

Books2Africa
Project Evaluation Questionnaire

1. INTRODUCTION

a. Name of the project:

Restore Leadership Primary School Library

b. Type of Project:

Nursery/Primary Secondary Tertiary NGO/Community Project Other

If other, please describe:

c. Country Location:

Gulu, Uganda

d. Number of students/learners:

402

e. Number of teachers/staff:

12

f. How are books useful for your project?

The books helped fill our new library. We had an almost empty library that children were eager to read in. The books helped fill the shelves and now children are enjoying them on a daily basis. This project is helping increase our reading levels.

g. How did you find out about Books2Africa?

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Google

h. How many books did you receive from Books2Africa?

1000

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

NGO partnership funding.

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?

None

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)?

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Storybooks and Picture books

Chapter books like Diary of a Wimpy Kids and the Horrible Henry series.

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

<input checked="" type="checkbox"/> Classroom study	(if ticked please explain how) There was a series of books that had multiple copies. This will help with group reading in the classroom.
<input checked="" type="checkbox"/> Personal study	The main purpose for these books is for personal leisure reading.
<input type="checkbox"/> Group study	(if ticked please explain how)
<input type="checkbox"/> Homework	(if ticked please explain how)

d. How do the students access the books received?

Institutional library Classroom library Personal copies Other

If other, please explain:

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

Daily Two or more days Other

If other, please describe:

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

Independent reading time has grown literacy rates by 84%. These books are key for students to have independent reading time.

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

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Students are SO excited about reading. They love coming to the library and picking out their own 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)

Large storybooks that can be read aloud to the whole class.

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c. In what ways have these books been useful:

<input checked="" type="checkbox"/> Improving subject knowledge	Teachers are able to read the non-fiction books to better understand what they are teaching. They also enjoy reading the novels. Teachers who read are better teachers!
<input checked="" type="checkbox"/> Planning lessons	Teachers use the storybooks to plan read alouds. They plan out questions and predictions they will ask children. Then they use the storybooks in class.
Delivering lessons	
<input type="checkbox"/> Assessing students' learning	(if ticked please explain how)

d. How do teachers access the books received?

Institutional library Classroom library Personal copies Other

If other, please explain:

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

Daily Two or more days Other

If other, please describe:

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

I always find teachers in the library reading. They love the books just as much as the students. A true "reading culture" is being formed at our school. During library the teachers read with the students. They see that reading is a life-long skill.

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?**

Some of the books we received had multiple copies. Teachers will use these for group reading in the classroom.

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

Having the books has increased the love of reading at our school. There is a reading culture forming where adults and pupils read in their spare time.

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

Eventually we would love to open our library to the local community. We have not done this yet, but the many books we received will defiantly help make this a success.

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

Yes No Other

If other, please explain:

Our local book shops only sell textbooks. /

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

\$7-\$10

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

Yes No

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Please explain how:

Our goal was to fill our library by the end of the year so that students and teachers can read daily. We will be getting more books from Books2Africa to continue achieving this goal. Reading independently increases literacy. Our large goal is that the majority of our students are literate by P3. Having these books will help us reach this goal by giving students an exciting place to read books of their choosing.

5. PHOTOS AND VIDEOS

- a. Please upload very clear images of the project or email them to 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