



MEASURING THE IMPACT OF
AZIZI LIFE'S
**ADULT LITERACY
PROGRAMME**

2022



PRESENTED TO
AZIZI LIFE

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APPENDIX (SEE SEPARATE ATTACHMENT)

I. QUESTIONNAIRE

II. RAW QUANTITATIVE DATA

III. THEMATIC ANALYSIS FOR QUALITATIVE DATA

III. ACCESS FOR KOBOTOOLBOX



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EXECUTIVE SUMMARY

The aim of the Impact team was to quantify the impact and effectiveness of Azizi Life's Adult Literacy programme. We chose to do this using a questionnaire as it provides a cost-effective and efficient method of obtaining qualitative and quantitative data from a large sample size and allows for simple analysis and visualisation. Furthermore, the scope of the questionnaire can be easily scaled up by increasing the sample size, even after Team Rwanda has left Azizi Life.

- To determine if the programme **achieved its goal** of teaching literacy skills to rural Rwandans, we recorded the number of people who were literate before the course, and the number of people who were literate after the course.
- To determine if the programme had a **positive impact** on students lives, we asked the students what their goals were before taking the course, and whether they achieved them after taking the course, as well as what have they achieved since taking the course.
- To determine **how we can improve the course**, we asked the students what they would like to see in the future.



AZIZI LIFE'S MISSION



Azizi Life is a **fair trade** organization which partners with Rwandan artisans to bring beautifully designed, **hand crafted goods** to the world. As a **not-for-profit** organization, Azizi Life is dedicated to the wellbeing of our artisan partners and their families. In addition to opening **economic opportunity** through fair trade, Azizi Life invests in a range of community impact projects. Our Rwandan-led team facilitates **adult literacy classes** and offers other practical resources for **personal, spiritual, and economic growth**.

AZIZI LIFE ADULT LITERACY PROGRAMME

Azizi Life's Adult Literacy curriculum is centred on a functional approach to literacy, enabling students to master practical skills like cleanliness, household and business management, caring for children, alongside basic numeracy and literacy skills.

The programme is offered free of charge for students to ensure that it is accessible to all. Azizi Life are thus dependant on donations to run the programme.



Two courses are ran per year with intakes in January and July

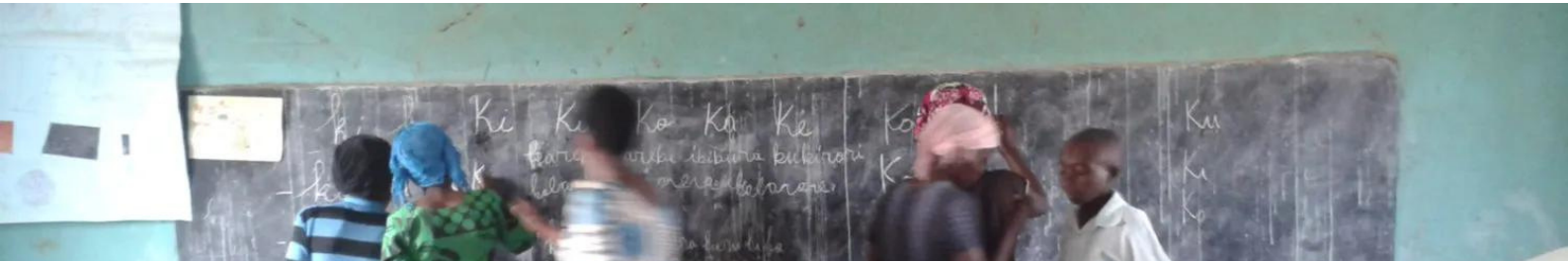
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Topics related to everyday life skills are covered over the duration of the course



Classes take place in 8 rural learning centres across Muhanga, including one in Muhanga prison





● TEACHING ROLES

Procurement: Teachers are scouted from local churches and communities or recommended to the programme by local leaders.

Selection process: Interviews and a written exam.

After selection: Successful candidates are trained in adult teaching methods and techniques. They are trained in lesson planning and how to create a positive learning atmosphere for students.

Monitoring: Azizi Life supervisors monitor the teachers on a monthly basis and provide refresher courses twice a year.

● EDUCATIONAL PARTNERSHIPS

Azizi life is a member of the **Rwandan education NGO coordination platform (RENCP)**.

The platform serves as a link between Azizi Life and the **Rwandan Education Sector**, working with the **Ministry of Education** and local governments.

Azizi Life also collaborates with the **district of Muhanga** in order to provide a coordinated and informed educational service.

ADULT LITERACY PROGRAMME PROGRESS

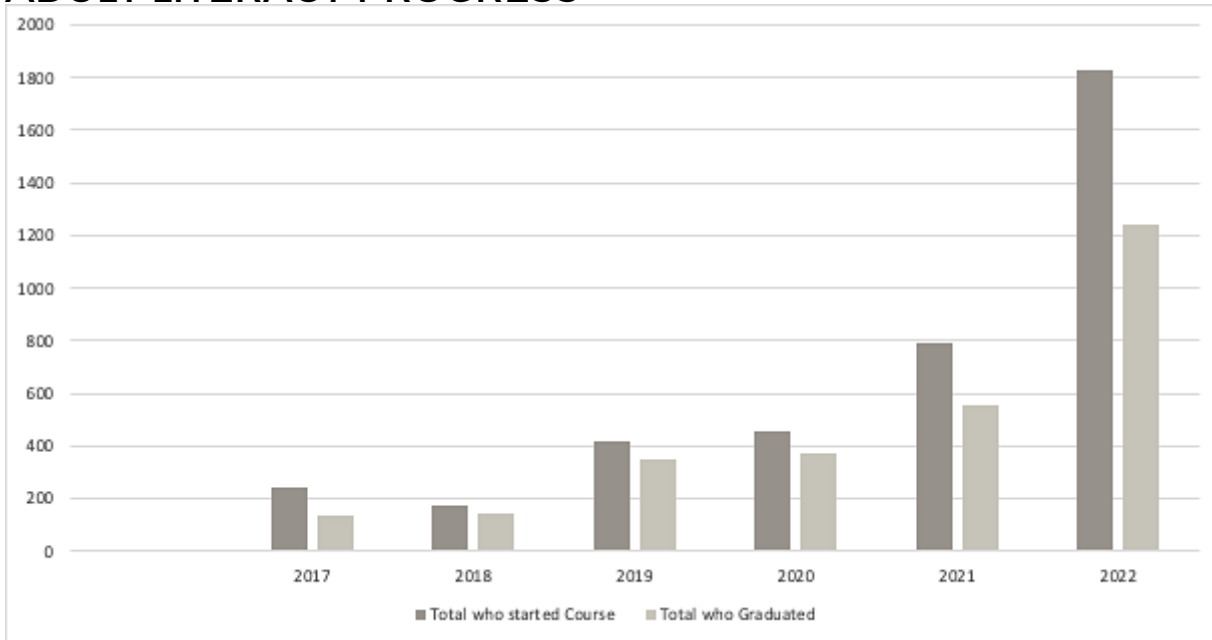


Figure 1: Adult Literacy Programme enrolment progress

STUDENT ENROLMENT HAS SEEN A 652% INCREASE BETWEEN 2017 AND 2022

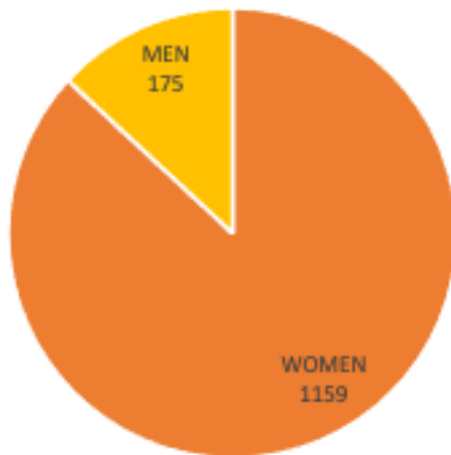


Figure 2: Total number of VILLAGE graduates since 2016

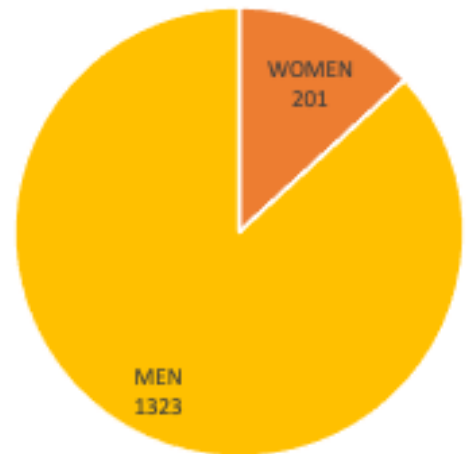


Figure 3: Total number of PRISON graduates since 2016

MEET THE TEAM



VENANTIE

IMPACT DIRECTOR

"The mission of AZIZI Life impact is to remove all barriers for people to be educated in communities, socially, economically and spiritually. "

JEAN CLAUDE

IMPACT DIRECTOR ASSISTANT

"Our programme is more than learning to read and write. We have begun to create saving groups within the graduated classes. People are able to develop themselves via these savings."



ADULT LITERACY IN RWANDA

ADULT LITERACY DEFINITION

Adult literacy rate (15+) (%) total is the proportion of people aged 15 and older who can understandably read and write a brief, straightforward statement about their daily lives. In general, "numeracy," or the capacity to do basic mathematical operations, is included in the definition of "literacy." The adult literacy rate is found by dividing the population of the respective age group by the number of adults who are literate, and multiplying the result by 100.

ADULT LITERACY RATE (DATA TYPE: SOCIO ECONOMIC INDICATORS)

YEAR	2016	2017	2018	2019	2020
% OF POPULATION AGED 15+	71.9	72.6	73.2	73.5	73.9

Table 1: Rwanda's adult literacy rate (%) by year

Adult Literacy rates have been progressively increasing annually in Rwanda; However, **1.97 million adults are still illiterate** (Knoema, 2018). Illiteracy is viewed as a barrier for economic and personal development.

BARRIERS TO ADULT EDUCATION

- Heavy reliance on **agriculture**. Agriculture remains the main source of income and livelihood for 70% of population, with majority being subsistence agriculture (Morlock, 2020).
- Lack of a **reading culture**.
- Poor delivery of adult literacy classes.
- High **dropout rates** from adult literacy courses
- **Household responsibilities**, especially for women. These include cooking, fetching wood and water, and caring for young children and other family members.
- Educational accomplishment is low amongst adults, **17% of adults have never attended school**.
- Only **42% of adults have completed primary school** education (Abbott et al., 2020).
- Poverty was outlined as the main reason for adults not finishing primary years education.
- In 2003, the Rwandan government abolished primary school fees, however **limited funding** is provided to adult literacy programmes to combat illiteracy rates (Abbott et al., 2020).



HOW ILLITERACY AFFECTED PROGRAMME ATTENDEES' LIVES

"I didn't know how to read or write, particularly directions. As I child I had to work because of the area I lived in so didn't have a lot of time to go to school and I had to drop out before the end."

"I missed out on a lot of job opportunity because I was unable to read and write. I felt that I was not able to develop or advance in life because of my illiteracy."

SWOT ANALYSIS

The following SWOT (Strengths, Weaknesses, Opportunities and Threats) provides a situational analysis for adult literacy in Rwanda. Areas for sector development are identified and solutions to overcome these be seen in pages 8-9.

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- Many Rwandans have a keen interest to learn
- Much volunteer work is focused on adult literacy
- There is growing awareness about the importance of reading and writing
- The National Gender Policy is addressing the importance for gender equality, including female education
- The Ministry of Education is investing money into educational materials written in Rwanda's mother tongue, Kinyarwanda
- Social protection programmes are being implemented to improve healthcare and education (Vision 2020 Umurenge Program - now 2035)

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- Poverty means that many have to rely on productive activities, such as agriculture, and therefore believe that they do not have time to attend classes
- Little support exists for Adult Literacy programmes at local levels
- Irregular attendance of adult learners to classes due to other responsibilities
- Gender biases regarding female education
- Insufficient number of teachers available to deliver classes
- Lack of family support
- An Adult Education policy was published in 2014, however there is no requirement for training literacy tutors nor standards set for the training

O

- Development partners and charities willing to invest in Adult Literacy programmes
- Available infrastructure to accommodate classes and learning, for example, churches and community centres
- Rwanda's membership of the East African Community (EAC) facilitates the possibility of learning from other member countries
- Government investment in human resource development with a focus on education
- UN Sustainable Development Goal for 2030 - "ensure inclusive and equitable quality education and promote lifelong learning opportunities for all" (UN, 2015)

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- Poverty
- Reliance on agriculture for income
- Gender biases
- Concentration of illiteracy in rural areas: 83% of the total population live in rural areas (National Institute of Statistics of Rwanda, 2020)
- Limited budgets for literacy when compared to perceived needs
- Only 9% of illiterate adults have attended literacy courses - only 14% learned the skills they expected to gain whilst 66% still cannot read and 76% still cannot write (Western Province, 2019)
- The World Bank estimates that in 2019, only 61% of rural children finished primary education (World Bank, 2020). This will contribute to future numbers of illiterate adults

BREAKING BARRIERS: AZIZI LIFE

BARRIER SOLUTIONS

- Free classes to facilitate adult literacy, making education accessible for all
- Additional support for women and other underprivileged groups to access courses
- Investment into teacher training
- Teacher visits to attendees' homes to ensure there is improvement in household conditions
- Improved infrastructure and learning resources
- Provision of structured courses that are relevant to everyday rural life
- Teaching in local languages

Improving into adult literacy rates has a positive impact for people in everyday life:

- Children are more likely to go to school
- People feel empowered and have increased self-esteem
- Provides solutions to overcome poverty
- Increases civic participation and interest

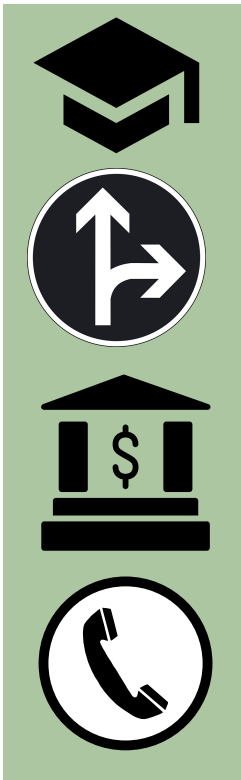


By providing a structured curriculum that focuses on **daily life skills**, and teaching people how to read and write, Azizi Life is providing **functional education**.

UNESCO (2019) stated this method of teaching as essential for 21st century learners, relating to **cognitive and communication skills**.

This combats the threat of students not achieving their goals of personal and academic development during and post-course, as they can apply their new-found skills to practical tasks.

WHAT STUDENTS GAIN FROM THE PROGRAMME



- Can participate in their **children's education**
- Ability to **read road signs**
- Can open a **bank account** and fill in bank documents
- Possibility to do more vocational training
- Can decide what information to share with others and what to keep private
- Ability to **read instructions** and write instructions for others
- **No longer feeling inferior** to others
- Can participate in implementation of **Government programmes**
- Open eyes for **development**
- Familiarisation **with technology**

STUDENT EXPERIENCES



EULADE'S STORY

Born into a low-income household, Eulade spent time on the streets as a young child as he left home. He lived through the Rwandan Genocide and later made his home in the Eastern Province, where he started working as a carpenter.

After going back to his hometown, he got married and lived there in poverty. He could build simple pieces of furniture thanks to his carpentry skills, but when he sought to apply for a job producing chairs, he was turned down, as a result of being illiterate.

From completion of the programme, he has gained confidence since then, and sales of his carpentry items have increased.

"I have developed my carpentry, I moved to a nice place for work, and I have built my own house."

IMPACT ASSESSMENT: METHODOLOGY

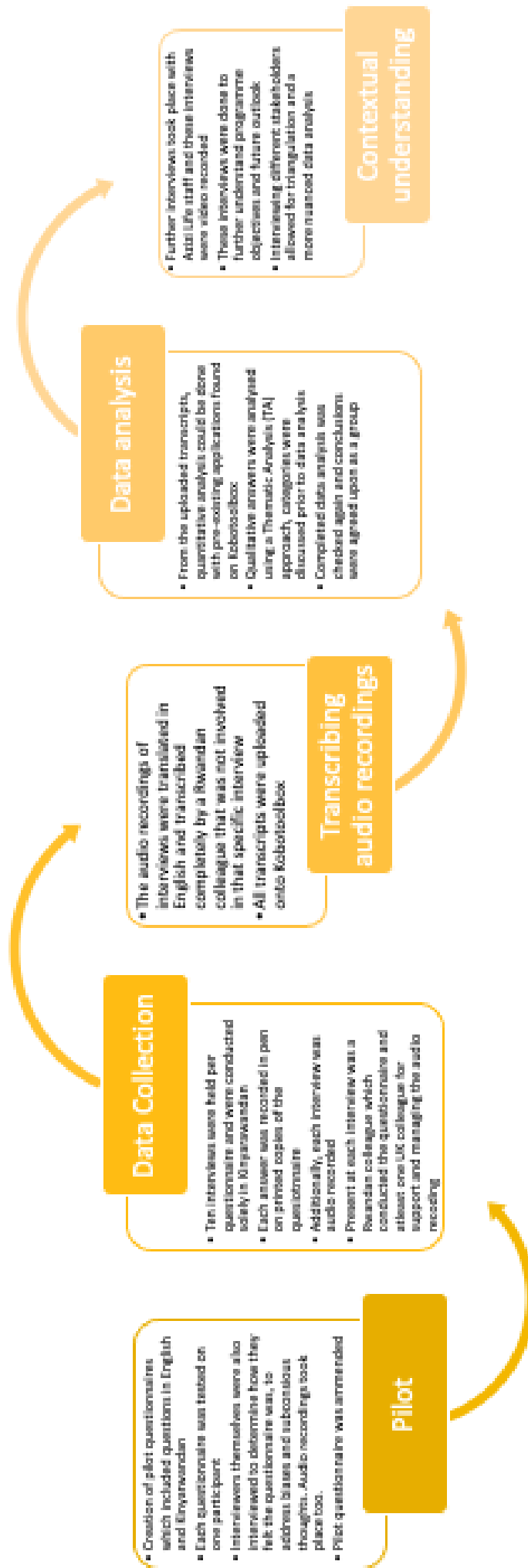


Figure 4: Flow-diagram depicting process of data collection and data analysis

IMPACT ASSESSMENT: RESULTS

DEMOGRAPHICS

11 total respondents were involved in this report, of which 81.8% were female (n = 9) and 18.2% were male (n=2). Individuals included in this investigation were **successful graduates of the adult literacy course**.

A total of **five villages** participated in this investigation. Most participants were **farmers** (81.8%), with the remainder **unemployed** (9.09%) or temporary construction workers (9.09%). 90.9% of participants earned less than 50000 FRw per month. Most participants had 6-7 people in their household (63.64%). Marital status for most participants was married (81.8%) (n=9).

72.73% of participants had no disabilities, and three participants reported a physical disability – two had poor eyesight and one respondent had abdominal complaints.

COURSE RECRUITMENT

The community as a whole has an impactful effect on who attends the adult literacy course. Respondents stated that **village leaders** were able to advertise the programme to the entire village. Additionally, **course teachers were influential in recruitment**. Overall, **word of mouth** was crucial. The main motivation to recruitment was that individuals felt ashamed that they couldn't read or write, especially as they got older.

ATTENDANCE OF SCHOOL AT CHILDHOOD

Most participants did not attend school as a child (45.45%), with some attending school completely (27.3%) or receiving some schooling (27.3%). The reasons for not attending school as a child sited were **poverty**, parent's lack of willingness for their children receiving schooling (e.g., believing it a waste of time) and **gender**.

AGES OF PARTICIPANTS

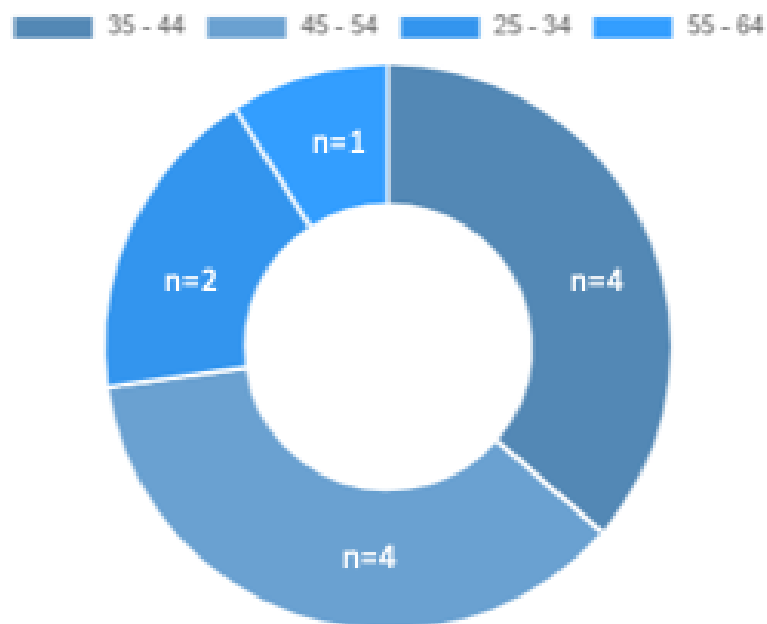


Figure 5: Age of questionnaire participants

Age of most participants ranged from **35 to 54 (72.7%)**.

IMPACT OF THE COURSE AS DEFINED THROUGH MEASURABLE PARAMETERS

Measurable parameters	Able to accomplish before course	Able to accomplish after course	Impact score (total = 50)
Writing a letter	0	10	5/5
Reading a book	0	10	5/5
Read directions	0	10	5/5
Use technology	1	10	5/5
Access public healthcare	7	8	1/5
Speaking with friends	6	7	1/5
Opening a bank account	5	7	2/5
Getting a job	5	7	2/5
Going to the shops	5	7	2/5
Signing a document	5	7	2/5
	n=10		30/50

Table 2: Course impact

IMPACT SCORE DEFINITION

An impact score is defined as the improvement change in the number of individuals acquiring a new skill after completing the course. The more students that acquire a skill after the course, the greater the impact score. The Impact score clearly illustrates the change in skill acquisition without the need for mathematical explanations, such as percentage increases, and can be used as an indicator for future course improvements.

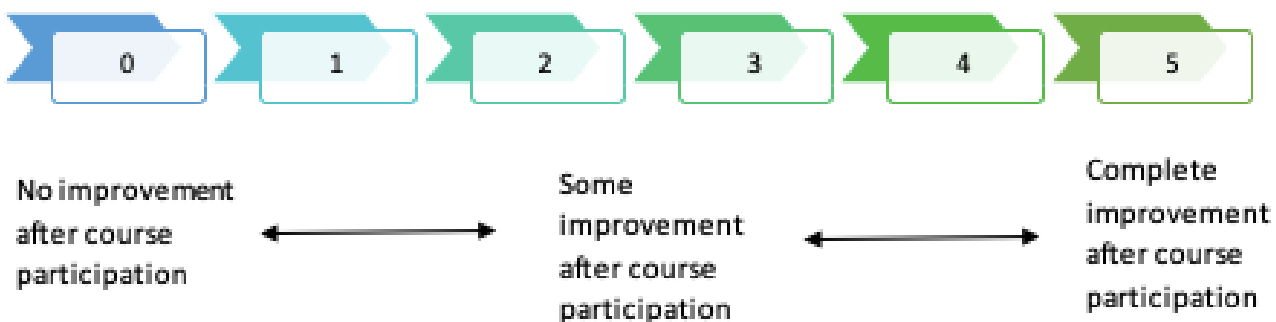


Figure 6: Impact score

ASSESSMENT OF COURSE CONTENT

(a) Malaria prevention

Did you know how to prevent malaria?

Scale 1-5; 1 = don't know, 5 = very confident

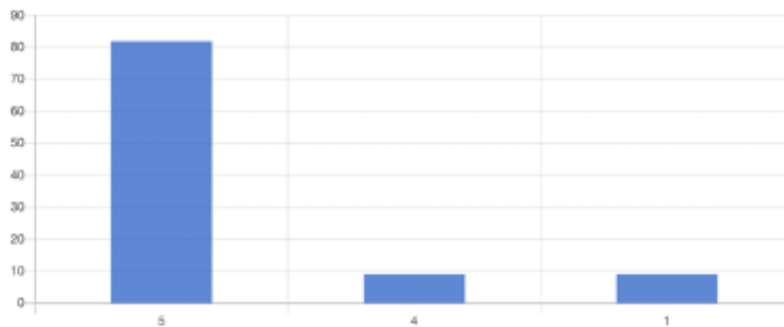


Figure 7: Respondents knowledge of malaria prevention

81.82% of participants (n=9) are now able to confidently prevent malaria, with only one participant not knowing how to prevent malaria.

(b) Family access to healthcare

Can all your family members access healthcare?

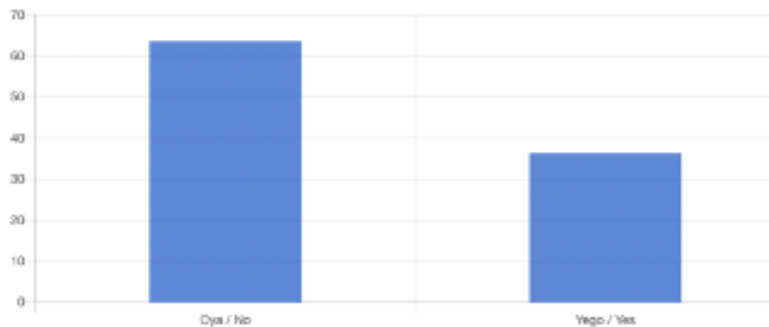


Figure 8: Respondents family access to healthcare

Clear issues were found when participants were asked about healthcare access for their families. Most participants were unable to access healthcare for their families (63.64%). Lack of financial means was cited as the main reason for not being able to access healthcare.

IMPROVEMENTS IN DAILY LIFE SINCE COMPLETION OF THE COURSE

Graduates were asked what they have achieved since completing the programme. The most common achievement was that respondents are now able to read and write. Some individuals added that they can now read the Bible, and are consequently more spiritual.

Additionally, literacy enabled participants to travel, as they can read road directions. Individuals are also financially empowered, as they are more confident with banking. They can count confidently save money.

Moreover, the agriculture topics in the course allowed participants to become work more efficiently and helped them get jobs in the agriculture sector. Some even started their own farms.

RELEVANCY OF COURSE CONTENT

Participants found all sections of the course relevant. Notably, individuals found 'Family planning and its importance' and 'Healthier food for children' courses most influential. All participants found the course content engaging.

MOTIVATIONS OF JOINING THE COURSE

The major motivations for joining the course were saving money, as well as learning to read and write. Individuals were aware that higher literacy skills could improve their job prospects, and that this has future positive impacts on increasing income and improving their family's trajectory. Other motivations given were self-improvement, being a role-model to their children, and encouraging neighbours and friends to join. All students said that they achieved their goals when they completed the course.

DIFFICULTY OF COURSE CONTENT, PERSONAL COSTS AND BARRIERS TO ACCESSING THE COURSE

Clear barriers were identified from responses in regard to the difficulty of the course. Age and the issue of balancing childcare and household maintenance were cited as significant barriers to participating in the course. One clear advantage that emerged from the data was prior knowledge. Participants with a varied vocabulary were able to navigate through the course easier than their peers. To some, the course was inconvenient, and attending class meant that dinner was late, or they had to ask employers to take time off work to attend the class.

FAMILY SUPPORT

Most participants interviewed had supportive families. However, two respondents stated that their families were unsupportive.

ASSESSMENT OF SUFFICIENCY OF RESOURCES

When asked about resources given to complete the course, most respondents stated that they were given books and pens (n=8), and a Bible (n=4). Notably, three respondents said that they were not given anything and/or felt that there were insufficient resources provided. If a participant joined late, they were not given any resources. This could be easily rectified if extra resources were set aside for late-entry students.

RECOMMENDATIONS TO FAMILY AND FRIENDS

All participants would recommend that family and friends join the course. Some respondents were in the process of encouraging friends to attend.

PROGRAMME IMPROVEMENTS

Individuals suggested the course include English classes. Others wanted the course to last longer than six months, so that they can further develop their reading and writing skills.

IMPACT ASSESSMENT: DISCUSSION OF RESULTS

In total, 11 respondents were included in this report. Although the results discussed here do not have any statistically significant value (i.e. the sample size is too small - with over 2800 students successfully graduating from the programme), this was not the goal of the investigation. Given that the data was collected, analysed and evaluated in one week, the results are enlightening and provides good insight to assess the benefits of the Adult Literacy programme as conducted by Azizi Life. There are a range of different views expressed from individuals from five villages which provided depth to this study.

BENEFITS OF THE PROGRAMME

There are evident benefits of the Adult Literacy Programme as assessed from the questionnaire results. Firstly, all participants were successfully able to read and write (impact score of 5), which provided immense empowerment benefits in navigating access to banking support, travelling further afield by reading road signs and supporting their children in their studies. An increase in spirituality was also identified, as being able to read provided individuals the skills to read the Bible for themselves. Of note, the course content is directly relatable to participant's lived experiences and is positively influential - as indicated by all participants finding the course content relevant. This is further reiterated by all the participants citing that they would recommend the course to friends and family.

When examining the participants on the course content - over 90% of respondents were very confident or confident in preventing malaria and all participants were able to use technology, from a starting point of no participants knowing how to use technology prior to the programme.

SUGGESTIONS FOR IMPROVEMENT

Most of the participants were unable to access healthcare for all of their family members (impact score of 1). This is not a fault of the programme itself but more of lack of financial means preventing this safety net. One suggestion could be to include within the course content methods of being able to afford the insurance via instalments or suggesting methods to commercialise extra produce to generate additional income. Moreover, Having extra resources on hand for late-entry students to the programme would be beneficial, so these students would not be out of pocket purchasing their own resources.

Age was cited as a barrier for students, and they often found it harder to keep up with the content. Perhaps having an over 55+ class, where students who require a slower pace could join this course instead would address this issue.

Furthermore, childcare and household maintenance was another barrier that was identified. Having a class with an adjacent creche group would be ideal, as although parents can bring their children to the class, the efficacy of learning whilst managing a child simultaneously may not be ideal. Having children in a secondary room playing with each other would help the students learn better and give the parents more choices.

CRITICAL ANALYSIS OF QUESTIONNAIRE METHOD

PROS

- **Quick and convenient method** of data collection
- **All interviews were recorded** for evidence and recall if there are discrepancies
- **Interviewers were interviewed themselves at the pilot stage** to see if any improvements could be made and how interviewer's own biases/ subconscious thought could be addressed



CONS

- **Cultural sensitives:** we asked about disabilities and financial situations in the questionnaire – which could be a sore topic. To address this, we had lengthy conversations with the Rwandan colleagues and Azizi Life staff and we deemed it important to asking these questions to better understand whether students' disabilities and financial situations impacted their ability to attend the adult literacy programme
- **Participants may not be used to interviews as a method of data collection.** To address this, before each interview, the interviewer explained what they wanted to perform (i.e. the questionnaire) and consent was given by the participant
- There may also have been a **loss of data**, as the interview was performed in Kinyarwandan and then translated into English for analysis. To address this, each interview was recorded so any discrepancies could be addressed, and all interview audio tapes were listened to by another Rwandan colleague who did not do that interview as a cross-checking measure

FUTURE FOCUS

WHERE AZIZI LIFE SEES THE PROGRAMME IN 5 YEARS TIME

- Aim to expand the reach of the programme to deliver classes to **other minorities** with literacy difficulties
- Aim to have over **10,000 graduates** in total

HOW TO ACHIEVE THIS

- AZIZI Life are currently in the process of applying for additional **grants** with the aim of expanding and developing the programme
- **Additional support** is needed from donors to ensure that resources can be supplied to facilitate the programme



COST BREAKDOWN

\$8 - One student's textbook

\$10 - One teacher's book

\$20 - Sponsor one literacy students' tuition

\$480 - One part-time teacher's salary

\$700 - Sponsor a whole class of thirty five literacy students' tuition

CONCLUSION

The Adult Literacy programme is a great opportunity for Rwandans to harness the skills of reading and writing, which by extension serves as a foundation for empowerment and self-sufficiency. The programme addresses all three aims of the overarching Ubuzima Bwiza Iwacu scheme (removing barriers to develop economically, socially and spiritually). Educating students in basic healthcare, healthy food for children and preventing malaria, students have greater awareness of healthy behaviours. By being able to read, participants can read the Bible, having a direct spiritual connection. Additionally, having learnt about economic crops, students can generate additional incoming and become financially sufficient. There are suggestions for improvement such as providing different types of courses such as over 55+ classes and classes which have adjacent creche groups for children, freeing parents to learn without childcare.

