes c. rarely   d. never

28. Why do you think your students are absent often? You can select more than one option
   a) Because of long distance
   b) Have no time
   c) Literacy learning is not important for them
   d) Literacy is difficult for them to learn
   e) Other please specify………………..

29. In your point of view can homework help literacy learners in promotion of literacy?
   a. Yes   b. No   c. Do not know

30. How often do you give them homework?
a. everyday   b. twice in a week   c. once in a week   d. never

31. How often your students do not complete the homework you give them?
a. always   b. sometime   c. rarely   d. never

32. If your students do not do their homework, what could be the main reason according to you? please circle one of the following:
   a) Learners do not have the ability to do it
   b) Learners do not have time to do homework
   c) Learners do not have stationery to do homework
   d) Other reason specify……………………………..

33. As literacy teacher what do you think regarding students learning assessment?
   a. I have daily record of my students' improvement
   b. I conduct monthly written test
   c. I conduct monthly oral test
   d. There is no time to assess students ability
   e. I do not assess my students
   f. Students' ability assessment is not my job
   g. Other please specify…………………

E: External support to CLC/Literacy
34. Is there any local community Shura in the village where CLC located?
   a. Yes   b. No

35. If the answer is "Yes" to what degree, according to you, local Shura support or do not support CLC and literacy? Please circle one of the following?
   a) Shura support literacy & CLC in the village
   b) Shura support literacy but not CLC
   c) Shura support CLC but not literacy
   d) Shura do not support literacy and CLC
   e) Shura sometimes make problem for literacy and CLC

F. Literacy courses dropout factors
36. What do you think about the following statements? Please rank as the most important. (give 1 to 5) High number for most important
The adult literacy learners leave classes in your area because:
   a) The distance is more
   b) They shy to learn as they are elder
   c) They are engage with other social activities
   d) They think that these courses may not be fruitful in their future life
   e) Local traditional influence not let them participate in literacy
   f) Security conditions do not allow them to go to CLC
   g) They have to feed their families, no time for learning
   h) There is no required learning materials
   i) CLC cannot provide literacy learning opportunity for them

j) Some teachers are often absent

k) Others……

37. Circle one of the following as the main problem of females in regards to dropout from literacy courses. Please rank as the most important. (give 1 to 5) High number for most important.

a) Lack of female teachers

b) Traditional barriers

c) Earlier marriage

d) Child care

e) Poverty

f) Other………..

38. According to you, do you think that Islamic roles support women's literacy or they are against women's literacy?

a. Islam support women' literacy   b. Islam is against women's literacy

G. Teachers satisfaction and expectation

39. To what degree are you satisfied or dissatisfied with the MoE support to CLC?

a. strongly satisfied   b. satisfied   c. dissatisfied   d. strongly dissatisfied e. don't know

40. What is your expectation from MoE in regard to literacy promotion? (circle one)

a) Increase literacy teachers salary

b) Increase number of CLCs

c) Increase number of teachers in CLCs

d) Other please specify…………………….

H. Opportunities for literacy promotion

41. To what extent do you agree with the following statements?

CLC/ literacy courses provide good opportunity for literacy promotion in your area

a. strongly satisfied   b. satisfied   c. dissatisfied   d. strongly dissatisfied e. don't know

42. CLC/literacy courses are better than other literacy courses because (circle one of the following).

a) CLC is a registered permanent entity for literacy promotion

b) CLC has permanent literacy teachers

c) CLC is the same as other literacy courses

d) Other literacy courses are better than CLC

e) Do not know

f) Other specify…………….

43. Do you have the following opportunities while you are literacy teachers?

Opportunities	Yes	No
Capacity building		
Job security		
Duty near to home		
Other		

44. If there is no CLC what will be happened in your village please answer maximum in two lines.

………

………………………………………………………………………………………………

Questionnaire for literacy learners (students)

A. Personal Information

1. **Gender**   A. Male……B. Female…….
2. **Age**…………
3. **Marital status** a. Married   b. Single   c. Widow
4. **Number of children if any**…………..children
5. **What is your job outside literacy class……………..**
6. **Name of CLC**…………….
7. **This is your** ………….. Months of learning
8. **This is your** ………………round of literacy study

B. Learners challenges

9. **When did you receive literacy textbooks?**
   a) From the beginning of literacy course
   b) After we studied for sometimes
   c) Textbooks received but not in native language
   d) Never received

10. **Please circle one of the following**
    a. Literacy textbooks are very hard to study
    b. Literacy textbooks are very easy no need to study
    c. Teacher cannot teach literacy textbook

11. **Circle one of the following**
    a. Gov provide stationery for me
    b. NGO provide stationery for me
    c. I am purchasing stationery for myself
    d. I do not have stationery
    e. No need for stationery

12. **In your class which of the following activities are routine (circle one of them)**
    a. Teacher teach literacy textbook and we are repeating
    b. Teacher teach literacy and then we discuss that in groups
    c. Teacher teach literacy textbook and then we ask questions
    d. Teacher do not teach literacy textbook, just we learn from each other
    e. Teacher do not teach literacy textbook we are studying and then ask questions

13. **Please circle one of the following**
    a) Teachers help us learn literacy
    b) Teachers help us read the textbook
    c) We do not know what teacher teach

14. **Why you learn literacy?**
    e) To be literate and literacy is the needs of life
    f) To earn money with practical usage of literacy
    g) To receive food (oil and whets)
    h) Other please specify……….

15. **Please circle one of the following**
    a. Teacher give homework and check it back
    b. Teacher give homework but not checking
    c. Teacher give homework but I cannot do it
    d. Teacher do not give homework
    e. Homework is not important for me

16. **Please circle one of the following**
    a) Teacher make often absent
    b) Teacher make rarely absent

c) Teacher do not make absent
d) Teacher come to class but leave earlier
e) Teacher come to CLC but not to class

17. How often you attend your class in a week
   a. One days in a week
   b. Two days in a week
   c. Three days in a week
   d. Four days in a week
   e. Five days in a week
   f. Six days in a week
   g. Seven days in a week
   h. I do not attend my class
   i. Sometimes I attend my class

18. Please circle one of the following
   a) Your parents are literate
   b) Your parents are illiterate
   c) You mother is literate but not father
   d) Your father is literate but not mother

C. Opportunities provided by CLC/Literacy courses

19. Do you agree that CLC literacy course can bring changes in your life
   a. Strongly agree   b. agree   c. strongly disagree   d. disagree   e. do not know

20. Please circle one of the following
   a. I will be able to read and write when I finish literacy course
   b. I will try to be able read and write
   c. I am not sure to be able to read and write
   d. I will not be able to read and write

21. Please tick mark which one of the following is available in your CLC

Item	Yes	No
Literacy class		
Chairs		
Tables		
Black board		
Heater		

D. Dropout reason

22. What do you think about the following statements? Please rank as the most important.
The adult literacy learners leave classes in your area because:
   l) The distance is more
   m) They shy to learn as they are elder
   n) They are engage with other social activities
   o) They think that these courses may not be fruitful in their future life
   p) Local traditional influence not let them participate in literacy
   q) Security conditions do not allow them to go to CLC
   r) They have to feed their families, no time for learning
   s) There is no required learning materials
   t) CLC cannot provide literacy learning opportunity for them
   u) Some teachers are often absent

v) Others……
23. **Circle one of the following as the main problem of females in regards to dropout from literacy courses (You can choose more than one option)**
   g) Lack of female teachers
   h) Traditional barriers
   i) Earlier marriage
   j) Child care
   k) Poverty
   l) Other………..
24. **Circle one of the following (female students)**
   a. Husband, Father and brothers are happy that you learn literacy
   b. Husband, Father and brothers are not happy that you learn literacy
   c. My literacy is not important for my parents
   d. My literacy not important for my husband

Translated version of the questionnaires

پرسشنامه برای معلمان سواد آموزی
الف: معلومات شخصی:
۱ . **جنسیت:**   الف: مرد   ب: زن
۲ . **سن** .... سال
۳ . **زبان مادری**......................
۴ . **نام مرکز آموزش محلی**.............
۵ . **موقعیت مرکز آموزش محلی** .... الف: شهر   ب: قریه
۶ . **تجربهٔ کاری بحیث معلم سواد آموزی در مرکز آموزش محلی** .... سال
۷ . **درجهٔ تحصیل.**   الف: صنف ۱۲،   ب: صنف ۱۴،   ج: لیسانس   ، د:تعلیمات خصوصی،   هـ: و غیره.......
۸ . **نام آخرین نهاد تحصیلی شما**...................
۹ . **تاریخ فراغت**...........
۱۰ . **معاش فعلی شما** .... افغانی
۱۱ . **وظیفهٔ شما خارج از مرکز آموزش محلی**......................
ب: معلومات در بارهٔ امکانات صنف در مرکز آموزش محلی
۱۲ . **آیا هر سواد آموز که در صنف شما است، کتاب های سواد آموزی را به زبان مادری دریافت نموده اند؟**
الف: بلی   ب: نخیر   ج: تعدادی   د: نمی دانم
۱۳ . **آیا هر سواد آموز در صنف شما قرطاسیهٔ کامل بطور رایگان دریافت نموده است؟**
الف: بلی، قرطاسیه کامل   ب: بلی بعض شاگردان،   ج: بلی، قرطاسیه نامکمل   د: قرطاسیه دریافت ننموده،   هـ: نمی دانم
۱۴ . **از مواد درج جدول ذیل کدام مواد در صنف شما موجود است؟**

ملاحظات	نخیر	بلی	مواد
			تخته
			تباشیر/مارکر
			چوکی
			میز
			بخاری

نوع مواد مورد ضرورت			
پوستر			
فلیپ چارت			
راهنمای معلم			
و غیره نام بگیرید.....................................			

5 1. از جدول ذیل کدام یک در مرکز آموزش محلی شما موجود میباشد؟

نوع مواد مورد ضرورت	بلی	نخیر	ملاحظات
دیوار احاطه شده			
دروازهٔ عمومی			
صنف			
درواز و کلکین			
تشناب			
آب آشامیدنی			
برق			
کامپیوتر			
پرینتر			
ماشین فوتو کاپی			
گدام			
و غیره مشخص نمایید.....................................			

ج:مشکلات درس در تدریس

6 1. **به کدام صنف تدریس می نمایید؟**   الف: صنف پشتو،   ب: صنف دری،   ج: صنف مختلط (پشتو و دری)

7 1. **با این موضوع موافق اید یا مخالف؟**   (تدریس بزرگسالان متفاوت از تدریس اطفال است).
الف: بطور کامل موافق،   ب: موافق،   ج: مخالف،   د: بطور کامل مخالف،
هـ: نمی دانم

8 1. **در صورتیکه بطور کامل موافق یا هم بطور نسبی موافق هستید، لطفا به موضوعات ذیل از (صفر تا ۵) نمره بدهید، نمرهٔ شما باید به اساس مهم بودن موضوع از بلند به پایین باشد. بلند ترین نمره به موضوع داده می شود که به نظر شما مهم است. شما می توانید که یک نمره را به چندین موضوع بدهید.**
الف: بزرگسالان در سن مشابه با معلمان هستند.
ب: بزرگسالان بطور معمول از صنف غیرحاضری می کنند.
ج: بزرگسالان در اکثر اوقات مصروف کارهای روزمرهٔ زنده گی هستند.
د: بزرگسالان باید از اطفال خود نگهداری نمایند.
هـ: بزرگسالان از مفیدیت سوادآموزی مطمئین نیستند.
و: بزرگسالان در صنف با خود اطفال می آورند.
ز: بزرگسالان از معلم اطاعت نمی کنند.
ح: بزرگسالان ضرورت به خواندن تکراری و حفظ کردن متن دارند.
ط: تقسیم بندی صنف بزرگسالان مشکل است، چون سن و درجهٔ دانش شان متفاوت است.
ک: بزرگسالان نظم صنف را مراعات نمی نمایند.

ل: بزرگسالان به خواندن و سواد دلچسپی ندارند.

۱۹ . **در صورتیکه شاگردان بزرگسال به گفته های شما گوش نمی دهند و یا در صنف سر و صدا می نمایند و نظم صنف را مراعات نمی کنند در این حالت عکس العمل شما چه خواهد بود؟ (شما میتوانید از (الف) تا (ز) یکی را انتخاب نمایید)**

الف: شاگرد باید از صنف اخراج شود،　　　　　ب: هدایت میدهم که در صنف مشکل ایجاد نکند

ج: او را بگونهٔ شفاهی تنبیه می کنم،　　　　د: صنف را ترک میکنم و مشکل را به اداره گزارش میدهم

هـ: با شاگرد خارج از صنف تماس میگرم،　　　و: نمی دانم چه کنم

ز: کدام راه حل دیگر مشخص نمایید...

۲۰ . **به نظر شما تدریس سواد آموزان بزرگسال چگونه باید باشد: (شما میتوانید یک انتخاب داشته باشید)**

الف: به روش تدریس شود که اطفال تدریس می شود

ب: به روش تدریس شود که شاگردان متوسطه تدریس می شود

ج: قابلیت های شاگردان را دیده عمل نماییم

د: کتاب سواد آموزی را تدریس وبه اساس برنامه به پیش میروم، مهم نیست که کسی یاد می گیرد یا خیر

هـ: کدام روش دیگر لطفا مشخص نمایید..

۲۱ . **به موضوع ذیل موافق یا مخالف هستید: (شاگردان بزرگسال من بطور کامل دلچسپی دارند تا با سواد شوند)**

الف: بطور کامل موافق،　　ب: موافق،　　ج: مخالف،　　د: بطور کامل مخالف،　　هـ: نمی دانم

شاگردان دلچسپی خودرا از دست میدهند بخاطر که :

ب: (محتویات کتاب های سواد آموزی به اساس ضرورت مردم ترتیب نشده است)

الف: بطور کامل موافق،　　ب: موافق،　　ج: مخالف،　　د: بطور کامل مخالف، هـ: نمی دانم

ج: (در کتاب های سواد آموزی غلطی زیادی وجود دارد که معنای متن را تغیر میدهد)

الف: بطور کامل موافق،　　ب: موافق،　　ج: مخالف،　　د: بطور کامل مخالف، هـ: نمی دانم

د: (زبان کتاب های سواد آموزی غیر قابل فهم و مشکل است)

الف: بطور کامل موافق،　　ب: موافق،　　ج: مخالف،　　د: بطور کامل مخالف، هـ: نمی دانم

هـ: (کتاب های سواد آموزی بسیار آسان است، از سویهٔ شاگردان بسیار پایین است)

الف: بطور کامل موافق،　　ب: موافق،　　ج: مخالف،　　د: بطور کامل مخالف، هـ: نمی دانم

و: (کورس سواد آموزی در زنده گی مردم کدام تغیر مثبت آورده نمیتواند)

الف: بطور کامل موافق،　　ب: موافق،　　ج: مخالف،　　د: بطور کامل مخالف، هـ: نمی دانم

ز: (مرکز آموزش محلی از محل بودباش شاگردان بسیار دور است)

الف: بطور کامل موافق،　　ب: موافق،　　ج: مخالف،　　د: بطور کامل مخالف، هـ: نمی دانم

ح: (مرکز آموزش محلی برای شاگردان سواد آموزی، کورس های سواد آموزی همرا با حرفه را تهیه کرده نمیتواند)

الف: بطور کامل موافق،　　ب: موافق،　　ج: مخالف،　　د: بطور کامل مخالف، هـ: نمی دانم

ط: (سواد آموزی برای بزرگسالان در قریهٔ ما یک عمل شرم آور است)

الف: بطور کامل موافق،　　ب: موافق،　　ج: مخالف،　　د: بطور کامل مخالف، هـ: نمی دانم

۲۲ . **در صورتیکه شاگردان شما با یاد گرفتن سواد دلچسپی نداشته باشند، در این حالت عکس العمل شما چه خواهد بود؟ (شما میتوانید یکی را انتخاب نمایید).**

الف: من از شاگردان دلسرد خواهم شد و با دلسردی برایشان تدریس خواهم نمود.

ب: در حالت عدم دلچسپی شاگردان از وظیفهٔ خود استعفا میدهم

ج: من در روش تدریس خود تغیرات می آورم.

د: به شاگردان اخطار میدهم.

هـ: با متخصصین مشوره نموده و راه حل مشکل را پیدا می نمایم.

و: من با عدم دلچسپی سواد آموزان کاری ندارم، وظیفهٔ خودرا با چند تن از سواد آموزان ادامه میدهم.

ز: نمیدانم چه کنم

ح: کدام حل دیگر میتوانید مشخص نمایید...........................

23 . از فعالیت های ذیل کدام فعالیت در صنف شما قابل اجرا می باشد (از **(صفر تا 5) نمره بدهید، نمرهٔ شما باید به اساس زیاد قابل اجرا بودن فعالیت بلند و پایین باشد. بلند ترین نمره به فعالیت داده شود که زیاد اجرا میگردد. شما می توانید یک نمرهٔ را به چندین فعالیت بدهید.**

الف: سوال و جواب،   ب: کارهای گروپی،   ج: بحث آزاد،   د: کارهای خانگی

هـ: لکچر معلم،   س: مسابقه   ش: بازی   ک: ایفای نقش یا تمثیل

و: حفظ کردن شاگردان،   ل: تحرک مغزی   ز: کدام فعالیت دیگر مشخص نمایید...........................

د: مشکلات سواد آموزان

24 . **به نظر شما بزرگسالان چرا میخواهند باسواد شوند؟**

الف: بخاطر که فقیر هستند میخواهند در نتیجهٔ آموختن سواد پول زیادی را کمایی نمایند.

ب: بزرگسالان می فهمند که سواد یکی از ضروریات زنده گی روزمرهٔ آنها است

ج: میخواهند از مؤسسات (روغن، مواد خوراکه و دیگر مواد) بگیرند.

د: کدام سبب دیگر اگر هست مشخص نمایید...........................

25 . **آیا شاگردان شما از صنف سواد آموزی غیرحاضری می نمایند؟**

الف: بلی بطور معمول غیر حاضر اند،   ب: گاهی غیرحاضر میباشند،   ج: به ندرت غیرحاضر میباشند،

د: هیچ وقت غیرحاضری نمیکنند.

26 . **به نظر شما شاگردان شما چرا غیرحاضری می نمایند؟**

الف: بخاطر دوری راه،   ب: برای حاضر شدن در صنف سواد آموزی وقت کافی ندارند

ج: یاد گرفتن سواد برایشان مهم نیست.   د: یاد گرفتن سواد برایشان مشکل است.

هـ: کدام علت دیگر مشخص نمایید...........................

27 . **به نظر شما کارخانگی برای ارتقای سواد شاگردان بزرگسال کمک کرده میتواند؟**

الف: بلی   ب: نخیر   ج: نمیدانم

28 . **در هفتهٔ چند مرتبه به شاگردان بزرگسال کارخانگی میدهید؟**

الف: هر روز،   ب: در هفته دو مرتبه،   ج: در هفته یک مرتبه،   د: هیچ وقت کارخانگی نمیدهم.

29 . **وقتیکه شما به شاگردان کارخانگی میدهید، شاگردان شما چند بار کارخانگی را اجرا نمی نمایند؟**

الف: همیشه اجرا نمیکنند،   ب: گاهی اجرا نمیکنند،   ج: به ندرت اجرا نمیکنند،   د: همیشه اجرا میکنند.

30 . **در صورتیکه شاگردان شما کارخانگی را اجرا نمی نمایند، به نظر شما علت عدم اجرای کار خانگی چه میباشد؟ (شما میتوانید بیشتر از یک انتخاب داشته باشید).**

الف: شاگردان نمیتوانند کارخانگی را اجرا کند.   ب: شاگردان برای اجرا کارخانگی وقت ندارند.

ج: شاگردان قرطاسیهٔ لازم برای اجرا کارخانگی ندارند.   د: علت دیگر مشخص نمایید...........................

31 . **بحیث معلم سواد آموزی شما شاگردان خود را چطور ارزیابی مینمایید؟**

الف: من یادداشت روزانه دارم و روزانه پیشرفت سواد شاگردان را یادداشت مینمایم.

ب: من ماهوار، امتحان تحریری میگیرم.

ج: من ماهوار، امتحان شفاهی میگیرم.

د: ضرورت نمی بینم که قابلیت شاگردان ارزیابی شود.

هـ: من شاگردان خود را ارزیابی نمیکنم

و: ارزیابی شاگردان از وظایف من نیست.

ز: طریقهٔ دیگر مشخص نمایید...........................

هـ: حمایت بیرونی برای مرکز آموزش محلی

32 . **در قریهٔ شما شورای محلی وجود دارد؟**   الف: بلی،   ب: نخیر

3 . 3 اگر جواب شما (بلی) باشد، به نظر شما شورای محلی تا کدام اندازه مراکزآموزش محلی و سواد آموزی را حمایت میکند؟ (شما میتوانید یک انتخاب داشته باشید)

الف: شورای محلی از سوادآموزی و مرکز آموزش محلی در قریه حمایت میکند

ب: شورای محلی، از سواد آموزی و مرکز آموزش محلی حمایت نمیکند.

ج: شورای محلی، مرکز آموزش محلی را حمایت میکند و کورسهای سواد آموزی در آن را حمایت نمیکند.

د: شورای محلی، از سوادآموزی حمایت میکند ولی از مرکز آموزش محلی حمایت نمیکند.

هـ: شورای محلی، گاهی به مرکز آموزش محلی و کورسهای سواد آموزی مشکل ایجاد میکند.

و: عوامل ترک کورسهای سواد آموزی، سواد آموزان در چیست؟

4 . 3 جدول ذیل در ارتباط به شاگردان صنف شما است لطفا خانه پوری نمایید .

شاگردان	مجموع راجستر شده در شروع صنف	تعداد غیرحاضران دایمی	تعداد حاضران دایمی	تعداد حاضران غیر منظم
شاگردان ذکور				
شاگردان اناث				
مجموع				

1 . در ارتباط به موضوع ذیل چه نظر دارید، از (صفر تا ۵) نمره بدهید، نمره شما باید به اساس مهم بودن جمله بلند و پایین باشد. بلند ترین نمره به موضوع داده شود که به نظر شما مهم است. شما می توانید یک نمرۀ را به چندین موضوع بدهید.

(شاگردان بزرگسال در محل شما چرا کورس سوادآموزی را ترک میکند):

الف: بخاطر دوری راه

ب: بخاطر که از یادگرفتن سواد می شرمند.

ج: بزرگسالان در کارهای دیگر اجتماعی مصروف هستند.

د: بزرگسالان فکر میکنند که کورس سواد آموزی شاید برای زنده گی شان آیندۀ شان مؤثر نباشد.

هـ: رسم و رواج محلی آنها را نمی ماند که در کورسهای سواد آموزی اشتراک نمایند.

و: وضعیت امنیتی مانع اشتراک شان در کورسهای سوادآموزی میگردد.

ز: بزرگسالان باید به فامیلهای شان نان پیدا کنند، بناء وقت ندارند به کورس سواد آموزی بیایند.

ح: مواد لازم ندارند که به یادگیری سواد کمک کند. بناء دلسرد میشوند.

ط: مرکز آموزش محلی برایشان فرصت یادگیری سواد را مهیا کرده نمیتواند.

ی: بعضی از معلمان همیشه غیرحاضر میباشند.

ک: علت دیگر مشخص نمایید.........................

5 . 3 علت اساسی ترک کورسهای سواد آموزی از جانب زنان چیست از (صفر تا ۵) نمره بدهید، نمره شما باید به اساس مهم بودن علت بلند و پایین شود. بلند ترین نمره به علتی داده شود که به نظر شما مهم است. فرق نمی کند، شما می توانید یک نمرۀ را به چندین علت بدهید.

الف: نبودن معلمان زنانه،   ب: رسم و رواج جامعه،   ج: عروسی قبل از وقت

د: نگهداری اطفال،   هـ: فقر   و: دیگر علت مشخص نمایید.........................

2 . به نظر شما، آیا اسلام موافق سواد آموزی زنان است یا خیر ؟

الف: اسلام سواد آموزی زنان را حمایت میکند،   ب: اسلام مخالف سوادآموزی زنان است،   ج: مردم در رابطه نظریات متفاوت دارند.

ز: رضایت معلمان و تقاضای شان

3 . از حمایت وزارت معارف به مرکز آموزش محلی شما تا کدام اندازه راضی و یا ناراضی هستید؟

الف: بطور کامل راضی هستم،   ب: راضی هستم،   ج: ناراضی هستم،   د: بطور کامل ناراضی هستم،   هـ: نمی دانم

4 . تقاضای شما از وزارت معارف در ارتباط به ارتقای سواد چیست؟ (شما میتوانید یک انتخاب داشته باشید)

الف: باید معاش معلمان بلند شود.

ب: تعداد مراکز آموزش محلی اضافه شود

ج: تعداد معلمان در مراکز آموزش محلی اضافه شود

د: تقاضای دیگر مشخص نمایید.........................

ح: فرصت ها برای ارتقای سطح سواد

5. **به کدام اندازه به موضوع ذیل موافق هستید؟**

(کورسهای سواد آموزی برای مردم محل در مراکز آموزش محلی یک فرصت خوب برای ارتقای سطح سواد است)

الف: بطور کامل موافق،   ب: موافق،   ج: مخالف،   د: بطور کامل مخالف،

هـ: نمی دانم

6. **کورسهای سواد آموزی در مرکز آموزش محلی نسبت به دیگر کورسهای سواد آموزی بهتر است بخاطر که :**
(شما میتوانید یک انتخاب داشته باشید).

الف: مرکز آموزش محلی برای ارتقای سطح سواد یگ نهاد دایمی میباشد.

ب: مرکز آموزش محلی معلمان دایمی دارد.

ج: مرکز آموزش محلی با دیگر کورسهای سوادآموزی تفاوتی ندارد.

د: کورسهای دیگر سواد آموزی نسبت به مرکز آموزش محلی بهتر میباشد.

هـ: نمی دانم.

و: چیزی دیگر توضیح دهید.................................

7. **آیا شما فرصت های درج شده در جدول ذیل دارید یا خیر؟**

فرصت	بلی	نخیر
ارتقای ظرفیت معلمان		
فرصت وظیفه دایمی		
فرصت وظیفه در نزدیکی خانه		
فرصت دیگر مشخص نمایید..........		

8. **فرض کنید در قریهٔ شما مرکز آموزش محلی نیست، چه خواهد شد، لطفا حداکثر در دو سطر جواب دهید.**

....

....

پرسشنامه برای سواد آموزان مراکز آموزش محلی

الف: معلومات شخصی:

1. **جنسیت:**   الف: مرد   ب: زن

2. **عمر:**................

3. **حالت مدنی:**   الف: متأهل،   ب: مجرد،   ج: بیوه

4. **تعداد اطفال**............

5. **وظیفهٔ شما خارج صنف سواد آموزی**

6. **نام مرکز آموزش محلی شما.**........................

7. **چند ماه کورس سواد آموزی را تعقیب نموده اید**...............ماه

8. **چند بار است که کورس سواد آموزی را تعقیب مینمایید.**...............

ب: مشکلات سواد آموزان

9. **چه وقت کتابهای سواد آموزی را دریافت کردید؟**

الف: از شروع کورس

ب: بعد ازینکه چند وقت از شروع کورس گذشت.

ج: کتابهای سواد آموزی را تسلیم شدم ولی به زبان مادری نیست

د: هیچ کتاب سواد آموزی نه گرفتم.

10. **لطفا از جملات ذیل یکی را دایره نمایید؟**

الف: خواندن کتابهای سواد آموزی بسیار مشکل است

ب: کتابهای سواد آموزی بسیار آسان است، ضرورت به خواندن ندارد.

ج: معلم نمیتواند کتابهای سواد آموزی را بطور درست تدریس نماید.

11. **لطفا از جملات ذیل یکی را دایره نمایید؟**

الف: حکومت به ما قرطاسیه میدهد

ب: مؤسسه به ما قرطاسیه میدهد

ج: خودم قرطاسیه لازم را خریداری مینمایم

د: هیچ قرطاسیه ندارم

هـ: به قرطاسیه هیچ ضرورت نیست

12 . در صنف شما کدام یکی از فعالیت های ذیل همیشه تکرار میشود؟ (شما میتوانید یک فعالیت را انتخاب نمایید).

الف: معلم، کتاب سواد آموزی را تدریس میکند و ما پس از او تکرار می نماییم

ب: معلم، کتاب سواد آموزی را تدریس میکند و ما بعد از آن در گروپ های تکرار می نماییم.

ج: معلم، کتاب سواد آموزی را تدریس میکند و بعد ما سوال میکنیم.

د: معلم، کتاب سواد آموزی را تدریس نمیکند، شاگردان خود شان یکی از دیگر یاد میگیرند.

هـ: معلم، کتاب سواد آموزی را تدریس نمیکند، شاگردان کتاب را میخوانند بعدا از معلم سوال میکنند.

13 . لطفا از جملات ذیل یکی را دایره نمایید؟

الف: معلم همرای ما کمک میکند تا خواندن و نوشتن را یاد بگیریم

ب: معلم همرای ما کمک میکند تا کتاب سواد آموزی را خوانده بتوانیم

ج: ما نمی دانیم که معلم چه را تدریس میکند

14 . چرا میخواهید سواد را یاد بگیرید؟

الف: میخواهم باسواد شوم و سواد یکی از ضروریات زنده گی است.

ب: میخواهم از سواد استفاده کرده پول پیدا کنم.

ج: میخواهم ازین طریق از مؤسسات (روغن و گندم) دریافت نمایم.

د: سبب دیگر واضح نمایید......................

15 . لطفا از جملات ذیل یکی را دایره نمایید؟

الف: معلم به ما کارخانگی میدهد، و پس آنرا چک میکند.

ب: معلم به ما کارخانگی میدهد، ولی پس چک نمیکند.

ج: معلم به ما کارخانگی میدهد، ولی نمیتوانم آنرا اجرا کنم.

د: معلم به ما کارخانگی نمی دهد.

هـ: کارخانگی به ما هیچ مهم نیست.

16 . لطفا از جملات ذیل یکی را دایره نمایید؟

الف: معلم ما همیشه غیرحاضر میباشد.　　　　ب: معلم گاهی غیرحاضری می نماید.

ج: معلم هیچ غیرحاضری نمیکند.　　　　د: معلم به صنف می آید ولی قبل از اینکه صنف خلاص شود میرود.

هـ: معلم به مرکز آموزش محلی میاید ولی به صنف حاضر نمیشود.

17 . در طول هفته چند دفعه به صنف حاضر میشوید؟

الف: یک روز در هفته.　　ب: دو روز در هفته.　　ج: سه روز در هفته.　　د: چهار روز در هفته

هـ: پنج روز در هفته.　　و: شش روز در هفته.　　ز: هفت روز در هفته.　　ح: هیچ به صنف نمیایم

ط: یگان وقت به صنف حاضر میشود

18 . لطفا از جملات ذیل یکی را دایره نمایید؟

الف: پدر و مادر من باسواد هستند.　　ب: پدر و مادر من بیسواد هستند.

ج: مادرم باسواد ولی پدرم بیسواد است.　　د: پدرم باسواد ولی مادرم بیسواد است.

ج: فرصت های که توسط مرکز آموزش محلی و کورس سواد آموزی ایجاد شده

19 . آیا موافق هستید که کورس سواد آموزی مرکز آموزش محلی در زنده گی شما تغیر آورده میتواند؟

الف: بطور کامل موافق،　　ب: موافق،　　ج: مخالف،　　د: بطور کامل مخالف،

هـ: نمی دانم

20 . لطفا از جملات ذیل یکی را دایره نمایید؟

الف: من بعد از ختم کورس سواد آموزی توان خواندن و نوشتن را دارم.

ب: من کوشش خواهم کرد که تا ختم کورس سواد آموزی خواندن و نوشتن را یاد بگیرم.

ج: مطمئن نیستم که تا ختم کورس خواندن و نوشتن را یاد بگیرم.

د: به ختم کورس سواد آموزی ما قادر به خواندن و نوشتن نخواهم شد.

1 .2 آیا در مرکز آموزش محلی مواد درج جدول ذیل موجود میباشد؟

مواد	بلی	نخیر
صنف سواد آموزی		
چوکی		
میز		
تخته		
بخاری		

د: علت ترک کورس سواد آموزی توسط سواد آموزان

2 .2 در ارتباط به جمله ذیل چه نظر دارید، از (صفر تا ۵) نمره بدهید، نمره شما باید به اساس مهم بودن موضوع از بلند به پایین نمره بدهید. بلند ترین نمره به موضوع داده می شود که به نظر شما مهم است. فرق نمی کند، شما یک نمرهٔ را به چندین موضوع داده می توانید.

(شاگردان بزرگسال در محل شما کورس سوادآموزی را ترک میکند):

الف: بخاطر دوری راه

ب: بخاطر که از یادگرفتن سواد می شرمند.

ج: بزرگسالان در کارهای دیگر اجتماعی مصروف هستند.

د: بزرگسالان فکر میکنند که کورس سواد آموزی شاید در آینده زنده گی شان مؤثر نباشد.

هـ: رسم و رواج محلی آنها را نمی ماند که در کورسهای سواد آموزی اشتراک نمایند.

و : وضعیت امنیتی مانع اشتراک شان در کورسهای سوادآموزی میگردد.

ز: بزرگسالان باید به فامیلهای شان نان پیدا کنند، بناء وقت ندارند به کورس سواد آموزی بیایند.

ح: مواد لازم ندارند که به یادگیری سواد کمک کند. بناء دلسرد میشوند.

ط: مرکز آموزش محلی برایشان فرصت یادگیری سواد را مهیا کرده نمیتواند.

ی: بعضی از معلمان همیشه غیرحاضر میباشند.

ک: علت دیگر مشخص نمایید..............................

3 .2 علت اساسی ترک کورسهای سواد آموزی از جانب زنان چیست از (صفر تا ۵) نمره بدهید، نمره شما باید به اساس مهم بودن علت از بلند به پایین باشد. بلند ترین نمره به علتی داده می شود که به نظر شما مهم است. فرق نمی کند، شما می توانید یک نمرهٔ را به چندین علت بدهید.

الف: نبودن معلمان زنانه،   ب: موانع عرف و عادات جامعه،   ج: عروسی قبل از وقت

د: نگهداری اطفال،   هـ: فقر   و: کدام علت دیگر اگر وجود دارد مشخص نمایید..............................

4 .2 لطفا از جملات ذیل یکی را دایره نمایید؟ (فقط شاگردان اناث)

الف: شوهر، پدر و برادر خوشحال میشود که من باسواد شوم.

ب: شوهر، پدر و برادر ناراحت میشود که من باسواد شوم.

ج: سواد من به پدر و مادر من مهم نیست.

د: سواد من به شوهر من مهم نیست.