

SCHOOL AID SHIPMENT TO LESOTHO: 1608TA

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SUMMARY REPORT ON STAGE 2 MONITORING & EVALUATION FEEDBACK



Happy children with their books at the remote Litsoetse Primary School

INTRODUCTION

School Aid's long-standing support for education in Lesotho continued in 2016, once again in partnership with Dolen Cymru Wales Lesotho Link. Eighteen of the 29 schools that they nominated were in the remote mountain region around Thaba Tseka, where four schools were linked in with their Literacy Leap Programme, involving the establishment of libraries in schools and teacher training on literacy topics. Other schools were based in and around the capital, Maseru, where School Aid's Project and Reading Club Officer, Moso Ranoosi, initiated the first of our reading clubs. This summary report is based on feedback from Moso, who visited many of the recipient schools in summer 2017, and on information received from Dolen Cymru.

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

Number of students	11502		Average number of teachers	11
Number of girls	5801		Average number of classes	9
Number of boys	5701		Smallest number of students/class	15
Number of OVCs	3382		Largest number of students/class	179

USAGE AND BENEFIT OF RESOURCES

"These books made a great change to our students. The pupils are improving their reading skill and ... the teachers are grateful as it also reduces language barriers. I wanted to express our heartfelt gratitude..."

Sister Agnes Thakafako, headteacher, Auray Primary School

Of the schools visited by Moso, eight have set up a school library as a direct result of receiving the resources, and 13 have initiated either a classroom library or book box. In the classroom, 'quite a lot' of teachers are using the resources, both in groups and for the children to read in their own study time.

Almost all schools considered the books to be relevant, even if the standard of English was sometimes difficult – and illustrated books were particularly appreciated. Several teachers reported improvements in

children's reading skills, and enjoyment of reading, and many valued the opportunity for children and teachers to expand their knowledge beyond the curriculum. They also appreciated the addition of new science experiments, as explained by the headteacher of Lithabaneng LECSA Primary School: "The science books have helped with ... experiments and other examples which do not appear in the prescribed books."

The five teachers from Dolen Cymru created libraries and classroom book corners in each of their schools. One of the teachers, Nicola, ran a twice-weekly reading club/lending library at Loti Primary School using books provided by School Aid over two shipments. And at Thaba Tseka Primary, teacher Helen created a library in an unused classroom, adding quotes from favourite books onto the wall and fashioning shelves from old tables. She wouldn't have been able to do it without the books provided by School Aid.



Students at Loti Primary School, where School Aid books formed the basis of a lending library and twice-weekly reading club.

READING CLUBS

In support of School Aid's new reading clubs' initiative in Lesotho, five schools were resourced with specialist materials, all in the Mazenod area close to Maseru. Progress of these reading clubs in the first half of 2017 forms the subject of a separate report.

SUMMARY

From improvements in reading to increasing the resources for teachers in the classroom, it is clear that the books in this shipment have made a positive impact on the recipient schools. We look forward to hearing more from these schools during 2018, when a more comprehensive report will be compiled.

*Mohlakeng
Primary
School*

