



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

Cohort 2 and 3 Adult learners' Perceptions of Adult Literacies Course Delivery using SPA and their Performance in the Final Examinations

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Part 1: Cohort 2 and 3 Adult Learners' Perceptions of Literacies Course Delivery Using a Social Practices Approach

1.1. Introduction

This report provides cohort 2 and 3 adult literacies learners' experiences and satisfaction with adult literacies teaching and learning using a Social Practices Approach (SPA). The evaluation was conducted in line with a five-year project on 'Fostering a Social Practice Approach to Adult Literacies for Improving People's Quality of Life in Western Rwanda' funded by the Scottish Government under its Scotland-Rwanda fund. The project aims to translate into the Rwandan context the Scottish Social Practice Approach (SPA) to adult literacies to improve adult education. The project is being implemented in Western Province in the Districts of Rubavu, Karongi and Rusizi by a partnership led by the University of Aberdeen and including the Institute of Policy Analysis and Research-Rwanda, the University of Rwanda-College of Education (UR-CE), and three Teacher Training Colleges (TTCs) in Western Province: Gacuba II, Rubengera, and Mururu.

Five tutors from each TTC have been trained on the Social Practice approach of adult Literacies and have taught community literacies tutors through an apprenticeship model. Similarly, five Professional Developers from the University of Rwanda-College of Education received training on SPA and have developed training materials for college student teachers and community literacies tutors. They have been collaborating with TTC tutors in various project implementation activities, including but not limited to the training of tutors from other TTCs, recruitment and training of community literacies tutors, preparation of final examinations for adult literacies learners and conducting evaluations.

The first evaluation was conducted in 2019, and the views of the first cohort of adult learners and community literacies tutors on SPA delivery /implementation were sought. Accordingly, it was imperative to equally seek the perceptions of cohort 2 and 3 adult literacies learners. The findings of this evaluation could be used for strategic planning and improvement of project activities. The SPA to adult literacies is based on the following guiding principles: knowing and understanding the community of participants, negotiating participation, co-planning, designing a variety of learning activities using locally available resources, assessing learning, and evaluating, reflecting on learning. These principles are used by community literacies tutors and TTC tutors

in the delivery of adult literacies courses to adult literacies learners in various adult learning centres in the districts of Karongi, Rubavu and Rusizi in the western province of Rwanda.

1.2. Methodology

The evaluation was conducted in adult literacies centres in the districts of Karongi, Rubavu and Rusizi. A satisfaction evaluation tool was administered to cohort 2 and 3 adult literacies learners to assess their satisfaction with course delivery using SPA. The evaluation tool comprised a five-point numerical satisfaction scale ranging from not at all satisfied to extremely satisfied. Participants were selected using probability sampling stratified by gender and age. Descriptive statistics were employed to analyze data.

1.3. Demographic data

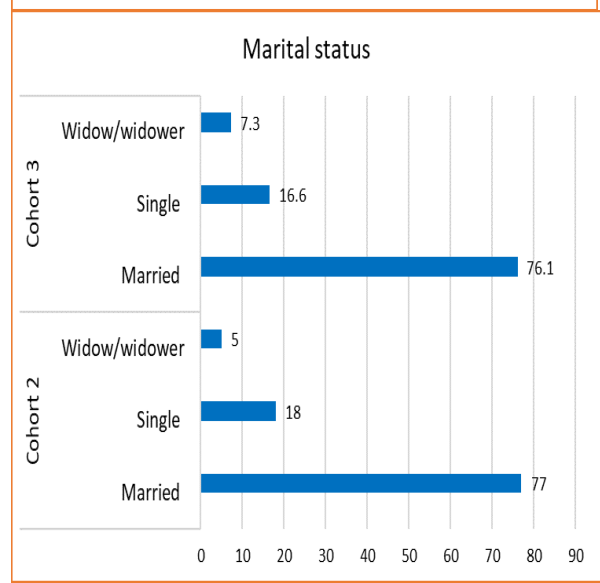
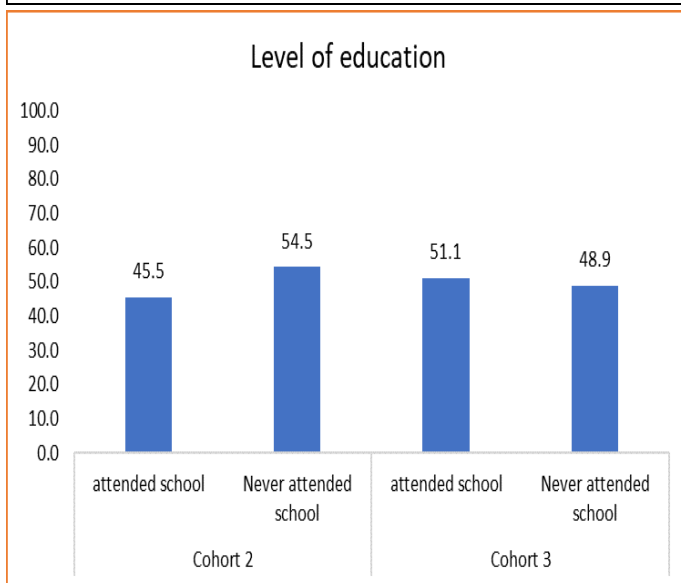
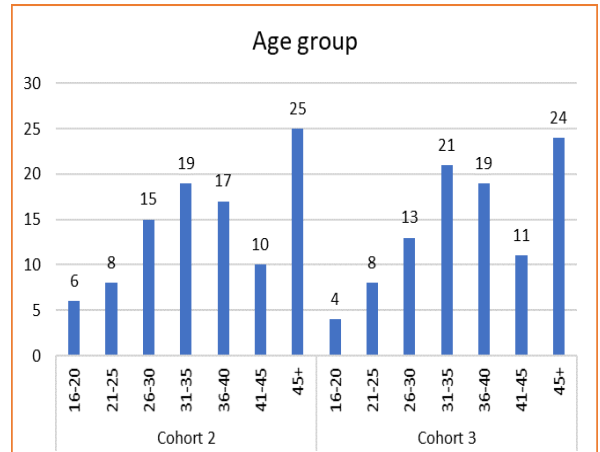
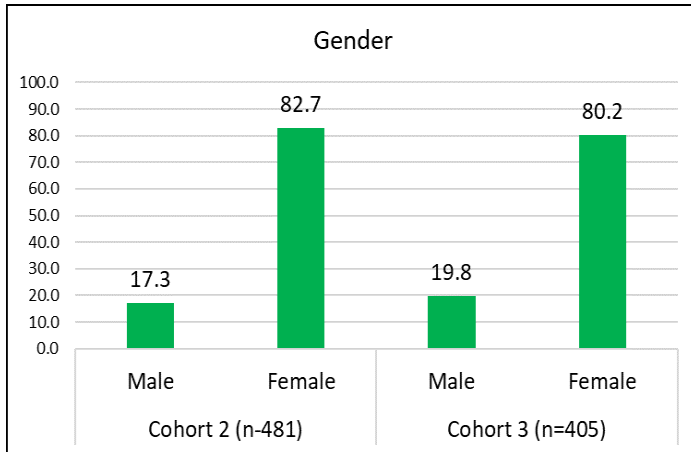
In survey studies, demographic data is crucial because it shows different index study variables and subsets of the study population (Connelly, 2013). In this evaluation, the demographic profiles of the respondents considered include age, sex, marital status, and level of education. There were respondents 886 (481 sampled from cohort 2 and 405 from cohort 3) in different adult literacy centres.

Generally, a significantly large number of the respondents were female (about 83% in cohort 2 and 80% in cohort 3). These statistics reflect the gender distribution of adult learners enrolled in both cohorts. Disaggregated by age, slightly less than a third of the respondents in cohort 2 (29%) and a quarter (25%) in cohort 3 were youth (16-30 years). Those aged between 31-40 years constituted 36% and 40% in cohorts 2 and 3 correspondingly. Respondents aged 41-45 accounted for 10% (cohort 2) and 11% (cohort 3), while those above 45 years constituted about a quarter in each cohort. These statistics show that adult learners enrolled in both cohorts ages ranged from those under 30 years to those in their late sixties.

Concerning the level of education, the proportion of respondents in cohort 3 who attended school (51% and those who never attended (49%) was nearly the same, while in cohort 2, there was a slight difference in the distribution (45.5% attended school and 55.5% did not). Figure 6 reveals that, in general, the level of education of most of the female and male

respondents are low. It also shows that the percentage of male respondents who attended school is relatively higher than that of females. In the same vein, among respondents who did not attend school, the proportion of females (43%) was significantly higher than males (20.3%). In relation to marital status, it is apparent from Figure 6 that most of the respondents in both cohorts were married (76% in cohort 2 and 77% in cohort 3).

Demographic characteristics of the respondents



1.4. Findings

This section provides findings on adult learners' satisfaction with teaching learning and assessment practices using SPA. It also includes adult learners' opinions on knowledge and skills acquired, such as nutrition, health literacy, financial, gender and development, entrepreneurial, mobile phone and reading, writing, and counting literacies.

1.4.1. Respondents' satisfaction with SPA teaching and learning techniques

As shown in Table1, there was generally no significant difference in the overall mean score (M) on SPA teaching and learning techniques between cohort 2 and 3 adult literacies learners. The mean score was 4.4 for cohort two and 4.3 for cohort 3, showing that adult literacies learners were generally very satisfied with the SPA teaching and learning techniques that community literacies tutors used to deliver adult literacies classes. About 96% (cohort 2) and 90% (cohort 3) respondents were either 'very satisfied' or 'extremely satisfied with the agreed-upon time for classes. Similarly, most learners were satisfied or extremely satisfied with the statement that 'opportunity for learners to work collaboratively', 96% (cohort 2) and 95% (cohort 3). Over 90% of cohort 2 and 3 respondents said they were either very satisfied' or 'extremely satisfied with the 'opportunity for learners to participate in classroom activities.

Regarding relating the lessons to real-life situations in the learners' community, around 95% in both cohorts were either very satisfied' or 'extremely satisfied'. Over 75% of learners in both cohorts said that they were very satisfied or extremely satisfied with: the use of local learning materials; the teaching literacies that are useful in learners' everyday lives; the consideration given to learners' individual needs; and the classroom learning environment.

Table 1: Respondents' satisfaction with teaching learning techniques using SPA

Item statements	Cohort 2 (n=481)						Cohort 3 (n=405)					
	Not at all satisfied (1)	Less satisfied (2)	Moderately satisfied (3)	Very satisfied (4)	Extremely satisfied (5)	Mean Score (M)	Not at all satisfied (1)	Less satisfied (2)	Moderately satisfied (3)	Very satisfied (4)	Extremely satisfied (5)	Average point (AP) Score
Agreed upon time for classes	3(0.6%)	5(1%)	9(1.9%)	70(14.5%)	394(81.9%)	4.7	7(1.7%)	9(2.7%)	24(5.9%)	105(25.9%)	258(63.7%)	4.4
Opportunity for learners to work collaboratively.	1(0.2%)	4(0.8%)	13(2.7%)	101(21%)	362(75.3%)	5.0	7(1.7%)	6(1.5%)	6(1.4%)	103(25.4%)	283(69.9%)	4.6
Treating learners with respect	-	1(0.2%)	8(1.7%)	74(15.3%)	398(82.7%)	4.8	10(2.5%)	4(0.5%)	4(1%)	75(18.6%)	313(77.4%)	4.6
Consideration of individual learners' needs.	1(0.2%)	15(3.1%)	83(17.3%)	382(79.4%)	-	3.7	10(2.5%)	8(2%)	8(2%)	85(21%)	294(72.5%)	3.9
Conduciveness of classroom learning environment	-	17(3.5%)	24(5%)	96(19.9%)	344(71.5%)	4.5	18(4.5%)	34(8.4%)	42(10.4%)	79(19.6%)	231(57.2%)	4.1
Opportunity for learners to participate in classroom activities	-	7(1.4%)	13(2.7%)	102(21.2%)	359(74.6%)	3.9	12(2.9%)	3(0.7%)	11(2.7%)	96(23.7)	283(69.9%)	4.5
Relating the lessons to real-life situations in the learners' community	-	2(0.4%)	17(3.5%)	96(19.9%)	366(76.1%)	4.7	9(2.2%)	2(0.5%)	8(1.9%)	115(28.4%)	271(67.1%)	4.5
Use of relevant local teaching and learning materials	10(2.1%)	23(4.8%)	34(7.1%)	107(22.2%)	307(63.8%)	4.4	10(2.5%)	10(2.5%)	77(19%)	143(35.3%)	165(40.7%)	4.1
Learning literacies are important in learners' every day lives	3(0.6%)	1(0.2%)	9(1.9%)	168(34.9%)	300(62.4%)	4.5	10(2.5%)	2(0.5%)	9(2.2%)	115(28.4%)	269(66.4%)	4.5
General mean score (M)						4.4						4.3

1.4.2. Adult learners' satisfaction with SPA assessment practices

Table 2 shows that overall, both cohort 2 and cohort 3 respondents were very satisfied with SPA assessment practices (M=4). However, concerning 'timely informing of learners of when and how they would be assessed', about 65% of the respondents in cohort 2 were either moderately satisfied or very satisfied. In comparison, 35% were either not at all satisfied or less satisfied. This was probably due to the COVID-19 pandemic, which caused uncertainties regarding the timing of assessment for all learners. However, for cohort 3, about 86% were very satisfied' or 'extremely satisfied'. This significant discrepancy in responses between cohort 2 and 3 is because cohort 3 adult learners were assessed when the situation was getting back to normal. Therefore, they were sure about when and how the assessment would be conducted.

Concerning other assessment practices such as assessing all literacies, including reading, writing and numeracy and giving opportunity for learners to assess each other, more than 80% of the respondents in both cohorts were either very satisfied or extremely satisfied

Table 2: Adult learners' satisfaction SPA assessment practices

Item statements	Cohort 2 (n=481)						Cohort 3 (n=405)					
	Not at all satisfied (1)	Less satisfied (2)	Moderately satisfied (3)	Very satisfied (4)	Extremely satisfied (5)	Mean Score (M)	Not at all satisfied (1)	Less satisfied (2)	Moderately satisfied (3)	Very satisfied (4)	Extremely satisfied (5)	Mean Score (M)
Timely informing of learners of when and how they would be assessed	80 (16.6%)	89 (18.5%)	10 (2.1%)	302 (62.8%)	-	3.1	47 (11.6%)	-	11 (2.7%)	83 (20.5%)	264 (65.2%)	4.2
Assessment of all literacies, including reading, writing and numeracy	3 (0.6%)	1 (0.2%)	10 (2.1%)	157 (32.6%)	310 (64.4%)	4.6	13 (3.2%)	-	43 (12.3%)	67 (16.5%)	282 (69.9%)	4.4
Opportunity for learners to assess each other	12 (3.2%)	3 (0.6%)	78 (16.2%)	102 (21.2%)	286 (59.5%)	4.3	12 (3%)	1 (0.2%)	54 (13.3%)	148 (36.5%)	190 (46.9%)	4.2
General mean score (M)						4						4.2

1.4.3. Adult Learners' perceptions on skills and literacies learnt using SPA

The SPA focuses on issues that are relevant in the everyday life of adult learners. Therefore, this section provides the views of adult learners on knowledge, understanding and skills acquired from the literacies they chose to learn.

1.4.3.1. Nutrition literacy

As shown in Table 3, more than 95% of the respondents in cohort 2 and cohort 3 either agreed or strongly agreed with the statement that 'I gained sufficient knowledge and understanding on a balanced diet. Similarly, the trend of response for 95% of the respondents or so, in cohorts 2 and 3 to the statement that 'I gained sufficient knowledge and understanding on the causes of stunted growth' and that 'I can apply the knowledge acquired on a balanced diet at home' skewed towards agreed or strongly agreed.

Table 3: Frequency count and number of responses to focused statements on nutrition literacy

Item statements	Cohort 2(n=481)				Cohort 3(n=405)			
	SD	D	A	SA	SD	D	A	SA
I gained sufficient knowledge and understanding of a balanced diet.	6 (1.2%)	7 (0.4%)	281 (58.4%)	182 (38.5%)	12 (3%)	2(0.5%)	207 (51.2%)	184 (45.4%)
I gained sufficient knowledge and understanding of the causes of stunted growth.	8 (1.7%)	6 (1.2%)	293 (61%)	174 (36.2%)	11 (2.7%)	8 (2%)	237 (58.5%)	148 (36.5%)
I can apply the knowledge acquired on a balanced diet at home	6 (1.2%)	11 (2.3%)	306 (63.7%)	158 (32.8%)	8 (2%)	8 (2%)	225 (55.6%)	164 (40.4%)

1.4.3.2. Health literacy

Health literacy is one of the aspects that adult literacies learners chose to learn. Therefore, respondents' opinions on their knowledge and understanding as well as application of the health literacy learnt were sought. Regarding family planning, over 95% of the respondents in cohorts 2 and 3 affirmed that they gained sufficient knowledge and understanding of reproductive health practices (See Table 4). Likewise, about 90% in cohorts 2 and 3 agreed that they understood the importance of family planning and the disadvantages of not using it.

A proportion of more than 90% in both cohorts reported using or intending to use family planning methods and have gained sufficient knowledge and understanding of the importance of paying for community-based health insurance on time. Similarly, over 95% of the respondents in cohort 2 and cohort 3 agreed with the statement that 'I gained sufficient knowledge and understanding of hygiene of household utensils' and that 'I gained sufficient knowledge and understanding of a good toilet and its hygiene'.

Moreover, more than 95% of the respondents in both cohorts agreed with the statement that 'I gained sufficient knowledge and understanding of body hygiene' and that I have contributed to the improvement of hygiene practices at home.

Table 4: Frequency count and number of responses to focused statements on health literacy

Item Statements	Cohort 2(n=481)				Cohort 3(n=405)			
	S D	D	A	SA	S D	D	A	SA
I gained sufficient knowledge and understanding of reproductive health practices (family planning)	4(0.8%)	9(1.9%)	228(47.4%)	240(49.9%)	11(2.7%)	6(1.5%)	148(36.6%)	240(59.3%)
I understood the importance of family planning	4(0.8%)	5(1%)	219(45.4)	251(52.2%)	10(2.5%)	5(1.2%)	136(33.6%)	252(62.2%)
I understood the disadvantages of not using family planning	5(1%)	4(0.8%)	227(47.2%)	245(50.9%)	11(2.7%)	5(1.2%)	143(35.3%)	246(60.7%)
I use or intend to use family planning methods because of participating in the adult literacies programme	24(5%)	17(3.6%)	204(42.4%)	236(49.1%)	28(6.9%)	15(3.7%)	134(33%)	228(56.3%)
I gained sufficient knowledge and understanding of the importance of paying for community-based health insurance (CBHI) on time	3(0.6%)	2(0.4%)	208(43.2%)	268(55.7%)	-	3(0.7%)	136(33.6%)	266(65.7%)
I gained sufficient knowledge and understanding of hygiene of household utensils	3(0.6%)	7(1.5%)	237(49.3%)	234(48.6)	5(1.2%)	-	179(44.2%)	221(54.5%)
I gained sufficient knowledge and understanding of a good toilet and its hygiene	10(2.1%)	3(0.6%)	243(50.5%)	225(46.8%)	3(0.7%)	-	182(44.9%)	220(54.3%)
I gained sufficient knowledge and understanding of body hygiene	3(0.6%)	3(0.6%)	236(49%)	239(49.7%)	6(1.2%)	-	168(41.5%)	232(57.3%)
I have contributed to the improvement of hygiene practices at home	3(0.6%)	10(2.1%)	244(50.7%)	224(46.6%)	6(1.2%)	-	172(42.5%)	228(56.3%)

1.4.3.3. Financial literacy

As indicated in Table 5, about 96% of cohort 2 respondents and almost all respondents in cohort 3 (99%) agreed with the statement that ‘I gained sufficient knowledge and understanding of the importance of saving’. Similarly, more than 90% of respondents in both cohorts affirmed that they gained sufficient knowledge and understanding of the importance of cooperatives and their role in community development and joined saving associations due to training received at the adult literacies centre.

Table 5: Frequency count and number of responses to focused statements on financial literacy

Item statements	Cohort 2(n=481)				Cohort 3(n=405)			
	SD	D	A	SA	SD	D	A	SA
I gained sufficient knowledge and understanding of the importance of saving	5(1%)	15(3.1%)	233(48.5%)	228(47.4%)	-	4(0.9%)	156(38.5%)	245(60.5%)
I joined a saving association because of training received at the adult literacies centre.	-	15(3.1%)	237(49.3%)	229(47.6%)	-	8(2%)	156(38.5%)	240(59.3%)
I gained sufficient knowledge and understanding of the importance of being in cooperatives and their role in community development	17(3.5%)	8(1.7%)	247(51.4%)	209(43.5%)	15(3.7%)	18(4.4%)	197(48.6%)	175(43.2%)

1.4.3.4. Farming literacy

Respondents’ views on knowledge and understanding as well as application of the farming literacy learnt were sought. More than 90% of the respondents in cohorts 2 and 3 agreed that they had gained sufficient knowledge and understanding of the importance of having a kitchen garden, the causes and prevention of soil erosion, and the use of farming practices recommended by the Government (use of improved seed, organic fertilizers, tree planting, terraces, land consolidation, etc.) (Table 6).

More than 90% of cohorts 2 agreed with the statement ‘I have established a kitchen garden at home’ and nearly 90% with the statement ‘I use farming methods recommended by the government’. Over 95% of the respondents in cohort 3 agreed with these statements.

Table 6: Frequency count and number of responses to focused statements on farming literacy

Item statements	Cohort 2(n=481)				Cohort 3(n=405)			
	SD	D	A	SA	SD	D	A	SA
I gained sufficient knowledge and understanding of the importance of having a kitchen garden	9(1.8%)	8(1.7%)	208(43.3%)	256(53.2%)	-	7(1.7%)	148(36.5%)	250(61.7%)
I have established a kitchen garden at home	11(2.3%)	15(3.3%)	195(40.6%)	259(53.8%)	7(1.7%)	5(1.2%)	166(40.9%)	227(56%)
I gained sufficient knowledge and understanding of the causes and prevention of soil erosion	13(2.7%)	25(5.2%)	238(49.5%)	205(42.6%)	2(0.4%)	12(3%)	203(50.1%)	187(46.2%)
I gained more knowledge and understanding of the use of farming practices recommended by the Government (use of improved seed, organic fertilizers, tree planting, terraces, land consolidation, etc.)	17(3.5%)	26(5.4%)	239(49.7%)	199(41.4%)	4(1%)	7(1.7%)	212(52.4%)	182(44.9%)
I use farming methods recommended by the Government	23(4.8%)	34(7.1%)	240(49.9%)	184(38.3%)	2(0.4%)	12(3%)	232(57.3%)	159(39.3%)

1.4.3.5. Gender and development literacy

Women's participation in community development and management of household assets may contribute to a reduction of gender inequality and provision for the needs of women and families. In this regard, adult learners' perceptions on gender and development literacy learned were probed. As depicted in Table7, more than 85% of the respondents in cohort 2 and cohort 3, respectively, pointed out that they gained sufficient knowledge and understanding of the role of women in community development. Similarly, about 90% of the respondents in both cohorts believe that they acquired adequate knowledge and understanding of the role of spouses in managing household assets /resources.

Table 7: Gender and development literacy

Item statements	Cohort 2(n=481)				Cohort 3(n=405)			
	SD	D	A	SA	SD	D	A	SA
I gained sufficient knowledge and understanding of the role of women in community development.	13(2.7%)	12(2.5%)	282(58.6%)	174(36.2%)	-	22(5.4%)	205(40.6%)	178(44%)
I gained sufficient knowledge and understanding of the role of partners in managing household assets	10(2%)	17(3.5%)	268(55.7%)	186(38.7%)	-	24(5.9%)	174(42.9%)	207(51.1%)

1.4.3.6. Entrepreneurial literacy

In response to the statement, ‘I gained sufficient knowledge and skills of creating jobs / self-employment,’ proportions of about 95% and 89% of the respondents in cohort 2 and cohort 3 respectively responded in the affirmative (see Table 8). Sixty-four per cent and about 69% of the respondents in the corresponding cohorts indicated that they applied the acquired knowledge and skills to establish an income-generating activity. Some of the activities mentioned include the rearing of pigs, rabbits, and hens.

Table 8: Responses to focused statements on entrepreneurial literacy

Item statements	Cohort 2(n=481)				Cohort 3(n=405)			
	SD	D	A	SA	SD	D	A	SA
I gained sufficient knowledge and skills in creating jobs/self-employment	7(1.4%)	15(3.1%)	271(56.3%)	188(39.1%)	5(1.2%)	40(9.9%)	231(57%)	129(31.9%)
I used the acquired knowledge and skills to establish an income-generating activity	11(2.3%)	172(35.8%)	285(61.3%)	13(2.7%)	10(2.4%)	117(28.9%)	239(59%)	39(9.6%)

1.4.3.7. Mobile telephone literacy

Due to the expansion of mobile infrastructure in rural areas in Rwanda, and the availability of phones usage of mobile phones has become part of everyday life. In this context, adult learners chose to learn about the use and functionality of mobile phones. Ideally, teaching mobile telephone literacy to adult learners must respond and adapt to their needs in everyday lives. Given this, four items were used to seek opinions of adult learners (in cohort 2 and cohort 3) about the mobile phone literacy learnt. The items focused on knowledge of the functionality and use of mobile phones. The four items are:

- (1) I gained sufficient knowledge and understanding of mobile phone functionality and how to use it in everyday life.
- (2) I can call someone using a mobile phone without assistance.
- (3) I can read a message on a mobile phone.
- (4) I can write and send a message using a mobile phone.

There were no significant variations between cohort 2 and cohort 3 in adult learners' responses to these statements. As can be seen from Table 9, about 91% of the respondents in cohort 2 and 89% in cohort 3 either 'agree' or 'strongly agree' that they gained sufficient knowledge and understanding of the functionality of a mobile phone and how to use it in everyday life. The number of adult learners in both cohorts that agreed with the second statement was about 90%. About 89% and 84% of the respondents in the second and third cohorts, respectively, agreed with the third statement. In the same way, 84% of cohort 2 respondents and about 79% of cohort 3 agreed with statement four that they can write and send a message using a mobile phone.

In general, these findings show that the use of the social practices approach enriched adult learners with more knowledge and understanding of the functioning of mobile phones and helped to improve their skills in using them.

Table 9: Frequency count and number of responses to focused statements on ICT literacy

Item statements	Cohort 2(n=481)				Cohort 3(n=405)			
	SD	D	A	SA	SD	D	A	SA
I gained sufficient knowledge and understanding of the functionality of a mobile phone and how to use it in everyday life	18(3.8%)	23(4.8%)	234(48.6%)	205(42.6%)	10(2.5%)	35(8.6%)	184(45.4%)	175(43.2%)
I can call someone using a mobile phone without assistance	18(3.7%)	15(3.1%)	226(47%)	222(46.2%)	13(3.2%)	28(6.9%)	175(43.2%)	188(46.4%)
I can read a message on a mobile phone	25(5.2%)	28(5.8%)	224(46.6%)	204(42.4%)	21(5.2%)	42(10.4%)	177(43.7%)	165(40.7%)
I can write and send a message using a mobile phone	46(9.5%)	33(6.9%)	219(45.6%)	183(38%)	38(9.4%)	48(11.9%)	183(45.2%)	136(33.5%)

1.4.3.8. Reading, writing, and counting skills

As depicted in Table 10, more than 90% of the respondents in both cohorts (2 and 3) acknowledged that they can now read the information on posters, noticeboards, signposts etc., written in Kinyarwanda, write a letter in Kinyarwanda and correctly count money.

Table 10: Frequency count and number of responses to focused statements about reading, writing, and counting

Item statements	Cohort 2(n=481)				Cohort 3(n=405)			
	SD	D	A	SA	SD	D	A	SA
I can now read the information on posters, noticeboards, signposts etc. written in Kinyarwanda	9(1.8%)	19(4 %)	24(50.1%)	211(43.9%)	13(3.2%)	26(6.4%)	195(48.1%)	171(42.2%)
I can write a letter in Kinyarwanda	12(2.5%)	25(5.2%)	251(52.2%)	193(40.1%)	13(3.2%)	31(7.7%)	193(47.6%)	168(41.5%)
I can properly count money	15(3.1%)	-	207(43%)	258(53.6%)	-	12(2.9%)	181(44.7%)	212(52.3%)

1.4.3.9. Overall satisfaction with literacies course delivery and contribution to the improvement of quality of everyday life

Table 10: Respondents’ overall satisfaction with literacies course delivery and contribution to the improvement of quality of everyday life

Item statements	Cohort 2(n=481)					Cohort 3(n=405)				
	Not at all satisfied (1)	Less satisfied (2)	Moderately satisfied (3)	Very satisfied (4)	Extremely satisfied (5)	Not at all satisfied (1)	Less satisfied (2)	Moderately satisfied (3)	Very satisfied (4)	Extremely satisfied (5)
How would you rate, on average, your satisfaction with the overall quality of the adult literacies course delivery	-	5 (1%)	31 (6.4%)	155 (32.2%)	290 (60.3%)	-	5 (1.2%)	14 (3.5%)	117 (28.9%)	269 (66.5%)
How would you rate, on average, your satisfaction with literacies in relation to contributing to the improvement of quality of everyday life	-	-	21(4.4%)	159(33.1%)	301 (62.6%)	-	1(0.2%)	11(2.7%)	129(31.9%)	264(64.4%)

1.4.4. Conclusion and Recommendations

Generally, there was no significant difference in responses regarding the quality of the adult literacies course delivery using SPA. A proportion of more than 90% of the respondents in both cohorts 2 and cohort 3 indicated they were either very or extremely satisfied with course delivery using SPA. The use of SPA in teaching and learning enabled adult learners to gain sufficient knowledge and skills to apply various literacies such as financial, health, nutrition, gender and development, and farming. The literacies learnt have contributed to improving the quality of life of adult learners. The use of SPA is in line with adult education policy recommendations of using learner-centred teaching methods and adopting a community-based approach for literacy¹.

Nevertheless, while over 90% of learners were very satisfied or extremely satisfied with the literacies learnt using SPA, they expressed the need for learning other literacies, especially English and Swahili, which they felt are equally important in their daily lives.

Furthermore, it was recommended that adult literacies centres be provided with more textbooks and two tutors for each adult literacies class to accommodate learners of varying levels better. They pointed out that some tutors find it difficult to effectively teach learners with different groups such as beginners, intermediate and advanced. They also requested financial support for

¹ MINEDUC (2014). Adult education Policy. Kigali: MINEDUC.

the graduates who formed associations and established small income-generating activities to expand them.

Part 2: Performance of cohort 2 and cohort 3 adult learners' performance in the final exam

2.1. Performance of 2nd Cohort adult literacies learners

Adult learners that returned to classes after the lockdown taught by the 2nd cohort community adult literacies tutors are provided in the table below.

Table 11: Number of 2nd cohort adult learners that continued with classes after the lockdown

District	Number of Female adult learners	Number of Male adult learners	Total
Rabavu	284	51	335
Karongi	378	110	488
Rusizi	380	85	465
Total	1042	246	1288

The second cohort of community adult literacies tutors has taught 1288 adult literacies learners, of which 81 % are females and 29 are males.

Table 12: Second cohort of adult learners' performance in final examinations

District	Pass		Total Pass	Fail		Total Fail	Total number that sat for examinations
	Male	Female		Male	Female		
Rabavu	22	187	209	1	13	14	233
Karongi	61	271	332	3	32	35	367
Rusizi	46	211	257	1	8	9	266
Total	129	669	798	6	53	59	857

Observations

- The number of the second cohort of adult literacies learners that did the final examinations is 857.
- The second cohort of adult literacies learners that passed examinations is 93%, and failures constitute 7%.
- In Rubavu, initially, adult learners were 434, but 223 sat for the examination. The 211 did not take the examination for the following reasons:
 - Some didn't return to class due to COVID-19
 - Some are still learning- their level would not permit them to sit for the exam.
 - Some crossed to Goma in DRC.
- In Karongi, 488 resumed classes after the lockdown, but only 367 sat for exams. A total of 121 did not sit the examination due to the following:
 - Some did not show up for the examination due to sickness, maternity leave, household responsibilities, etc.
 - Some were not ready to sit for a final examination due to irregular attendance and are still studying.
 - Some dropped out.
- In Rusizi, initially, 444 adult learners enrolled in 2019, but after lockdown, some joined, and the number increased to 465, but only 266 sat for the exams. A total of 199 did not sit for the exam because some were still in beginner and intermediate levels.

2.2. Performance of 3rd Cohort adult literacies learners

Table 13: Number of 3rd cohort adult learners enrolled

District	Gender		
	Female	Male	Total
Karongi			
Rubavu	449	130	579
Rusizi	295	131	426
Total	1301	394	1695

Table 14: Performance of 3rd cohort adult learners in final examinations

District	Number that sat Exams			Performance					
	Number that sat for the exam			Pass			Fail		
	Female	Male	Total	Female	Male	Total	Female	Male	Total
Karongi	538	128	666	483	121	604	55	7	62
Rubavu	350	64	414	321	62	383	29	2	31
Rusizi	233	122	355	207	121	328	26	1	27
Total	1121	314	1435	1011	304	1315	110	10	120

Observations

A total of 1695 adult learners were enrolled, and only 1435 sat for summative exams. Among those who sat for exams, 1315 (91.6 %) passed, and 120 (8.4 %) failed.

A total of 260 adult learners didn't sit for exams due to various challenges such as different levels among adult learners that beginners and mediate levels were not ready for the exams. Only advanced learners were eligible to sit for the final exams. Some adult learners dropped out due to social-cultural barriers (the negative mindset of being recognized as illiterate). The COVID-19 pandemic related challenges such as lockdown and loss of subsidiary jobs leading to poverty. The earthquake-particularly in the Rubavu district. Finally, there is the home-center distance in some areas and a lack of adult literacies centres in others. To overcome this, some adult community literacies tutors organized classes in their homes.

2.3 Statistics of community literacies tutors trained in all the 4 cohorts**Table 15: Total Number of community literacies tutors in all the 4 cohorts**

District		Female	Male	Total	Inservice
Karongi	Cohort 1	1	4	5	4
	Cohort 2	10	8	18	17
	Cohort 3	10	10	20	20
	Cohort 4	60	40	100	100

	Total	81	62	143	141
Rubavu	Cohort 1	0	5	5	4
	COHORT 2	8	10	18	18
	Cohort 3	11	9	20	20
	Cohort 4	7	13	20	20
	Total	26	37	63	62
Rusizi	Cohort 1	2	3	5	5
	Cohort 2	3	15	18	18
	Cohort 3	4	16	20	20
	Cohort 4	6	14	20	20
		15	48	63	63

Two CALTs (1 from Karongi and 1 from Rubavu) are no longer in service in adult literacies classes delivery. They have been hired for other jobs as they had Senior 6 leaving certificates. One CALT from Karongi in cohort two passed away.

2.4. Plans for Cohort 4

Table 16: Estimated number of CATTs to be trained and adult learners to be taught

CALT trained				Prospective adult learners		
District	Female	Male	Total	Female	Male	Total
Karongi	60	40	100	527	134	661
Rubavu	7	13	20	387	74	461
Rusizi	6	14	20	302	118	420

In Karongi district, 100 CALTs were trained- the training methodology has been changed to reach out to the trainees in their locations so that they have a basic understanding of the SPA approach in adult literacy. However, only 20 CALTs have been selected for the apprenticeship process as in other districts.

