

REPORT OF THE JOLLY PHONICS (PHASE 2 ROLL OUT, 2020) TRAINING IN SIERRA LEONE.

FEBRUARY 15TH – 27TH, 2021

INTRODUCTION

The Phase 2 roll out Jolly Phonics training in Sierra Leone was targeted at Kambia and Moyamba districts. The training, initially proposed to take place in August 2020, was postponed to February 2021 as a result of COVID-19.

It was organised for all Primary One teachers, their Headteachers, and the education officials in the two districts. The purpose is to enable them to teach Jolly Phonics to pupils in all the primary one classes in all the schools. The expected outcome is that of enhanced teaching of basic reading by teachers, resulting in fast-tracked reading achievement by the pupils.

TRAINING METHODOLOGY

The teaching and learning approach used was participatory. Other various training methods such as group discussions, small group exercises, presentations, etc. were also applied.

The training at each center commenced with the introduction of Jolly Phonics and the 5 basic skills of teaching with Jolly Phonics. The 42 letter sounds were taught telling the story, doing the action, showing the flashcards and singing the jolly songs. This was accompanied by the skills of

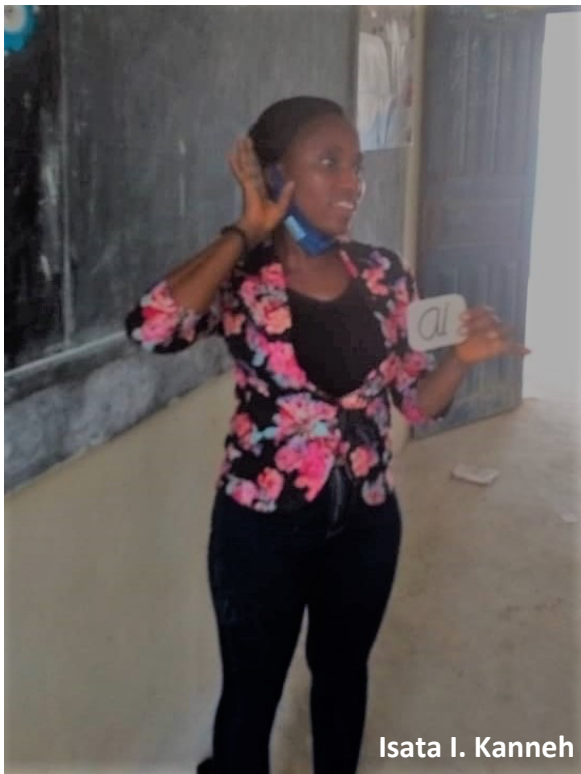
- Letter formation
 - Blending (word reading)
 - Sounding (identifying sounds in words for writing)
- and

The participants were also introduced to Tricky Words

DISTRICTS AND THE CHIEFDOMS

S/N	DISTRICT	CYCLE	CHIEFDOMS							
			1	2	3	4	5	6	7	8
1.	KAMBIA	1	Dixon/ Gbinle	Munu Thalla	Masun Gbala	Bramaia/ Khonimaka	Upper Tonko Limba (1)	Lower Tonko Limba (11)		
2.	KAMBIA	2	Mam - Bolo	Upper Magbema	Lower Magbema	Upper Samu	Lower Samu			
3.	MOYAMBA	1	Bumpeh	Ribbi	Kaiyamba	Fakunya	Kongboro	Timidale	Karg- boro	Bagruwa
4.	MOYAMBA	2	Kori	Kowa	Dasse	Kamajei	Upper Banta	Lower Banta		

TRAINERS





Hawanatu M. Kamara



Kemi

PARTICIPANT SUMMARY

S/N	DISTRICT COUNCIL	NUMBER OF PARTICIPANTS			% Present
		Expected	Present	Absent	
1	KAMBIA	667	597	70	90%
2	MOYAMBA	644	546	98	85%
	TOTAL	1311	1143	168	87%

LEARNING OUTCOMES

At the end of the training, most participants were able to:

- ❖ pronounce the 42 letter sounds
- ❖ understand how to teach the pupils letter formation, the importance of forming letters correctly, correct pencil hold, etc
- ❖ blend sounds to read words
- ❖ identify the sounds in words and their positions in the words
- ❖ understand how to teach the tricky words

- ❖ understand how to use the Teacher book, the pupil's workbooks, and the Basic Skill Set
- ❖ differentiate between the short vowels and long vowels
- ❖ understand the importance of teaching Jolly Phonics for the first 20 minutes of each school day.

FEEDBACK FROM TRAINEES

They:

- mostly rated the training and the materials supplied as very good
- mostly found the trainer demonstration and the role play/their participation during the training very helpful.
- are ready to teach Jolly Phonics to their pupils 5 days in a week
- confirmed they are confident to teach with Jolly Phonics
- appealed for more training on Jolly Phonics

OBSERVATION:

- The participants were fully engaged, actively involved and learning took place,
- Generally, participants showed quick understanding
- The administrative officers of the two districts, other stakeholders from Kambia (the councilors precisely) and especially the 2 Deputy Directors of Education (DD) were hospitable to trainers; they provided needed guidance and advised the trainees to motivate them. They were very receptive and demonstrated a general acceptance of the project.
- The two DDs came to some of the centers to address the class and sat with the Trainees for a while (this was encouraging)
- The training in Moyamba was spearheaded by the DD and the Ministry of Basic and Senior Secondary Education (MBSSE), due to some understanding between them and the council. He added that

his School Inspectors and supervisors are capable to monitor the implementation of Jolly Phonics in his district.

- Participants were very enthusiastic and commended the initiative, commending the government of Sierra Leone, Chris Jolly and the Training Team. They requested for further training. They were told there will be a phase 2 training soon.

CHALLENGES

The road conditions were difficult for trainers in some places but they remained cheerful all through (travelling for several minutes and hours on bike in so many places). Transportation from one place to the other was sometimes challenging to the trainers as public transportation is hard to come by. However, the districts were very helpful in ensuring that trainers arrived at their training centers without much stress.

A public holiday on Thursday 18th February, affected the attendance in Kambia as some teachers thought that the training would not take place because of the one-day holiday

CONTINUATION TRAINING

As has been mentioned earlier, Jolly Phonics training is for three days and split into two. The continuation, which is the third day, will be coming up at the beginning the next session.

RECOMMENDATIONS:

- An effective monitoring scheme needs to be in place in each district
- The first step to this is the immediate monitoring exercise in each district.
- Monitors should be mobilized to ensure:

1. An immediate take-off of Jolly Phonics teaching.
2. That Jolly Phonics is taught every day and for the first 20 minutes of each day as the teachers and headteachers have been informed by their trainers.
3. Workbooks are distributed to the pupils and their names written with ink on the workbooks.
4. Pupil Workbooks 2 are preserved for the same Primary One pupils who have been given the Book 1 as they will use the book 2 after the completion of book 1.
5. Correct delivery of the teaching by the trained teachers.

PHOTOS OF THE TRAINING



Addressing the participants before training to observe COVID_19 rules and regulations.

Trainers' presentation



Participant Engagement





Group photographs





Team Picture



TEAM SL (Left to right) - Hawanatu M. Kamara (Trainer); Thomas Tholley (Trainer); Aminata Sankoh (Trainer); Isata I. Kanneh (Trainer); Blessing Bangura (Training Coordinator); Joan Barry (Trainer); Kemi Oladapo-Tonade (Trainer); Abdul B. Bangura(Training Manager).