

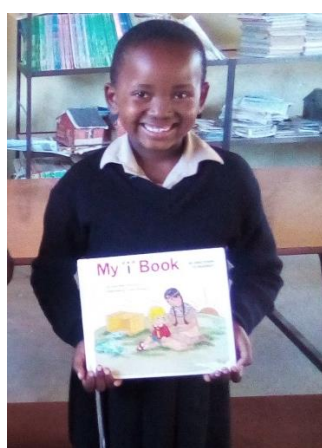
SCHOOL AID SHIPMENT TO LESOTHO: 1708LO

Despatched 20 December 2017

SUMMARY REPORT ON STAGE 2 MONITORING & EVALUATION FEEDBACK

INTRODUCTION

“The teachers used to struggle when teaching us English language, but now we know English language and they do not struggle any more. We also love reading as a result of having these books.” *Grade 7 student, Get Together Primary School*



School Aid’s 2017 shipment to the mountain kingdom of Lesotho went to 21 schools, most of them primary schools nominated by our Project and Reading Club Officer, Moso Ranoosi, and several involved with our reading club programme. We continued, too, to partner with Dolen Cymru Wales Lesotho Link, who took a small number of books for four schools in the rural area around Thaba Tseka.

This summary report is based on feedback from Moso, who visited 12 of the recipient schools in summer 2018. A second, more comprehensive report, will be compiled during 2019.

School Aid books are a hit at Matsieng Primary School

SUMMARY DATA OF STUDENTS, TEACHERS AND CLASSES FOR ALL 21 RECIPIENT SCHOOLS

Number of students	13876		Average number of teachers	16
Number of girls	7305		Average number of classes	12
Number of boys	6571		Smallest number of students/class	20
Number of OVCs	2971		Largest number of students/class	192

USAGE AND BENEFIT OF RESOURCES

“Children have developed interest to read with understanding and their English language skills have improved.” *Headteacher, Maseru LEC School*

Every school visited claimed to have established a teacher resource centre as a result of receiving School Aid resources, and six had set up or were planning a school library; most were also looking at classroom libraries and reading clubs.

First steps towards a library at Maseru LEC Primary School...



...and development of the library at Lithabaneng Primary School



This positive response ran through into the classroom, where schools felt that the resources – which were generally considered of a suitable standard and relevant to the curriculum – had made “quite a lot” or “a lot” of difference to their teaching and learning. As a result, teachers are using the books “quite often” in the classroom, especially to teach English, with literacy skills benefiting as a result.

The books also provide examples for various topics, especially science. As a teacher at Tseka Primary explained, “In our prescribed textbook, a topic on electricity was not well explained and I used one of the donated books to teach about that topic.” The value of books for research and reference in preparation and presentation of lessons was a further benefit cited. Teachers were almost unanimous in requesting sets of books, perhaps to make “teaching easier as students may refer to them”, or to “teach phonics, [when] I use the set of books provided by School Aid”.

Benefits were by no means confined to the teachers in these schools. The positive response was reflected in student interviews, with many students commenting on how much they had enjoyed individual stories. One result of this new-found access to reading books and the attendant improvements in literacy is summarised by a Grade 5 student at Leqetsoana Primary School when she says:

“There are some students who were not able to write good compositions and to construct sentences, but now they can do that and I am one of those. I used to speak good English and to make sentences but I could not write compositions before using the books.”

SUMMARY

It is notable that School Aid’s 2017 shipment of books to Lesotho has, once again, garnered significant results. Access to story books, often for the first time, has led to improvements in literacy and a genuine appreciation of the value of books, both for research and teaching purposes, and for reading for pleasure. This, in conjunction with our reading club scheme, bodes well for the future of the children in these schools.

Tricia Hayne, School Aid African Projects Coordinator
17 December 2018