

**Jolly
Futures**



The National Rollout of Jolly Phonics in Namibia: February 2022

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Appreciation

The success of the national rollout of Jolly Phonics in Namibia was due to long term partnerships between Jolly Futures CIC and the Ministry of Education in Namibia.

Special thanks to those who were instrumental in the build up to the national rollout:

- Director of Education, Arts and Culture, Oshana Region- Hileni Amukana;
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- Mr Nickey Eiman, Chief Education Officer, Ministry of Education Arts and Culture (MoEAC);
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- Dr Chris Jolly and the team at Jolly Learning Ltd;
- Jolly Futures CIC;
- All visiting Official Jolly Phonics Trainers;
- All participating grade 1 teachers;



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Introduction

Jolly Phonics was successfully piloted in Oshana in 2017 followed by several other regions in Namibia. This led to the adoption of Jolly Phonics in all grade 1 classes in Oshana region in 2019. In 2021, following this successful implication of Jolly Phonics, the Ministry of Education agreed to plan for the adoption of Jolly Phonics in all government schools at grade 1 level in 2022. This report details the national Jolly Phonics training, conducted as part of the Jolly Futures Programme in February and March 2022.

What is Jolly Futures?

Jolly Futures is the world's most far-reaching and effective philanthropic English literacy programme. Jolly Futures provides children in the world's most challenging contexts with the opportunity to learn to read and write with Jolly Phonics. We do this through the philanthropic donation of materials, high quality teacher training, world-leading technology, and the provision of technical expertise to ensure that teachers' use of Jolly Phonics is effective and sustained. It has already benefitted millions of children across numerous countries in sub-Saharan Africa and South Asia.

Our Vision

Our vision is of a world where all children, regardless of where they live, learn how to read and write, building a foundation for their learning and giving them the best promise of a bright and jolly future.





What is Jolly Phonics?

Jolly Phonics is the world's leading systematic synthetic phonics programme. Synthetic phonics involves teaching the main 42 English letter-sounds in isolation, whilst simultaneously teaching children how to form, blend and segment these sounds to read and write words. Children are also taught "tricky words" that do not follow the sound system. The programme was created by international reading experts Sue Lloyd and Sara Wernham and is published by one of UK's leading educational publishers, Jolly Learning Ltd. With Jolly Phonics, the synthetic phonics skills are taught alongside culturally appropriate stories, songs and actions that make learning to read and write multi-sensory, child-centred and lots of fun!



Namibia follows countries such as Ghana, Sierra Leone, Trinidad and Tobago, and the UK, where Jolly Phonics is endorsed for use in all schools. In Nigeria it is recommended by the government as the principal method for teaching reading and writing. Namibia also leads other countries in Africa as it implements progression from Jolly Phonics to Jolly Grammar to strengthen the literacy foundation in the junior primary phase.



Project Aim, Objectives & Beneficiaries

Project Aim

The overall aim of this project is to ensure that grade one pupils in government primary schools acquire essential foundational English literacy skills that will facilitate future academic achievement, amongst other benefits.

Project Objectives

- To provide 2665 grade 1 teachers with the knowledge and skills to effectively teach children to read and write in English using Jolly Phonics.
- To provide 2665 grade 1 teachers with high quality Jolly Phonics teaching and learning materials.
- To provide 90,000 grade 1 learners with high quality Jolly Phonics Pupil Books.

Beneficiaries

This Jolly Phonics training and the donated materials should benefit the following schools, teachers and learners:





Description of the Training

Training Plan

As can be seen from the table below, the training programme was designed to last for 3 weeks, over 18 training days, in 20 locations across all 14 regions of Namibia. Each grade 1 teacher was invited to attend the training for 2.5 days in total. The teachers were trained in cohorts of 50. A total of 55 batches of training were delivered.

Week	Region	Dates	No. of Batches of Training
1	Oshana	14 th -18 th February 2022	5
	Ohangwena	14 th -18 th February 2022	6
	Erongo	14 th -18 th February 2022	3
1 & 2	Omusati	17 th - 25 th February 2022	7
1 & 2	Kunene	17 th - 25 th February 2022	3
2	Khomas	21 st - 25 th February 2022	4
	Oshikoto	21 st - 25 th February 2022	6
	Zambezi	21 st - 25 th February 2022	3
2 & 3	Kavango East	24 th February- 4 th March 2022	5
3	Kavango West	28 th February- 4 th March 2022	4
	Hardap	28 th February- 5 th March 2022	2
	ǀKharas	28 th February- 4 th March 2022	2
	Omaheke	3 rd -5 th March 2022	2

3 & 4	Otjozondjupa	28 th February- 2 nd March and 8 th -10 th March 2022	3
4 weeks	14 Regions	21 training days	55 batches of training

Due to venue timetabling challenges for Okahandja area, in Otzondjupa, the training was rescheduled for the 8th-10th March 2022 . This made the entire rollout event last 4 weeks with 21 days of training.

Each week there were multiple trainings taking place simultaneously across several regions. Where necessary, to allow for teacher or trainer travel between venues, training continued over onto a Saturday morning. In the majority of cases cohorts of teachers changed over on a Wednesday. The first cohorts finished training at noon on Wednesday and the new cohorts started at 1pm the same day. This enabled most regions to complete their training in one week from Monday to Friday.



Trainers

The table below lists the professional Jolly Phonics trainers that took part in this training event. The training team was led by Sian Summers Issa who was the Training Manager and lead trainer.

No.	Name of Trainer	Gender	From	# Trainings Delivered	Regions
1	Sian Summers Issa, Training Manager and Trainer.	Female	United Kingdom, based in Kenya	3	Oshana Kunene
2	Alexia Zauana	Female	Namibia	2	Kunene Otjozondjupa
3	Agnes Nalubega	Female	Uganda	6	Ohangwena Omusati Otjozondjupa Omaheke
4	Carmen Renshaw	Female	South Africa	2	Hardap

5	Celestine Chome	Female	Kenya	4	Zambezi Kavango East
6	Dan Whitcombe	Male	United Kingdom, based in Zambia	1	Oshana
7	Diana Johnson	Female	South Africa, based in Kenya	2	Khomas
8	Dorcas Lotan	Female	Kenya	2	Ohangwena
9	Irene Musyoki	Female	Kenya	4	Oshikoto Kavango West
10	Jackline Karisa	Female	Kenya	4	Zambezi Kavango East
11	Liz de Gouveia	Female	South Africa	4	Khomas
12	Luwam Araya	Female	Eritrea, based in Uganda	6	Erongo Kunene Omusati Otjozondjupa Omaheke
13	Regina Wavinya	Female	Kenya	2	Ohangwena
14	Roberta Amos- Abanyie	Female	Ghana	6	Ohangwena Omusati Kharas
15	Sheba Moyo	Female	Zambia	2	Oshikoto
16	Valma Adams	Female	South Africa	6	Oshana Oshikoto Kavango West

In addition to the 16 official Jolly Phonics trainers who travelled from 6 different African countries, there were also trainee trainers observing and assisting at trainings.

No.	Name of Trainee Trainer	Gender	From
17	Deo Ivawa Mupopiwa	Female	Namibia- Oshana Region
18	Eliud Hendrick	Female	
19	Khosi Mofolisa	Male	Lesotho
20	Puseletso Ntilane	Female	Lesotho

The four trainee trainers observed lead trainer Sian Summers Issa delivering training and then proceeded to deliver training under her guidance in Oshana, Kunene and Khomas regions. They passed their bronze level training and are now junior Jolly Phonics trainers delivering training for Jolly Futures Delivery Partners in their home countries. This model proved very effective where the trainees completed their training journey with practical training experience in training events.



Trainers introducing themselves in Omusati Region.



Trainers (L-R): Roberta, Agnes, Dorcas and Regina.



Training Venue.



Trainer Agnes receiving thanks in Grootfontein with Ms Kashuwa in background.



Trainer appreciation in Keetmanshoop. Roberta with Ms Vries.



Trainer Celestine with teachers.



Trainee Trainer Deo delivering training in Oshana region.



Trainee Trainer Eliud explaining tricky words.



L-R: Trainee Trainer Eliud, Sian and Namibian trainer Alexia with Trainee Trainee Trainer Deo on completion of Trainers Khosi and Puseletso. trainer pathway.



Training Venues

The training venues were arranged and provided by each Regional Education Department. The table below provides a brief description of each of the venues in terms of their suitability for the training. This information will be useful when planning future training events.

Region	Training Venue and Location	Comments on Venue Facilities
Oshana	Bennies Park and Entertainment Lodge, Ongwediva	Three spacious training rooms provided. One had challenges with the AC regulation and there were several electrical issues with plug sockets. Technical equipment provided but a few challenges with speaker quality. As there were three large batches simultaneously there were some delays with tea/lunch but these were resolved as the week progressed with staggered breaks.

Ohangwena	Monte Carlo Guesthouse, Eenhana	The training team had to work hard to work out best use of spaces for three (no longer 4) batches of training. The large conference room was divided but sound travelled between the two sections. The first day started very late due to room logistics and technical equipment challenges. There were no speakers and the projectors provided had compatibility issues with the trainer laptops and HDMI adaptors. The transitions between breaks and training groups was not very smooth.
Erongo	1. Narraville Primary School, Walvis Bay	Facilities were in good order but the hall size was large and the trainer was softly spoken. Once a microphone was provided the participants could hear.
	2. Multipurpose Hall, Swakopmund	The hall was very large and the number of participants was very low which caused echo. This was not ideal for trainer or participants. The trainer had to start without using the projector as the remote was missing. A new projector was provided after lunch. Due to a double booking the trainer had to move to a new location after the first day of the second batch of training. The officials helped to pack down and set up again and found a venue at late notice. The new location was a hall in a busy secondary school. There was a lot of noise, regular sirens and the reception had numerous students with high temperatures waiting for Covid-19 results. There were no desks in the hall. The venue was not conducive.
Omusati	1. Ministry of Gender, Outapi	The room was a spacious with enough tables and chairs. They were set up in the U shape and there was space for interaction and activities. There were no challenges with technical equipment and the food was served on time daily.

	2. Ruacana TRC, Outapi	The room was small but accommodated all participants. There were no desks/tables provided. Due to the size the room was set up in rows. Most group activities were held outside due to the size of the room and to provide some ventilation. There were several short power outages. There were no challenges with technical equipment and the food was served on time daily.
	3. Okalongo Circuit Hall, Okalongo	The room was small but with enough seating but few tables. There was poor ventilation and with a high number of participants inside it was very hot. It was challenging to manage some activities. There were no issues with the food or the technical equipment.
	4. Okahao Circuit Hall, Okahao	The room was very small and hot. There were no tables. The catering was poor and the eggs were rotten. There was no drinking water provided. There were no challenges with technical equipment. This venue was changed.
	5. Onesto Guest-house, Okahao	The room was a good size with adequate chairs and tables. The catering was slightly improved from Okahao but still poor quality. Improvements were made after participant feedback. There were no challenges with technical equipment.
Kunene	NWR Khorixas Rest camp	The conference room was very conducive. There was good AC and enough space to arrange the room into a U shape. The tea/lunch was on time and to a high standard. Large group activities were conducted outside for more space and a change of scene. The first training was disrupted on the final day with the trainer being asked to vacate the conference room by 10am instead of midday.

Khomas	Klein Windhoek Guesthouse	The two conference rooms provided were conducive although the AC did not consistently work and there was only one remote for the two rooms. The rooms were well set up in a U shape however as there were significantly more teachers than expected there was a shortage of desks and chairs and the smaller room became very cramped. The tea/lunch was on time and to a good standard. There were no issues with the projectors but the speakers were not very loud.
Oshikoto	Ekamuti Town Lodge, Ondangwa	The venue was not very clear on the requirements so trainers had to lift the furniture to set and prepare in advance. The rooms were crowded which made participation in activities difficult. Participants sat in groups at round tables. There was a power outage but backup power was provided. Due to three batches of training simultaneously there were challenges with space and transitions for meal times however the food was good quality and ready on time. The speakers were not loud enough and of poor quality. One projector stopped working properly towards the end of the week.
Zambezi	Katima Mulilo UNAM Campus	The two rooms provided were clean and spacious. The seating arrangements were conducive. The food was good and on time. There were challenges with the projectors; poor quality and laptop compatibility. There were no speakers on the first day but the regional official was very quick to act and resolve this.

Kavango East	1. Popa Falls, Divundu	There was a venue change at very short notice. The room was spacious and conducive. There were no technical equipment challenges and the food was to a good standard and on time but not enough for the number of teachers. The teachers also stayed here and there were not enough rooms. Teachers were sharing and the trainer was made to share her room!
	2. Ngandu Lodge, Rundu	There was a late start as the projector was not working. No speakers were provided. The venue was leaking in the rain and the training had to pause until the rain stopped. There was a short power outage. The room was too small for the last batch of training and hot.
Kavango West	Sarasungu River Lodge, Rundu	One room was large and spacious and the other room was not large enough for the number of participants. The rooms were set up in a U shape. One room was overcrowded and some had to stand outside with the doors open. The bar next to the training room was not ideal. There were challenges with food quality and timings. There was a three-hour power outage and due to the size of the lodge the backup generator could only support one training room, the other went without power. Heavy rain was a challenge as it was very loud in the room and the room leaked towards the end of the week which disrupted the training. Toilets blocked due to use throughout the week. The food was to a high standard and on time.
Hardap	Origo PS, Rehoboth	There was no WIFI at the venue and most teachers did not have data which was a challenge for downloading the App. The rooms were well prepared in advance with nice Jolly Phonics welcome messages. There were no reported challenges with equipment or food.
	Teachers Resource Centre, Mariental	

Kharas	Keetmanshoop Primary School Hall	The venue was large and spacious. Participants were seated at tables of 6. The food was good and on time and there were no challenges with technical equipment.
Otjozondjupa	1. Shamalindi PC, Grootfontein	The hall was spacious and pleasant with enough space to work in groups and participate in all activities. The training started very late due to challenges with technical equipment.
	2. Cest Si Bon, Otjiwarongo	The venue was small. The room was long and narrow so it was challenging to set up the chair and tables. The participants were seated in rows within one U shape. Two projectors were provided and used to ensure everyone could see. There were no issues with technical equipment or food.
	3. NIED, Okahanja	Everything was well prepared and well organised. The food was to a high standard and on time. There were no challenges with technical equipment.
Omaheke	Kalahari Convention Centre	The rooms were spacious and bright. There were no challenges reported and the food was to a good standard and on time.



Preparing for the Training

Date	Activity	Details
August 2021	Materials for National Adoption Ordered	Each region submitted the data for grade 1 teachers and learners to order teaching and learning materials.
November 2021	Jolly Phonics Advocacy Event	Following the Jolly Grammar training for Grade 2 and 3 teachers in Oshana Region, Regional Director Hileni Amukana and Sian

		Summers Issa facilitated the Jolly Phonics Advocacy Event which was attended by representatives from 11/14 regions, PQA, NIED and key members from the MoEAC.
January 2022	Jolly Phonics Trainers Virtual Training Orientations	Trainers who would not be in Windhoek at the same time were briefed online in advance of the rollout.
February 7-11 th 2022	Officials Training in Windhoek	In-depth training for SEO's in Junior Primary Phase from all 14 regions. Training in Jolly Phonics, Jolly Grammar and the Jolly Monitor. Official Launch of the National event.
February 12 th 2022	Trainer Orientation Session	Detailed trainer briefing for the 9 trainers who arrived at the beginning of the rollout.

Before this training event took place several key events (in the table above) took place. These events provided opportunities for all key stakeholders to understand their roles and responsibilities in the rollout and ensure there was time to plan and prepare. As the materials order was placed in good time, it was possible to procure the materials in China and have them shipped and cleared in advance of the training. Sian Summers Issa was able to meet the majority of the SEO's/ Jolly Phonics Focal persons at the Advocacy Event in Oshana in November 2021 which strengthened partnerships and established direct lines of communication with each region. Mr Eino Haifidi was integral in the planning and preparation for the rollout. His excellent communication skills, efficiency and commitment enabled a high-quality project to be planned and delivered in a short period of time.

Regular zoom meetings, WhatsApp and the provision of detailed guidance for each region to plan ensured that each region was able to prepare well in advance for their trainings. This preparation was further strengthened by the Officials training in Windhoek the week before the rollout began. This 5-day training event, led by Sian Summers Issa and Liz de Gouveia, served as the official launch of the National Jolly Phonics event and saw 56 Senior Education Officials (SEO's) in Junior Primary Phase trained in Jolly Phonics and Jolly Grammar and introduced, by Gilbert Jolly, to the Jolly Monitor for monitoring the implementation of Jolly Phonics. This training was organised by the Ministry of Education, Arts and Culture to ensure that officials had in-depth knowledge of the Jolly Programmes in advance of the rollout. Jolly Learning Ltd offered access for all SEO's to the online professional development courses for Jolly Phonics and Jolly Grammar. This enabled those who participated to broaden and strengthen their knowledge of these programmes.

Detailed trainer briefings ensured the large training team was well prepared and confident with training expectations, logistics and training content. The trainer WhatsApp group and regular updates from the Training Manager ensured that the team could adapt quickly to matters arising.



Health and Safety Considerations

Detailed Terms of Reference were given to the training team in advance of their travel to Namibia. This document indicated Covid-19 requirements for travel and safety precautions for during training. Each region shared details of the nearest medical facility offering PCR test for return travel which was shared with the training team in advance. During training the trainers wore clear face shields to comply with Covid-19 safety protocols and ensure their mouths were visible. Teachers were asked to wear face masks and worked in smaller groups. In most cases, the venues were spacious which allowed for good social distancing. Good hand washing facilities and hand sanitiser were provided in each training venue. There were no reported cases of Covid-19 for trainers or teachers following the training.



Training Registration

The training timetable was agreed and finalised three weeks in advance of the commencement of the first training. This enabled each region adequate time to inform schools and mobilise their teachers. Teachers signed both a Jolly Futures and Regional attendance record daily. In regions where there were multiple batches of training taking place in the same venue, each training room was filled to capacity of 50 one by one. In regions with venues in different locations, this information had been communicated in advance.



Attendance

The table below shows the expected and actual attendance at each of the training venues, as well as the percentage that attended. It shows that the attendance was at **97% across the country**.



There were a few variations in the numbers of teachers trained in comparison to the number of teachers expected. Across most regions the number of teachers attending fluctuated on average of 17 more or less than expected. The most significant difference was in Ohangwena region where preparations to train 360 teachers were made but only 237 teachers attended. This was reportedly due to regional budgeting challenges. This information was not shared in advance which impacted the training plan resulting in a surplus of trainers. The trainers worked with smaller batch sizes and two trainers worked together to deliver training. When materials were ordered for Hardap region it was with the expectation of 124 teachers however the reduced number of teachers to be expected was communicated prior to planning the number of batches of training needed. This consequentially had no impact on the training plan and the additional materials have been used where needed.

There was interest from private schools and private school teachers, particularly in Omusati region. In all cases regional officials communicated that the rollout was for public schools and private schools are welcome to engage an official Jolly Phonics trainer for private training.

Region	Expected Attendance	Actual Attendance	Attendance Percentage	Number of Attending SEOs
Oshana	211	245	116%	6
Ohangwena	360	237	66%	7
Erongo	161	122	76%	2
Omusati	365	376	103%	8
Kunene	122	112	92%	3
Khomas	192	217	113%	7
Oshikoto	271	263	97%	6
Zambezi	136	144	106%	5
Kavango East	228	242	106%	2
Kavango West	196	213	109%	1

Hardap	124	92	74%	2
ǁKharas	71	76	107%	3
Otjozondjupa	152	160	105%	3
Omaheke	76	85	112%	5
Totals:	2665	2584	97%	60

The attendance and support of Senior Education Officers and Jolly Phonics Focal Persons significantly contributed to the success of each training. The Education Officers were ready and willing to support the training team and available on the ground to assist with training room preparation, attendance, breaks, equipment and to mitigate matters arising.

A special thanks to the following for their commitment and attendance and to their Directors and Deputy Directors for the support and encouragement.

Region	Officials in Attendance
Oshana	Matthew Antindi- Chief Education Officer Hilma Nuunyango George- Deputy Director PQA Tuyeimo Hasheela Eliud Hendrick Deo Ivawa Mupopiwa Paulina Hamukonda Naftal Gabriel
Ohangwena	Palisha Ngulu- Deputy Director of Education Johanna Shoongeleni Leena Ithindi- Inspector Chrispin Masule-Inspector Osra Naukosho Ladipika Shikonda Fillipus Nghitotelwa- Inspector
Erongo	Jaline Oosthuizen Dorothea Axakhoes

Omusati	Mr Kenzie Kazaronda - Chief Education Officer Mr Eino Haifidi, Head Office MoEAC Selma N Ipinge Paulina Neingo Maria Paulus Julia Ismael Ms. Ilionga Johanna Ndilipo Nekulu Ms. Martha Amutenya
Kunene	Engenesia Hoeses Michelle Bapello Deliana Aochamus
Khomas	Mr Paulus Nghikembua- Regional Director of Education Margreth Paula Ndara Estelle Marlin Hochobes Salmi Thomas Rejoice Kaavara Annetta Bezuidenhoudt Ingrid Tjaverua
Oshikoto	A.Eises- Regional Director of Education Heinrich Matheus Elizabeth N Mathias Elli K Lidker Gornu V Nakale Ottilie Awene Rachel N Nandjembo Tangeni Ushona Tusnelde Amunyela
Zambezi	Thembi Liwakala Betty Mujohn Costar Musunga Norah Munembo

	Georgina Sibalatani
Kavango East	Johanna P Manuel Gerhalda Ndumba
Kavango West	Sophia Ferdrieck Deputy Director of Education Shimafo Hildegard Likuwa Edward CEO
Hardap	Heidie Labuschagne Benody Beukes
ǀKharas	Mr ǀAwebahe J ǁHoeseb Regional Director of Education, Arts and Culture Ms Jesmine Magerman Chief Education Officer for PQA (programs and quality assurance) grade 4 Ms F M Vries
Otjozondjupa	Chuma Kashuwa Laurentia Muzuma Simanga
Omaheke	Patricia Ndjavera Mukaraseua Tjihoreko Gladness Ngara Mr E.K Kavari- Inspector Theofilious Mokhatu



Transport & Accommodation

Transport

The training team all flew into and out of Hosea Kutako International Airport in Windhoek. Jolly Futures CIC engaged City Cabs company to provide all the trainer transport for both airport shuttles and also travel between regions. The training manager was able to prebook all these journeys and prepare detailed travel itinerary for each trainer. The firm is reputable and used good drivers and provided safe and well-maintained vehicles. As Namibia is geographically large and diverse, the individual trainer travel itinerary was made up of a combination of internal flights and taxi journeys. Where possible trainers travelled together and for no more than five hours by road per journey. This was during daylight hours. Due to the limited flight schedule from Rundu, four trainers travelled by road from Rundu to Windhoek at the end of the rollout. There were no significant challenges with transport and the training team arrived and departed from their destinations on time and safely. A special thanks to Zambezi region for collecting trainers from the airport when it was challenging to organise local taxis.

Accommodation

Arebbusch Travel Lodge in Windhoek was used as a trainer base for all arriving and departing trainers. The hotel provided a central and conducive setting for rest before and after the training. It also provided opportunities for the training team to meet and mix with each other and feel part of the wider training team. The in-person trainer orientation was also conducted here and the administration at the hotel were competent and helpful with last minute photocopying.

Regional Officials were incredibly supportive finding clean and safe hotels for the training team in each location. Where possible, the hotels were also the training venues. In the cases where the training venues were elsewhere, officials organised for daily trainer travel to and from the training venues. In most cases there were no significant issues with the hotel accommodation, although there was a range in standards and facilities. There were some challenges for trainer accommodation in Kavango East due to venue changes and so the trainer initially stayed at the regional officials home until a new booking was made.

The training team reported there were challenges with the following hotels; electric and AC issues in Bennies Entertainment Lodge-Oshana, poor management/service and room quality from Ekamuti Lodge-Oshikoto, challenges with room quality and availability in Ngandu Lodge- Rundu, cleanliness and poor facilities in Outapi Town Lodge- Omusati and challenges locating the guesthouses in Hardap region.



Teacher Transport, Accommodation and Feeding

The regional government were responsible for providing teachers with transport to the training venue, accommodation where necessary and meals during the training. Each region budgeted for their own teachers and the Ministry of Education provided some additional funds to support each region, especially those with the biggest cohorts of teachers.

In Kavango West there was insufficient accommodation for the teachers and rooms had to be shared including the trainer needing to share her own room.

In Kavango East there were some challenges with internal communication and teachers did not travel on the Wednesday in time for training to commence in the afternoon. This resulted in the trainer having to condense training content and train until late in the afternoon on day one. Only 2 days of training were delivered for the last cohort of teachers in Rundu, Kavango East.

There were some challenges with travel logistics with teachers arriving late by bus in Otjozondjupa. Teachers did not travel to Grootfontein and Otjiwarongo in advance of the Monday training which resulted in them arriving throughout the morning of the first day of training. The trainers started late and then extended training hours on Monday and Tuesday to make up for the lost time.

In Hardap, due to many teachers travelling from rural farming areas, they did not arrive on time. Training started late on the first day in each location but participants were keen to stay late to recover lost time.

The last batch of training in Swakopmund started very late as teachers were travelling long distances and the river had flooded. The trainer reported that they arrived late, hungry and frustrated. Many continued to arrive throughout the morning.

Teachers were very happy in Kunene region staying at the training venue which was in a beautiful setting and provided good quality food and accommodation as well as a swimming pool!



The Training Content and Equipment Used

The training content was delivered using PowerPoint presentations which contained example videos of Jolly Phonics being used in Namibia, and other global projects, as well as audio for songs. The training was very practical and multi-sensory and teachers were encouraged to actively participate in group/ pair activities and use the provided materials. The trainers modelled each skill and step before each activity. Training was broken into

two sections; Foundation of Jolly Phonics using Pupil Book 1 and Advanced Jolly Phonics using Pupil Book 2.

Regions were asked to ensure that the venues they chose had power and to provide high lumen projectors and good quality speakers. Each trainer carried their own laptop, sample materials and items for a display table. Trainers carried plug adaptors, extensions and HDMI/VGA adaptors to ensure they could connect with provided equipment. There were several challenges in multiple venues where equipment was not available, working or compatible. This often led to trainers starting late or having to begin the training without the PowerPoint and/or audio as regional officials sourced speakers and projectors. Regional officials were proactive at resolving challenges as they arose.

Training Content

Session	Content
Day 1 Overview Foundation of Jolly Phonics (Pupil Book 1)	Introduction to Jolly Phonics Overview of the 5 skills for reading and writing Using the provided materials: Pupil Book 1 8 steps for teaching the 42 sounds Learning group 1-2 sounds, actions and implementing using the 8 steps Short vowels
Day 2 Application Advanced Jolly Phonics (Pupil Book 2)	Learning groups 3-7 sounds Long vowels Jolly Phonics games and strategies for teaching the 5 skills Links to Namibian Syllabus (First of Second Language) Assessment of Pupil Book 1 learning Using the provided materials: Pupil Book 2 Digraphs and consonant blends Alphabet and capitals
Day 3 (half day) Advanced Jolly Phonics (Pupil Book 2)	Alternative spellings Magic <e> words Links to Namibian Syllabus (First of Second Language) Comprehension activities Assessment of Pupil Book 2 learning

Trainers used their experience to gauge the pace of the delivery of content according to the abilities of the participants within each group. In all cases the content was covered but in a few regions the depth of the Pupil Book 2 content was reduced due to time constraints or participants struggling with advanced concepts. 1.5 days was dedicated to laying a strong foundation for Jolly Phonics and 1 day was for building on this foundation and exploring alternative spellings and comprehension. All trainers followed the same content and training overview but each trainer delivered it in their own style, with their own additional games and experiences to share.



Trainer Display Tables

In each training room there were display tables. These tables had lots of examples of teaching and learning aids that teachers can easily create in their classes. Many items are from recycled and natural materials and give learners opportunities for multi-sensory learning. Trainers modelled the use of these items and encouraged teachers to take photos.



Examples include; bottle tops, toilet rolls, mirrors, gloves, cardboard flashcards, pegs, toys, lollipop stick wands, sound stones...





The Training Delivery

Trainers consistently reported that they were warmly welcomed by regional officials and teachers. In the majority of cases teachers were punctual, enthusiastic and keen to engage in practical activities and games. The actions and songs were very popular but participants also enjoyed the simple 8 steps for teaching a new letter sound and demonstrated understanding of the importance of application of learning the letter sounds through blending (for reading skills) and sounding (for writing skills).

Region	Comments on Participants and Regional Support
Oshana	<p>There was an excellent number of SEO's who were available all the time, participating in training and very organised with supplementary materials and resources distribution. They were very knowledgeable about Jolly Phonics and clearly explained how the programme mapped to the syllabus.</p> <p>As Oshana region had already been implementing Jolly Phonics the participants were a combination of Grade 1-3 and Pre-Primary teachers. Many had a strong background knowledge due to previous pilot/Jolly Grammar training and exposure to the method from their colleagues. They had excellent time keeping and connected well with the trainers. Many were active during the games and group activities and asked lots of thoughtful questions. There was one batch of training where English speaking and comprehension levels were noticeably lower and officials supported the trainers with more translation.</p>

Ohangwena	<p>Training started very late on day 1 due to a lengthy opening ceremony. The trainers reported working hard to initially bring up the energy levels of participants and some batches needed a long time during the introduction session as participants asked a lot of questions. Some trainers felt under pressure to speed up throughout their presentations but explained that they needed to vary their pace according to the abilities of the group. The officials were helpful managing the groups and translating where needed, especially to the mature teachers who spoke significantly less English. There was a positive attitude from officials and the majority of teachers. Participants showed willingness to participate in activities and enjoyed demonstrating.</p>
Erongo	<p>The background knowledge and exposure to Jolly Phonics was high in Walvis Bay and the first group in Swakopmund. Trainers reported that participants were very professional, knowledgeable and had high literacy levels. They were engaged and enthusiastic about the programme and the new skills they were acquiring. The first group in Swakopmund covered the training content quickly which enabled the trainer to go into far greater depth in the alternative spellings part of the training. The second batch in Swakopmund came from rural areas and their spoken English and comprehension was significantly lower. They took longer as a group to warm up and become active. One of the officials was very attentive and in spite of venue changes and challenges with equipment she was support, efficient and quick to resolve. The first two groups reported after the training that they immediately implemented Jolly Phonics and were thoroughly enjoying it.</p>

Omusati	<p>This region had the largest number of participants to train. The officials did well managing such a large event across multiple locations. They were reported to be attentive, willing and supportive of the training team. As to be expected there was a broad spectrum of abilities for participants however trainers generally reported that most were punctual, focused and inquisitive. Many asked insightful questions and were genuinely delighted to be receiving such an impactful training. The male participants were also incredibly active and participated fully in all activities as well as enjoying demonstrating to the group. There was wonderful pair and group activities. Several trainers reported it was refreshing to see the elder teachers were embracing the whole Jolly Phonics multisensory approach. They were singing and doing the actions and played the games on their own initiative.</p> <p>Mr. Eino Haifidi from the MoEAC gave a motivating speech to teachers about embracing the jolly Phonics program.</p> <p>Many participants had challenges with short vowel pronunciation and struggled to differentiate between /a/, /e/ and /i/.</p>
Kunene	<p>There was significant differences across the three batches with regards to background knowledge and English levels. The participants however all had a very enthusiastic attitude and were punctual. There was lots of joyful singing and dancing and active participation. Participants asked lots of good questions about the integration of Jolly Phonics and the syllabus. As they were all staying at the venue many did not want to leave when each day officially ended! The regional official was very organised and attentive and efficiently distributed materials at the end of each training.</p>

Khomas	<p>There were significantly more participants than expected which made the batches large and harder to manage. There was also a range across the four batches with regards to background knowledge and English levels. Trainers needed officials to support the large groups. Trainers had to request that sufficient resources were distributed to participants to use during the training. It was reported that 80% of participants were friendly, committed, excited and active and they were able to maintain a good pace of content delivery. The other 20% often disturbed the others, were distracted, rude and on their phones. Participants were not very punctual, partially due to an internal communications issue where the training schedule was not shared correctly and partially as many teachers had the attitude that coming for sections was acceptable. There were numerous officials initially but not enough available for support throughout the week especially dealing with absences, overcrowding and support needed to explain the integration of Jolly Phonics into the syllabus. Teachers reported they felt re-energised for their teaching.</p>
Oshikoto	<p>The officials were very committed and responsive. They were present at all times and supported the trainers to manage participants who were using their phones a lot and/or poor at time keeping. Trainers found the majority of participants very interested and active. They had good pronunciation of sounds and did not struggle as much with the short vowels. The participants interacted well as a group and grasped the alternative spellings well. Many were keen to volunteer to demonstrate and answer questions. The second batches had lower levels of English and needed to cover the content more slowly, in less depth and officials needed to translate regularly. Mr. Eino Haifidi from the MoEAC gave a motivating speech to teachers about embracing the jolly Phonics program</p>
Zambezi	<p>The training was well organised and participants were punctual and respectful. The officials were very attentive and supportive. The participants were very punctual, curious and participated fully with songs, games and activities. Mastery of the content was portrayed in the way they answered the questions. Teachers reported it was a new chapter in their field of teaching and they were eager to begin.</p>

Kavango East	<p>Participants in Divundu were punctual and keen to learn. They embraced the songs and games and showed a good grasp of the methodology for implementing Jolly Phonics. The third cohort did not arrive in time and missed half a day of content.</p> <p>Participants in Rundu arrived early on each day. They participated in various activities and showed interest in the program and many commented that it was the best methodology they had seen. The trainer reported 'positive vibes in the room' and enjoyed how actively involved themselves in various activities. They loved the Jolly songs, the 8 steps and practical application. Teachers ended the training saying how positive the experience was and how they and promised to change literacy in their schools.</p> <p>There were several challenges in this region with organisation and communication however the officials welcomed the trainers and did their best to resolve issues.</p>
Kavango West	<p>Most participants reported early as they were accommodated at the training venue. The majority were active, friendly and interacted well as a group. Most participants demonstrated understanding of the five skills and 8 step. Many had challenges differentiating between the vowels in English and their mother tongue. The level of abilities, spoken English and comprehension of the syllabus varied greatly across the batches. Twenty across the groups teachers could not understand English and struggled to take part in various activities. There were a group of participants that had a poor attitude towards being trained and tried to spend time together outside of the training room in other areas of the hotel. The regional official was incredibly proactive and disciplined these participants and worked hard to support the trainers with translation and management of the groups. The official was organised and diligent.</p>

Hardap	<p>The officials were extremely supportive, and made sure everyone kept to time to the minute. They helped with all the arrangements, they opened and closed the sessions each day, and when they saw people not wanting to answer questions, especially in the beginning, they got them active. The teachers in Rehoboth were fully involved, excited, and paid attention. They asked for clarification when they did not fully understand which showed how well they were processing the content. Both the participants and officials were kind and generous towards the trainer and each other. It was reported to be a lot of fun!</p> <p>In Mariental the participants were initially quiet and apprehensive but once they started participating, they got excited and paid attention. All participants wanted support with syllabus and more time for alternative spellings. There were some interesting discussions on pronunciation and it was found that Afrikaans was common in this region.</p>
Kharas	<p>The trainer was well supported by the regional official who was caring, attentive and explained concepts well. Participants were punctual and responsive to all activities. Initially they had reservation about changing their approach. They warmed up and actively participated in all practical activities and expressed their enthusiasm and willingness to implement Jolly Phonics. The participants enjoyed the multi-sensory activities and said they would use these concepts across all their subject teaching. They were impressed with the Lessons App and resources. They found listening to the sounds in the App very useful as there were initially a lot of questions regarding pronunciation of sounds in English and mother tongue.</p>

Otjozondjupa	<p>Participants in Grootfontein were very inquisitive and asked lots of thought-provoking questions. They were active and engaged in the programme in both theory and practical application.</p> <p>In Otjiwarongo participants were active and demonstrated wonderful participation in all activities. They worked well in pairs and groups.</p> <p>The Okahandja participants were keen, active and created the jolly atmosphere throughout the training. They were grateful for the materials and feeling blessed to be trained. They reported the training to be an eye opener and did not want to leave at the end of each session.</p> <p>The main challenges across all groups was the pronunciation of short vowels. The regional official was very attentive towards trainers and participants and motivated teachers for their implementation of Jolly Phonics in their schools.</p>
Omaheke	<p>The regional official was very organised and well prepared and also actively participated in the training. There was a broad spectrum of participant abilities but all were curious and keen to take as much from the training as possible. They were very time conscious as a group and the training event was very smooth.</p>



Training Costs

The trainers' costs and fees were donated by Jolly Learning Ltd for this training event as part of the philanthropic Jolly Futures programme. The costs came in at over 15 million Namibian dollars.

All other costs were covered by the government, including teachers' transport and lunch costs, as well as costs associated with the venues and administration of the training.



Training Pictures



Trainer modelling arm blending.



Regional Officials arm blending.



Participants making a word with flashcards.



Participant using the letter board to form a word.



Group circle game- learning Jolly Songs.



Participants practicing actions.



Trainer teaching action for /or/ sound.



Participants air writing sounds.



Identifying vowels and consonants using letter board.



Pair work telling sound story using the big books.



Participants blending word using actions.



Blending circle game.



Pair work for letter formation. Practicing palm writing.



Trainer explaining the fly swat sound game.



Trainee trainer demonstrating blending using participants.



Participants exploring letter sound poster.



Participant making words with alternative spellings for the vowel forest.



Trainee trainer and participant practicing action for sound /ue/.



Materials



The Donated Materials

Extensive materials were donated by Jolly Learning Ltd to the Namibian government, to give to teachers and pupils, under the philanthropic Jolly Futures Programme. The table below sets out the materials that were donated and the value of these donations:



Material	Number Donated	Value Per Unit in Namibian Dollars	Total Value of Donation
Jolly Phonics Pupil Book 1	92,920	N\$55	5,110,600
Jolly Phonics Pupil Book 2	92,920	N\$55	5,110,600
Jolly Phonics Teachers Book	5440	N\$78	427,050
Jolly Phonics Letter Sounds Poster Set	2710	N\$187	506,770
Jolly Phonics Tricky Words Poster Set	2710	N\$187	506,770
Jolly Phonics Big Books Set	2710	N\$623	1,688,330
Totals:		---	N\$13,350,120

In addition to the materials donation worth over 13 million NAD, training costs worth over 15 million were also donated. This brings the total value of the project donation to over 28 million NAD.

Material Delivery and Distribution

Material orders were made in good time in August 2021 and printed in China. The materials were due to dock early January 2022 but were delayed by almost one month. Every effort was made by Suzy Medeiros, Publishing Director at Jolly Learning and the delivery company in Namibia to ensure the materials were delivered to each region in time for the teacher training. Regional officials were of great assistance offloading the materials and arranging for the teacher materials to be at each training venue under tight turn around.

Due to an administration error the wrong quantity of books were ordered for Omusati region. A further 10,000 copies of each Pupil Book and 300 Teacher's Books were needed. In addition to this Oshikoto, Kavango East and Otjozondjupa regions reported a higher number of pupils and teachers than expected and a further 35 Teacher's Books and 2400 copies of each Pupil Book were also donated. The Teacher's Books were sent by airfreight from the UK, while the Pupil and Teacher's Books were printed in South Africa.



Materials arriving in Zambezi region.



Materials being distributed at training in Oshana region.



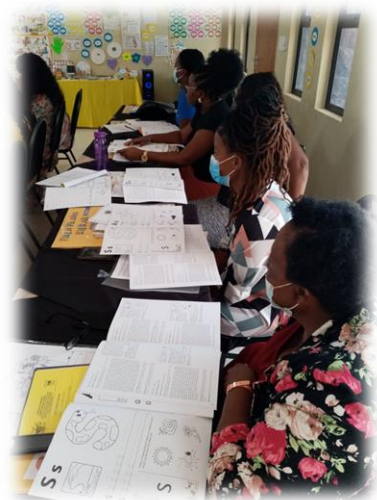
A happy teacher after collecting Big Books and posters.



Participant demonstrating how to tell stories with the Big Book.



Venue prepared with teachers' materials for training.



Participants exploring the Teacher and Pupil Books during training.



Supplementary Materials

Based on discussions and feedback from Education Officials and members from PQA and NIED at the advocacy event in November 2021 the Namibian English language syllabus (for First and Second language) was mapped to the Jolly Phonics programme. This made it easier for teachers to see how Jolly Phonics can be used as a methodology for teaching the existing content in the syllabus. The curriculum maps were shared with NIED in

advance for their input and later shared with Junior Primary Phase Education Officials and grade 1 teachers.

In addition to the syllabus some additional documents were provided to enable teachers to contextualise the sound stories/ songs and support their implementation of Jolly Phonics. These resources were shared with each region in advance. All regions printed these for the attending teachers. Some regions printed these in colour and put them in folders for each teacher.

Supplementary resources.

1. **8 Steps A4-** Useful to stick on the black board to remind yourself to teach all 8 steps, every lesson **for Pupil Book 1**
2. **Jolly Songs and Sound Stories Namibia-** These provide culturally relevant stories which are also shorter as well as song lyrics **for Pupil Book 1.**
3. **JP Actions-** there is a one-page document with text for the actions or a black and white 7 paged document with pictures of the actions. These actions are all in the Lessons App. **Mainly for Pupil Book 1 but used for reference to sounds and alternatives in Pupil Book 2.**
4. **Jolly Phonics Word Booklet-** This is a very useful document and contains a full word back for each group of sounds and the alternative spellings. It is helpful for finding blending words, dictation words, words to make phrases and to ensure that you only give pupils words containing the sounds they have learnt. **Used with both Pupil Book 1 and 2.**
5. **Tricky words-** this is a one-page document with the 72 tricky words (found on the posters). **Used with both Pupil Book 1 and 2.**
6. **Jolly Decodable Phrases and Stories-** this gives examples of how to build phrases with the first 3 groups of sounds. It includes comprehension questions.
7. **Jolly Phonics Pupil Book 1 Checklist-** this can be used to track pupils progress as they move through Jolly Phonics Pupil Book 1.
8. **Sue's Letter Sound Knowledge-** simple one-page document with all the sounds and alternative spellings. **Used with both Pupil Book 1 and 2.**
9. **Jolly Phonics Pupil Book 2 Checklist-** this can be used to track pupils progress as they move through Jolly Phonics Pupil Book 2.
10. **Pupil Book 2 Guidance-** this document has useful tips, songs and support for alternative spellings.

Jolly Phonics Lessons App



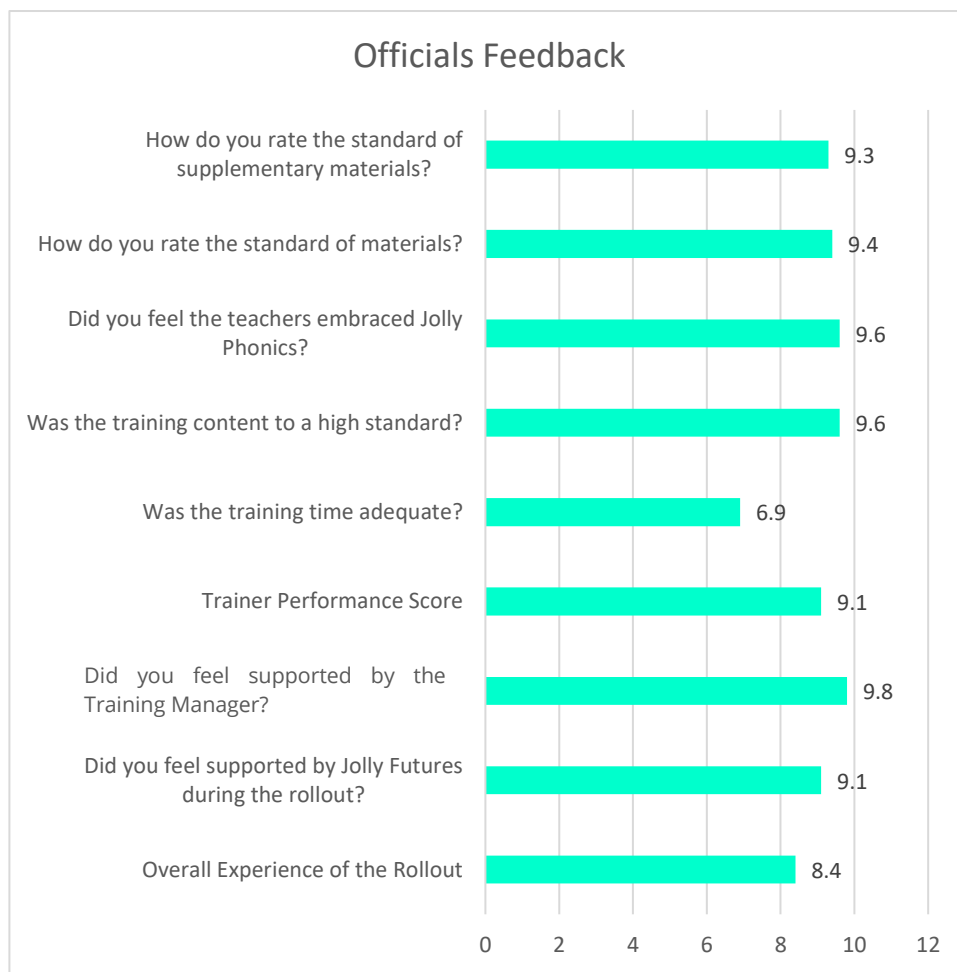
In many regions, the majority of teachers had smartphones. These teachers downloaded the free Jolly Phonics Lessons App during the training. They were shown how to use the app and change the font to 'print letters'. Participant evaluation forms rated the App highly and reported that being able to listen to the pronunciation of sounds (particularly vowels), words being blended and tricky words was very useful.



Evaluation

Feedback From Officials

At the end of the National Rollout each of the 14 regions were invited to complete an evaluation feedback form. 10 out of 14 regions responded. Their scores are out of 10, where 1 is poor and 10 is excellent.



Here are some of their comments:

The people responsible for the workshop/programme really ensured that the content is in line with the Namibian Curriculum to the benefit of the Namibian Child.

There were no challenges when it comes to Jolly Futures.

Our region really appreciate all efforts from the Jolly Futures team. We have had many trainings, but this training is definitely one of the best workshops we ever had. Teachers have gained so

much from this training. Thank you to each and every person from Jolly futures that was involved in the organization and preparation.

Trainers were very much prepared and organised. The programme was strictly followed and the practise sessions complimented the theory. The teaching material is excellent!

Well organised and enjoyable programme. It will definitely help both languages. Teachers as well as learners enjoy it very much.

I was fully supported and the training for SEO's and visit to Oshana made my work as a SEO much easier.

The Training Manager did an outstanding work during the rollout in the region and the whole country at large. It was like she was physically at every point of delivery

Jolly Phonics approach, is the way to go and I believe that by the end of term 1, our region will tell a story and that story is most learners will be reading and writing English and another language with ease. Thank you Jolly Futures for answering our prayer.

Gained a lot of experience organizing an event of such calibre.

The trainers were all well organized, well prepared with thorough content knowledge and punctual.

The checklist for preparation and the handouts that were sent before time made the preparations smooth. Her patience and organizing skills are commendable. It wouldn't be a success if it weren't for the Training Manager. Her prompt response to questions made the experience worthwhile.

Challenges were listed as;

- Financial implications (funds to train all teachers)
- Limited time(2 and half days not sufficient to cover everything)
- More time for lesson planning needed.
- We were challenged by delivery logistics as the materials arrived on a weekend.
- We experienced a shortage of materials.
- There was too much content for the number of days. It should be a week.

Feedback From Teachers

At the end of each training, a sample of 10 teachers were provided with a feedback questionnaire to complete. This section provides an analysis of the answers provided by 457 teachers. This is an 18% cross section of the teachers trained.

1. How do you rate the training on a scale of 1 to 10?

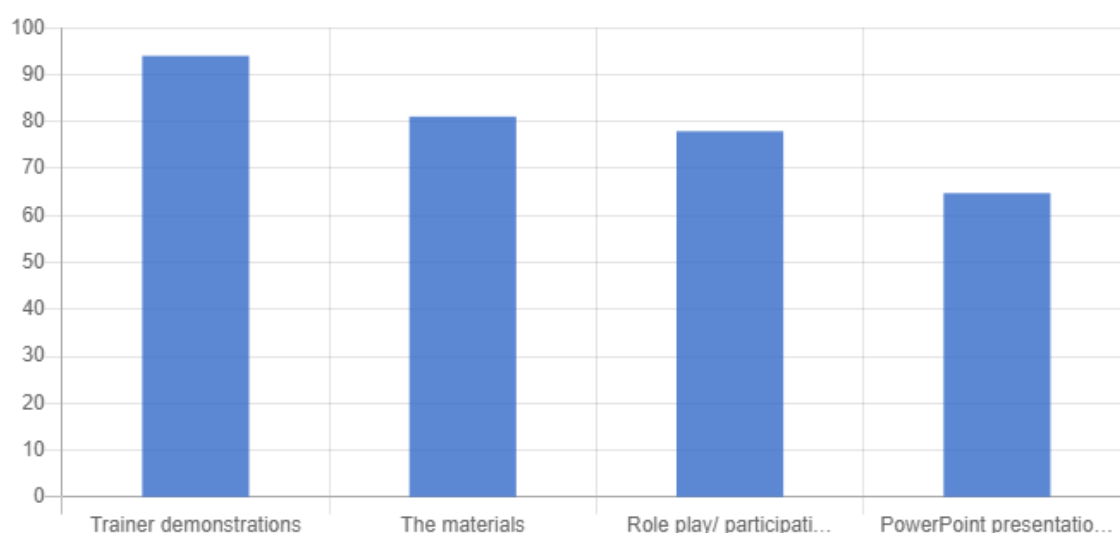
The mean rating for the training was 9.5 where the teachers rated the training on a scale of 1 to 10.

2. How do you rate the materials provided on a scale of 1 to 10?

The mean rating for the materials was also 9.5.

3. What did you find most helpful?

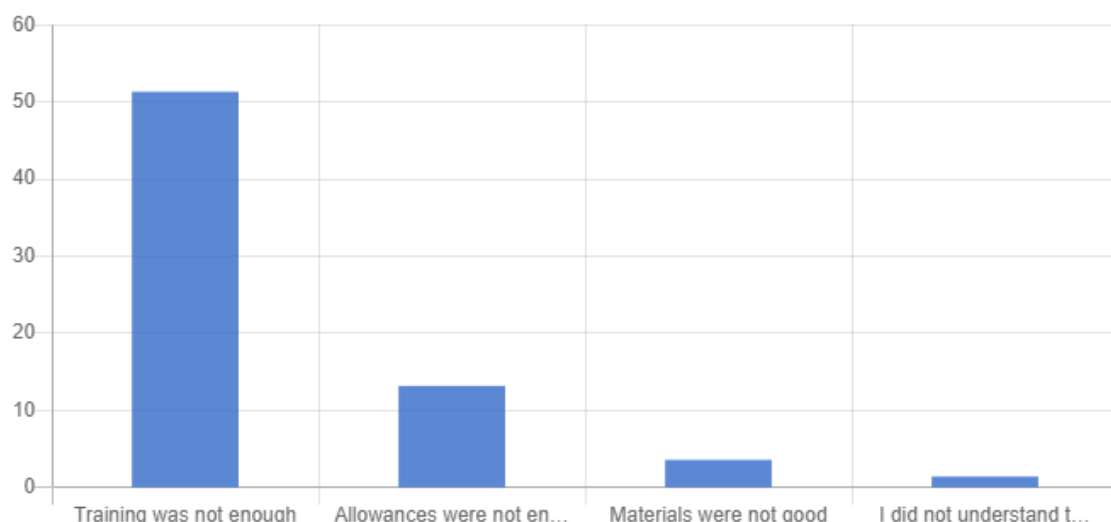
The bar chart below details what teachers found to be most helpful at the training. They were encouraged to select all the strategies they found most useful.



The bar chart shows 94% found trainer demonstrations most useful, 81% found the materials the most beneficial, 78% enjoyed the participant activities and 65% found the visual aids, namely the PowerPoint, most useful. Individuals also specified that they found connecting with the trainer, the songs and actions, simple explanations, supplementary materials, the Jolly Phonics Lessons App and the multi-sensory training conducive to their learning.

4. What were the challenges?

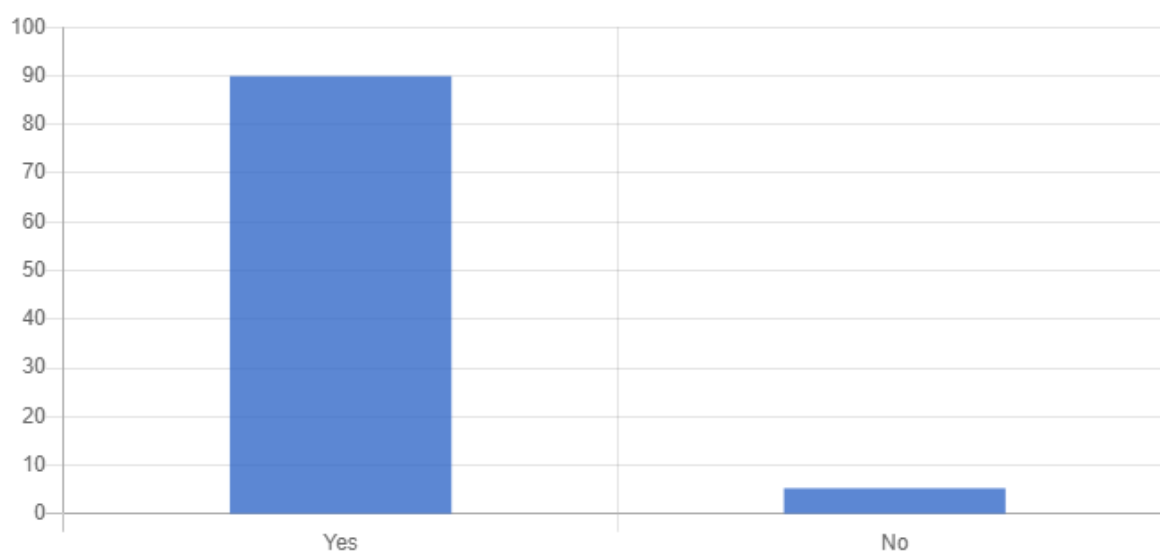
The bar chart below details the percentage of teachers that reported challenges during the training. It shows that the teachers found the duration of training to be the most challenging with 51% wanting a longer training period. Allowances and further financial assistance was wanted by 13%. Only 3% felt the materials were inadequate and 1.4 % of sampled teachers did not understand the content.



In terms of the “other” things listed, the answers included clarity between English and American English, transport issues, unconducive environment and request for Jolly Grammar training. The majority of these comments were from individuals. Many used the other comment to say there were no challenges, it was all well done or enjoyable.

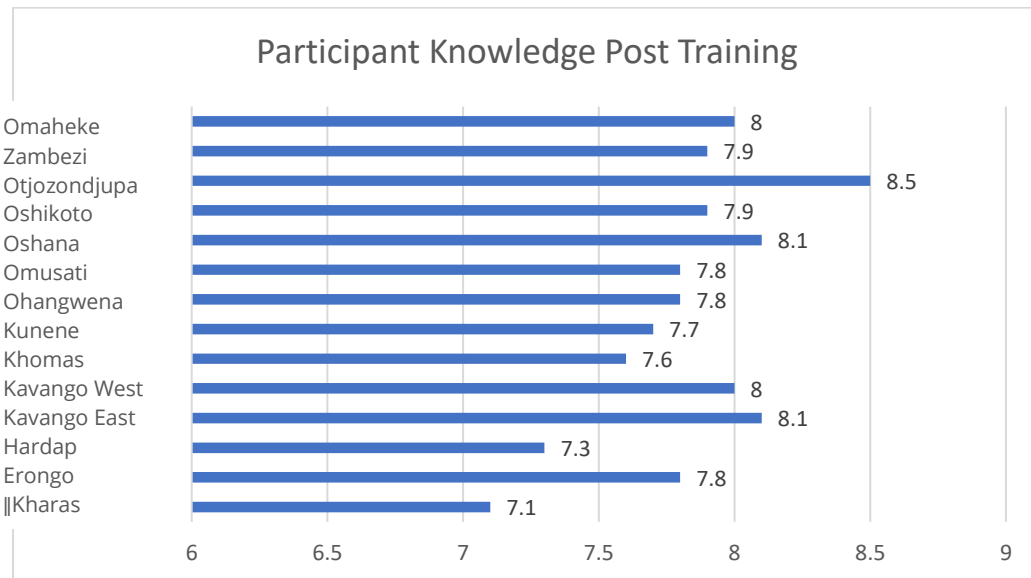
5. Will Jolly Phonics be taught 5 times a week in your school?

The bar chart below shows the split of teachers that stated that they would teach Jolly Phonics 5 times each week and those that said that they would not. It shows that 90% of the teachers said that they would teach Jolly Phonics 5 times each week. The reasons provided by those that said they would not teach Jolly Phonics 5 times each week included lack of time, challenges with integration into the syllabus and needing further guidance from supervisors.



6. How do you rate your own knowledge of Jolly Phonics after this training on a scale of 1 to 10?

The mean rating for own knowledge was 7.8. This varies according to each region but only within a small range of 1.4



7. Other Comments

Finally, teachers were asked if they had any further comments to add to the feedback. Some of the further comments of appreciation are detailed below.

"This is the most, most productive workshop I have been to in my 10 years of teaching"

"This was life changing, it really has changed my life"

"This programme should be in universities and colleges"

"The training was well prepared and interesting"

"It was awesome"

"Thank you for the empowerment"

"We feel privileged to get this training and materials. Thank you"

"It was superb and I have new ideas"

"The display tables were inspiring"

"I had so many challenges and I feel after this training they will be so few"

"Thank you for this beautiful experience"

"Our minds have been opened"

"I appreciate the knowledge and skills and experience I have gained through the program. It is successful and fantastic"

"I personally feel enriched and blessed. I will do everything in my power to instil what I have learnt in my learners across my life time. Thanks to trainers and officers"

"Inspiring and superb. Great mentorship from the trainer"

Teachers also requested the following;

- Longer duration for training- up to one week
- Regular refresher workshops
- Training for HODs so they can support teachers more
- Pre-Primary and Grades 2 and 3 to also be trained in Jolly Phonics
- Better transport options
- Venues to be more conducive with space and fans

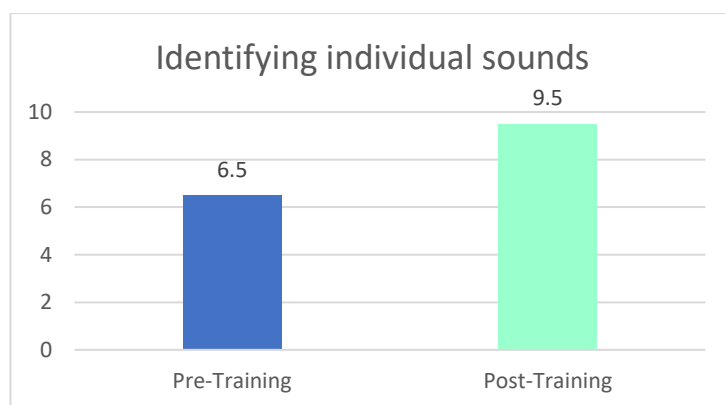


Teacher Skills Tests

Some of the teachers were also randomly selected to undertake skills tests before and after the training. In total 469 teachers completed both the pre and post skills tests. This section provides an analysis of their results.

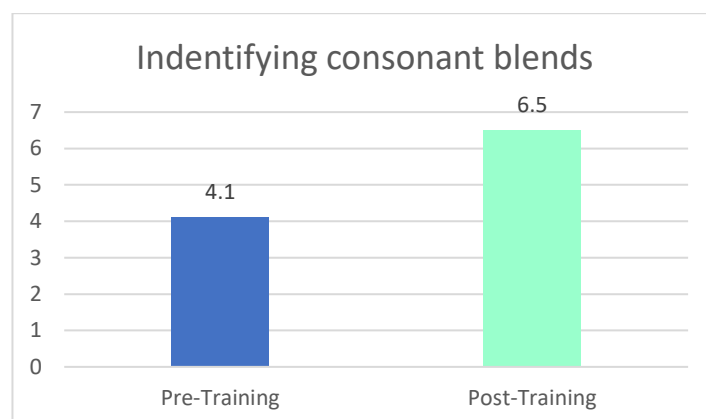
1. Individual Sounds

First, teachers were asked to circle the letters on a list that represent an individual sound in the English language. They were provided with one point for each one answered correctly (out of 13). The chart below shows a score change of 3 more sounds correctly identified. This is particularly significant when pre-test many consonant blends were identified as an individual sound and post-training, this mistake was less common.



2. Consonant Blends

Second, teachers were asked to circle the consonant blends on a list (out of 7). They were provided with one point for each one answered correctly. The chart below compares the mean scores on this question before and after the training. It shows that post training teachers were able to correctly identify consonant blends and were able to differentiate between a digraph (2 letters making one sound) and a consonant blend (a combination of individual consonants that can be snapped together for reading fluency).



Analysis of scores showed that pre-training many teachers confused digraphs with consonant blends and also identified digraph /sh/ as a consonant blend.

3. The Skill of Blending

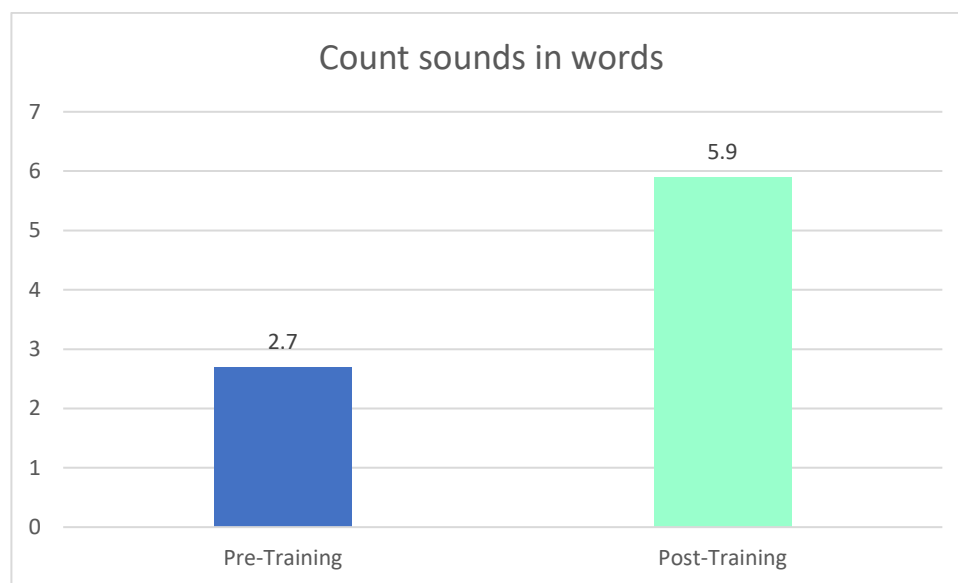
Third, teachers were asked what the skill of connecting individual sounds together to read words is known as. The correct answer is “blending”. Post-training 92% answered this correctly.

4. The Skill of Segmenting

Fourth, teachers were asked what the skill of identifying/hearing the individual sounds in words to write and spell them is known as. The correct answer is “segmenting”. Post-training 84% were able to identify this correctly. This lower percentage shows that some participants were still struggling with sounding/segmenting and recognising the role it has for writing.

5. Counting Sounds in Words

Fifth, teachers were asked to count the sounds in words on a list. They were provided with one point for each one answered correctly (out of 7). The chart below compares the mean scores on this question before and after the training.

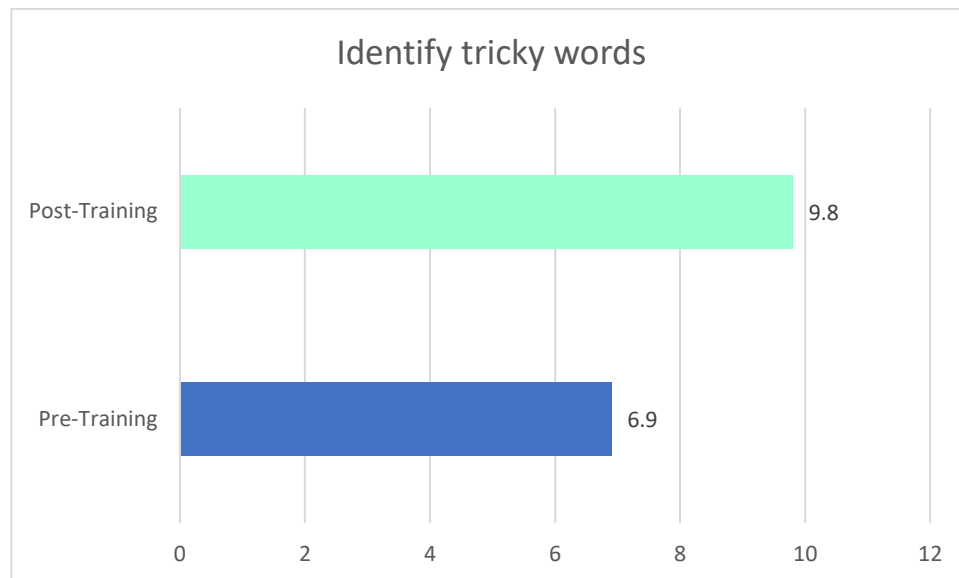


It shows that there was a significant change in participant ability post training where 3.2 more words, almost a 50% increase, were broken into individual sounds correctly. Pre-training participants commonly broke the word into syllables rather than sounds. For example sister was identified as having two sounds when in fact it has 5. In the word clap it was commonly identified as having three sounds cl-a-p when the consonant blend {cl} was wrongly identified as a sound.

6. Tricky Words

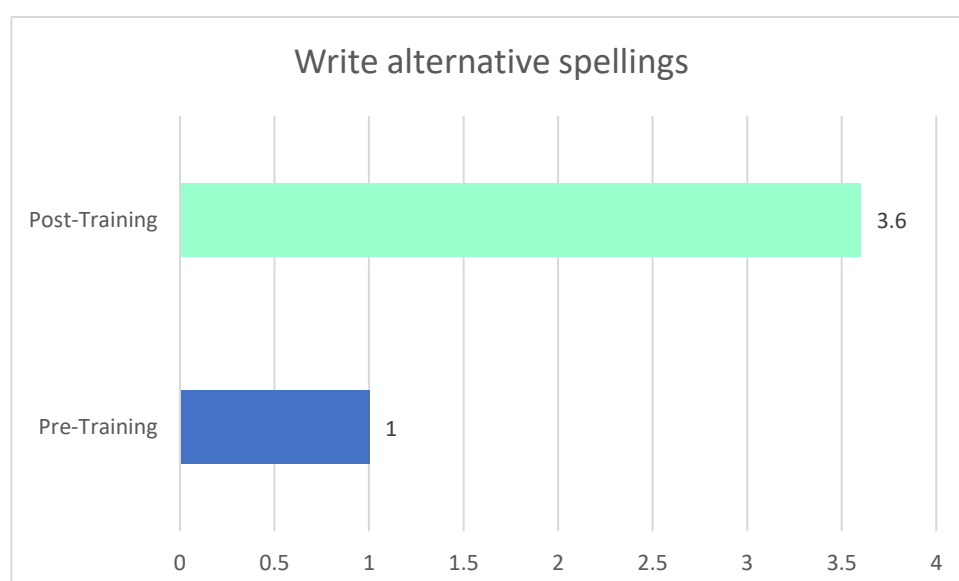
Sixth, teachers were asked to circle words on a list that contained irregular spellings (known as “tricky words”). They were provided with one point for each one answered

correctly (out of 12). The chart below compares the mean scores on this question before and after the training. It shows that participants could identify almost 3 more words correctly representing an increase in score of a third. Pre-training common misconceptions were that words containing digraphs were tricky as the individual letters were pronounced rather than the sound. For example g-o-a-t rather than g-oa-t.



7. Alternative Spellings

Seventh, teachers were asked to provide one alternative spelling for each of the sounds on a list (out of 4). They were provided with one point for each one answered correctly. The chart below compares the mean scores on this question before and after the training. It shows that pre-training teachers struggled with alternative spellings and post-training they were confident to recognise the same sound with multiple ways of spelling. Participant ability increased by 75%.

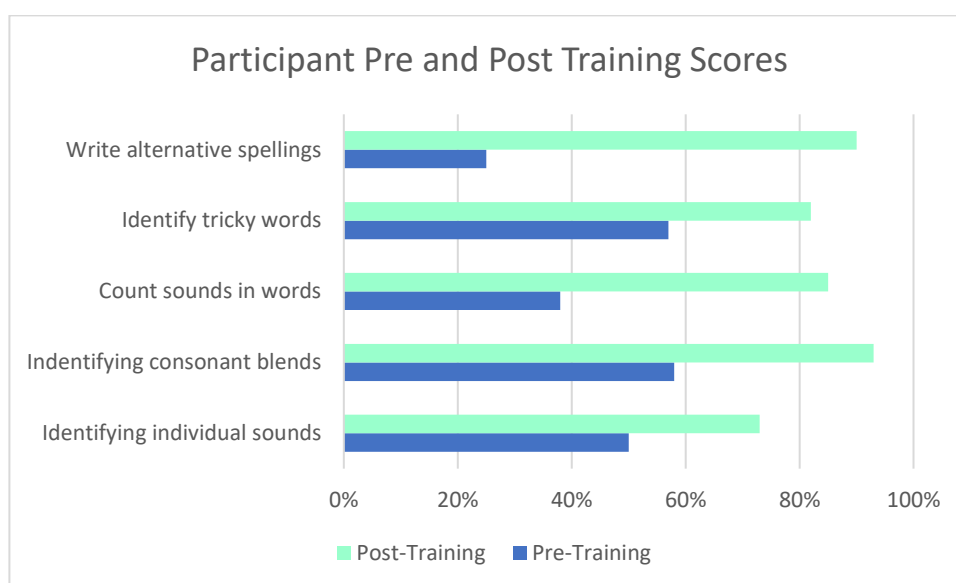


8. Magic <e>

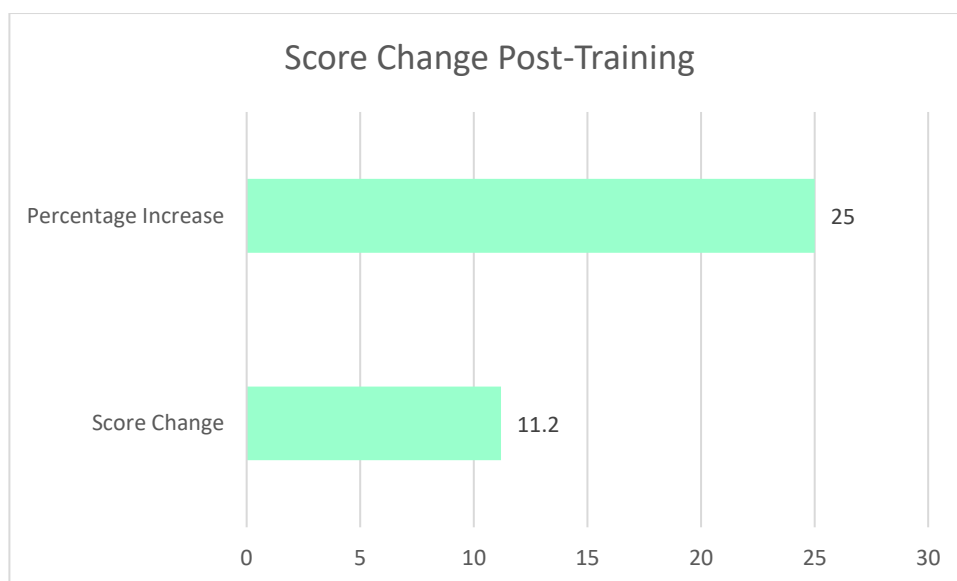
Finally, teachers were asked to tick the correct description for what a “magic e” at the end of a word does. The correct answer was *“it makes the short vowel earlier in the word sound its name/long sound”*. Post-training 79% of participants could select the correct definition.



Discussion of Results



From the chart above it is clear there has been a significant positive increase in the percentage of teachers answering each category correctly post training. Feedback from participants was that they needed more time for advanced concepts in Pupil Book 2 such as alternative spellings and magic <e>. Regular monitoring to ensure that teachers are teaching the pronunciation of letter sounds correctly as well as breaking a word into its component sounds for blending and writing is integral to the success of the implementation. Refresher workshops should be provided regularly to ensure that those participants who did not correctly answer post-training are nurtured.



The mean score change was 11.2 post-training which represented a 25% increase in teacher knowledge.



Certificates

Certificates of attendance were issued to every teacher who attended the full 2.5 days of training. The certificates were greatly received. The certificates were signed and dated by the official Jolly Phonics trainer but participants wrote their own name to ensure it was written correctly. Due to the large group sizes of 50 teachers per training there was no certificate presentation to ensure this activity did not take up too much time from the programme. Group photos were taken in each region at the end of each batch of training.



Ohangwena



Oshana



||Kharas



Khomas



Kavango East



Kavango West



Otjozondjupa



Omaheke



Successes

The following successes were recorded by the Training Manager:

- There was excellent communication between the Training Manager and regional officials in the planning and preparation stages;

- The opening of the officials training, which was the launch of the national roll out, had senior representatives from all departments and a motivational speech from the Executive Director from the Ministry of Education;
- Officials communicated well with the training team during each regions training;
- High level of on the ground support from officials and Jolly Phonics focal persons;
- Great attendance from officials and Jolly Phonics focal persons across the roll out;
- 5 Directors/Deputy Directors personally visited training venues to encourage the teachers;
- Members from PQA, NIED, MoEAC and Inspectors of Education visited several training events;
- Officials and participants gave high praise for the quality and content of the trainings;
- There was local and national publicity of the events;
- The general standard of venues and regional organisation and preparation was to a high standard;
- There was high attendance rates from teachers in all but one region;
- There was a high level of participation and interest from teachers;
- There was a strong team cooperation, time keeping and work ethic amongst the Jolly Phonics team and all regions;
- The Jolly Phonics trainers worked well as a team and worked well with the training manager;
- All trainers followed a general training overview and training content and adapted to suit the needs of their participants and their own training styles. The content delivered to teachers was generally consistent across all batches of training;
- PowerPoint presentation, timings and guidance notes worked well for most trainers and the trainings delivered were to a consistent, high standard;
- The mean training score was 9.5 out of 10;
- The average post training score given by teachers for their confidence in their knowledge of Jolly Phonics was 7.8 out of 10;
- The supplementary materials given to each teacher were praised and greatly valued;
- It was noted by trainers that in regions where officials took the time to explain the Jolly Phonics curriculum map and how the programme integrates with the syllabus, teachers were more confident about implementation;
- The donated materials from Jolly Learning arrived just in time for all teachers to receive copies during training;
- There were no accidents, illness or injuries to trainers or participants;

- There were no reported Covid-19 cases following the trainings;
- Most of the hotels that the training team stayed in were to a good standard;
- All taxi journeys were on time and well-coordinated;
- The general standard of food served at the trainings was high;
- Participants and food being served were generally punctual across all regions;
- A high percentage of teachers had access to a smartphone and were able to download the Jolly Phonics Lessons App during training;
- Officials were very willing to help on the ground when materials arrived and many gave their time over the weekends to ensure everything was in place for training;



Challenges

The following challenges were reported by the Training Manager:

- The most significant challenge was poor technical equipment across several regions. The biggest challenge was usually lack of or poor-quality speakers and in some cases issues with the projector quality and functionality;
- Some regions and their officials were not as well prepared as others, which impacted the duration of the teacher training;
- Very few Heads of Departments (HODs) attended the Jolly Phonics training. This will cause challenges for the HODs to support the teachers as they implement Jolly Phonics;
- 120 teachers in Ohangwena region did not attend the training. Earlier communication on this would have enabled the training manager to move surplus trainers to where they could be best utilised;
- The teachers who missed the training in Ohangwena have still yet to receive training which is affecting the performance of the region;
- There were a few regions where cohorts of teachers had very low levels of English which affected their participation and understanding of the content;
- Due to unexpected docking delays the materials from China arrived late which put regions under pressure to receive materials over the weekends;
- Due to an administration error materials needed for Omusati were miscalculated which has resulted in the majority of the region implementing Jolly Phonics without materials as they waited for more to arrive;
- Oshikoto, Kavango East and Omaheke regions experienced higher pupil enrolment than expected. This led to a further order of pupil books being made in South Africa. There are some challenges with duty waivers for importing the materials;
- A small number of venues were not conducive;



Conclusion and Recommendations

Conclusion

This report has highlighted how the national Jolly Phonics training in Namibia was a great success. The foundation of awareness and appreciation of Jolly Phonics in Namibia and the strong partnerships between the Ministry of Education and Jolly Futures were integral to success of the rollout. Excellent communication between parties and good relationships with each region paved the way for planning and preparation. Jolly Phonics was fully embraced at every level from the Ministry of Education, Arts and Culture and National Institute for Educational Development all the way down to the teachers on the ground. The combination of this and the generous donations of materials and training from Dr Chris Jolly provided the opportunity for every grade 1 pupil in Namibia to have access to high quality literacy education. There are now three competent Namibian Jolly Phonics trainers who will be able to offer refresher training and be integral to the sustainability of Jolly Phonics in the country.



Recommendations

It is recommended that the following activities be implemented after the training in order to quickly build on the successes and ensure that teachers have follow-up support and encouragement to teach Jolly Phonics effectively:

- Ohangwena region to quickly arrange for 120 remaining teachers to be trained before too much time passes and it is no longer possible to cover the whole Jolly Phonics programme in the 2022 academic year;
- MoEAC and Jolly Futures to prepare and implement a roadmap for the Heads of Department to be sensitised in Jolly Phonics and trained to monitor Jolly Phonics teaching in their schools;
- Regions to increase their monitoring of Jolly Phonics and conduct pupil assessments to generate data in the impact of the implementation of Jolly Phonics;
- Regions to continue to motivate teachers as they implement Jolly Phonics and to provide on-going support through circuit meetings, WhatsApp groups and lesson observations;
- Regional officials to complete their Jolly Phonics Continued Professional Development (CPD) courses to further enhance their abilities to advise and support teachers;
- Regions to identify their strongest Jolly Phonics teachers for future roles as teacher leaders and potential trainers;

It is further recommended that regions follow Oshana's lead and begin planning and preparations for the implementation of Jolly Grammar in grades 2 and 3. This will strengthen the literacy approach in the Junior Primary Phase

across the country and make Namibia a leader for other African countries.

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Monitoring Photos

