

SCHOOL AID SHIPMENT TO LESOTHO

Despatched 27 November 2014 (033LO.14)

REPORT ON STAGE 2 MONITORING & EVALUATION FEEDBACK



Children at Iketsetseng Primary School unload School Aid books delivered by the Rotary Club of Maseru.

“The students [at Iketsetseng Primary School] were really excited ... [and] started chanting, ‘Thank you School Aid... Thank you School Aid’.”

INTRODUCTION

School Aid’s third consignment of educational resources for Lesotho was despatched from our Hedgerley warehouse on 27 November 2014. For the second year in succession, the shipment was made in partnership with Dolen Cymru, Sentebale and the Rotary Club of Maseru.

The resources were distributed among 41 recipient schools, each nominated by one of our partners: 22 primary schools, and 19 secondary schools. The majority of the consignment consisted of reading, reference and textbooks, but it also included stationery, and some items of school uniform.

During the summer and autumn of 2015, each partner was asked to obtain feedback from their nominated schools about their use of School Aid resources. In addition, individual teachers and students in selected schools were interviewed to establish how the resources had affected their work and progress. Together, the questionnaires and interviews form the basis of this report; full data is available at the School Aid office.

Response to our initial request for feedback, at the beginning of the year, was received from 28 participant schools, although a change of personnel at Maseru Rotary Club meant that there was no response from their schools. At Stage 2 of our monitoring and evaluation system, the number of respondent schools dropped to nine, all of whom completed both questionnaires and student interviews. We also received three teacher interviews, along with some less formal input from other schools.

SCHOOL PROFILES

At the time of application, the 41 recipient schools were educating a total of 18,243 students, around 5% more girls than boys. Almost a third of the total were designated as orphans or vulnerable children (OVCs).

Summary data of students, teachers and classes for all recipient schools at time of application

Number of students	18243	Average number of teachers	17
Number of girls	9340	Average number of classes	11
Number of boys	8903	Smallest number of students/class	15
Number of OVCs	6755	Largest number of students/class	140

USAGE AND BENEFIT OF RESOURCES

Teachers in the majority of respondent schools reported using the resources ‘a lot’, whether in small groups or for whole-class teaching, and it was felt that they made ‘quite a lot’ of difference to their teaching and learning.

Of the schools interviewed, three had set up a new school library, with three others establishing a reading scheme, and two introducing a teacher resources area.

Use of the books in the classroom varied, with some being used to teach the whole class, and others in small groups. Outside the classroom, the books came into their own for personal study, teacher resource materials and general reading.

All schools mentioned improvements in English and attitudes to reading, with students at both Makhethisa and Leqele high schools ‘adopting a reading culture’. At St James’ Anglican Primary School, where they reported ‘queues at the library’, we’re told that ‘having a wide range of books available for the first time’ had made an important difference to the school.

Question	Average Response
How many teachers are using the resources?	3.9
Overall, what difference have the resources made to your teaching and learning?	3

** See key at end of document

Gender benefits

Most schools considers that the resources had benefited girls and boys equally, impacting on both reading and life skills, although at Ikaheng High School, we’re told that ‘most users [of the books] are girls’.

Question	Average Response
Have there been any beneficial effects specific to girls?	3.4
Have there been any beneficial effects specific to boys?	2.9

** See key at end of document

SUMMARY OF DATA FROM INDIVIDUAL STUDENTS

Student profiles

Of the small group of just seven students interviewed, five were at high school – and their overwhelming response to the School Aid resources was positive. English, maths and science topped the list of popular subjects, reflecting the focus of education in Lesotho, though the students’ career hopes – including engineering and medicine – were more varied, and one grade 10 student aspired to ‘write some books and send them to School Aid so that they can be distributed to schools and entertain students like I was’.

Benefits identified

“The books have many activities which encourage practice and their easy-to-understand examples enable students to have more light on topics, especially as they work alone.” *Form E student, Abia High School*

All the students had noticed a change in their school in the last few months, from regular visits to the library and more opportunities to read books to group discussions and formation of a chess club. Improvements in English were singled out by many for particular comment.

Question	Average Response**
How have these resources affected your school?	3.6
How have resources affected you as a student?	3.8

** See key at end of document

SUMMARY AND CONCLUSIONS

Although feedback from our second questionnaires interviews was limited, it is clear from the response of teachers and students that the resources received from School Aid are making a positive difference. We are particularly gratified to see attitudes towards reading changing towards promotion of a reading culture, which in turn has been proven to impact on long-term development.

****Key**

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