

**Books2Africa**  
**Project Evaluation Questionnaire**

**1. INTRODUCTION**

**a. Name of the project:**

Tukongote Community Projects

**b. Type of Project:**

Nursery/Primary ☒ Secondary ☐ Tertiary ☐ NGO/Community Project ☒ Other ☐

If other, please describe:

**c. Country Location:**

Zambia

**d. Number of students/learners:**

100 in Tukongote preschool plus 400 in local government school

**e. Number of teachers/staff:**

20+

**f. How are books useful for your project?**

Books are useful for a number of reasons.

1. Access to picture books/story books for our Early Childhood pupils (aged 3 to 6) broadens their horizons and encourages a love of reading.
2. Access to books improves our teachers knowledge and gives them new teaching ideas.
3. Access to books helps pupils from all the nearby schools. They have no libraries and come from homes that have no books. Having a community library helps them in the school work, in studying for exams as well as reading for pleasure.
4. The books are beneficial for the entire community, as they are in a community library, they can be used by anyone.
5. They help with lessons in our study centre, where we have adult literacy classes and tuitions for the entire community.

**Books2Africa**  
**Project Evaluation Questionnaire**

**g. How did you find out about Books2Africa?**

Through an internet search engine.

**h. How many books did you receive from Books2Africa?**

27,000

**i. How did you fund the shipment/processing fee of the books?**

Tukongote Community Projects are part of Waterberry Zambezi Lodge in Zambia and we receive donations from guests that come and stay here as well as support from the lodge itself and the owners. We also fundraise through a community shop that we have in the lodge

**j. How would you rate the condition of the books received?**

1 (very poor) ☐    2 (poor) ☐    3 (acceptable) ☐    4 (good) ☐    5 (very good) ☒

**k. What other educational materials did you receive?**

N/A

## **2. IMPACT OF BOOKS ON QUALITY OF LEARNING**

(Please complete this section in consultation with students)

**a. How useful were the books received for the students' learning needs?**

1 (not useful) ☐    2 (partially useful) ☐    3 (very useful) ☒

**b. Which particular books received were most useful? (name subjects or titles if possible)?**

The teacher resource books as books containing ideas for lessons are extremely useful for our teachers in their lesson planning and to help them think outside the traditional learning by rote that is so common here.

The maths and science books are fantastic for older children in both primary and secondary education.

Picture story books are perfect for our preschool classes.

**Books2Africa**  
**Project Evaluation Questionnaire**

The reading sets are being well used in the adult literacy classes and by our literacy teachers.

**c. In what ways have the books received been useful?**

<input checked="" type="checkbox"/> Classroom study	<p>All classes from Tukongote come for library time each week. As our children are young this is encouraging a love of books and reading early on.</p> <p>Each classroom has a reading corner with a smaller selection of books the children can read/explore.</p> <p>We are encouraging the teachers at the local schools to use the library for their lessons, all pupils have had induction classes with their teachers.</p> <p>We also donated some of the books that we had either too many copies or we felt were unsuitable to different organisations.</p> <p>A local High School where we sponsor students was given 1000 maths and science text books – the feedback on how they have used them is the classroom is great!</p> <p>And some of the primary books where there were multi copies we donated to nearby schools. They also report getting great use of them in their classes.</p>
<input checked="" type="checkbox"/> Personal study	<p>Many pupils from nearby schools are using the library for personal study, particularly in preparation for exams. (Our students are too young for this currently – but this is something they will grow into)</p> <p>We are funding 10 teachers at Teacher training college and they are using the library to help them complete assignments and to study for exams.</p>
<input checked="" type="checkbox"/> Group study	<p>We have a community study centre attached to the library, this has extra lessons and tuitions for all ages, free of charge. Particularly popular are the adult literacy classes.</p> <p>Group work is a big part of the study centre ethos and they use the library for these projects.</p>

**Books2Africa**  
**Project Evaluation Questionnaire**

<input checked="" type="checkbox"/> Homework	We are encouraging the local government schools to set their children homework that requires them to use the library. Our own pupils will be doing this at a later date. (Each year we are adding another grade until 2024 when we will have a full primary school – so the library is going to be a big part of this development)
--	--

**d. How do the students access the books received?**

Institutional library ☒ Classroom library ☒ Personal copies ☐ Other ☐

If other, please explain:

--

**e. How often in a week do students have access to the books?**

Daily ☐ Two or more days ☒ Other ☐

If other, please describe:

6 days a week Monday to Saturday 9am until 5pm.  Sunday the library is closed.  Currently we have no power in the village which is why we close at 5pm but we are planning to connect the village to the electricity grid soon and then the library will be open in the evenings.
---

**f. Using one or more specific examples, describe how the books received improved the performance of students?**

We have several students who have recently resat some of their Grade 12 (A-Level equivalent) exams. They have been making use of the maths, science and literacy books for revision. Before the library opened there was no access to books in the community.  Our teachers who are at college have said that the library has improved their assignments, before they had no where to look up ideas or references.  The adult literacy students have benefitted from the wide range of reading schemes. The range of books has really improved their reading ability.
---

**Books2Africa**  
**Project Evaluation Questionnaire**

- g. How have the availability of these books changed students' attitudes towards learning?**

The books have made self study possible. Before there was no way to learn outside the classroom.

They have become part of the younger students weekly lessons within the preschool. Story time is very popular as well as the time we give them to just explore the books.

We want to encourage a love of reading and also a respect for books.

**3. IMPACT OF BOOKS ON QUALITY OF TEACHING**

(Please complete this section in consultation with teachers/staff)

- a. How useful were the books received for teachers' teaching needs**

1 (not useful) ☐    2 (partially useful) ☐    3 (very useful) ☒

- b. Which particular books received were most useful? (name subjects or titles if possible)**

The many books with preschool teaching ideas have been the most popular as well as arts and crafts books showing the teachers new ideas.

The maths text books are very useful too.

- c. In what ways have these books been useful:**

☒ Improving subject knowledge

The variety of books received ensures that information about almost all areas of the curriculum can be found.

Maths, science and literacy are particularly plentiful and have no issues with cultural references.

**Books2Africa**  
**Project Evaluation Questionnaire**

<input checked="" type="checkbox"/> Planning lessons	This is one of the main reasons that we wanted a library – to help our teachers become better teachers by giving them access to material to help them plan varied and exciting lessons.
<input checked="" type="checkbox"/> Delivering lessons in the classroom	As above.  And also where there are multiple copies of books it means the students can all see a copy easily.
<input type="checkbox"/> Assessing students' learning	This is an area that we still need to work on with our teachers.

**d. How do teachers access the books received?**

Institutional library ☒ Classroom library ☒ Personal copies ☒ Other ☐

If other, please explain:

Teaching staff can borrow books
---------------------------------

**e. How often in a week do teachers have access to the books?**

Daily ☐ Two or more days ☒ Other ☐

If other, please describe:

--

**f. How has the availability of these books changed teachers' attitudes towards teaching?**

**Books2Africa**  
**Project Evaluation Questionnaire**

Because of the rural location of our school and community and the fact that we currently have no mains power, our teachers had nowhere to source ideas or knowledge from before the library was opened. Having the access to the books has made them become much keener in planning their lessons. They are discovering new and exciting ways to teach and impart knowledge. And they themselves are learning in the process of teaching.

**4. IMPACT OF BOOKS ON LEARNING ENVIRONMENT**  
**(Please complete this section in consultation with students/teachers/staff)**

**a. How has having the books changed the classroom environment?**

Each classroom has a small library corner and reading areas and the books here are rotated – these are picture and story books. The majority of books are in the community library. When children finish work faster than others they are encouraged to go to the library corner and look at / read books. As our school grows the library corners will be used more for self study and project work.

**b. How has having the books changed the institutions' environment?**

Having books makes the environment more conducive to learning. These books are the only books our community / students have access to.

**c. How has having the books changed the community environment?**

The library and study centre has become a community hub where young and old come together to learn, to teach and to interact as well as to enjoy the pleasure of reading. There are welcoming spaces to read as well as study and everyone is welcome.

**d. Are books similar to the ones received available to purchase from your local book stores?**

Yes ☐ No ☒ Other ☐

If other, please explain:

**Books2Africa**  
**Project Evaluation Questionnaire**

We don't have a local bookstore. The nearest bookstore is in Lusaka 500km away. There is a small shop in town (30km) that sells a few Christian books and school text books.

- e. **On average how much do books similar to the ones you received cost in your country (average cost per book in USD)?**

At least \$10 /\$20 but hard to say as comparable books aren't available here. The nearest place with books of this quality and range would be South Africa.

- f. **Has Books2Africa's support enabled the project to achieve its objectives?**

Yes ☒ No ☐

Please explain how:

The books are playing a big part in helping us work towards our objective, which is to provide excellent educational opportunities to this rural community. They are benefitting not only our own pupils (who will grow up knowing the importance of books) but also the community as a whole.

Thank you very much on behalf of everyone at Tukongote.

## 5. PHOTOS AND VIDEOS

- a. Please upload very clear images of the project or email them to [info@books2africa.org](mailto:info@books2africa.org)
- b. If possible, please upload a video of the project on YouTube or social media (such as Facebook and Twitter) and send us the link by email to [info@books2africa.org](mailto:info@books2africa.org)