

SCHOOL AID SHIPMENT TO LESOTHO: 041LO.15

Despatched 18 November 2015

SUMMARY REPORT ON STAGE 2 MONITORING & EVALUATION FEEDBACK

'We have benefited a lot from School Aid books as they improve reading culture and skill for both teachers and learners.' *Teacher, Itekeng-Pitseng Combined Primary & High School*

INTRODUCTION

Working in partnership with Dolen Cymru and Sentebale, School Aid's 2015 shipment to Lesotho focused on a range of 32 educational establishments, including 15 primary schools, 10 high schools, a combined school, a pre-school, and the Lesotho College of Education. We were particularly pleased to be delivering further resources to four shepherd schools – evening schools that work with boys who would otherwise receive no formal education.

Although we know from partner Dolen Cymru that their schools have again benefited significantly through a combination of School Aid resources and their Literacy Leap Programme, obtaining formal feedback from this shipment has been unusually difficult. This report is based on questionnaires completed during 2016 and 2017 at just nine of the recipient schools, with the addition of student and teachers interviews at five schools. The full set of data is available at the School Aid office.

SUMMARY DATA OF STUDENTS, TEACHERS AND CLASSES FOR ALL RECIPIENT SCHOOLS

Number of students	13718		Average number of teachers	15
Number of girls	7841		Average number of classes	10
Number of boys	5877		Smallest number of students/class	47
Number of OVCs	2495		Largest number of students/year group	77

USAGE AND BENEFIT OF RESOURCES

Almost all teachers at the respondent school are using the resources, and report that the books are relevant to their curriculum. All but one have set up a new initiative, from a library or classroom bookshelf to a teacher resource centre and a reading scheme – and it's gratifying that some of these are accessible to learners outside the school. At Sekonyela High School, where girls have benefited 'a lot', they have formed a Girls Leading our World Club, as well as establishing a school magazine.

Two of the schools resourced are among the first five to trial School Aid reading clubs, established in March 2017. At Thabana Ts'oana Primary, headteacher Setempe Phoka comments that 'Most [resources] have a potential assessment activities and anticipated outcomes for a teacher to look at and example of child responses. This [has] made teaching more enjoyable.'

Neighbouring Mazenod Primary School has created a library that is accessible to the whole community. It's an approach that is mirrored by Katlehong English Medium Primary School, a large community/government school in the remote Thaba-Tseka area where they have established a library and a reading scheme. In the words of their headteacher, Mrs Elizabeth Molupe Limpho,

'Teachers have benefited from these resources as they always come to the library to find a book [that is] useful/relevant, especially in health education and human anatomy. The books ... are relevant to Lesotho curriculum. Some ... has information (a lot of it) about the Earth - the Moon - Stars - Sun which in our country is referred to as social studies. It is easy for teachers to plan their work and use the books as their key materials. Student teachers collect information to complete their assignments from their colleges and universities. Other teachers from different schools near or ever far from us visit and collect information from our books and we hope this will help learners in the district to improve their results at the end of the year.'

Tricia Hayne, School Aid African Projects Coordinator
13 April 2017