

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

**1. INTRODUCTION**

**a. Name of the project:**

Sadza Secondary School Reading Project

**b. Type of Project:**

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

If other, please describe:

**c. Country Location:**

Southern Africa

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

Three hundred and sixty (360)

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

Fifteen (15)

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

The books are very useful to our school reading project because they promote a reading culture in our learners. They mainly develop a lifelong reading habit – both for knowledge and pleasure. Furthermore, the books nurture fluent, confident and independent readers.

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

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It was through Mr Maxwell Kadungure.

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

Ten thousand (10 000)

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

The school did not pay anything for shipment save a bit of a processing fee.

**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?**

e- books

**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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Biology: GCSE Biology by D.G. Mackean

Combine Science: GCSE Science Student Book by M. Levesley

Mathematics: GCSE Modular Mathematics

English: An assortment of novels

History, Chemistry and Physics

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

<input checked="" type="checkbox"/> Classroom study	(if ticked please explain how)  Learners can be given textbooks and study in the classroom individually.
<input checked="" type="checkbox"/> Personal study	(if ticked please explain how)  Learners can now borrow books and study on their own both at school and at home. They can study covered and uncovered areas.
<input type="checkbox"/> Group study	(if ticked please explain how)
<input checked="" type="checkbox"/> Homework	(if ticked please explain how)  Students find the books useful as they can do their homework without struggling to get relevant sources.

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

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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:

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

Some slow learners in Forms 1B and 2B, who used to struggle to read can now read fluently and at a pace appropriate to the text. Form 4A students have significantly improved their performance in Biology because of the availability of textbooks which are relevant to the new curriculum syllabus. Again some learners who used to produce poor scores in school based continuous assessment tests have improved. This improvement in performance can only be attributed to a variety of reading material from Books 2 Africa.

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

The majority of our students have developed a positive attitude towards learning. Almost all learners are now interested in writing exercises and compositions without being pushed because of the availability of books. The number of truants has come to zero as students are eager to learn through research. Furthermore, learners have shunned from the culture of making noise and loitering in the schoolyard because they will be busy reading. The number of students borrowing books has also improved. All these are testimonies of how the books have positively changed learners' attitudes towards learning.

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**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)**

Biology

English

Combined Science

Mathematics

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

<input checked="" type="checkbox"/> Improving subject knowledge	(if ticked please explain how)  Because of the introduction of the new curriculum, teachers find the books useful as they can broaden and widen their knowledge.
<input checked="" type="checkbox"/> Planning lessons	(if ticked please explain how)  The teaching staff can scheme and plan in detail for the lessons using relevant textbooks from the library.
<input type="checkbox"/> Delivering lessons in the classroom	(if ticked please explain how)  The teachers can assign students to skim and scan a new chapter before they introduce it. This is usually followed by learners writing notes on their own using textbooks.
<input checked="" type="checkbox"/> Assessing students' learning	(if ticked please explain how)  Teachers can use some of the books to assess students' learning. This usually comes through diagnostic and continuous assessment tests. In some cases open-book tests are given by the teachers.

**d. How do teachers 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 teachers have access to the books?**

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Daily ☐ Two or more days ☒ Other ☐

If other, please describe:

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

The teaching staff have developed a more positive attitude towards teaching. They can read books to improve knowledge in their respective teaching areas. Planning for lessons has been made easier than before. Even lesson delivery in the classroom has improved. Generally, the availability of the books is a blessing to the teachers.

**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?**

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The classroom environment which used to have pockets of noise-makers is now quiet. The learners are always quiet reading books for knowledge and pleasure. Unnecessary movement in the classroom is now a thing of the past and we no longer have bullies. The availability of the books has changed the classroom environment for the better hence beating the adage: "An idle mind is the devil's workshop."

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

The institution's environment has significantly improved in terms of how learners behave. Some learners used to be in a habit of wandering up and down the schoolyard because they had nothing to read save the teachers' notes. Again cases of bullying and fighting have dropped as students will be either reading in the library or studying in their classrooms. Therefore, the books have contributed a lot towards the creation of a friendly school environment.

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

Private students from Sadza Growth Point, villagers as well as former students who sat for national exams and failed have access to the library. They can also borrow books for studying in preparation for the exams. Some can even borrow English novels to read for pleasure.

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

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Yes ☐ No ☒ Other ☐

If other, please explain:

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

USD 40.00

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

Yes ☒ No ☐

Please explain how:

A strong embedded reading culture has been instilled within classrooms and the wider school environment. Before the delivery of the consignment, it was a real challenge to promote the reading culture. Again some students are now fluent, confident and independent readers and they can transfer the skills across the curriculum. The bulk of the objectives shall be achieved since our Reading Project is at its early stages.

**5. PHOTOS AND VIDEOS**

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- 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)