

SCHOOL AID SHIPMENT TO LESOTHO

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REPORT ON STAGE 3 MONITORING & EVALUATION FEEDBACK

INTRODUCTION

I like them so much and they are very important. They have instilled our love for reading. We can now speak better English language. *Grade 7 students, Get Together Primary School*



Children at Litsoetse Primary School

Resources from our 2016 shipment to Lesotho, in partnership with Dolen Cymru Wales Lesotho Link, reached the 29 recipient schools – most of them primary – in spring and summer 2017, and are now firmly embedded.

In June 2018, our Project and Reading Club Officer, Moso Ranoosi, interviewed individual teachers and students at 10 primary schools and one secondary to establish how they are using the books. The more formal questionnaire, however, was not completed for this assessment. This report forms the final part of our three-part monitoring and evaluation system for this shipment.

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

SUMMARY OF DATA FROM INDIVIDUAL TEACHER INTERVIEWS

'We have made the reading corners and when the learners have finished their work they go to the reading corners for reading instead of roaming around.' *Teacher & acting principal, Maputsoe ACL Primary School*

Teacher profiles

Interviews were conducted with experienced teachers from each of the 11 schools, including three principals, an acting principal and a vice-principal. All those interviewed were aware that School Aid had donated resources to their school.

Access

All those interviewed considered that the books were readily accessible – whether from the school library, office or store room. Access for their students was more controlled, particularly in schools without a library, with some being allocated books by their teacher, and others borrowing them on application, though few were allowed to take them home.

Usage and benefits of resources

Inevitably, the standard of books received varied, but it was felt that the level of English was suitable for students in all schools. Some schools have graded the books for age/difficulty; others help children to select the most appropriate books where necessary.

Overall, these teachers considered that the resources had made quite a lot of difference to literacy. Improvements were cited in terms of vocabulary, comprehension, spelling, storytelling, poetry and lesson planning, as well as their value in practising reading skills. Illustrations, too, have played their part – from helping them to teach parts of the body and 'body systems' to elaborating on geography topics.

As this shipment was largely to primary schools, the proportion of maths books sent was relatively low – so the reported impact on numeracy was understandably more patchy. That said, the maths teacher at Lesoana Secondary School found the graph and square books particularly valuable in teaching statistics.

Most teachers considered that the books were relevant to their curriculum, from teaching phonics to allowing teachers to expand their research. Despite that, all said that they would like to see more than one copy of individual titles – including colouring books – to enable them to be used more effectively in a classroom context.

Quantitative data

Question	Average response*
What difference have the resources made to literacy?	3.2
What difference have the resources made to numeracy?	2.1
What impact have the resources had on learning outcomes	3.3
How often do you use the resources in the classroom?	3.2

**For key, see end of report*

SUMMARY OF DATA FROM INDIVIDUAL STUDENT INTERVIEWS

'I noticed that we can write and read, there are some things that we learned from the books that we can help other people with, and our English spelling has improved. We know how to write in English.' *Grade 7 student, Maputsoe ACL Primary School*

Student profiles

A total of 16 students were interviewed across ten of the schools – 13 girls and three boys. All had used the books and most were aware that they had come from School Aid. While their favourite subjects differed, English was among the more popular of the subjects mentioned.

Benefits identified

Almost all respondents considered that School Aid's resources had affected both themselves and their schools 'a lot', setting the tone for feedback that was almost entirely positive.

Improvement in both written and spoken English comes up over and over again in the responses of the primary school students, but underpinning this are several other benefits. They have learned new vocabulary; they have written poetry; they have stood in front of the class and talked about what they have read; they have entered inter-school spelling bees; they have even credited the books with improving concentration and maintaining discipline, 'because when we have finished with our work instead of making noise for other we read the books'. But the final word goes to a grade 7 student at Lithabaneng LECSA Primary – where School Aid is considering development of their first library in Lesotho – who stated simply: 'Children have developed the love of reading.'

For the only secondary student interviewed, from Lesaoana Secondary School, the resources – in the form of graph paper – have enhanced her ability to do maths work. The school has no electricity, but the students can now 'use the square book from School Aid to do Mathematics, for example a topic of transformation'.

Quantitative data

Question	Average response*
How have these resources affected your school?	3.6
How have resources affected you as a student?	3.7

**For key, see end of report*

SUMMARY AND CONCLUSIONS

It is gratifying to receive such positive and enthusiastic feedback from partner schools in Lesotho, and to know that the resources we have sent are being put to such good use.

This feedback should also be in the context of two other important factors:

- School Aid reading clubs, which were rolled out in three of the respondent schools during 2017
- Dolen Cymru's Literacy Leap programme, in which resources provided by School Aid played a key role.

Both programmes are instrumental in promoting literacy in primary schools in Lesotho, enabling our resources to be put to best use by both teachers and students. For our forthcoming shipment,

which is scheduled to leave the warehouse in October 2018, we will be continuing reading clubs in these and other schools, while resourcing other schools in the Maseru area, and a handful more around Thaba Tseka for Dolen Cymru.

Key

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



Bocheletsane, Thaba Tseka - new school buildings



Mahlong Primary School

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