

# FOSTERING A SOCIAL PRACTICES APPROACH TO ADULT LITERACIES FOR IMPROVING PEOPLE'S QUALITY OF LIFE IN WESTERN RWANDA



## Policy Brief 1: The Social Practices Approach to Adult Literacies: How to Stop Failing Adult Learners

### The Issue: the State of Adult Literacy in Rwanda

Rwanda has set itself the ambitious target of enabling every adult to be able to read and write a simple passage and do basic arithmetic, but little progress is being made towards achieving it. EICV 5, carried out in 2017/18, found that nearly a third of adults say that they cannot perform these crucial tasks, and the proportion increases to just over 50% if we add those that say they can only do them with difficulty. Little progress is being made in reducing the proportion of adults that struggle with literacies. In the last 15 years there has been only a five percentage-point drop, from 37% in EICV 2 to 32% in EICV 5.

Our research in the Western Province shows that only 9% of adults have attended a literacy course, even though 33%<sup>i</sup> do not have the essential literacies capabilities. Only 14% of those that have attended a course have gained the skills that they hoped they would gain. Sixty-six per cent still cannot read Kinyarwanda and 76% cannot write in Kinyarwanda, 93% cannot do simple calculations and 99% cannot send and receive a text messages on a mobile phone.

Women are more likely than men not to have literacies capabilities - 36% compared to 27% of men. Difficulties with literacies undermines people's quality of life. Those who struggle with literacies are also much more likely to be poor than those who are confident with literacies - 43%

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are poor, compared to 28% of adults that completed at least grade one of primary school. Those without literacies capabilities have difficulty in getting employment and experience problems in their everyday lives because they cannot read and write. They are excluded from leadership positions, unable to read the instructions on medicines, have to ask other people to read letters for them and often lack confidence in themselves.

*I was once a leader in our savings group but when they found out that I could not read and write they removed me.*

*They advise you to help your children with homework but because you are unable to read and write you can't help them.*

*When my relatives send me money I ask an agent to tell me how much is there. Sometimes he asks me the pin number and he then takes my money.*

## The Problem: Why are People not Gaining Capabilities in Literacies ?

The Government of Rwanda has developed a curriculum for adult education, and local government oversees the delivery of adult education and of examinations. However, there is only a very small budget, and the government relies on NGOs and faith-based organisations to deliver adult literacies classes. These organisations often lack the necessary resources to provide a good quality of education. There is no national teaching qualification for adult literacies teachers, and adult literacy classes are taught by mainly by volunteer tutors, many of whom have completed only primary school, and at best had one week's training in teaching adults. The literacy centres are generally poorly equipped, classes are often held in churches or in the open air, and there is a shortage of learning materials. Some centres do not even have blackboards.

In practice there are many issues with Literacy classes which suffer from poor attendance and high dropout rates. Classes seldom arranged at times convenient to most learners and tutors do not always turn up. Women find it difficult to attend because they have to look after the children and do domestic work as well as generate an income. Men are reluctant to admit that they are not able to read and write. Coping with poverty takes time and energy, and attending literacy classes is not a priority, even though people know they will benefit from doing so. Many older learners have age-related poor sight and cannot see well enough to participate in the classes.

Although the Rwandan adult education curriculum is designed to engage with learners and help them develop knowledge that will be useful for their daily lives, the teaching methods tend to be teacher dominated and didactic and therefore inappropriate. Learning is about more than content; it is about developing cognitive, problem-solving and personal capabilities that enable learners to deal more effectively with the challenges they confront in their daily lives. Adults who attend adult literacies programmes are taught using learner-centred approaches that allow them to determine the content relevant to their daily lives

### Chalk and ?



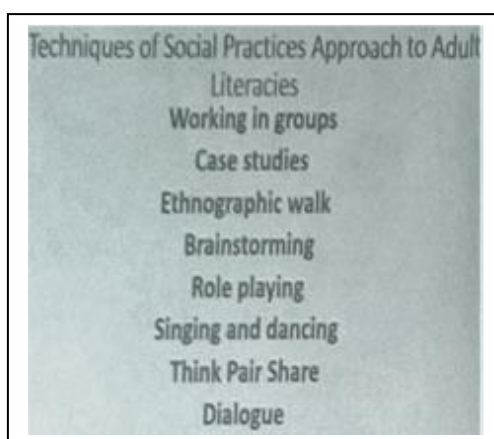
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gaining useful capabilities even if they do not retain the reading, writing and calculation practices that they learned. When, they learn reading, writing and calculation practices that useful to them in their daily lives are more likely to continue to utilise these practices.

## The Social Practices Approach for Teaching Adult literacies

Research has shown that the approaches used to teach adults are key to effective learning. The impact of social literacies programmes can be high if novel approaches are used. These approaches can increase empowerment and civic participation among those that take part in the programmes. Graduates from such programmes are more likely to take on leadership roles in their communities. There are also socioeconomic outcomes such as improving household health and income by enhancing learners' health knowledge and income-generating activities.

To gain these benefits, adult learners need to be taught using student-centred methods. They need to be active learners developing research and thinking skills and taking responsibility for their own learning. The be designed to enable literacies practices that everyday lives. One such Practices Approach, for use in Rwanda. We of a team of five University of Rwanda's that the University can be training in the Social Rwanda. A Continuing Diploma in the Social been validated at the train graduates in training the trainers of literacies tutors. The first cohort of students will graduate from the course in November and the second cohort will graduate in 2020.



teaching methods need to learners to develop will be useful in their method is the Social which we have adapted have built the capabilities academics at the School of Education so a centre of excellence for Practices Approach in Professional Development Practices Approach has University of Rwanda to

We have also trained community (volunteer) literacies tutors to deliver classes using a social practices approach and have to date graduated a cohort of students. We have modified the approach so that national curriculum is embedded. We have found that tutors are enthusiastic about the approach and learners have welcomed being active in their learning, involved in deciding what they will learn and gaining practical knowledge that helps them in their daily lives. The adult learners work together on projects and research - for example, on how to prevent their children becoming stunted by improving hygiene in the home and giving their babies and infants an appropriate diet. Some learning groups have set up and run their own savings and loans clubs. Esther, who has just graduated from one of our classes told us:

*'We are now applying the different skills we learnt, like family planning, balanced diet and hygiene and sanitation. I am now smart and look younger than before because I am clean.'*

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## Policy Recommendations.

### Consideration should be given to:

- One tutor in each teacher training college being supported to take the University of Rwanda's Postgraduate Continuing Professional Development Diploma in the Social Practices Approach;
- The curriculum for pre-service primary school teacher training including training in the Social Practices Approach;
- The BEd degree including training in the Social Practices Approach;
- Primary Schools extending their remit to include running adult education centres and training community adult education tutors;
- As funding becomes available, an additional classroom being added to primary schools to serve as a resource centre and for delivering adult education classes;
- To renaming tutors from 'Volunteer Tutors' to 'Community Education Tutors' (recognising that adult education is about more than literacy);
- Every village electing a Community Adult Education Tutor, who would then be trained in the Social Practices Approach and be responsible for encouraging adults who have poor reading, writing and arithmetic capabilities, offering support for adults attending adult education classes and delivering classes as agreed with the sector education officer and literacies centres.

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<sup>1</sup> Sources of data: EICV 5 and the project quantitative and qualitative data set

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Acknowledgement: The project *Fostering a Social Practice Approach to Adult Literacies for Improving People's Quality of Life In Western Rwanda* is funded by the Scottish Government under its Scotland Rwanda programme 2017-2022: <https://www.gov.scot/publications/rwanda-development-programme-2017-2022-grant-awards/>.

**Disclaimer:** The views in this Brief cannot necessarily be taken as representing the views of the Scottish Government, the Court of the University of Aberdeen or any of the project partners.



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