

## Maktabat al-Fanoos Evaluation – end-year 2014-2015

At the end of the 2014-2015 school year, Maktabat al-Fanoos sent a survey to teachers in the program on various aspects of the program. The survey focused on books distributed in the second half of the year (an earlier mid-year evaluation surveyed books from the first half of the year) and the overall impact of the program. Some 715 teachers responded, a 28% response rate.

**High general satisfaction:** Asked to rank their general satisfaction with the program on a scale of 1-5, 80% of teachers gave the top two rankings of highly satisfied, or satisfied with the program. Furthermore in specific queries about books distributed in the second half of the school year, 75% of pre-K teachers and 70% of K teachers rated the books excellent or very good.

**Repeated book reading in class:** 75% of the teachers read the books three times or more, 45% reported reading the books 5 times or more. The number who did not read the books at all was about 1%.

**Much book-related activity:** On average, teachers conducted 4 classroom activities related to each book. In terms of the kinds of activities, 95% of teachers said they conducted activities related to vocabulary and 96% to comprehension, 83% said they conducted experiential or artistic activities (craft/theater etc), and 80% said activities included ones related to values in the books.

**Consistency of use:** There was no significant difference in how many times teachers read the book or conducted activities between teachers new to the program and those in the program already for a year.

**Teacher training:** There was no significant difference between teachers who received training and those who did not in how often they read the books, but those who received training conducted significantly more activities than those who did not. It was beyond the scope of the survey to evaluate any difference in quality of the activities initiated.

**Parent involvement:** Teachers reported how they encouraged parental involvement: 88% of teachers encouraged parents to read the books to their children at home; 46% initiated parent-child activities either during the school day or on special occasions that were related to the program; 41% included information on the project on the class bulletin board; 36% had a personal, informal conversation with parents about the books/program.

**Use of electronic newsletters:** Some 86% of the teachers reported that they received the program's monthly electronic newsletter. About 80% of those who received it, said they read it, with 41% reporting that they use it primarily to see the suggestions for classroom activities, 20% for updates on the program and 12% to learn how other teachers used the book in class. Some 14% of those who said they received it did not elaborate on how they used it.

**Overall impact:** Asked about the overall impact of the program on class activity, 66% of teachers said they read a lot more often in class than prior to the program (with another 25% saying they read somewhat more); a similar 67% said they conducted a lot more language/literacy related activities in class as a result of the program (with another 23% saying they did more to some extent); 53% said they had a lot more conversations about the content of books as a result of the program (with another 19% reporting an increase to some extent).