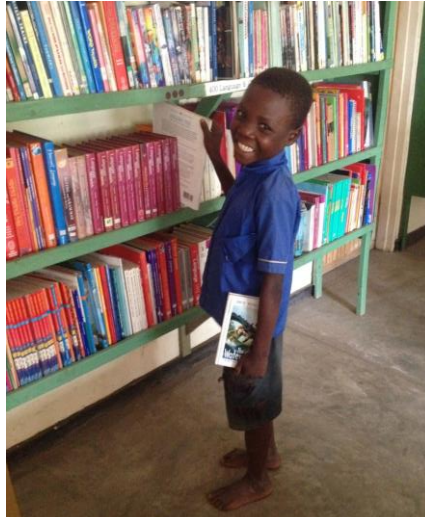




MALAWI SHIPMENT OF NOVEMBER 2017 REPORT

Analysis of Monitoring & Evaluation feedback



Nanthomba School Library

INTRODUCTION

In August 2017 a container of books was sent to our partners The Book Bus and a second NGO H.E.L.P Malawi. Both are situated in the Mangochi area of Malawi near Lake Malawi.

The contents were destined to a number of schools and community libraries identified by them as needing our resources.

THE RECIPIENTS

The recipients were a total of 13 schools. They included:

- 1 pre-school
- 3 pre- and primary schools
- 7 primary schools
- 5 secondary schools

In total they contained approximately 8,500 students.

Resources were also sent to two community libraries: the Book Bus and Kasupe Community libraries

This final report is based on feedback from a sample comprising:

- 4 primary schools and 4 secondary schools
- 2 pre-school day care centres
- 2 community libraries

Our thanks to the Book Bus and Lemani Ngaiyaye, National Programme Manager at H.E.L.P, for organising the collection of feedback from headteachers, teachers and students.



Future for All Day Care Centre

FEEDBACK

This report is based on the School Aid monitoring and evaluation (M&E) system consisting of questionnaires with fixed-response and open-ended questions giving quantitative and qualitative data.

Each school has three formats for responses:

- a standard questionnaire to be completed by the head teacher or other suitable employee
- a questionnaire to be completed through an interview with a teacher
- a questionnaire to be completed through an interview with a student

Community libraries complete a separate library focused questionnaire.

The report provides summary data from the questionnaires. Spreadsheets containing all the data are available separately on request.

School profiles

The table below provides summary details of the number of pupils, teachers and classes and class sizes from school and nursery responses.

	Range (max & min)
Pupil numbers	
Total students in sample schools	5972
Max and min total number of pupils in the schools	1497 - 141
Max and min number of girls	552 - 79
Max and min number of boys	725 - 62
Teachers	
Max and min number of teachers in the schools	25 - 6
Classes	
Max and min number of classes per school	14 - 4
Highest number of pupils in a school class	245
Lowest number of pupils in a school class	45

Note: These figures exclude the two small day care centres

To illustrate what these figures mean, Ulande Primary School, which has the largest enrolment, 1497 students, has only 19 teachers resulting in some classes of over 200 students each.

Overview of data

1. Summary of data from head teachers

All but one school has a library but three reported that the books are kept in a store room or in the headmaster's office. It would thus appear that the schools are struggling to find enough space for the books they are receiving. Further consideration may thus need to be given to the number of books donated in future shipments.

The responses indicated that all the books were being regularly by the teachers either with a whole class or to teach small groups of students. Many teachers are also using the books for their own study purposes and to prepare lessons.

Eight schools reported setting up new initiatives as a result of receiving School Aid resources, mainly reading clubs and study circles.

Nearly all of the respondents reported that receipt of the books has made a positive difference to teaching and learning. The students' vocabulary has increased and they are now more interested in reading. The books are also used by students for reference purposes.

"Books received have made teaching and learning easier as teachers use them as aids in teaching/learning process." Head teacher, Ntonda Community Day Secondary

Benefits to girls and boys are also noted. Both boys and girls are reported to be reading more leading to improved performance. In addition some reported the books are contributing to more girls continuing their education.

Eight schools reported that the books have also contributed to a reduction in truancy because the students are motivated and do not want to be left behind.

Although on average students within the school have good access to their library, access by the community and other schools is variable but generally low.

"The boys have no time to indulge in criminal acts back home" Head teacher, Kafulafula Primary School

"Our school has become a model school in Ulongwe education zone due to well-managed and well-furnished library." Head teacher, Nanthomba Primary

Quantitative data

The table below contains the responses from the head teachers to the questions with quantifiable responses.

Question	Average Response
Number of teachers using the resources	3.6
Beneficial effects on girls	3.7
Beneficial effects on boys	3.4
Extent to which girls have been helped to attain higher levels of achievement	3.7
Extent to which orphans and vulnerable children have been helped	3.9
Extent to which willingness to learn has increased	3.9
Difference resources have made to teaching and learning	3.4
Frequency with which students have access to the library	3.2
How often do other schools have access to your library	1.8

Key

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

“Without resources from the School Aid quality of education at our school was very poor”
Head teacher, Kafulafula Primary

2. Summary of data from teachers

Eighteen teachers were interviewed from the schools, approximately two from each school. Half were men and half women. The length of time they had been employed ranged from one year to 20 years and the length of time they had been qualified as a teacher from two to 30 years.

All were aware that their school had received resources from School Aid and all were making regular use of them, primarily as teaching and reference materials.

Most felt the level of English is suitable for their students.

All of the teachers reported that they and the students can easily access the books because they were in the library. All were satisfied with the link between the books and their school curriculum.

Half of the teachers said that there were enough books to enable the students to borrow books to take home. The others stated the reason for not enabling this is that there are not enough books.

All teachers indicated that there were insufficient copies of the same book. However all were positive about how the books helped them as teachers particularly in planning lessons and teaching and as a source of reference material.

“I can spend my time reading a book which will benefit me during exam time”. Standard 8 pupil, Senga Bay School

Quantitative data

The table below contains the responses from the teachers to the questions with quantifiable responses.

Question	Average Response
Have the books made a difference to literacy skills?	3.4
Have the books made a difference to numeracy skills?	3.4
Impact on learning outcomes	3.4

Key

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

3. Summary of data from students

Fifteen students, 8 boys and 7 girls, were interviewed from both the primary and secondary schools.

All the students were aware of the donation from School Aid and all had used books, especially the English, maths and science books.

They all stated the resources had brought about changes in their school including reading and study sessions, as well as extended library periods. As a result they report that academic performance has improved and more students are reading English books.

When asked how the changes have affected them individually nearly all referred to the benefits of having access to books which are helping them improve their English and overall class performance. In particular they appreciated the science and grammar books and the atlases. Many also referred to using the books in their reading and study circles.

Most of the students interviewed had hopes of becoming professionals on leaving school including being a doctor, lawyer and nurse.

“At first, we were not allowed to borrow books from the library due to little books we had. Thanks School Aid, that now we are able” Male student, Nanthomba Secondary School.

Quantitative data

The table below contains the responses from the students to the questions with quantifiable responses.

Question	Average Response
How have changes affected your school?	3.4
How have resources affected you as a student?	3.5

Key

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

4. Summary of data from libraries

A separate library specific questionnaire was completed by the two community libraries, The Book Bus and Kasup.

Both reported that the books had been shelved.

In line with the views of the teachers all noted the benefits to students of having access to a greater number of books in a library where they can visit and read.

"Instead of doing bad things in the communities, they come and read in the library"
Librarian, The Book Bus Community Library

Quantitative data

The table below contains the responses from the librarians to the questions with quantifiable responses.

Question	Average Response
Beneficial effects on girls	3.5
Beneficial effects on boys	3.5
Difference resources have made to community/school	3.5



Madzanje Senior Secondary School

CONCLUSIONS

Head teachers, teachers and students were all able to report on how the books are being used and to quote examples of the benefits they are bringing to the school and individuals.

This provides School Aid with clear evidence of its impact and consequently a further shipment of books was recently sent to this area.

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