

# NATIONAL NUMERACY PROGRAMME (NNP)

*Developing strong foundations in  
Mathematics for all children to succeed*



**WORKBOOK USE  
SURVEY REPORT**

Disclaimer:

This document is issued for the party which commissioned it and for specific purposes connected with the above-captioned project only. It should not be relied upon by any other party or used for any other purpose.

We accept no responsibility for the consequences of this document being relied upon by any other party, or being used for any other purpose, or containing any error or omission which is due to an error or omission in data supplied to us by other parties.

This document contains confidential information and proprietary intellectual property. It should not be shown to other parties without consent from us and from the party which commissioned it.



# **Workbook Use Survey Report**

## Contents

|                                                  |    |
|--------------------------------------------------|----|
| List of Annexes .....                            | 3  |
| <b>Introduction</b> .....                        | 4  |
| <b>I. Parameter of the Book Use Survey</b> ..... | 4  |
| <b>II. Methodology</b> .....                     | 4  |
| <b>III. Findings</b> .....                       | 5  |
| 1. Student-to-Book Ratio.....                    | 5  |
| 2. Book Storage and Inventory .....              | 7  |
| 3. Student Book Use .....                        | 7  |
| 4. Book Technical Specification .....            | 12 |
| <b>IV. Limitations of the Study</b> .....        | 13 |
| <b>Conclusion and Recommendation</b> .....       | 14 |
| Annexes.....                                     | 15 |

## List of Annexes

|     |                                                                                                                       |
|-----|-----------------------------------------------------------------------------------------------------------------------|
| 1.1 | <b>Number of books in excess and shortfall at the twenty sample schools</b>                                           |
| 1.2 | <b>Detailed Summary of Distribution</b>                                                                               |
| 2   | <b>Responses to question A11: How do you record the books inventory?</b>                                              |
| 3   | <b>Responses to question A14: Do you wish to receive the workbooks for Term 3 in advance?</b>                         |
| 4   | <b>List of answers for question A14: Do you have space for storage of books in your office or anywhere at school?</b> |
| 5   | <b>Question A12: Do children have access to desks?</b>                                                                |
| 6   | <b>Question A9: Do the children carry the 'NNP Programme' books home or only use them at school?</b>                  |
| 7   | <b>Book Technical Specification Responses</b>                                                                         |
| 8.1 | <b>Book storage and inventory</b>                                                                                     |
| 8.2 | <b>School bag</b>                                                                                                     |
| 8.3 | <b>Student-to-Book Ratio</b>                                                                                          |
| 8.4 | <b>Book Use</b>                                                                                                       |
| 8.5 | <b>USAID Books - Chichewa and English</b>                                                                             |
| 8.6 | <b>School's equipment</b>                                                                                             |

## Introduction

The NNP Book Use Survey was conducted six weeks after the distribution of the extended pilot phase for term 1 books, from mid to end of November 2022.

The survey was carried out by BlueTree group's Rodrick Masinda, who visited twenty schools selected by the NNP Team in different regions of Malawi, to interview the headteachers and make observations about the book use, storage, and handling and verify the student-to-book ratio.

The survey results have shown a shortage and surplus of books in certain schools, not achieving the ideal 1:1 student-to-book ratio. The storage conditions in many of the schools are good; however, the condition of the books has deteriorated in many schools for various reasons.

This report explains the survey findings and gives recommendations based on observations.

### I. Parameter of the Book Use Survey

- The student-to-book ratio: The survey aimed to verify if the target student-to-book ratio of 1:1 was achieved after the first and second distributions of the NNP books
- Storage space: The survey sought to determine if schools had appropriate storage space for books.
- Book Condition: The survey aimed to evaluate the physical condition of the books to determine if they were still usable.

A book can be defined as usable if less than 4 pages out of 48 are missing or are damaged from rain, moisture, or humidity and do not affect the book's readiness.

- Transfer of knowledge: the survey aimed to verify if the training provided to teachers on book use and management was effectively transferred to use and in use at the schools.

### II. Methodology

The methodology outlines the steps followed by BlueTree Group to conduct and generate recommendations:

1. Survey Design: BlueTree Group designed a survey to assess the condition of books, evaluate their technical specifications, usage, management by students and teachers, and storage space in schools.
2. Survey Implementation: The survey was conducted by BTG's Rodrick Masinda in 20 sample schools as part of the National Numeracy Programme's expanded pilot phase. Rodrick spent half

a day in each school, interviewing the head teachers, recording observations, and taking relevant photographs.

3. Data Collection: The information gathered through interviews was transcribed into a spreadsheet for summarizing and analysis. Photographic evidence was also collected.
4. Data Analysis: The information was analyzed using Excel, where mathematical formulas were applied to arrive at the findings.
5. Recommendations: Recommendations were made based on the result of the survey against the parameters set, international best practices, country context, and BlueTree Group’s expertise in the field.

### III. Findings

#### 1. Student-to-Book Ratio

NNP’s goal is to achieve a student-to-book ratio is 1:1 to ensure the success of the educational programme.

Learner workbooks for Std. 1 to 4 were distributed in 1130 Expanded Pilot schools across Malawi according to a distribution list provided only few weeks before the beginning of Term 1. However, the survey revealed discrepancies in the distribution, with some schools having books in excess and others having shortfalls.

|                             | <b>Std. 1</b> | <b>Std. 2</b> | <b>Std. 3</b> | <b>Std. 4</b> |
|-----------------------------|---------------|---------------|---------------|---------------|
| <b>Books in excess</b>      | 278           | 89            | 527           | 517           |
| <b>% Books in excess</b>    | 6%            | 2%            | 11%           | 26%           |
| <b>Books in shortfall</b>   | -751          | -568          | -587          | -193          |
| <b>% books in shortfall</b> | 15%           | 12%           | 13%           | 10%           |

*Table 1 – Summary of books in excess and shortfall after the first distribution. Annex 1*

|                             | <b>Std. 1</b> | <b>Std. 2</b> | <b>Std. 3</b> | <b>Std. 4</b> |
|-----------------------------|---------------|---------------|---------------|---------------|
| <b>Books in excess</b>      | 581           | 240           | 797           | 548           |
| <b>% Books in excess</b>    | 12%           | 5%            | 17%           | 28%           |
| <b>Books in shortfall</b>   | -331          | -278          | -318          | -31           |
| <b>% books in shortfall</b> | 7%            | 6%            | 7%            | 2%            |

*Table 2 – Summary of books in excess and shortfall after the second distribution. Annex 1*

The summary of the tables above shows that the variance in the shortfall has decreased significantly after two distributions, with the deviation dropping from 15% to 7% for Std. 1 . However, there are still students without sufficient books and must share.

The data also shows that the number of excess books has increased from the first to the second distribution, indicating that the re-distribution was not effectively targeted.

The student-to-book variance in Annex1.1 is based on the student enrolment numbers collected during the survey, and these enrolment figures accurately reflect the number of students at each school six weeks into the first term.

The number of books distributed, and the enrolment numbers were verified to understand variances. When comparing the values of the distribution list to the number of books delivered during the first distribution, all the schools received the correct number of books. There is a shortfall of 17 books for Std. 1 and 14 books for Std. 2 in Mzimba Katokoli school. The number of books per the initial distribution list was delivered to the school; however, the headteacher reported during the survey that the Primary Education Advisor (PEA) took those books and gave them to another school.

The second distribution was done to specific schools where shortfalls have been reported after the first distribution. During the interviews, it came out that only some of the head teachers reported the shortfalls to the zones or coordinator; a summary of their responses can be seen in Annex 1.2.

Following the second distribution, the shortfalls were reduced but still remained. The enrolment numbers captured during the survey were compared to the initial distribution list. The analysis revealed discrepancies, with some schools having a number of students lower than the number of distributed books and others having more students than books, leading to the variance reported in Annex 2.

Assuming that the first distribution list represents the correct number of needed books per Stds and per school and related to the enrolment number of children before the commencement of Term 1, the number of Std. 1 students in Lilongwe Mchesi appears to have decreased from 166 to 117. Similarly, in Lilongwe Mkukula school, we can consider a decrease of 68 Std.1 students. However, the Std. 4 of Lilongwe- Mchesi school went from 0 students to 168.

This trend can be seen across all the sample schools. The varying number of students also causes an uneven student-to-book ratio.

Some survey responses mention that students have transferred to different schools; However, it is unknown at what point the transfers happened.

A deeper analysis of enrolment number changes at schools before, during, and after the distribution is impossible as the method of collecting the enrolment data is unknown from BTG.

### **Recommendations:**

BlueTree Group recommends that a call center be set up for the scale-up phase, where each headteacher is called to confirm the number of enrolled students one week before the pick and pack begins. This will help reduce the number of shortfalls and excess books in schools, ensuring that the 1:1 student-to-book ratio is met. A small Mobile app can also be developed to collect these data in real-time.



## 2. Book Storage and Inventory

The schools are responsible for the storage of the books before distribution to the learners. All schools have shown adequate storage spaces, including the head teacher's office, teacher's office, storeroom, or libraries. The schools with an excess number of books keep the books in the same places for safeguarding.

As a measure of best practice, it is important to maintain an inventory of the books. Inventory is not simply a record of books received, but also provides evidence of who received the books, a log of each student, and ensures students' books' receipt. The head teachers had a mixed response when it came to inventory:

- 8 schools have a log book and have recorded the receipt of the inventory
- 5 schools have a log book but have not documented the receipt of the NNP books
- 4 schools claim to have a log book but could not provide evidence of it or did not have a log book together.
- 3 schools either do not have stock books or could not present one.

*Annex 2 summarizes the responses when asked about their book inventory.*

The school representatives were asked when they would like to receive the books for T3, and they unanimously answered that they would like to receive them before Term begins. The responses to this question are summarized in Annex 3.

All schools except for one showed Rodrick that they had a secure location for storing the books. The number of boxes each school can store ranges from 30 to 500, as outlined in Annex 4 of the report. The response of each sample school regarding their storage capacity is recorded in Annex 4. Only one school reported that they do not have a storage facility to keep the books.

### **Recommendations:**

BTG recommends that the schools follow training on proper inventory management and record-keeping for the books received and distributed to students. This will ensure that accurate records are maintained, and the data collection can be used to identify challenges and make recommendations for achieving a 1:1 book ratio.

## 3. Student Book Use

How the students use and maintain the books is an important aspect of a book's durability. Ideally, textbooks should be placed on a flat surface such as a desk, carried in a school bag appropriate for the books, and kept away from food and water.

Only four of 20 sample schools have desks designated for specific Standards. The observations and responses from the twenty sample schools are detailed in Annex 5 of the report. Rodrick Masinda

observed that the students do not have the appropriate bags to carry the books and instead use them to carry food and water. As a result, the books are stained with food and water and often handled with wet hands, affecting their durability.

Given that students are sitting on the ground, they sometimes use the books for sitting on, fold the books when writing on them, and put other books inside the workbooks. Most of the books are not covered, thus compromising the state of the books.



*Image 1: students sitting on the floor at school at Dowa – Mathera school)*



Image 2: Inappropriate school bags for books



Image 3: Folded book and example of mishandling at Lilongwe – Lilongwe



Image 4: Present condition of books generally across sample schools.

It was also observed that the books kept at school and only given to the learners during classes were in much better condition than those taken home by the student. The list of schools that allow students to take books home and those that do not are included in Annex 6. The use and storage conditions of the books at the students' homes are unknown, but their state suggests they have an impact.



Image 5: condition of the books that are taken home.

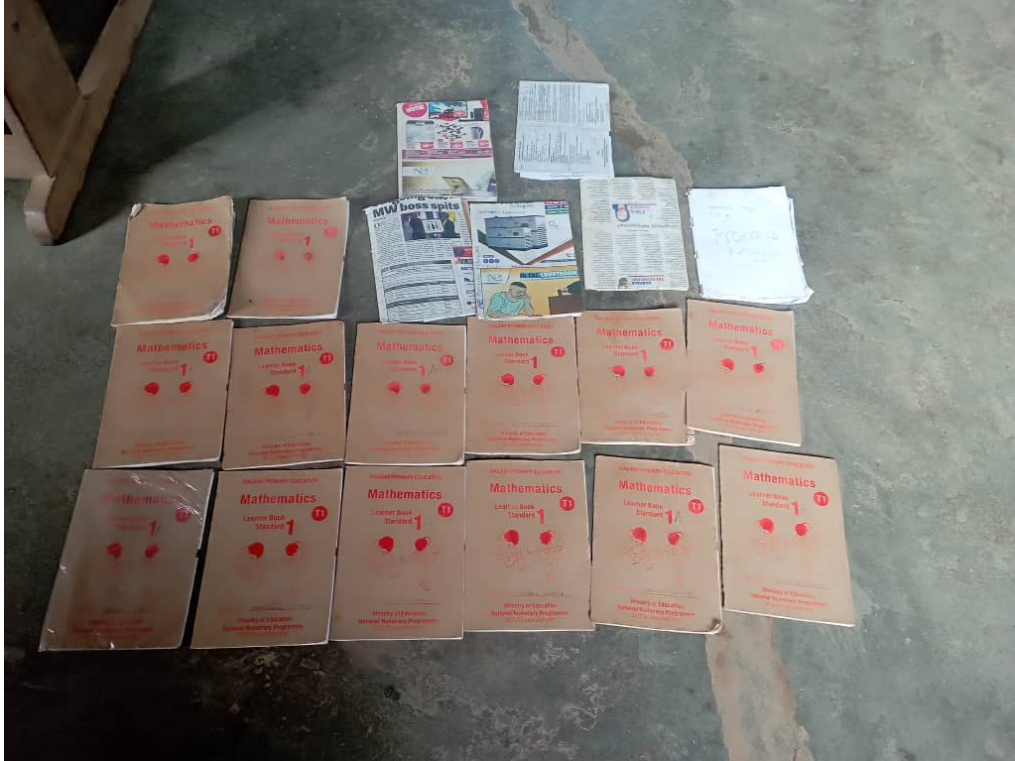


Image 6: Condition of the books that are not taken home.

More photographs of the schools, NNP books, schoolbags, students in the classroom, other books are in annex 8.

## Recommendations:

It's recommended to keep the books in the schools and not let the students take them home. They can be stored in the headteacher's office or in a secure and humid-free storage area. One option for protecting the books from moisture and humidity is to store them in 5-ply cardboard boxes.

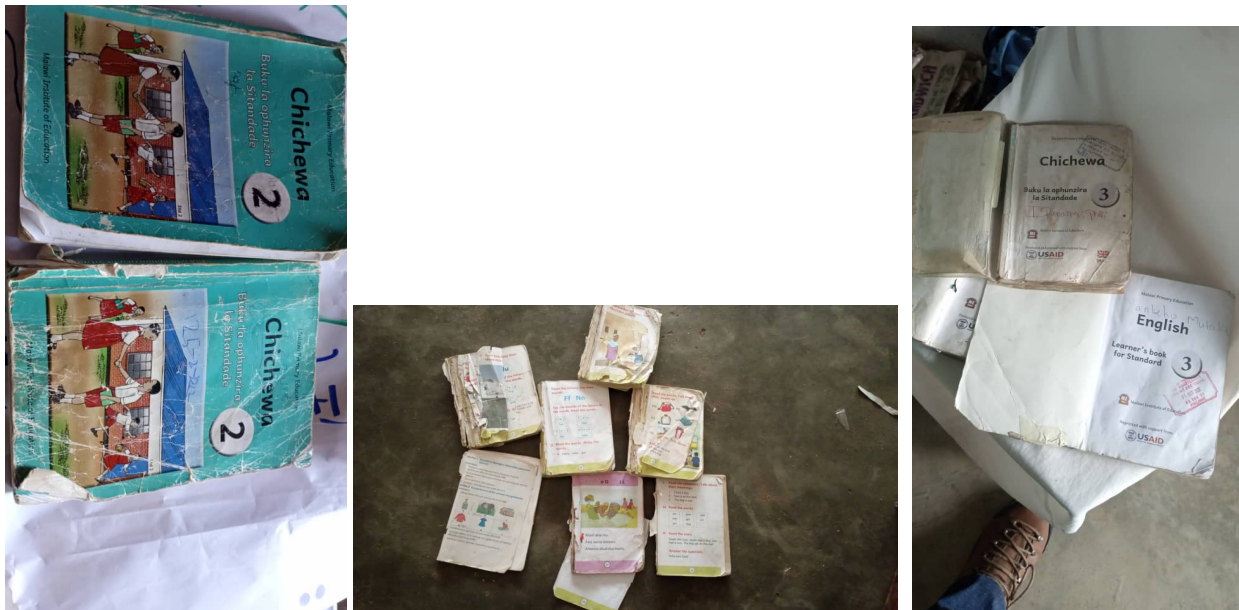
However, some schools may not have storage capacity because there is no Teacher's office, and the classrooms have no door or window, requiring students to take the books home. According to the survey outcome in Annex 3, only one of the 20 sample schools has no storage space, so BTG recommends discussing with the Headteachers to find a solution in such cases.

## 4. Book Technical Specification

When asked what the teachers thought about the NNP books, most of them mentioned that the paper was thin and easy to tear. The book's binding and the cover have not been commented on greatly, and they are in a decent condition with reference to the book handling. A detailed summary of the survey responses on book technical specifications is shown in Annex 7.

The paper initially selected to produce the NNP books was 52gsm 1.8 bulk paper, which has the same characteristics as standard WFU 70gsm paper. Unfortunately, the supplier did not produce according to the contractual terms, using a 55 gsm 1.5 bulk paper. That's the reason why the paper was less strong.

Apart from the NNP books, the schools also received books from previous projects in English and Chichewa.



Images 7,8 9: Conditions of the previous books received in English and Chichewa in Mzuzu – St Peter school, Nkhotakota – Linga school, and Phalombe – Chigawe school.

The previously distributed books in English and Chichewa used 80gsm uncoated paper, one side coated paper for the cover, and the binding is supposed to be more durable than saddle stitching. The state of the books was not better than the NNP books when observed. The technical specifications of the books are not always to be held accountable alone, but the book management and use play a greater role in the condition of the book and its durability.

**Recommendations:**

BlueTree Group recommends that the technical specifications of the NNP books should remain the same.

The NNP books used the 52gsm bulky paper with a caliper of 90 µm, which has the same characteristics as the 70gsm Woodfree Uncoated (WFU) paper in terms of strength and sustainability. The bulky paper gives the project the advantage of reducing the cost by 30% as the grammage of the paper is lower hence the cost of paper (reduced tonnage of paper procured) and the shipping cost. The Kraft paper used for the cover of the NNP books is 160gsm, is more resistant compared to the one-side coated 250gsm paper.

The USAID distributed books printed on 80gsm Woodfree Uncoated (WFU) paper, whose condition was the same as the NNP books. This further cemented the findings that the NNP workbooks would not have been in a better condition if printed on 80gsm paper. Additionally, the cost of printing on 80gsm Woodfree uncoated paper (WFU) would increase the procurement cost by 50%.

## IV. Limitations of the Study

**Time Constraint:** The survey had to be conducted after six weeks of distribution and before the commencement of the T2 distribution. There was a two-week window to conduct the survey in 20 schools. Only half a day could be dedicated to the interviews and observations in the school, limiting the interaction to particular standards and classes taking place at that time.

**Enumerators:** There was only one enumerator, BTG's Rodrick Masinda, who conducted the survey in the 20 schools within two weeks. The time spent in each school was limited, and even more so when the headteacher was not present at school and Rodrick had to wait for him to come.

In those conditions, it was not possible for the enumerator to count the number of books at school six weeks after the distribution and whether those books can be considered usable books, according to the BTG's definition of a usable book: Not more than 4 pages of the 48 pages should be missing. In order to collect more information on the book conditions and observe the book use in schools by students of different standards, it would be ideal to spend one day per school.

## Conclusion and Recommendation

Conducting the book use survey has been vital for this project. The survey findings show issues such as the uneven student-to-book ratio and poor book use and management best practices. The overall book use and management in schools is very poor. The books, after six weeks of use, are not usable. This usability problem is not specific to the NNP program as the USAID books are also in the same condition with different technical specifications.

BlueTree Group does not recommend proceeding to the Scale Up phase of the project without addressing the issues identified in this report and a plan to solve them. The plan should focus on a deeper survey where enumerators can spend a whole day observing and obtaining more refined information at the schools.

After conducting the survey, a book use and management policy should be proposed to be implemented in all the schools. The book use policy should be part of future teacher training, from where they can transfer this knowledge and practice to the students.

It is also recommended to maintain continuous monitoring of book use and management policies after the teacher training in the future to analyze the results. It is only after the results of implementing the book use and management policy are satisfactory that proceeding with the Scale-Up phase can be determined.

The recommendation made by BlueTree Group considers the sustainability of the project, and the environment and ensures cost efficiency. The cost of printing millions of books for the Scale UP phase where the books will not be usable after six weeks is very high, instead, it is deemed more practical than a deeper survey be conducted and training on the book use and management policy be made mandatory within the schooling system of Malawi.



## Annexes

### Annex 1.1: Number of books in excess and shortfall at the twenty sample schools.

Variance between no. of students enrolled (collected during the survey) and the number of books in schools after the first distribution.

| Variance between no. of students enrolled and books received after the 1st distribution | Standard 1  | Standard 2  | Standard 3  | Standard 4  | Number in Excess | Number in shortfall | Percentage in excess | Percentage in shortfall |
|-----------------------------------------------------------------------------------------|-------------|-------------|-------------|-------------|------------------|---------------------|----------------------|-------------------------|
| Lilongwe - Mchesi                                                                       | 49          | -32         | 11          | -168        | 60               | -200                | 9%                   | 31%                     |
| Lilongwe Mkukula                                                                        | 68          | -23         | 121         | 0           | 189              | -23                 | 17%                  | 2%                      |
| Lilongwe Lilongwe                                                                       | -1          | 5           | -4          | -4          | 5                | -9                  | 1%                   | 3%                      |
| Ntcheu - Khola                                                                          | 22          | 13          | -3          | 0           | 35               | -3                  | 3%                   | 0%                      |
| Ntcheu - Kasinje                                                                        | -74         | -70         | 62          | 0           | 62               | -144                | 6%                   | 13%                     |
| Dowa - Kapatamoyo                                                                       | -11         | -15         | -72         | -21         | 0                | -119                | 0%                   | 15%                     |
| Dowa - Mtenthera                                                                        | -22         | -25         | -12         | 1           | 1                | -59                 | 0%                   | 14%                     |
| Mzuzu - Chibavi                                                                         | -103        | -31         | -105        | 107         | 107              | -239                | 7%                   | 15%                     |
| Mzuzu - St. Peters                                                                      | 28          | -14         | -25         | 52          | 80               | -39                 | 11%                  | 5%                      |
| Blantyre - Chtisime                                                                     | -93         | -86         | 298         | 263         | 561              | -179                | 33%                  | 10%                     |
| Blantyre - Chipande                                                                     | 23          | 52          | 30          | 32          | 137              | 0                   | 53%                  | 0%                      |
| Zomba - Makungulu                                                                       | -17         | 14          | -11         | 16          | 30               | -28                 | 9%                   | 8%                      |
| Zomba - Mchilingano                                                                     | 10          | 5           | -36         | 7           | 22               | -36                 | 4%                   | 7%                      |
| Zomba - Chikupira                                                                       | -358        | -2          | 5           | 0           | 5                | -360                | 0%                   | 22%                     |
| Mzimba - Kavula                                                                         | -18         | -9          | -16         | -2          | 0                | -45                 | 0%                   | 16%                     |
| Mzimba - Katokoli                                                                       | -27         | -13         | -9          | 10          | 10               | -49                 | 3%                   | 17%                     |
| Phalombe - Chigawe                                                                      | -22         | -36         | -32         | 29          | 29               | -90                 | 9%                   | 27%                     |
| Phalombe - Naminjiwa                                                                    | 78          | -25         | -51         | 0           | 78               | -76                 | 9%                   | 9%                      |
| Nkhotakota - Jalo                                                                       | -63         | -167        | -28         | 0           | 0                | -258                | 0%                   | 20%                     |
| Nkhotakota - Linga                                                                      | -20         | -20         | -183        | 0           | 0                | -223                | 0%                   | 19%                     |
| <b>in excess</b>                                                                        | <b>278</b>  | <b>89</b>   | <b>527</b>  | <b>517</b>  |                  |                     |                      |                         |
| <b>Short</b>                                                                            | <b>-751</b> | <b>-568</b> | <b>-587</b> | <b>-193</b> |                  |                     |                      |                         |
| <b>% in excess</b>                                                                      | <b>6%</b>   | <b>2%</b>   | <b>11%</b>  | <b>27%</b>  |                  |                     |                      |                         |
| <b>% short</b>                                                                          | <b>15%</b>  | <b>12%</b>  | <b>12%</b>  | <b>10%</b>  |                  |                     |                      |                         |

**Variance between no. of students enrolled (collected during the survey) and the number of books in schools after the second distribution.**

| Variance between no. of students enrolled and books received after the 2nd distribution | Standard 1  | Standard 2  | Standard 3  | Standard 4 | Number in Excess | Number in shortfall | Percentage in excess | Percentage in shortfall |
|-----------------------------------------------------------------------------------------|-------------|-------------|-------------|------------|------------------|---------------------|----------------------|-------------------------|
| Lilongwe - Mchesi                                                                       | 49          | -32         | 11          | -4         | 60               | -36                 | 9%                   | 6%                      |
| Lilongwe Mkukula                                                                        | 68          | -23         | 121         | 0          | 189              | -23                 | 17%                  | 2%                      |
| Lilongwe Lilongwe                                                                       | -1          | 5           | -4          | -4         | 5                | -9                  | 1%                   | 3%                      |
| Ntcheu - Khola                                                                          | 22          | 13          | -3          | 0          | 35               | -3                  | 3%                   | 0%                      |
| Ntcheu - Kasinje                                                                        | -9          | 10          | 98          | 0          | 108              | -9                  | 10%                  | 1%                      |
| Dowa - Kapatamoyo                                                                       | -11         | -15         | -72         | -21        | 0                | -119                | 0%                   | 15%                     |
| Dowa - Mtenthera                                                                        | -22         | -25         | -12         | 8          | 8                | -59                 | 2%                   | 14%                     |
| Mzuzu - Chibavi                                                                         | 12          | -31         | 28          | 107        | 147              | -31                 | 9%                   | 2%                      |
| Mzuzu - St. Peters                                                                      | 98          | 36          | -5          | 67         | 201              | -5                  | 27%                  | 1%                      |
| Blantyre - Chtisime                                                                     | 12          | -86         | 298         | 263        | 573              | -86                 | 33%                  | 5%                      |
| Blantyre - Chipande                                                                     | 23          | 52          | 30          | 32         | 137              | 0                   | 53%                  | 0%                      |
| Zomba - Makungulu                                                                       | -1          | 14          | -11         | 16         | 30               | -12                 | 9%                   | 4%                      |
| Zomba - Mchilingano                                                                     | 10          | 5           | -1          | 7          | 22               | -1                  | 4%                   | 0%                      |
| Zomba - Chikupira                                                                       | -254        | 105         | 188         | 0          | 293              | -254                | 18%                  | 16%                     |
| Mzimba - Kavula                                                                         | -18         | -9          | -16         | -2         | 0                | -45                 | 0%                   | 16%                     |
| Mzimba - Katokoli                                                                       | -11         | -3          | -4          | 19         | 19               | -18                 | 7%                   | 6%                      |
| Phalombe - Chigawe                                                                      | -4          | -6          | -10         | 29         | 29               | -20                 | 9%                   | 6%                      |
| Phalombe - Naminjiwa                                                                    | 78          | -25         | 9           | 0          | 87               | -25                 | 10%                  | 3%                      |
| Nkhotakota - Jalo                                                                       | 149         | -3          | 14          | 0          | 163              | -3                  | 13%                  | 0%                      |
| Nkhotakota - Linga                                                                      | 70          | -20         | -180        | 0          | 70               | -200                | 6%                   | 17%                     |
| <b>in excess</b>                                                                        | <b>581</b>  | <b>240</b>  | <b>797</b>  | <b>548</b> |                  |                     |                      |                         |
| <b>Short</b>                                                                            | <b>-331</b> | <b>-278</b> | <b>-318</b> | <b>-31</b> |                  |                     |                      |                         |
| <b>% in excess</b>                                                                      | <b>12%</b>  | <b>5%</b>   | <b>16%</b>  | <b>29%</b> |                  |                     |                      |                         |
| <b>% short</b>                                                                          | <b>7%</b>   | <b>6%</b>   | <b>7%</b>   | <b>2%</b>  |                  |                     |                      |                         |

## Annex 1.2: Detailed Summary of Distribution

|                                                                                 |            | Regions and Schools       |                                                                     |                                                             |                                                                       |                                                                            |                                                                         |                                                                           |                                                    |                                                                                             |                                                              |                       |                                                                           |                |                                                                                         |                                                                 |                                                                            |                           |                                                                            |                                                        |                                                                      |   |
|---------------------------------------------------------------------------------|------------|---------------------------|---------------------------------------------------------------------|-------------------------------------------------------------|-----------------------------------------------------------------------|----------------------------------------------------------------------------|-------------------------------------------------------------------------|---------------------------------------------------------------------------|----------------------------------------------------|---------------------------------------------------------------------------------------------|--------------------------------------------------------------|-----------------------|---------------------------------------------------------------------------|----------------|-----------------------------------------------------------------------------------------|-----------------------------------------------------------------|----------------------------------------------------------------------------|---------------------------|----------------------------------------------------------------------------|--------------------------------------------------------|----------------------------------------------------------------------|---|
| Region                                                                          |            | Lilongwe                  |                                                                     |                                                             | Mzuzu                                                                 |                                                                            | Blantyre                                                                |                                                                           | Zomba                                              |                                                                                             |                                                              | Nkhayakota            |                                                                           | Ntcheu         |                                                                                         | Dowa                                                            |                                                                            | Mzimba                    |                                                                            | Phalombe                                               |                                                                      |   |
| Schools                                                                         |            | Mchesi                    | Mkukula                                                             | Lilongwe                                                    | Chibavi                                                               | St. Peters                                                                 | Chtisime                                                                | Chioande                                                                  | Makungulu                                          | Mchilingamo                                                                                 | Chikupira                                                    | Jalo                  | Linga                                                                     | Khola          | Kasinie                                                                                 | Kapatamoyo                                                      | Mrethera                                                                   | Kavula                    | Katokoli                                                                   | Chigawe                                                | Naminilwa                                                            |   |
| Number of books to distribute as per distribution list                          | Standard 1 | 166                       | 363                                                                 | 70                                                          | 271                                                                   | 193                                                                        | 319                                                                     | 119                                                                       | 104                                                | 176                                                                                         | 262                                                          | 384                   | 387                                                                       | 431            | 313                                                                                     | 182                                                             | 88                                                                         | 58                        | 89                                                                         | 76                                                     | 341                                                                  |   |
|                                                                                 | Standard 2 | 146                       | 362                                                                 | 70                                                          | 337                                                                   | 200                                                                        | 467                                                                     | 119                                                                       | 79                                                 | 141                                                                                         | 454                                                          | 257                   | 310                                                                       | 357            | 309                                                                                     | 186                                                             | 68                                                                         | 63                        | 73                                                                         | 59                                                     | 228                                                                  |   |
|                                                                                 | Standard 3 | 185                       | 527                                                                 | 98                                                          | 348                                                                   | 159                                                                        | 605                                                                     | 82                                                                        | 79                                                 | 112                                                                                         | 539                                                          | 364                   | 244                                                                       | 339            | 376                                                                                     | 155                                                             | 89                                                                         | 55                        | 67                                                                         | 62                                                     | 309                                                                  |   |
|                                                                                 | Standard 4 | 0                         | 0                                                                   | 105                                                         | 512                                                                   | 225                                                                        | 719                                                                     | 78                                                                        | 79                                                 | 92                                                                                          | 0                                                            | 0                     | 0                                                                         | 0              | 0                                                                                       | 132                                                             | 110                                                                        | 63                        | 53                                                                         | 74                                                     | 0                                                                    |   |
|                                                                                 | Total      | 497                       | 1252                                                                | 343                                                         | 1468                                                                  | 777                                                                        | 2110                                                                    | 398                                                                       | 341                                                | 521                                                                                         | 1255                                                         | 1005                  | 941                                                                       | 1127           | 998                                                                                     | 655                                                             | 355                                                                        | 239                       | 282                                                                        | 271                                                    | 878                                                                  |   |
| Number of books distributed - 1st distribution                                  | Standard 1 | 166                       | 363                                                                 | 70                                                          | 271                                                                   | 193                                                                        | 319                                                                     | 119                                                                       | 104                                                | 176                                                                                         | 262                                                          | 384                   | 387                                                                       | 431            | 313                                                                                     | 182                                                             | 88                                                                         | 58                        | 72                                                                         | 76                                                     | 341                                                                  |   |
|                                                                                 | Standard 2 | 146                       | 362                                                                 | 70                                                          | 337                                                                   | 200                                                                        | 467                                                                     | 119                                                                       | 79                                                 | 141                                                                                         | 454                                                          | 257                   | 310                                                                       | 357            | 309                                                                                     | 186                                                             | 68                                                                         | 63                        | 59                                                                         | 59                                                     | 228                                                                  |   |
|                                                                                 | Standard 3 | 185                       | 527                                                                 | 98                                                          | 348                                                                   | 159                                                                        | 605                                                                     | 82                                                                        | 79                                                 | 112                                                                                         | 539                                                          | 364                   | 244                                                                       | 339            | 376                                                                                     | 155                                                             | 89                                                                         | 55                        | 67                                                                         | 62                                                     | 309                                                                  |   |
|                                                                                 | Standard 4 | 0                         | 0                                                                   | 105                                                         | 512                                                                   | 225                                                                        | 719                                                                     | 78                                                                        | 79                                                 | 92                                                                                          | 0                                                            | 0                     | 0                                                                         | 0              | 0                                                                                       | 132                                                             | 110                                                                        | 63                        | 53                                                                         | 74                                                     | 0                                                                    |   |
| Difference between distribution list and number of books after 1st distribution | Standard 1 | 0                         | 0                                                                   | 0                                                           | 0                                                                     | 0                                                                          | 0                                                                       | 0                                                                         | 0                                                  | 0                                                                                           | 0                                                            | 0                     | 0                                                                         | 0              | 0                                                                                       | 0                                                               | 0                                                                          | 0                         | 0                                                                          | -17                                                    | 0                                                                    | 0 |
|                                                                                 | Standard 2 | 0                         | 0                                                                   | 0                                                           | 0                                                                     | 0                                                                          | 0                                                                       | 0                                                                         | 0                                                  | 0                                                                                           | 0                                                            | 0                     | 0                                                                         | 0              | 0                                                                                       | 0                                                               | 0                                                                          | 0                         | 0                                                                          | -14                                                    | 0                                                                    | 0 |
|                                                                                 | Standard 3 | 0                         | 0                                                                   | 0                                                           | 0                                                                     | 0                                                                          | 0                                                                       | 0                                                                         | 0                                                  | 0                                                                                           | 0                                                            | 0                     | 0                                                                         | 0              | 0                                                                                       | 0                                                               | 0                                                                          | 0                         | 0                                                                          | 0                                                      | 0                                                                    | 0 |
|                                                                                 | Standard 4 | 0                         | 0                                                                   | 0                                                           | 0                                                                     | 0                                                                          | 0                                                                       | 0                                                                         | 0                                                  | 0                                                                                           | 0                                                            | 0                     | 0                                                                         | 0              | 0                                                                                       | 0                                                               | 0                                                                          | 0                         | 0                                                                          | 0                                                      | 0                                                                    | 0 |
| Number of Books distributed - 2nd distribution                                  | Standard 1 | 0                         | 0                                                                   | 0                                                           | 115                                                                   | 70                                                                         | 105                                                                     | 0                                                                         | 16                                                 | 0                                                                                           | 104                                                          | 212                   | 90                                                                        | 0              | 65                                                                                      | 0                                                               | 0                                                                          | 0                         | 16                                                                         | 18                                                     | 0                                                                    |   |
|                                                                                 | Standard 2 | 0                         | 0                                                                   | 0                                                           | 0                                                                     | 50                                                                         | 0                                                                       | 0                                                                         | 107                                                | 164                                                                                         | 50                                                           | 0                     | 0                                                                         | 80             | 0                                                                                       | 0                                                               | 0                                                                          | 0                         | 10                                                                         | 30                                                     | 0                                                                    |   |
|                                                                                 | Standard 3 | 0                         | 0                                                                   | 0                                                           | 133                                                                   | 20                                                                         | 0                                                                       | 0                                                                         | 0                                                  | 35                                                                                          | 183                                                          | 42                    | 3                                                                         | 0              | 36                                                                                      | 0                                                               | 0                                                                          | 0                         | 5                                                                          | 22                                                     | 60                                                                   |   |
|                                                                                 | Standard 4 | 164                       | 0                                                                   | 0                                                           | 0                                                                     | 15                                                                         | 0                                                                       | 0                                                                         | 0                                                  | 0                                                                                           | 0                                                            | 0                     | 0                                                                         | 0              | 0                                                                                       | 0                                                               | 7                                                                          | 0                         | 9                                                                          | 0                                                      | 0                                                                    |   |
| Total book received                                                             | Standard 1 | 166                       | 363                                                                 | 70                                                          | 386                                                                   | 263                                                                        | 424                                                                     | 119                                                                       | 120                                                | 176                                                                                         | 366                                                          | 596                   | 477                                                                       | 431            | 378                                                                                     | 182                                                             | 88                                                                         | 58                        | 88                                                                         | 94                                                     | 341                                                                  |   |
|                                                                                 | Standard 2 | 146                       | 362                                                                 | 70                                                          | 337                                                                   | 250                                                                        | 467                                                                     | 119                                                                       | 79                                                 | 141                                                                                         | 561                                                          | 421                   | 310                                                                       | 357            | 389                                                                                     | 186                                                             | 68                                                                         | 63                        | 69                                                                         | 89                                                     | 228                                                                  |   |
|                                                                                 | Standard 3 | 185                       | 527                                                                 | 98                                                          | 481                                                                   | 179                                                                        | 605                                                                     | 82                                                                        | 79                                                 | 147                                                                                         | 722                                                          | 406                   | 247                                                                       | 339            | 412                                                                                     | 155                                                             | 89                                                                         | 55                        | 72                                                                         | 84                                                     | 369                                                                  |   |
|                                                                                 | Standard 4 | 164                       | 0                                                                   | 105                                                         | 512                                                                   | 240                                                                        | 719                                                                     | 78                                                                        | 79                                                 | 92                                                                                          | 0                                                            | 0                     | 0                                                                         | 0              | 0                                                                                       | 132                                                             | 117                                                                        | 63                        | 62                                                                         | 74                                                     | 0                                                                    |   |
| Actual Enrolment - Survey census                                                | Standard 1 | 117                       | 295                                                                 | 71                                                          | 374                                                                   | 165                                                                        | 407                                                                     | 96                                                                        | 121                                                | 166                                                                                         | 620                                                          | 447                   | 407                                                                       | 409            | 387                                                                                     | 193                                                             | 110                                                                        | 76                        | 99                                                                         | 98                                                     | 263                                                                  |   |
|                                                                                 | Standard 2 | 178                       | 385                                                                 | 65                                                          | 368                                                                   | 214                                                                        | 553                                                                     | 67                                                                        | 65                                                 | 136                                                                                         | 456                                                          | 424                   | 330                                                                       | 344            | 379                                                                                     | 201                                                             | 93                                                                         | 72                        | 72                                                                         | 95                                                     | 253                                                                  |   |
|                                                                                 | Standard 3 | 174                       | 406                                                                 | 102                                                         | 452                                                                   | 184                                                                        | 307                                                                     | 50                                                                        | 90                                                 | 148                                                                                         | 534                                                          | 392                   | 427                                                                       | 342            | 314                                                                                     | 227                                                             | 101                                                                        | 71                        | 76                                                                         | 94                                                     | 360                                                                  |   |
|                                                                                 | Standard 4 | 168                       | 0                                                                   | 109                                                         | 405                                                                   | 173                                                                        | 456                                                                     | 46                                                                        | 63                                                 | 85                                                                                          | 0                                                            | 0                     | 0                                                                         | 0              | 0                                                                                       | 153                                                             | 109                                                                        | 65                        | 43                                                                         | 45                                                     | 0                                                                    |   |
| Total book excess /shortfall after distributions                                | Standard 1 | 49                        | 68                                                                  | -1                                                          | 12                                                                    | 98                                                                         | 17                                                                      | 23                                                                        | -1                                                 | 10                                                                                          | -254                                                         | 149                   | 70                                                                        | 22             | -9                                                                                      | -11                                                             | -22                                                                        | -18                       | -11                                                                        | -4                                                     | 78                                                                   |   |
|                                                                                 | Standard 2 | -32                       | -23                                                                 | 5                                                           | -31                                                                   | 36                                                                         | -86                                                                     | 52                                                                        | 14                                                 | 5                                                                                           | 105                                                          | -3                    | -20                                                                       | 13             | 10                                                                                      | -15                                                             | -25                                                                        | -9                        | -3                                                                         | -6                                                     | -25                                                                  |   |
|                                                                                 | Standard 3 | 11                        | 121                                                                 | -4                                                          | 29                                                                    | -5                                                                         | 298                                                                     | 32                                                                        | -11                                                | -1                                                                                          | 188                                                          | 14                    | -180                                                                      | -3             | 98                                                                                      | -72                                                             | -12                                                                        | -16                       | -4                                                                         | -10                                                    | 9                                                                    |   |
|                                                                                 | Standard 4 | -4                        | 0                                                                   | -4                                                          | 107                                                                   | 67                                                                         | 263                                                                     | 32                                                                        | 16                                                 | 7                                                                                           | 0                                                            | 0                     | 0                                                                         | 0              | 0                                                                                       | -21                                                             | 8                                                                          | -2                        | 19                                                                         | 29                                                     | 0                                                                    |   |
| School feedback                                                                 |            | We didn't report anywhere | We reported to the Coordinator but we didn't receive the shortfalls | We reported to the PEA but we didn't receive the shortfalls | I informed the Zone Coordinator but we received only Standard 1 and 3 | We reported to Stadar 3 to NNP Coordinator but we never received the books | We reported but we only received only four standard 1 (NNP coordinator) | We informed NNP coordinator who said he will come to collect excess books | For Standard 3 we collected 10 books from the Zone | Standard 1 excess books were delivered to Malemia school where there was shortfall of books | We reported to NNP Coordinator but did not receive the books | I reported to the PEA | I reported to the PEA and NNP coordinator but we never received the books | We did nothing | Currently we have other learners who had just enrolled but they re not coming to school | It was reported to the PEA but we didn't receive the shortfalls | We reported about the shortfall but we only received standard 4 shortfalls | We didn't report anywhere | I reported to the TDCI was told they have already submitted the shortfalls | We requested from other schools that had excess books. | We informed then PEA but we only received standard 3 shortfall books |   |

**Annex 2: Responses to question A11: How do you record the books inventory?**

| <b>How do you record the books inventory?</b> |                                                                             |
|-----------------------------------------------|-----------------------------------------------------------------------------|
| Lilongwe - Mchesi                             | Record the number, date received and description of book and class in a log |
| Lilongwe Mkukula                              | Claim to have a stock book but no evidence of one.                          |
| Lilongwe Lilongwe                             | They have a stock book but did not record the NNP books                     |
| Ntcheu - Khola                                | They have a stock book but did not record the NNP books                     |
| Ntcheu - Kasinje                              | Record the number, date received and description of book and class in a log |
| Dowa - Kapatamoyo                             | The stock books are missing                                                 |
| Dowa - Mtethera                               | No School stock book, rely on classroom stock book.                         |
| Mzuzu - Chibavi                               | They have a stock book but did not record the NNP books                     |
| Mzuzu - St. Peters                            | Record the number, date received and description of book and class in a log |
| Blantyre - Chtisime                           | Failed to present the stock book                                            |
| Blantyre - Chipande                           | Do not have a stock book                                                    |
| Zomba - Makungulu                             | Failed to present the stock book                                            |
| Zomba - Mchilingamo                           | Record the number, date received and description of book and class in a log |
| Zomba - Chikupira                             | Record the number, date received and description of book and class in a log |
| Mzimba - Kavula                               | Record the number, date received and description of book and class in a log |
| Mzimba - Katokoli                             | No stock book but delivery notes are maintained                             |
| Phalombe - Chigawe                            | They have a stock book but did not record the NNP books                     |
| Phalombe - Naminjiwa                          | They have a stock book but did not record the NNP books                     |
| Nkhiyakota - Jalo                             | Record the number, date received and description of book and class in a log |
| Nkhiyakota - Linga                            | Record the number, date received and description of book and class in a log |

**Annex 3 : Responses to question A14: Do you wish to receive the workbooks for Term 3 in advance?**

| <b>Do you wish to receive the workbooks for Term3 in advance?</b> | <b>Yes or No</b> | <b>If yes, when will you distribute the books to the learners?</b> |
|-------------------------------------------------------------------|------------------|--------------------------------------------------------------------|
| Lilongwe - Mchesi                                                 | Yes              | At the beginning of T3                                             |
| Lilongwe Mkukula                                                  | Yes              | At the beginning of T3                                             |
| Lilongwe Lilongwe                                                 | Yes              | At the beginning of T3                                             |
| Ntcheu - Khola                                                    | Yes              | At the beginning of T3                                             |
| Ntcheu - Kasinje                                                  | Yes              | At the beginning of T3                                             |
| Dowa - Kapatamoyo                                                 | Yes              | At the beginning of T3                                             |
| Dowa - Mtethera                                                   | Yes              | At the beginning of T3                                             |
| Mzuzu - Chibavi                                                   | Yes              | At the beginning of T3                                             |
| Mzuzu - St. Peters                                                | Yes              | At the beginning of T3                                             |
| Blantyre - Chtisime                                               | Yes              | At the beginning of T3                                             |
| Blantyre - Chipande                                               | Yes              | At the beginning of T3                                             |
| Zomba - Makungulu                                                 | Yes              | At the beginning of T3                                             |
| Zomba - Mchilingamo                                               | Yes              | At the beginning of T3                                             |
| Zomba - Chikupira                                                 | Yes              | At the beginning of T3                                             |
| Mzimba - Kavula                                                   | Yes              | At the beginning of T3                                             |
| Mzimba - Katokoli                                                 | No               | N/A                                                                |
| Phalombe - Chigawe                                                | Yes              | At the beginning of T3                                             |
| Phalombe - Naminjiwa                                              | Yes              | At the beginning of T3                                             |
| Nkhiyakota - Jalo                                                 | Yes              | At the beginning of T3                                             |
| Nkhiyakota - Linga                                                | Yes              | At the beginning of T3                                             |

**Annex 4: List of answers for question A14: Do you have space for storage of books in your office or anywhere at school?**

| <b>Do you have space for storage of books in your office or anywhere at school?</b> | <b>Yes or No</b> | <b>If yes, for how many boxes?</b> | <b>What are the conditions of the storage space?</b> |
|-------------------------------------------------------------------------------------|------------------|------------------------------------|------------------------------------------------------|
| Lilongwe – Mchesi                                                                   | Yes              | more than 20                       | Good and Secured                                     |
| Lilongwe Mkukula                                                                    | Yes              | more than 50 cartons               | Good and Secured                                     |
| Lilongwe Lilongwe                                                                   | Yes              | more than 500 cartons              | Good and Secured                                     |
| Ntcheu – Khola                                                                      | Yes              | more than 50 cartons               | Good and Secured                                     |
| Ntcheu – Kasinje                                                                    | Yes              | more than 50 cartons               | Good and Secured                                     |
| Dowa – Kapatamoyo                                                                   | Yes              | more than 500 cartons              | Good and Secured                                     |
| Dowa - Mtethera                                                                     | Yes              | more than 50 cartons               | Good and Secured                                     |
| Mzuzu – Chibavi                                                                     | Yes              | more than enough space             | Good and Secured                                     |
| Mzuzu - St. Peters                                                                  | Yes              | as many boxes as can be delivered  | Good and Secured                                     |
| Blantyre – Chtisime                                                                 | Yes              | more than 20                       | Good and Secured                                     |
| Blantyre – Chipande                                                                 | Yes              | more than 100 boxes                | Good and Secured                                     |
| Zomba – Makungulu                                                                   | Yes              | even 4 boxes                       | Good and Secured                                     |
| Zomba – Mchilingamo                                                                 | Yes              | more than 20 cartons               | Good and Secured                                     |
| Zomba – Chikupira                                                                   | Yes              | more than 30 boxes                 | Good and Secured                                     |
| Mzimba – Kavula                                                                     | Yes              | more than 30 boxes                 | Good and Secured                                     |
| Mzimba – Katokoli                                                                   | No               | Don't have enough space            | N/A                                                  |
| Phalombe – Chigawe                                                                  | Yes              | more than 30 boxes                 | Good and Secured                                     |
| Phalombe – Naminjiwa                                                                | Yes              | more than 50 cartons               | Good and Secured                                     |
| Nkhiyakota – Jalo                                                                   | Yes              | up to 20 boxes                     | Good and Secured                                     |
| Nkhiyakota – Linga                                                                  | Yes              | more than 20 cartons               | Good and Secured                                     |

**Annex 5: Question A12: Do children have access to desks?**

| <b>Do children have access to desks?</b> |                             |
|------------------------------------------|-----------------------------|
| Lilongwe - Mchesi                        | Only standard 4 have desks  |
| Lilongwe Mkukula                         | No Desks                    |
| Lilongwe Lilongwe                        | No Desks                    |
| Ntcheu - Khola                           | No Desks                    |
| Ntcheu - Kasinje                         | No Desks                    |
| Dowa - Kapatamoyo                        | No Desks                    |
| Dowa - Mtethera                          | No Desks                    |
| Mzuzu - Chibavi                          | No Desks                    |
| Mzuzu - St. Peters                       | Only standard 1 have desks  |
| Blantyre - Chtisime                      | No Desks                    |
| Blantyre - Chipande                      | No Desks                    |
| Zomba - Makungulu                        | No Desks                    |
| Zomba - Mchilingamo                      | Only standard 3 have desks  |
| Zomba - Chikupira                        | No Desks                    |
| Mzimba - Kavula                          | No Desks                    |
| Mzimba - Katokoli                        | No Desks                    |
| Phalombe - Chigawe                       | Yes, All classes have desks |
| Phalombe - Naminjiwa                     | No Desks                    |
| Nkhiyakota - Jalo                        | No Desks                    |
| Nkhiyakota - Linga                       | No Desks                    |

**Annex 6: Question A9: Do the children carry the 'NNP Programme' books home or only use them at school?**

| <b>Do the children carry the 'NNP Programme' books home or only use them at school?</b> | <b>Standard 1</b>                   | <b>Standard 2</b> | <b>Standard 3</b> | <b>Standard 4</b>                                           |
|-----------------------------------------------------------------------------------------|-------------------------------------|-------------------|-------------------|-------------------------------------------------------------|
| Lilongwe - Mchesi                                                                       | All the time                        | All the time      | All the time      | All the time                                                |
| Lilongwe Mkukula                                                                        | Not at all                          | All the time      | All the time      |                                                             |
| Lilongwe Lilongwe                                                                       | All the time                        | All the time      | All the time      | All the time                                                |
| Ntcheu - Khola                                                                          | All the time                        | All the time      | All the time      |                                                             |
| Ntcheu - Kasinje                                                                        | All the time                        | All the time      | All the time      |                                                             |
| Dowa - Kapatamoyo                                                                       | All the time                        | All the time      | All the time      | All the time                                                |
| Dowa - Mtethera                                                                         | All the time                        | All the time      | All the time      | All the time                                                |
| Mzuzu - Chibavi                                                                         | Not at all                          | All the time      | All the time      | All the time                                                |
| Mzuzu - St. Peters                                                                      | Rarely                              | All the time      | All the time      | All the time                                                |
| Blantyre - Chtisime                                                                     | All the time                        | All the time      | All the time      | All the time                                                |
| Blantyre - Chipande                                                                     | Sometimes                           | All the time      | All the time      | All the time. Std 1 learners take the books home on Fridays |
| Zomba - Makungulu                                                                       | Not at all                          | Not at all        | All the time      | All the time                                                |
| Zomba - Mchilingamo                                                                     | All the time                        | All the time      | All the time      | All the time                                                |
| Zomba - Chikupira                                                                       | All the time                        | All the time      | All the time      |                                                             |
| Mzimba - Kavula                                                                         | All the time                        | All the time      | All the time      | All the time                                                |
| Mzimba - Katokoli                                                                       | All the time                        | All the time      | All the time      | All the time                                                |
| Phalombe - Chigawe                                                                      | All the time                        | All the time      | All the time      | All the time                                                |
| Phalombe - Naminjiwa                                                                    | All the time                        | All the time      | All the time      |                                                             |
| Nkhanyakota - Jalo                                                                      | All the time                        | All the time      | All the time      |                                                             |
| Nkhanyakota - Linga                                                                     | 3/5 All the time.<br>2/5 Not at all | All the time      | All the time      |                                                             |



## Annex 7: Book Technical Specification Responses

| B4. Do the books have the right size for children to handle? | Standard 1                                                                                                                                           | Standard 2 | Standard 3 | Standard 4 |
|--------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------|------------|------------|------------|
| Too big                                                      | 1                                                                                                                                                    | 1          | 1          |            |
| Right size                                                   | 18                                                                                                                                                   | 17         | 18         | 11         |
| Too small                                                    |                                                                                                                                                      |            |            |            |
|                                                              |                                                                                                                                                      |            |            |            |
| Lilongwe - Mchesi                                            | The size is ok and esier to carry                                                                                                                    |            |            |            |
| Lilongwe Mkukula                                             | Its easy to carry                                                                                                                                    |            |            |            |
| Lilongwe Lilongwe                                            | Its easy to carry                                                                                                                                    |            |            |            |
| Ntcheu - Khola                                               | Its easy to carry                                                                                                                                    |            |            |            |
| Ntcheu - Kasinje                                             | Its easy to carry but other learners use small bags and they end up folding the book                                                                 |            |            |            |
| Dowa - Kapatamoyo                                            | Good size for the children                                                                                                                           |            |            |            |
| Dowa - Mtethera                                              | Good size for the children                                                                                                                           |            |            |            |
| Mzuzu - Chibavi                                              | Good size for the children and easier to carry. But we have special needs leaners who are unable to see and read                                     |            |            |            |
| Mzuzu - St. Peters                                           | Good size for the children and easier to carry                                                                                                       |            |            |            |
| Blantyre - Chtisime                                          | NO ANSWER                                                                                                                                            |            |            |            |
| Blantyre - Chipande                                          | Yes, it is easier for learners to carry or fit in their bags.                                                                                        |            |            |            |
| Zomba - Makungulu                                            | The size is OK onl;y that they are not durable                                                                                                       |            |            |            |
| Zomba - Mchilingamo                                          | For the learners they are OK                                                                                                                         |            |            |            |
| Zomba - Chikupira                                            | Good size for kids                                                                                                                                   |            |            |            |
| Mzimba - Kavula                                              | It is easier for learners to carry                                                                                                                   |            |            |            |
| Mzimba - Katokoli                                            | It is easier to carry and they fit well in their bags                                                                                                |            |            |            |
| Phalombe - Chigawe                                           | It is easy to carry                                                                                                                                  |            |            |            |
| Phalombe - Naminjiwa                                         | The book size is OK. They can fit in the learners bag                                                                                                |            |            |            |
| Nkhiyakota - Jalo                                            | I think the good size could be A5 just like any other exercise books                                                                                 |            |            |            |
| Nkhiyakota - Linga                                           | But other learners use 1Kg packet of sugar to carry the books and small for the book to fit in. As the result, they fold the books. At least A5 size |            |            |            |

| <b>B5. How would you rate the condition of the inside pages currently?</b> | <b>Standard 1</b>                                                                                                    | <b>Standard 2</b> | <b>Standard 3</b> | <b>Standard 4</b> | <b>Teacher Guides</b> |
|----------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------|-------------------|-------------------|-------------------|-----------------------|
| Excellent                                                                  |                                                                                                                      |                   |                   |                   |                       |
| Good                                                                       | 5                                                                                                                    | 2                 | 3                 |                   | 18                    |
| Average                                                                    | 10                                                                                                                   | 11                | 11                | 11                |                       |
| Poor                                                                       | 5                                                                                                                    | 5                 | 5                 | 3                 |                       |
|                                                                            |                                                                                                                      |                   |                   |                   |                       |
| Lilongwe - Mchesi                                                          | The paper is not good. It is soft like newspaper                                                                     |                   |                   |                   |                       |
| Lilongwe Mkukula                                                           | The paper is Ok because they don't take the books home. We collect the books back after the lesson                   |                   |                   |                   |                       |
| Lilongwe Lilongwe                                                          | The paper is very soft                                                                                               |                   |                   |                   |                       |
| Ntcheu - Khola                                                             | The pages are torn and folded. The paper is very soft                                                                |                   |                   |                   |                       |
| Ntcheu - Kasinje                                                           | The paper is very soft                                                                                               |                   |                   |                   |                       |
| Dowa - Kapatamoyo                                                          | The paper is very soft. The pages are torn and dirty due to folding and the mixture books and food stuff             |                   |                   |                   |                       |
| Dowa - Mtethera                                                            | The paper is very soft. The pages are torn and dirty due to folding and the mixture books and food stuff             |                   |                   |                   |                       |
| Mzuzu - Chibavi                                                            | This time the papers are very soft and are easily torn                                                               |                   |                   |                   |                       |
| Mzuzu - St. Peters                                                         | The paper is not durable and they are different from what was distributed in the past terms.                         |                   |                   |                   |                       |
| Blantyre - Chtisime                                                        | The paper is very soft and they are easily torn.                                                                     |                   |                   |                   |                       |
| Blantyre - Chipande                                                        | The paper is not durable unlike the previous books.                                                                  |                   |                   |                   |                       |
| Zomba - Makungulu                                                          | Some books the pages arer torn and damaged with water                                                                |                   |                   |                   |                       |
| Zomba - Mchilingamo                                                        | The pages are not durable, very soft                                                                                 |                   |                   |                   |                       |
| Zomba - Chikupira                                                          | The paper is too soft than the previous once                                                                         |                   |                   |                   |                       |
| Mzimba - Kavula                                                            | Some books the pages arer torn and damaged with water                                                                |                   |                   |                   |                       |
| Mzimba - Katokoli                                                          | The pages are not hard as other books. The paper is like a newspaper                                                 |                   |                   |                   |                       |
| Phalombe - Chigawe                                                         | Some books looks wet and ried. But the paper itsef is not very hard                                                  |                   |                   |                   |                       |
| Phalombe - Naminjiwa                                                       | The pages are damaged. Of course because of poor handling but the paper is not durable. The paper looks recycled     |                   |                   |                   |                       |
| Nkhiyakota - Jalo                                                          | The inside pages are not durable and other learners remove the pages when they did not pass the exercise.            |                   |                   |                   |                       |
| Nkhiyakota - Linga                                                         | The pages are ok except those that carry the books home. We don't what learners do with the books when thy are home. |                   |                   |                   |                       |

| <b>B6. How would you rate the condition of the binding currently?</b> | <b>Standard 1</b>                                                                     | <b>Standard 2</b> | <b>Standard 3</b> | <b>Standard 4</b> | <b>Teacher Guides</b> |
|-----------------------------------------------------------------------|---------------------------------------------------------------------------------------|-------------------|-------------------|-------------------|-----------------------|
| Excellent                                                             |                                                                                       |                   |                   |                   |                       |
| Good                                                                  | 13                                                                                    | 10                | 11                | 7                 | 19                    |
| Average                                                               | 4                                                                                     | 6                 | 6                 | 4                 |                       |
| Poor                                                                  | 2                                                                                     | 2                 | 2                 | 2                 |                       |
|                                                                       |                                                                                       |                   |                   |                   |                       |
| Lilongwe - Mchesi                                                     | We had to pin again with stepler machine                                              |                   |                   |                   |                       |
| Lilongwe Mkukula                                                      | The binding is ok for standard 1 books                                                |                   |                   |                   |                       |
| Lilongwe Lilongwe                                                     | The binding is ok but the paper used.                                                 |                   |                   |                   |                       |
| Ntcheu - Khola                                                        | The binding is ok but the paper used that's why the covers are falling out            |                   |                   |                   |                       |
| Ntcheu - Kasinje                                                      | I think the binding is OK but the paper used                                          |                   |                   |                   |                       |
| Dowa - Kapatamoyo                                                     | Due to folding and poor handling of books                                             |                   |                   |                   |                       |
| Dowa - Mtethera                                                       | Due to folding and poor handling of books, the covers are falling out and loose pages |                   |                   |                   |                       |
| Mzuzu - Chibavi                                                       | Binding is Ok only papers used                                                        |                   |                   |                   |                       |
| Mzuzu - St. Peters                                                    | Not good, the covers can easily fall out                                              |                   |                   |                   |                       |
| Blantyre - Chtisime                                                   | Binding is ok but the paper and cover is not durable unlike the previous books        |                   |                   |                   |                       |
| Blantyre - Chipande                                                   | I think the binding is ok. The only challenge is the paper used.                      |                   |                   |                   |                       |
| Zomba - Makungulu                                                     | The condition is OK but the paper is too soft than the previous books                 |                   |                   |                   |                       |
| Zomba - Mchilingamo                                                   | Binding is OK but the paper used. Binding is good and easy to cover the books         |                   |                   |                   |                       |
| Zomba - Chikupira                                                     | Binding is Ok but the paper used is not good                                          |                   |                   |                   |                       |
| Mzimba - Kavula                                                       | We don't have any problem with the binding                                            |                   |                   |                   |                       |
| Mzimba - Katokoli                                                     | The binding is OK but the papers are not durable. They are easily torn                |                   |                   |                   |                       |
| Phalombe - Chigawe                                                    | Binding is OK but the paper used                                                      |                   |                   |                   |                       |
| Phalombe - Naminjiwa                                                  | Binding is OK but the paper used is not durable.                                      |                   |                   |                   |                       |
| Nkhiyakota - Jalo                                                     | With 4 pins the books is durable                                                      |                   |                   |                   |                       |
| Nkhiyakota - Linga                                                    | The books are in good condition because they don't take home                          |                   |                   |                   |                       |

