



Figure1 Woreta Training last day

Report on the Jolly Phonics Training Conducted in Ethiopia as part of the Jolly Futures Programme: October 10th to November 2nd, 2022

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Acknowledgements




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- We are expressing our appreciation to Sian Summers Issa, Jolly Futures Programme Manager. We are truly thankful and appreciate her special efforts in developing the local professional trainers for the sustainability of the project.
- To all the teachers who have attended the training and embraced Jolly Phonics teaching.
- The team at Together We Learn who worked tirelessly to ensure the rollout and follow up monitoring was a success.



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Introduction

It has been more than 5 years since Together We Learn Ethiopia (TWL) started working with Jolly Phonics in delivering the teacher training and the training materials. Five years ago, it started as a pilot in 10 government primary schools only located in Gondar city, then it grew up to 40 schools from four major cities (Gondar, Dessie, & Debre Tabor) in Amhara and 12 schools from two major cities (Bishoftu and Dukem) in Oromia regions also providing training and working closely with Teachers training colleges (TTC).

The Regional Education Bureau expertise and other concerned bodies that have been involved during training delivery, monitoring and evaluation have a solid foundation in the methodology which they have seen as effective. They have been willing to be involved at any stage of the Jolly Futures project. Their financial support for the Amhara region rollout maximised the impact of the training.

The rollout training was conducted as part of the Jolly Futures Programme for 200 schools in Amhara region across 8 centres. The report consists of the number of trainees participated in the training, the content of the training, successes, areas for improvement, materials distributed for the school and the feedback from the trainees.





Project Aim, Objectives & Beneficiaries

Project Aim

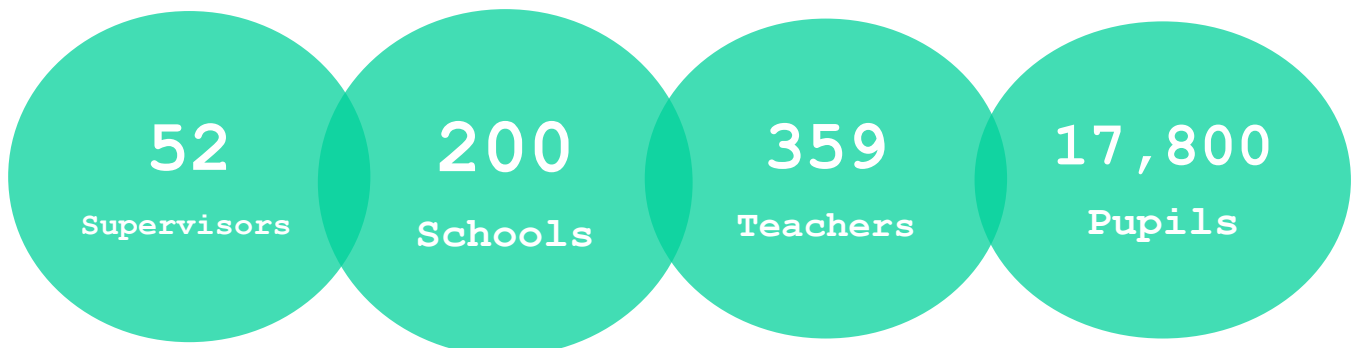
The overall aim of this project is to ensure that early grade pupils in 200 primary schools in Amhara region, Ethiopia, acquire essential foundational English literacy skills that will facilitate future academic achievement, amongst other benefits.

Project Objectives

- To provide teachers with the knowledge and skills to effectively teach children to read and write in English using Jolly Phonics.
- To provide teachers with high quality Jolly Phonics teaching and learning materials.
- To provide supervisors and education offices expertise with high quality Jolly Phonics teaching and learning materials and monitoring skills.

Beneficiaries

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



Description of the Training



Training Plan

As can be seen from the table below, the training programme was designed to last for 26 days across 8 locations. Each teacher, supervisor and education office expert were invited to attend the training for 3 days in total.

Location	Training Venue	Dates	Batches /groups	Average # of trainees in each batch	No. of Trainees
Gondar	Gondar College of Teacher Education Library rooms	Oct 10-19 2022	4	45	178
BahirDar	REB and Education Centre halls	Oct 22-28 2022	4	33	130
Injibara	Injibara College Library room	Oct 31-Nov 2 nd 2022	1	45	45
Woreta	Paradise Hotel Training Hall	Oct 31-Nov 2 nd 2022	1	58	58
Total					411



Training Venues

The training venues were provided by Regional Education Bureau for this training event. 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.

Training Venue Name/Location	Access to Venue	Building Quality	Venue Facilities	Electricity, light, etc.
GCTE libraries Gondar	Average transportation costs	One library is excellent the other is moderate.	Good However poor washroom facilities	Reserved with generator when power is off Several short power cuts where generator was used
Bahir Dar meeting Halls	Average transportation costs	Conducive	Chairs are not good for group activities	It was nice
Injibra College library	Average transportation costs	Excellent	Conducive	Very nice
Paradise Hotel meeting hall	Average transportation costs	Moderate	Moderate	Very nice

Trainers



The table below lists the professional Jolly Phonics trainers that took part in this training event.

No.	Name of Trainer	Gender	From	# Trainings
1	Sian Summers Issa	F	Kenya	3 (2 team teaching)
2	Luwam Araya	F	Uganda	3
3	Elsa Kebede	F	Ethiopia	2 (+ 2 team teaching)
4	Zemene Mersha	M	Ethiopia	2 (+ 2 team teaching)



Preparing for the Training

A Memorandum of Understanding between Together We Lean (TWL) and the Regional Education Bureau (REB) was signed. This consisted of agreeing terms of engagement with REB and outlined all parties' roles and responsibilities. Throughout the planning phase Regular communication with the government took place. This included agreeing training days, training dates, locations and venues, allocating responsible person per centre, providing suitable venues, providing lunches and transport costs for teachers.

TWL worked with Jolly Futures to finalise the training plan and detailed budget for all training costs. The training presentations and supplementary materials were reviewed and edited to ensure they were contextualised. Jolly Futures supported the local trainers to empower them to be capable and confident to deliver Jolly Phonics training.

TWL worked with REB to contact teachers, supervisors and education office experts to ensure there was a high attendance rate.

Jolly Futures CIC supported TWL with training for the Jolly Monitor App. This enables effective monitoring and mentoring of Jolly Phonics. The TWL disseminated this training to over 30 REB officials.



Health and Safety Considerations

There were no health and safety issue during the training.



Training Registration

The training went based on the plan. Participants reported early for registration and signed for their materials post training.



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 high throughout. The reasons for few absentees were from one area supervisors and experts on and off situation as there were top urgent meetings for few supervisors. Concerning the teachers, the expected number attended the training.

Training Venue	Expected Attendance	Actual Attendance	Attendance Percentage
Gondar	183	178	97%
BahirDar	134	130	97%
Injibara	46	45	98%
Woreta	60	58	97%
Totals:	423	411	97%



Trainer Transport & Accommodation

The local trainers were using contract vehicle transports when they move from one training centre to the other and the international trainers were using the flights from training station to the other. For the in-town transportation both the local and international trainers were using contract Bajaj/Tuktuk transportation.

Regarding accommodation, the local trainers were using the system that fits with their organization financial manual by making some amendment to correct the prices. And the international trainers were collecting receipts from hotels accordingly. Both the local and international trainers were staying in the same rated hotels.



Teacher Transport and Lunches

The government was responsible for providing teachers with transport allowances and lunches during the training. Teachers took their lunch in the local towns outside of the training venue. This sometimes caused delays in resuming training on time after the lunch break.



The Training Content and Equipment Used

In the three days training Pupil Book 1 and Book 2 are covered where the basic contents focus on

Pupil Book 1:

- 42 sounds
- 5 skills of Jolly Phonics
- 8 steps for teaching
- Scheme of work and supplementary materials

Pupil Book 2:

- Alternative spellings
- Alphabet
- Capital
- Handwriting
- Tricky words

The equipment that was used in the training.

- Flash cards
- Big books,
- Posters
- Supplementary materials
- Lesson plan samples
- Teachers and pupils' books
- Local made resources prepared by the trainers and from JOLLY PHONICS materials.
- White boards, Flipcharts and markers.
- Laptops, LCD projectors, speakers etc
- Candies



The Training Delivery

The training went successfully as the Regional Education Bureau arranged everything needed for the training in advance. The Jolly Phonics trainer who came before the rollout was building the capacity of the local trainers with high and energetic experiences and knowledge. This enabled the local trainers to learn a lot and maximise their capacity to a high standard. Then they got chance to see the professional and experienced trainers training delivery model which enables them to build up their knowledge by integrating their wider and contextualised experiences. In addition, the grouping system that TWL made was manageable; hence, the training was delivered with participatory method in which every trainee was engaged. The time management was also effective where more time or 2 days was given for Pupil Book1 and 1 day for Pupil Book 2.

The training was supported by different energising games, songs, ice breakers which kept the participants engaged.

The teachers had varying levels of English and this affected the depth of the content covered in each training. In the Pupil Book 2 content it often was covered at a basic level and the content will be revised in the second semester.



Training Costs

The trainer's costs and fees were donated by Jolly Learning Ltd for this training event as part of the philanthropic Jolly Futures programme.

The other costs such as teachers' transport and lunch costs, as well as costs associated with the venues and administration of the training were covered by the Regional Education Bureau as agreed in the MoU.

Training Pictures



Figure 1 Bahir Dar Training



Figure 2 Gondar Training



Figure 3 Gondar training last day



Figure 4 Gondar Training



Figure 6: Some of the trainers



Figure 7 Injibara Training



Figure 8 Gondar Training group work



Figure 9 Bahir Dar training



Figure 10 Bahir Dar Materials delivery



Figure 11 third group Gondar training



Figure 12, Bahir Dar Training last day with certificates



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 Pupil Book 1	24,000	\$3.50	\$84,000 (4512939 Birr)
Jolly Phonics Pupil Book 2	24,000	\$3.50	\$84,000 (4512939 Birr)
Jolly Phonics Teachers Book	1,100	\$5	\$5,500

			(295490 Birr)
Jolly Phonics Letter Sounds Poster Set	400	\$12	\$4,800 (257882 Birr)
Jolly Phonics Tricky Words Poster Set	400	\$12	\$4,800 (257882 Birr)
Jolly Phonics Alternative Spelling & Alphabet Poster Set	400	\$12	\$4,800 (257882 Birr)
Jolly Phonics Big Books Set	400	\$40	\$16,000 (859607 Birr)
Totals:	50,300	\$76	\$203,900 (10,954,623 Birr)



Material Delivery and Distribution

The donated materials were delivered through the support of Regional Education Bureau and they were distributed on training centres at Bahir Dar, Gondar, Woreta and Injibara to all schools. Most schools received according to the plan and some of the schools provided with materials according to the number of students in the school.



Figure 13 Jolly Materials at Bahir Dar



Figure 14 Jolly Materials delivery at BD by REB expert



Figure 15 Jolly Materials Delivery for Maksegnit



Figure 16 Jolly Materials Delivery at Bahir Dar



Supplementary Materials

To contextualise the programme the trainees have received a copy of Ethiopian Sound stories, Pupil Book 1 scheme of work, Jolly Phonics 8 steps, Jolly Phonics word booklet, tricky words, Jolly Phonics decodable phrases and stories, alternative spellings, Jolly Phonics pupil book 1 assessments, jolly songs and stories in Ethiopia, pupil book 2 guidance.



Evaluation



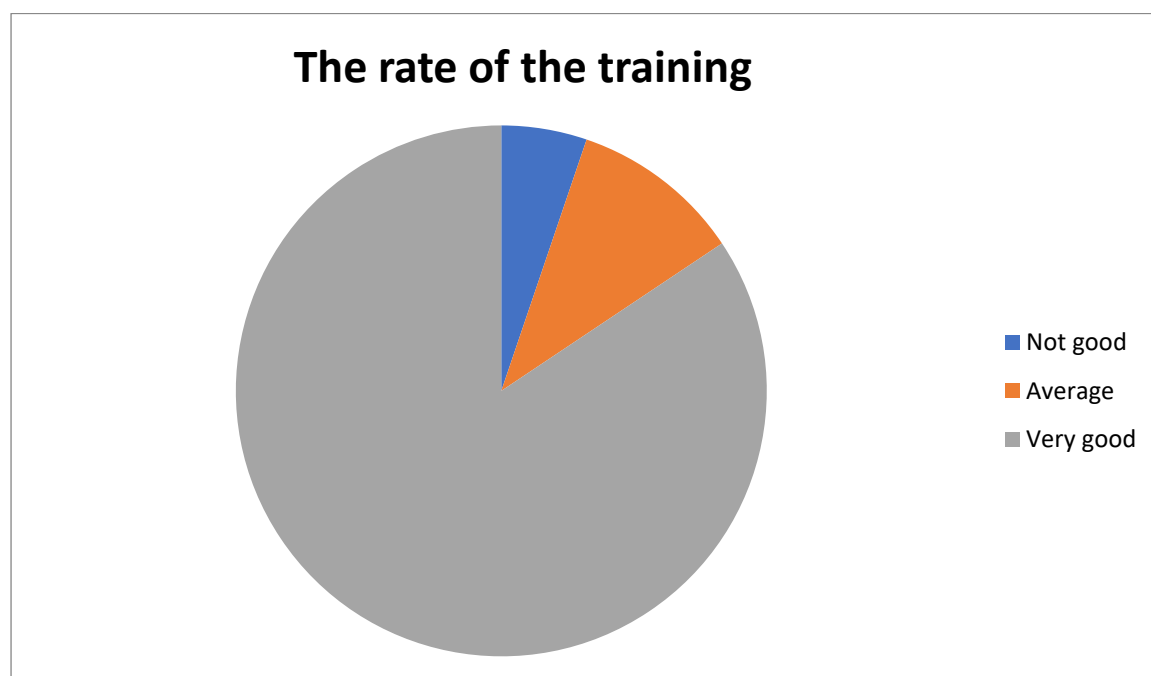
Feedback from Teachers

At the end of the training, a sample of 100 teachers were provided with an evaluation questionnaire to complete. 96 of them responded. This section provides an analysis of the answers provided by the teachers.

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

The pie chart below indicates how the teachers rated the training on a scale of 1 to 10. It shows that it was very good.

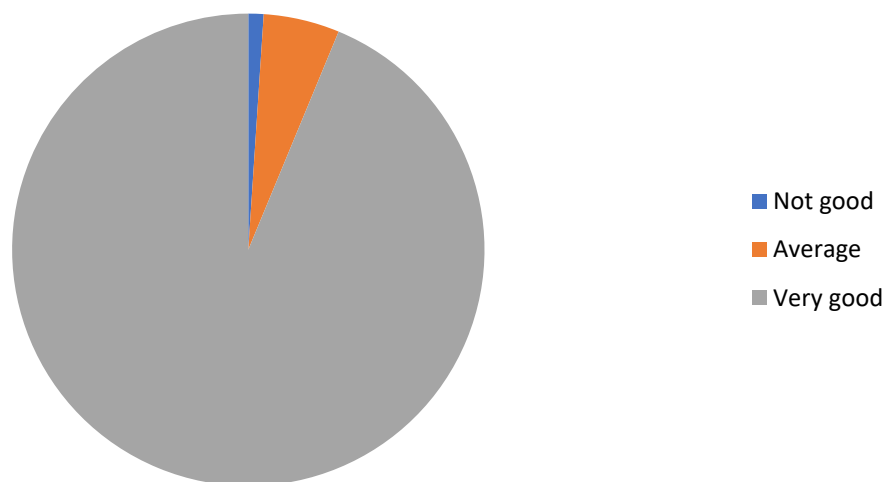
The mean rating for the training was 9.6.



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

The pie chart below splits out how the teachers rated the Jolly Phonics materials on a scale of 1 to 10. It shows that materials preparation was very good and the mean rating for the materials was very good too.

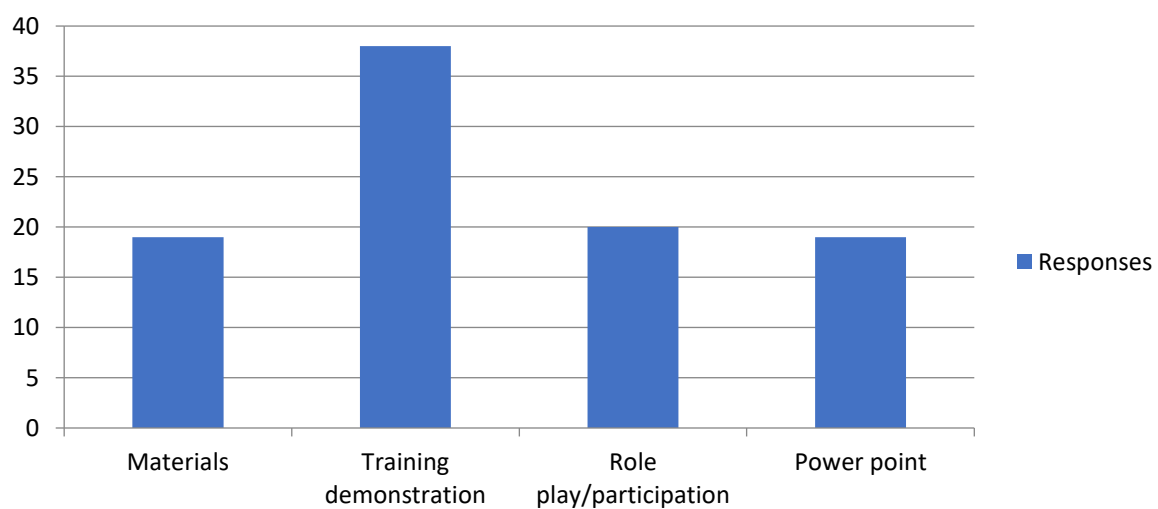
The rate of provided materials



3. What did you find most helpful?

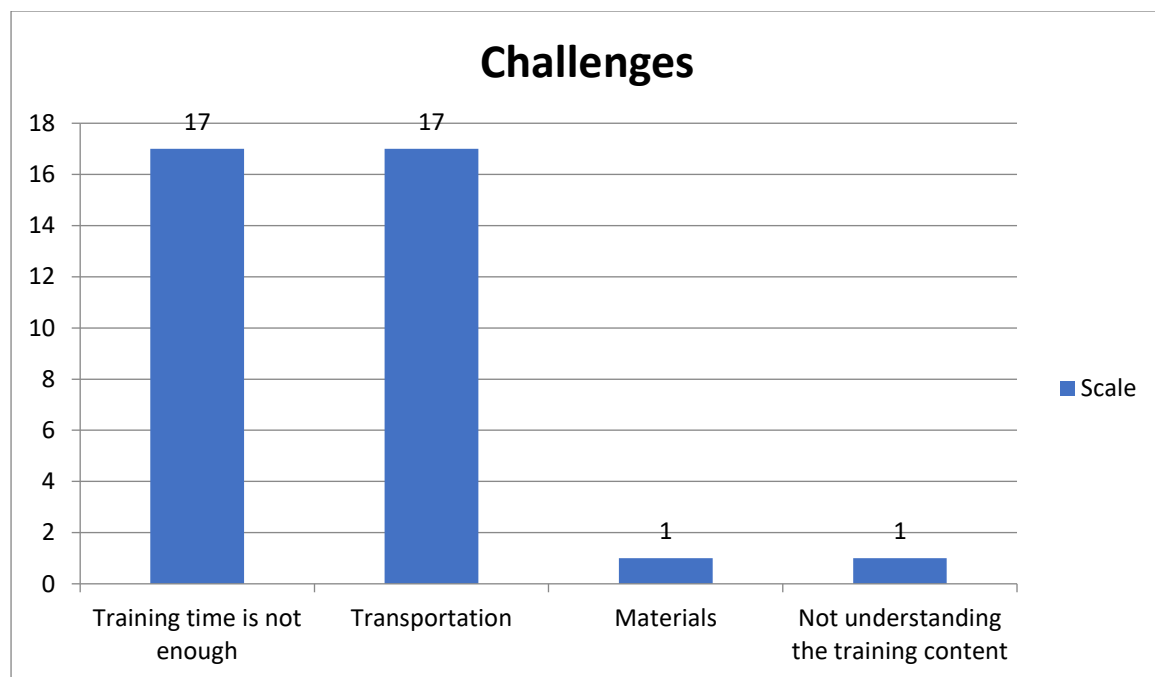
The bar chart below details the number of teachers that ticked each of the listed answers concerning what they found to be most helpful at the training. It shows that the teachers found **training demonstration** to be the most helpful. In terms of the "other" things listed, the answers included all **were most helpful**.

Rating of most important part of the training package



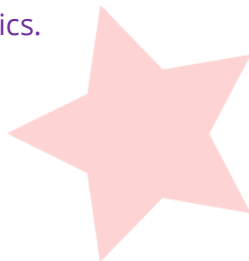
4. What were the challenges?

The bar chart below details the number of teachers that ticked each of the listed answers concerning what they found to be challenging at the training. It shows that the teachers found **training time and transportation** to be the most challenging. In terms of the “other” things listed, the answers included were Ethiopian students’ level and content of Jolly Phonics **seems difficult to implement**.

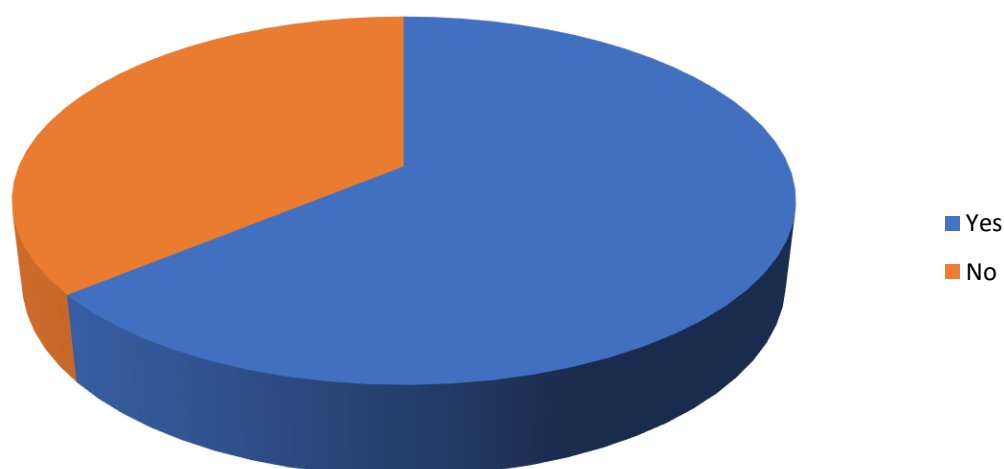


5. Will Jolly Phonics be taught 5 times a week in your school?

The pie 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 **35.5%** 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 **time allocation for the curriculum textbook will not be enough to do a lesson 5 times for Jolly Phonics**.



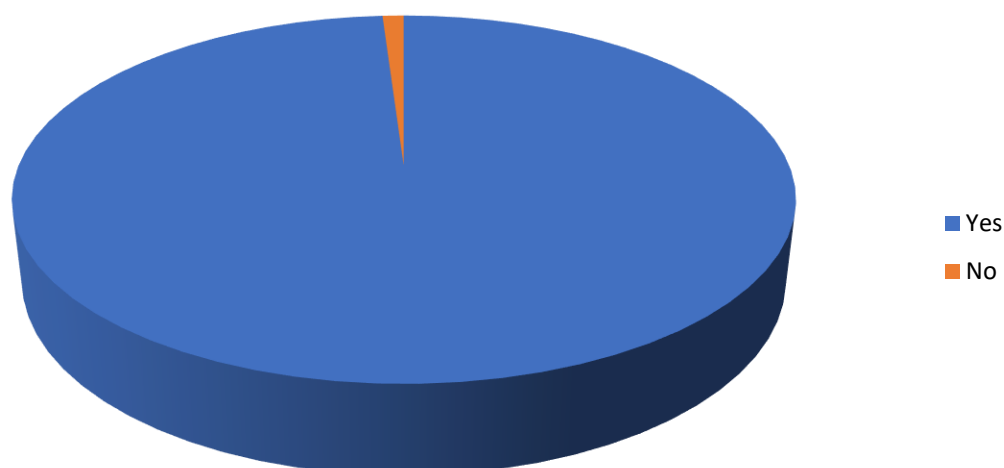
Teaching JOLLY PHONICS lessons 5 times a week



6. Do you understand your role in the Jolly Phonics Project in your school?

The pie chart below shows the split of teachers that stated that they understood their role and those that said that they do not. It shows that 90% of the teachers said that they understood their role in their school.

Teachers role in the JOLLY PHONICS project in teachers' schools



7. Other Comments

Finally, teachers were asked if they had any further comments to add to the feedback. The further comments included:

- Jolly Phonics is basic solution for Ethiopian students' English language problem, hence, please carry on working hard.
- The training was very participatory, engaging, and wonderful.
- The trainers were committed, friendly and initiative.
- The training shouldn't be one time; it should be given now and then.
- The training should also be given for other grade levels such as grade 2 to 8.
- The length of the training dates should be longer.
- The number of trainees should be increased to address many schools.
- There should be a refreshing training to help with missed contents of the training.
- Monitoring of trained teachers to support
- The training should work on kindergarten level.
- The training should be given for all grade level English language teachers.

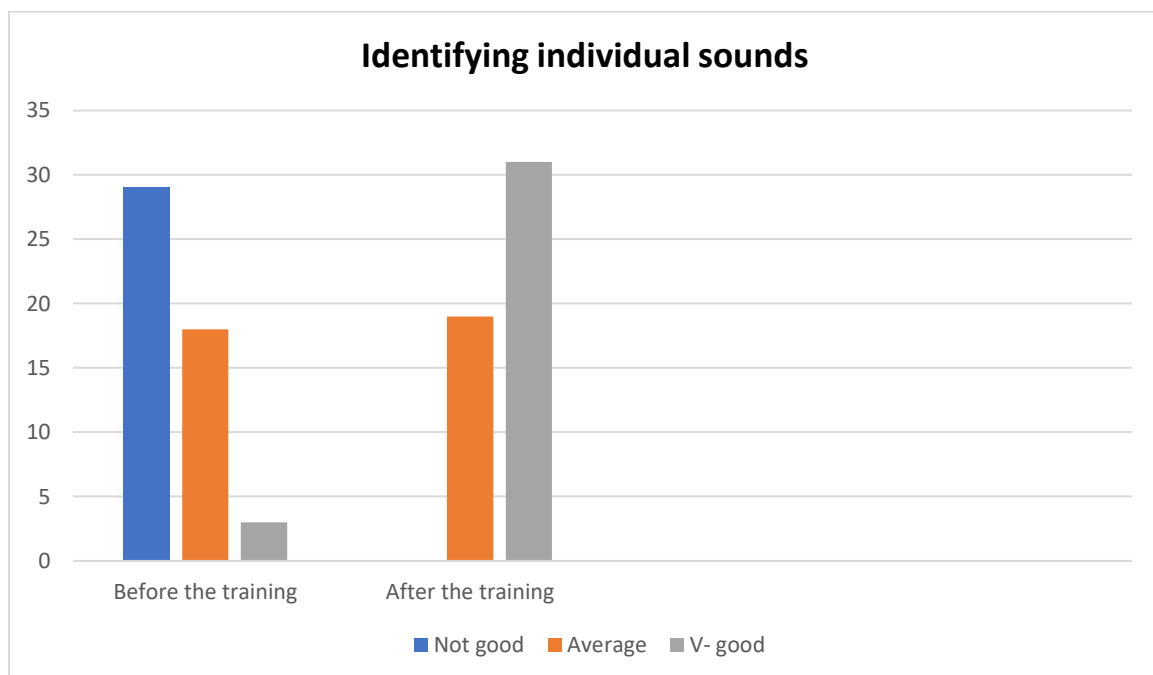


Teacher Skills Tests

Some of the teachers were also randomly selected to undertake skills tests before and after the training. In total 50 teachers completed both the pre and post skills tests across the 10 batches of training. This section provides an analysis of their results.

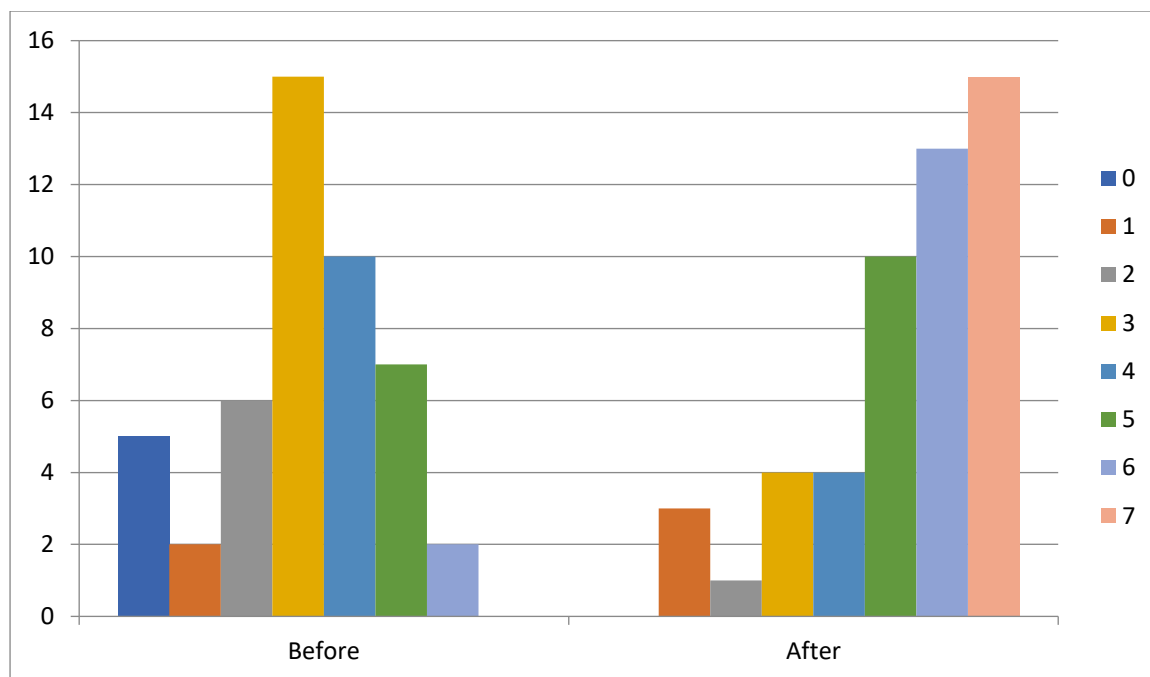
1. Individual Sounds

Teachers were asked to write down letter sounds (phonemes) that represent an individual sound in the English language. 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 teachers got confused in identifying letters and sounds. However, after the training most teachers tried to list more than 36 sounds.



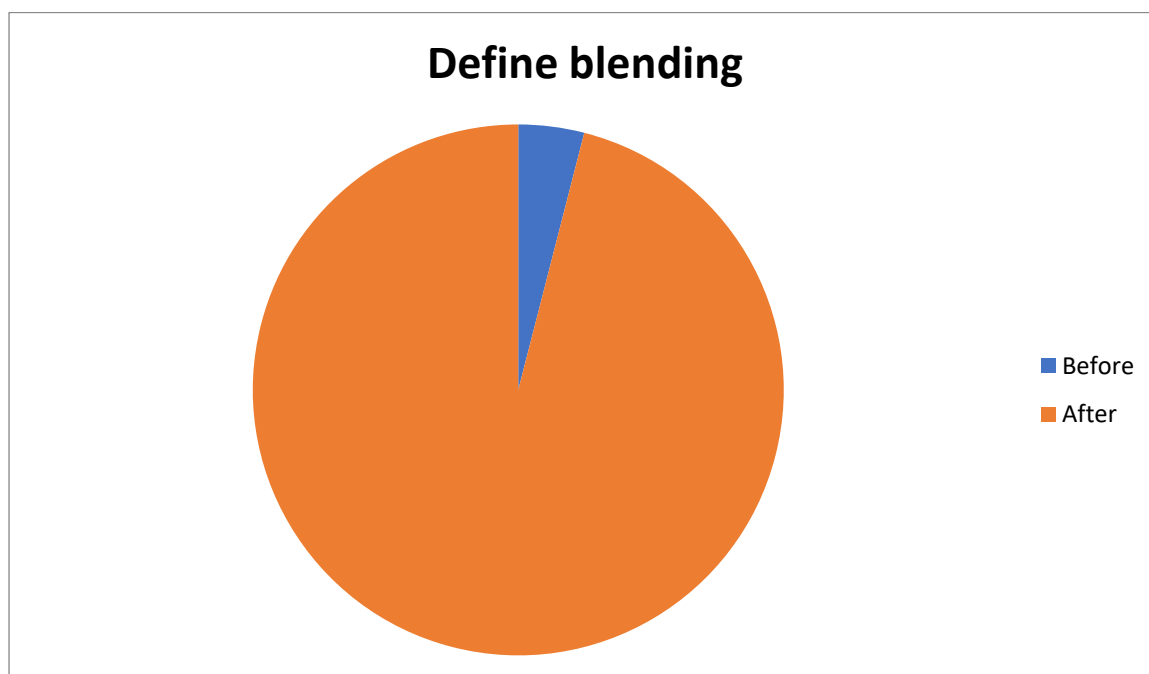
2. Consonant Blends

Teachers were asked to circle the consonant blends on a list of seven. 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 the teachers identified better identification of consonant blends that is to mean, there were only two trainees who got seven consonant blends correctly before the training but after the training there were more than 14 trainees who got seven out of seven.



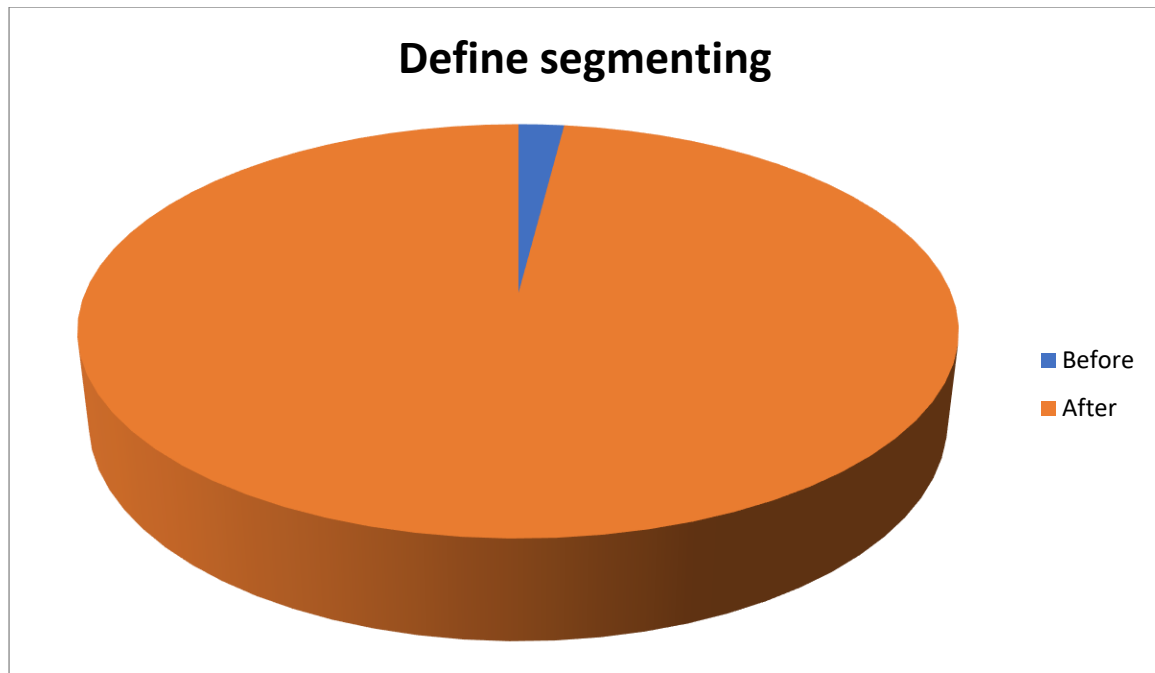
3. The Skill of Blending

Teachers were asked what the skill of connecting individual sounds together to read words is known as. The correct answer is “blending”. The chart below compares the number of teachers that answered this question correctly before and after the training. It shows that almost more than 95% of the trainees answered correctly after the training.



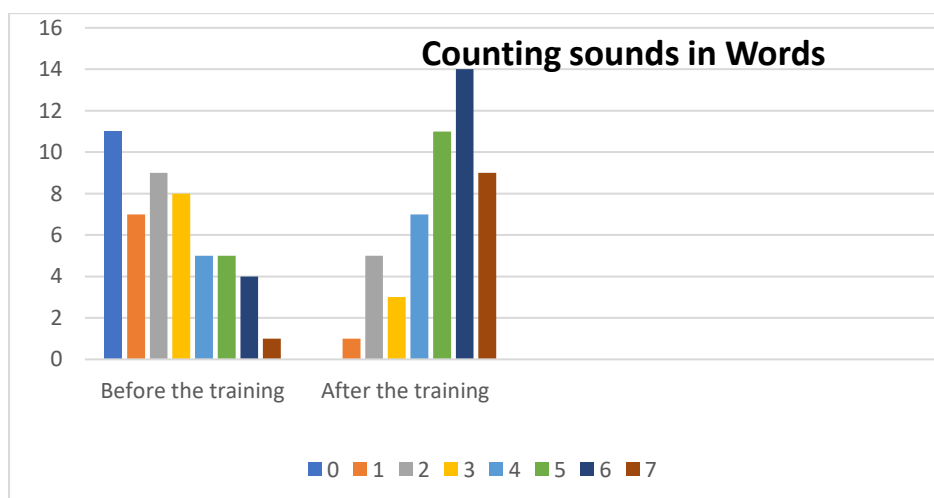
4. The Skill of Segmenting

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". The chart below compares the number of teachers that answered this question correctly before and after the training. It shows that there **were very few trainees who answered correctly before training but after the training most of them got the answer right.**



5. Counting Sounds in Words

Teachers were asked to count the sounds in words on a list of seven words. 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 **there was a significant increase in the ability of teachers to correctly count the number of sounds in a word post training.**





Discussion of Results

From the above feedback of questionnaires and skills test, we can understand that the training added value for the teachers concerning identifying sounds, consonant blends, importance of skill of blending and segmenting and counting sounds in words. Additional comments of teachers lead us to deliver the training for more days as the contents for most teachers are new and the methodology too. There is also the curriculum textbook time allocation and Jolly Phonics needs additional time, hence, the government bodies should consider the time to be given for Jolly Phonics lessons during their monitoring and inspection sessions.

In general, most trainees have confirmed that they are equipped with successful English lessons delivery systems to deliver early grade English language teaching techniques, knowledge, and methods in a fun, enjoyable, easy and memorable way to help their students read and write quickly and effectively.





Conclusion and Recommendations

Over the past several decades there has been an increased focus on the importance of literacy in all levels of the school children, particularly primary levels in providing children with the opportunities they need to read and write as a successful start in the formal schools. And many policy makers and educational experts are intent to incorporate and implement the literacy issues of the preschool/primary school children curriculum. Though the implementation and expected outcome is not as intended as planned.

To improve the early grade English teachers teaching mechanism, providing new and successful, fun, enjoyable and engaging teaching mechanisms is an important tool to support the teachers ahead of it.

Overall, this report has highlighted how the Jolly Phonics training was a success in developing fast, fun, resourceful, multisensory teaching methodology for early grade English language teachers, supervisors and educational experts.

The teachers and education specialists recommended that this should come even earlier and reach as many school teachers as possible. The methodology is so special and important and enables all children at the primary level to read and write quickly and effectively.

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:

- Regular monitoring and mentoring of teachers using Jolly Phonics;
- Monitoring data to be uploaded in the Jolly Monitor App;
- Interventions to support and enhance implementation of Jolly Phonics to be made based on the data in the Jolly Monitor;
- Refresher training and in-depth Pupil Book 2 training to be delivered before Pupil Book 2 is taught. This will ensure that the teachers have had sufficient time to understand the content as there was not enough time in the three days to cover this in depth.

It is further recommended that the Ministry of Education consider rolling out Jolly Phonics to all regions in Ethiopia to ensure that the potential for improved literacy levels is seen countrywide.

Report written by

Together We Learn

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