



Jolly Futures

Executive Summary of 2023 Jolly Phonics Copperbelt Rollout

Report compiled by: Beyond Ourselves Zambia

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Background & Introduction

This Rollout was conducted as part of the Jolly Futures Programme in partnership with Beyond Ourselves Zambia (BOZ).

Pilots in Jolly Phonics have been conducted on the Copperbelt since they were first commissioned by the Permanent Secretary, Henry Tukombe, in 2018.

Initially, 12 schools within Ndola district and Lusaka district piloted Jolly Phonics for an academic year and the impact was measured by Dr Joseph Mwansa, Literacy and Languages lecturer at University of Zambia (UNZA). As an advisor on the National Literacy Framework (2013), Dr Mwansa was asked to use his extensive experience to assess the value of Jolly Phonics as a tool to improve English Literacy levels throughout Zambia. He found that learners using Jolly Phonics made three times the progress of learners that used the existing Primary Literacy Programme. In the summary of his report on the pilots, Dr Mwansa concluded with the following recommendations.

- a. *Having seen the programme in action and what it is capable of producing in the learners, the research team **strongly recommends that this programme be considered for adoption in the country as the main method of teaching English literacy.***
- b. *The Jolly Phonics programme is compatible with the current literacy programme in Zambian languages. Both are synthetic methods of teaching literacy and can, therefore, reinforce each other.*
- c. *All the teachers and administrators involved in the pilot were unanimous in recommending for the adoption of this programme in schools. It was said to be an effective and enjoyable programme.*
- d. *The dismal textbook situation in schools requires urgent attention from the Ministry. The lack of Zambian language textbooks in lower primary grades is leading to poor teaching of these subjects and is not helping to improve literacy in Zambian languages.*
- e. *The Jolly Phonics readers can be a good source of reading materials in English to support literacy development. We currently have few or no English supplementary readers in any schools.*
- f. *Although another better resourced pilot could be run to take care of the shortcoming in this study (such as the number of participants and schools) so that more reliable results could be obtained, we feel that this would be a mere academic exercise.*

- g. Teachers need more intensive hands-on training when new initiatives are introduced such the Jolly Phonics. And continuous monitoring to assist them develop full competence in using the methods.*

On the Copperbelt, similar observations were noted and Mr Felix Ng'oma, the Provincial Education Officer (PEO), asked BOZ to continue the pilot to into 2019 with the inclusion of additional classes at the pilot schools. Again, the results showed that Jolly Phonics was helping learners in Grade 3 break through to English Literacy more efficiently than those schools using the Primary Literacy Programme. BOZ used the One-Minute Reading Test to determine measurable data with which we could compare learners within the pilot and those within control schools. Learners using Jolly Phonics made an average improvement of 14.5 words a minute compared to the average progress of 7.4 words a minute by those learners using the Primary Literacy Programme.

By 2020, Beyond Ourselves Zambia were invited to train three hub schools in each district of the Copperbelt, with the intention of growing awareness of Jolly Phonics throughout the province. Due to COVID-19 disruption, this initiative stalled with the closure of schools and was later restarted in January 2021.

At the end of 2021, with the continued positive impact on English literacy levels in piloting schools and empowered by the Curriculum Development Centre's endorsement of the contextualised Jolly Phonics Teaching Aid (JPTA) as a supplement to the Grade 3 curriculum, the PEO requested that Jolly Phonics was rolled out to all Government Schools on the Copperbelt.

In January 2022, Beyond Ourselves Zambia trained 1,099 Grade 3 teachers in how to use Jolly Phonics and gave each participant a copy of the ratified JPTA. This was followed by a request from the Copperbelt PEO to train more than one cohort of teachers – The PEO had observed that, with learners struggling to read and write at all levels within Primary Schools, all Primary School teachers should have an understanding of how to teach help learners break through to English Literacy.

At this point, in June 2022, the Copperbelt rollout of Jolly Phonics was pursued, and Jolly Learning were approached to help support the rollout through the supplying of teaching and learning materials, as well as funding towards the training costs.

It was decided that, as BOZ had already trained the Grade 3 teachers from 2022, the PEO should mandate that Grade 2 and 3 teachers remain with their classes at the end of the year and then BOZ would train the Grade 2 teachers in readiness for starting Grade 3 (Phase 1 Training – Nov/Dec 2022)

We were also requested to train the senior leaders within each Primary School (Deputy Head Teachers and School Inset Co-ordinators) to ensure they were effectively resourced to oversee its implementation of the Jolly Phonics programme in their schools. Therefore, they were also orientated and given instruction on monitoring and mentoring teachers as they implement the Phase 1 training. (Phase 2 Training – Jan/Feb 2023)

It was decided that training in tricky words and alternative spellings for the 42 sounds (through Pupil Book 2) would further support the development of English Literacy and give learners greater access to the Primary Literacy Programme. Beyond Ourselves Zambia were engaged to conduct additional training in these skills introduced through Pupil Book 2. (Phase 3 Training – May/June 2023)

This report outlines these three phases of the Copperbelt rollout, giving detail on the trainings, materials provided, attendance and other key details that summarises the successes, challenges, and recommendations for future collaboration between Jolly Learning, Beyond Ourselves Zambia and the Ministry of Education.



Project Aim, Objectives & Beneficiaries

Project Aim

The overall aim of this project is to ensure that Grade 3 pupils in government primary schools throughout the Copperbelt Province acquire essential foundational English literacy skills that will facilitate future academic achievement.

Project Objectives

- To provide all Grade 3 teachers in the province with the knowledge and skills to effectively teach children to read and write in English using Jolly Phonics.
- To provide all Grade 3 teachers and Grade 3 learners with high quality, contextualised Jolly Phonics teaching and learning materials.

Beneficiaries

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

515
Schools

2,431
Teachers

65,500
Pupils

Phase Overview:

| Phase | Phase Overview |
|---|---|
| <p>Phase 1</p> <p>Nov/Dec 2022</p> | <p><u>Two-Day training in the Jolly Phonics Teaching Aid (Pupil Book 1):</u></p> <ul style="list-style-type: none"> - How to teach one spelling choice for each of the 42 sounds of Jolly Phonics - How to teach correct letter formation for the sounds taught - How to develop the skill of blending to empower reading - How to develop the skill of sounding to empower spelling and writing <p style="text-align: center;">Target: All Grade 2* Government teachers throughout the Copperbelt 1,132 (of 957) Grade 2 Teachers trained (118%)</p> <p><i>*It was mandated that they would move to Grade 3 with their class at the start of the new school year</i></p> |
| <p>Phase 2</p> <p>Jan/Feb 2023</p> | <p><u>One-Day training in the Monitoring and Mentoring of Jolly Phonics:</u></p> <ul style="list-style-type: none"> - Overview on the skills of Jolly Phonics - How to teach learners to read and to write using Jolly Phonics - Guidance in mentoring Grade 3 teachers already trained - How to monitor implementation of the Phase 1 training <p style="text-align: center;">Target: All Deputy Head Teachers on the Copperbelt 453 (of 515 Primary Schools) Deputies trained (88%)</p> |
| | <p><u>Two-Day training in the Monitoring and Mentoring of Jolly Phonics:</u></p> <ul style="list-style-type: none"> - More detailed training on the skills of Jolly Phonics and how to teach learners to read and write - Guidance in mentoring Grade 3 teachers already trained - How to monitor implementation of the Phase 1 training <p style="text-align: center;">Senior Teachers for Grade 3 or SICs and ZICs 636 (of 596) S/T, SICs and ZICs trained (107%)</p> <p style="text-align: center;">Education Standards Officers (ESOs) 28 (of 55) ESOs trained (51%)</p> <p style="text-align: center;">Grade 3 teachers that missed Phase 1 training 182 Grade 3 Teachers trained (new total of 1,314 of 957) (137%)</p> |
| <p>Phase 3</p> <p>May/Jun 2023</p> | <p><u>One-Day training in the delivery of Pupil Book 2:</u></p> <ul style="list-style-type: none"> - Revision of Pupil Book 1 (common misconceptions addressed) - Introduction to the topics of Pupil Book 2 - How to teach Tricky words - Learning Alternative Spellings of long vowel sounds - Learning how to navigate the Teacher's Book to effectively teach the content of Pupil Book 2 <p style="text-align: center;">All Grade 3 Government teachers throughout the Copperbelt 950 (of 957) Grade 3 Teachers trained (99%)</p> <p style="text-align: center;">Senior Teachers for Grade 3 or SICs and ZICs 494 (of 596) S/T, SICs and ZICs trained (83%).</p> <p style="text-align: center;">Education Standards Officers (ESOs) 31 (of 55) ESOs trained (56%)</p> |

The Training Delivery

Training Highlights

- Overall great attendance! In Phase One, 1,132 attended out of 1,005 expected, which represented a 113% turnout. In Phase Two, 1,299 attended when only 1,166 were expected from across the Copperbelt, which represented an 111% turnout.
- Participants came to training generally expectant and enthusiastic, and as a result participated really well.
- Most school leaders really appreciated being trained in the program, as they felt that they better equipped to effectively monitor its implementation.
- Teaching and learning resources were delivered to the districts around the same time that the Phase 2 trainings were taking place.

Training Challenges

- Scheduling Phase 1 trainings during the October/November 2022 exam period proved challenging in some districts, as teachers were required to invigilate examinations during that time.
- During the Phase 2 trainings, we had more participants attend than what had been forecasted by the province which meant that trainers fell short of training resources in some districts.
- School leaders were concerned that some of their teachers had not passed on information shared during the Phase 1 Training to them. Some were not aware that the teachers had received some teaching resources already and expressed their preference to have been trained before the Grade 3 teachers, so as to avoid variations in implementation.

Materials



The Donated Materials

Extensive materials were donated by Jolly Learning Ltd to the 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 | Total Value of Donation |
|--|----------------|----------------|-------------------------|
| Jolly Phonics Teaching Aid* | 1,475 | \$4 | \$5,900 |
| Sound Posters* | 1,475 | \$2 | \$2,950 |
| Jolly Phonics Teaching Aid | 1,690 | \$5 | \$8,450 |
| Jolly Phonics Pupil Book 1 | 65,500 | \$3.50 | \$229,250 |
| Jolly Phonics Pupil Book 2 | 65,500 | \$3.50 | \$229,250 |
| Jolly Phonics Teachers Book | 1,690 | \$5 | \$8,450 |
| Jolly Phonics Letter Sounds Poster Set | 1,690 | \$12 | \$20,280 |
| Jolly Phonics Tricky Words Poster Set | 1,690 | \$12 | \$20,280 |
| Totals: | | --- | \$524,810 |

Conclusion & Recommendations

Conclusion

Overall, this report has highlighted how the Jolly Phonics training was a success. We experienced high percentages in attendance. Participants engaged enthusiastically and are reporting a positive impact in their learners' English reading and writing levels.

Beyond Ourselves Zambia have consistently found that learners using Jolly Phonics make twice the progress during their first year of reading and writing in English than those learners using the Primary Literacy Programme.

Jolly Phonics is having a significant, positive impact, yet our observations are that many of those teachers trained in the programme have lots of room to grow in their understanding of Jolly Phonics. Those teachers that are implementing Jolly Phonics best are seeing the most significant results in their learners.

As we continue to develop practitioners' working knowledge of Jolly Phonics, we will continue to unlock the potential of our learners throughout the Copperbelt Province.

Recommendations

It is recommended that the following activities are implemented to further strengthen the positive impact being had on the Copperbelt through Jolly Phonics.

Improving Implementation

- The MoE engages ZICs to monitor the implementation of Jolly Phonics within their zones and feedback training needs to their District.
- The MoE shares BOZ's Facebook and WhatsApp group links so that those trained can access resources to support the implementation of Jolly Phonics.
- The MoE to highlight the opportunities to earn Teaching Council of Zambia CPD points, through the effective implementation of training received in Jolly Phonics.
- BOZ continue to give feedback to video submissions and share good examples to on social media platforms to encourage and guide implementing teachers.
- BOZ to develop additional resources to support school-based CPD meetings, giving good implementors a framework to develop improved practice.

Copperbelt Sustainability

- BOZ continues to identify and develop good implementors of Jolly Phonics to become Teacher Leaders, mentoring other teachers in their surrounding area.
- MoE assisting BOZ in engaging Teacher Training Colleges, ensuring that pre-service teachers are also equipped to teach Jolly Phonics.
- BOZ to offer trainings refresher trainings in all districts of the Copperbelt Province at the start of the new school year.