



TERM THREE PROGRESS REPORT, 2024.

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| Implementing Organization | Start A Library Trust |
| Project Title | Model School Libraries |
| Location | Narok, Meru, Samburu, Nyeri, Laikipia, Lamu and Kaijiado counties |
| Reporting Period | August – October 2024 |



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EXECUTIVE SUMMARY

The term three 2024 progress report provides a comprehensive overview of the ongoing impact of libraries established in 34 beneficiary schools in partnership with The Nobility Project. Through weekly access to library and maktaba lessons, alongside engaging literacy activities, the libraries have driven notable growth in learners' literacy and life skills development. These sustained efforts underscore the critical role of libraries in fostering joyful learning and delivering measurable improvements in educational outcomes.

The report highlights that libraries across seven (7) counties remain fully operational, proving over 15,000 learners with consistent access to storybooks and safe, conducive learning spaces. Key sections of this report cover library utilization, literacy progress, outcomes, challenges encountered and actions taken to address them, actionable recommendations and testimonials. Weekly reading programs reflects a deepening culture of reading, with libraries serving as transformative hubs for learning and skill development, laying a strong foundation for future success of every learner.

PROJECT PROGRESS

1. Library Utilization

- a) **Library and maktaba lessons** – The schools successfully scheduled weekly library and maktaba lessons as part of their timetable. Most beneficiary schools, including [Tangi Nyeusi](#) and [Kiserian](#) Primary Schools, through the teacher-librarians reported regular attendance and active participation in these lessons, maximizing the use of library spaces.
- b) **Reading programs** – The teacher-librarians integrated joyful learning through fun reading activities such as spelling bee, anagram challenge, story narration, etc. These interactive activities have cultivated a love for reading for pleasure among learners. Notably, the schools participated in two monthly reading programs- [anagram challenge](#) in September and [spelling bee](#), in October- further encouraging literacy growth and learner engagement.

2. Literacy development

This term, a [midline assessment](#) was conducted at Embulbul Primary School, Kajiado County, targeting one-third of learners from grades 1 to 8. The analysis revealed notable progress in vocabulary and comprehension, especially in Grades 2, 4, and 5, with Grade 6 showing improvement in creative writing. However, gaps in phonics, grammar, reading fluency, and writing were identified, particularly in Grades 1, 6, and 7, prompting the need for targeted interventions.



OUTCOMES

1. Enhanced reading skills and joyful learning experiences among learners through weekly library and maktaba lessons integrating engaging activities like [anagram challenges](#), [spelling bee](#) and [story narration](#), inspiring a love for reading and learning.
2. Improved literacy skills evident from the midline assessment at Embulbul Primary School particularly in vocabulary, comprehension and creative writing especially in grades 2, 4, 5, and 6.

LESSON LEARNT

Consistency to weekly reading programs

Consistency in reading programs plays a critical role in fostering learners' literacy and life skills. Learners who engage in regular reading activities show significant progress in their reading abilities, stronger communication skills, and increased confidence in self-expression. These sustained efforts contribute to long-term improvements in academic and personal development.

CHALLENGES ENCOUNTERED & MITIGATIONS

Challenge

Due to preparations for end-of-year assessments, the relatively short term limited the time available for implementing comprehensive reading programs.

Action taken

Teachers prioritized integrating engaging reading activities, such as story narration, spelling bees and anagram challenges, into the scheduled library and *maktaba* lessons to ensure learners continued to benefit from joyful and impactful literacy experiences despite the time constraints.

RECOMMENDATIONS

1. **Strengthened literacy programs:** implement targeted literacy initiatives in schools to strengthen learners' literacy skills while fostering life skills development.
2. **Teacher capacity development:** Conduct a comprehensive training for teachers and librarians to improve library management, encourage dynamic library use, and maximize the impact on learning outcomes.



TESTIMONIALS

Library and maktaba lessons

- Muthuini Primary School library [timetable](#)
- Bingwa Secondary School library form 2E [timetable](#) (Library lesson indicated as LS)
- Embulbul Primary School [library lesson](#)
- Tangi Nyeusi Primary School [library lesson](#)
- Nyambugichi Primary School [library lesson](#)
- Chuma Primary School [library lesson](#)

Learner testimonial

- Muthuini Primary School learner [testimonial](#)

Reading programs

Spelling Bee Activity

- [Muthuini Primary School](#)
- [Olmoeshi Primary School](#)
- [Muthuini Primary School](#)
- [Laabura Primary School](#)

Anagram Challenge

- [Laabura Primary School](#)

Story narration

- [Muthuini Primary School](#)