

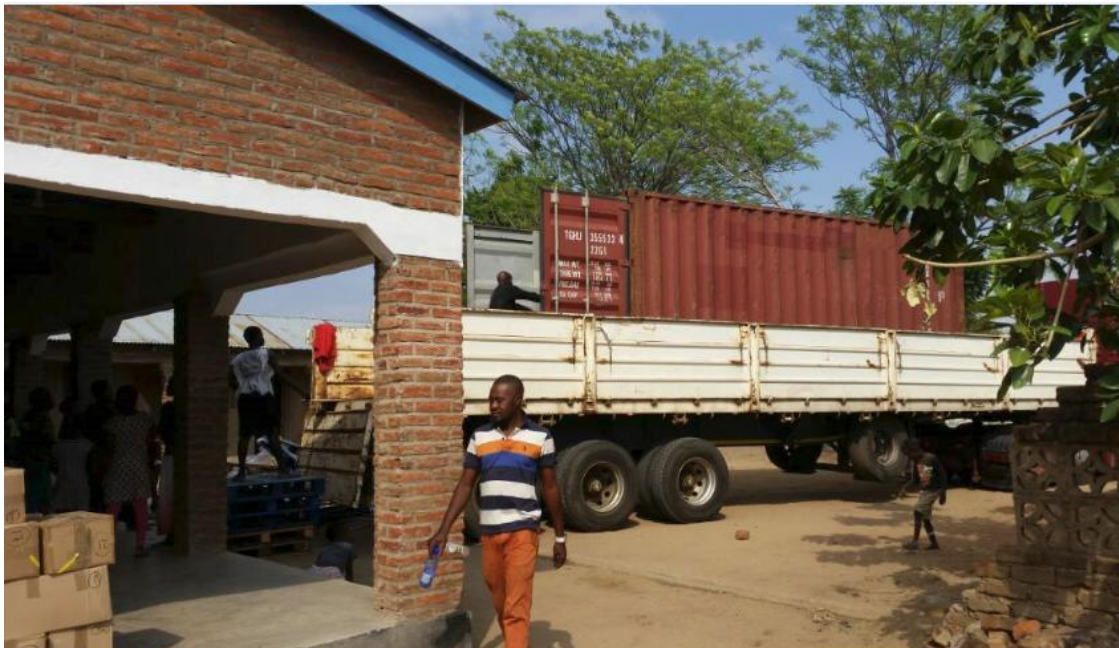
## **MALAWI SHIPMENT REPORT** **May 2016**

### **Analysis of Monitoring & Evaluation feedback**

“Our school is rated one of the best schools in the Balaka district due to availability of a good and functional library among other factors. Students perform very well in national examinations due to use of various books in the library.”

### **INTRODUCTION**

In May 2016 a container of books and other educational resources was sent to the Mangochi area of Malawi near Lake Malawi. Schools and community libraries had previously been selected by our NGO partners on the ground, The Book Bus and H.E.L.P Malawi, who received and distributed the boxes.



### **THE RECIPIENTS**

The resources were received by the schools between August and September 2016 with final feedback questionnaires completed in at the end of 2017 and beginning of 2018.

Total recipients included:

- 5 primary schools
- 2 secondary schools
- 6 pre-schools
- 2 community libraries

This final report is based on a sample of:

- 2 primary schools
- 1 secondary
- 3 pre-schools
- 2 community libraries

Our thanks to the Book Bus and Lemani Ngaiyaye, National Programme Manager at H.E.L.P, for organising the collection of feedback from headteachers, teachers and students.



## **FEEDBACK**

This report is based on the School Aid monitoring and evaluation (M&E) system consisting of questionnaires with fixed-response and open-ended questions giving quantitative and qualitative data.

Each school has three formats for responses:

- a standard questionnaire to be completed by the head teacher or other suitable employee
- a questionnaire to be completed through an interview with a teacher
- a questionnaire to be completed through an interview with a student

Feedback was also collected from Book Bus community libraries.

This report provides summary data from the questionnaires. The full spreadsheet containing all the data is available separately on request.

## School profiles

The table below provides summary details of the number of pupils, teachers and classes and class sizes from school and nursery responses.

	Numbers
<b>Pupil numbers</b>	
Max and min total number of pupils in the schools	1887 - 90
Max and min number of girls	932 - 39
Max and min number of boys	955 - 37
Max and min number of teachers in the schools	27 - 3
Max and min number of classes per school	26 - 3
Highest number of pupils in a school class	127
Lowest number of pupils in a school class	18

Mtonda Primary School has the highest number of pupils in 26 classes including one class made up of 127 students.

In contrast it is Colourful Dreams Nursery School which has only 3 classes and 3 teachers for its 150 children who attend.

## Overview of data

### 1. Summary of data from the head teacher

All but one school has stored the books in their library. One nursery school stores them on classroom shelves.

The responses indicated that all the books were being regularly used by the students including during specific library periods.

The teachers were also making regular use of them in a whole class, in small groups and for their own studies.

At two of the nursery school's parents are able to use the books but only one allows books to be taken home. One primary school stated there is no procedure for the community to use the books in case they are lost.

All the sample schools reported setting up new initiatives as a result of receiving School Aid resources, mainly reading schemes.

All of the respondents reported that receipt of the books has made a positive difference, contributing to improved reading skills and providing reference resources so that students and teachers can find information. Availability and accessibility of the books is also encouraging more students to attend classes and continue their education and in some cases helps to attract and retain teachers.

Benefits to girls and boys are also noted. For example, girls have opportunities to "advance their education instead of early marriages" while boys "work extra hard to win competitions and do well in class in fear of being overtaken by girls".

The head teacher from one of the pre schools also reported that the children do very well when they start at primary school.

## Quantitative data

Question	Average Response
How often are resources used	3.8
Number of teachers using the resources	3.8
Beneficial effects on girls	4
Beneficial effects on boys	4
Extent to which girls have been helped to attain higher levels of achievement	3.9
Extent to which orphans and vulnerable children have been helped	4
Extent to which willingness to learn has increased	4
Difference resources have made to teaching and learning	3.9
Frequency with which students have access to the library	3.5
Frequency with which members of the community have access to the library	2.2
How often do teachers/students from other schools have access to your library	1.8

### Key

- 1 = none/not at all/no
- 2 = a little/a few
- 3 = often/many/quite a lot
- 4 = very frequently/most/a lot

“Standard 8 had full access to the library and most of them did well in English and Science. The materials available helped them to get to this achievement”

“I have books to read and search for information for my studies which could be hard if the school didn't receive the books”

## 2. Summary of data from teachers

Thirteen teachers were interviewed from the schools and community libraries. The length of time they had been employed ranged from 2 months to 11 years. and the length of time they had been qualified as a teacher from 2 months to 9 years.

The ages of the children ranged from two years in the nursery school up to eight to 22 years in the secondary school.. The high age is not unusual in Malawi with many children starting school late or having to repeat years if they fail the exams required to move to the next form.

The average responses to the quantitative questions are shown in the table below.

All the teachers reported that the books had led to improved educational outcomes and in particular the reading ability of the learners. The teachers also reported developing a special area for children to read, establishing reading clubs and increasing classes to maximise use of the resources received.

Both teachers and students have easy access to the books. As the age and ability of the students varies some have difficulty understanding the words but they are able to seek help from other students or by using a dictionary. Most of the teachers were satisfied with the link between the books and their school curriculum.

All teachers indicated that there were insufficient copies of the same books nor enough books overall to meet the number of learners in their school. However all were positive about the help the books provided for them in preparing lessons and as reference materials.

All agreed that the books help students to follow particular interests such as in science, art, geography and music.

“The library and children are really proud and happy with the resources you are providing us. Childrens lives are changing and the reading culture is taking shape”.

**Quantitative data**

Question	Average Response *
Have the books made a difference to literacy skills?	3.6
Have the books made a difference to numeracy skills?	3.3
How often do you use resources from School Aid in the classroom?	3.5
Impact on learning outcomes	3.5

**\*Key**

- 1 = none/not at all/no
- 2 - a little/a few
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### 3. Summary of data from students

Twelve students, 5 boys and 7 girls, were interviewed representing the primary, secondary and community libraries.

They were all aware of the donation from School Aid and all had used books, especially the English, maths and science books. They all stated the resources had brought about changes in their school including improving literacy, the establishment of after school English classes and an improvement in student grades.

All the students interviewed had hopes of becoming professionals on leaving school including being a doctor, engineer, scientist, teacher and nurse.

#### Quantitative data

Question	Average Response
How have changes affected your school?	4
How have resources affected you as a student?	3.6

#### Key

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### CONCLUSIONS

The feedback from head teachers, teachers and students yet again demonstrates the value of the School Aid donation in improving both general literacy and academic performance.

In response to this a further shipment to the Book Bus and HELP Malawi was sent in 2017.

**Adele Wilter**

Malawi Coordinator

February 2018