



School Aid shipment to Malawi
Interim Report of Shipment sent July, 2018



Eukweni Primary School

During school fair, our school did very well in reading and storytelling. I appreciate very much for School Aid books have improved literacy levels at the school.

Head, Nthembo Primary School

INTRODUCTION

In July 2018 a container of text, reference and reading books was sent to the Rumphi area in northern Malawi.

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

In addition it contained books and furnishings for a new library, Bumba, being established through a partnership between Life Concern and School Aid.

THE SCHOOL RECIPIENTS

The recipients were a total of 23 schools who received either a whole or half pallet of books. They included:

- 16 primary schools
- 7 secondary schools

The total number of students in these schools numbered just over 14528.

FEEDBACK

This interim report is based on interviews conducted as part of the second phase of the School Aid Monitoring and Evaluation process which is designed to gather feedback approximately 3 months after resources are received.

Collection of feedback was unfortunately in this case delayed so it was collected approximately five months after receipt of the books.

Nevertheless 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.

Feedback was obtained from a sample of approximately 50% of recipient schools which included 10 head teachers and 12 teachers and 12 students representing 6 primary schools and 4 secondary schools.

The total number of students in the sample of schools totalled just over 7000 boys and girls. This ranged from just over 180 students in a secondary school to over 1400 in a primary school.

We managed to come up with a library immediately after we received the books.
Head, Lidoma Private Secondary School

Most of the head teachers reported that the books were being stored in their library but two reported storing them in a classroom and two in classroom lockers. Their views about suitability for the students were mixed but all agreed that the level of English was suitable for the students.

The books were all being used regularly, mostly in small groups within a class setting but teachers were also making good use of them for their own personal study.

All schools reported setting up new initiatives as a result of receiving the books which included library classes where students go to the library to read; reading clubs; study circles and a teacher resource area.

In answer to the question regarding the most important difference made by the resources, the head teachers identified the availability of reference materials both for students and for teachers, which makes their teaching easier.



Ekwendeni Day Private School



Ekwendeni Primary School

The teachers had all been at the school for a relatively short period of time. While the longest serving teacher has been at the school for six years while a quarter had only been at their school for under one year.

The teachers interviewed all reported being aware of the donation and using the books to which they have easy access to. They stated the books were particularly helpful as reference materials and for lesson preparation.

Most of the teachers stated that the books are relevant to their new curriculum but the suitability of the level of English varied dependent on the books.

The majority of the schools did not permit students to borrow books to take home in view of the large number of students in the school.

Usually we (teachers) use the books as references and beside that learners have the opportunity to read books and improve their grammar.

Teacher, Katowo Primary School

Feedback was also obtained from students from different schools who were individually interviewed.

They have all noticed changes since receipt of the books. These included more students reading, which in turn has improved their grammar and comprehension, as well as improved knowledge of the English language.

Many referred to reading in the library, and in particular making use of novels and science books.



Lidoma Private Secondary School

CONCLUSION

This interim report again demonstrates the benefits delivered to both teachers and students from the resources donated with all the heads, teachers and students were able to give examples of the positive effects of receiving the books.

A more detailed report will be completed following receipt of our third phase of Monitoring & Evaluation which takes place approximately twelve months after receipt of books.

Adele Wilter
School Aid Africa Coordinator

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