

REPORT OF MALAWI SHIPMENT OF SEPTEMBER 2017 Analysis of Monitoring & Evaluation feedback



Mwasisi Secondary School

INTRODUCTION

At the end of September 2017 a container of text, reference and reading books was sent to the Rumphi area in northern Malawi where it arrived two months later.

The contents were destined for schools identified by our main partner Life Concern with whom we began working in 2015, as well as a UK based NGO, Temwa, with whom we first partnered in 2016.

THE RECIPIENTS

The recipients were a total of 33 schools who received either a whole or half pallet of books. They included:

- 14 primary schools
- 19 secondary schools

This final report is based on feedback from a sample of 16 schools comprising nine secondary and seven primary schools. In total they contain just over 1000 students.

We are grateful to staff from Life Concern and TEMWA for undertaking the interviews. This is never an easy task given the rural nature of the area and hence the challenges of travelling to the various schools.



Mhunju Secondary School

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 both quantitative and qualitative data.

Each school has three formats for responses:

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

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, classes and class sizes from school responses.

	Range (max & min)
Pupil numbers	
Total students in sample schools	1321
Max and min total number of pupils in the schools	731 - 107
Max and min number of girls in the schools	385 - 59
Max and min number of boys in the schools	300 - 47
Teachers	
Max and min number of teachers in the schools	13 - 4
Classes	
Max and min number of classes per school	8 - 3
Highest number of pupils in a school class	137
Lowest number of pupils in a school class	34

To illustrate what these figures mean, Chikwina Primary School, which has the largest enrolment, 731 students, has only 11 teachers resulting in some classes of over 100 students each.

“Boys have left farms and enrolled in school. They borrow books and read at home.”
Head teacher, Njiri Full Primary school

Overview of data

1. Summary of data from head teachers

Most of the schools (12 out of 16) reported having a school library. However two schools needed to put some of the books in a store room and the headmaster’s office due to lack of space in their library.

All but one school were satisfied with the level of English.

All the teachers are making regular use of the books, mostly with groups within a whole class or with individual pupils. Many of the teachers are also using them for their own private study.

All but two schools have set up new initiatives since receiving the books. These include holding quizzes and organising reading clubs. Four schools said they had also set up a library.

All the head teachers stated that the books have beneficial effects on both boys and girls, increasing their reading skills, vocabulary and ability to communicate in English.

One head attributed dramatic decreases in dropout rates to the availability of the books while nearly all reported a more than 60% increase in students continuing their education as a result of the resources received.

All of the respondents reported that receipt of the books has made a positive difference to teaching and learning. Teachers are able to use the text books to plan assignments while both teachers and learners use them for research and additional study.

As a result students’ academic performance has improved. In addition the novels have helped a reading culture to develop. The books have been particularly appreciated in schools where they have previously had limited books available.



Ng’onga Secondary School

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	4
Beneficial effects on girls	4
Beneficial effects on boys	4
Extent to which girls have been helped to attain higher levels of achievement	4
Extent to which orphans and vulnerable children have been helped	4
Extent to which willingness to learn has increased	4
Difference resources have made to teaching and learning	4
Frequency with which students have access to the library	3.5
How often do other schools have access to your library	3
How often do other members of the community have access to your library	3

Key

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

"Their English levels have improved and they have developed a spirit of reading that was not previously there." Head teacher, Usingini primary school,

1. Summary of data from teachers

One teacher was interviewed from each school, all but one male. The length of time they have been employed ranges from three months to 8 years and the length of time they have been qualified as a teacher from two to 23 years.

All of the teachers value receipt of the books and identified several benefits including being able to use the books in the classroom with groups of students and in lesson planning as well as resulting in the establishment of reading clubs groups and study circles.

Six teachers felt the level of English in some of the books was too advanced for their students. They have mixed views as to the relevance of the books to their curriculum but still appreciated their availability as supplementary reading materials.

All of the teachers reported that they and the students can easily access the books from their library.

All of the teachers stated that there were insufficient books for the number of students in the school. This limited their ability to allow students to take books home although several said students could do so but only on a weekend.

Only one teacher indicated that there were sufficient copies of the same book. However all were positive about how the books help them as teachers particularly in planning lessons and teaching and as a source of reference material.

“Ball points pens assisted teachers in their daily lesson preparation. While textbooks have helped teachers to teach learners vocabulary, phonology and fluency in reading”

Teacher, Jandang'ombe Primary 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	3.5
Have the books made a difference to numeracy skills	3
Impact on learning outcomes	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



Bembe Secondary School

2. Summary of data from students

Seventeen students, 11 boys and 6 girls, were interviewed from four schools, three secondary and one primary.

All but two of the students were aware of the donation from School Aid. Nearly all had used books, generally accessing them in their library.

Most of the students interviewed had hopes of becoming professionals on leaving school particularly being a doctor or a nurse.

“Generally, lessons have greatly improved at our school as teachers bring in well prepared lesson plans” Student, Kamphenda Community Day 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	3.5
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

CONCLUSIONS

The feedback gathered through interviews with headteachers, teachers and students is overwhelmingly positive and provides clear evidence that the resources sent by School Aid are considered beneficial to both teaching and learning.

This in turn demonstrates the impact of our efforts in supporting improvement in literacy amongst the students in the recipient schools in line with School Aid strategic objectives

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