



# The National Rollout of Jolly Grammar 2 in Namibia: January – February 2025

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[www.jollyfutures.org](http://www.jollyfutures.org)

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# Appreciation

The successful national rollout of Jolly Grammar 2 in Namibia was the result of a long-standing partnership between Jolly Futures, a division of Jolly Learning Limited, and the Ministry of Education, Arts and Culture (MoEAC) in Namibia. Although the Ministry has since been renamed the Ministry of Education, Innovation, Youth, Sports, Arts and Culture (MEIYSAC), all references in this report will continue to use MoEAC, as the renaming occurred after the implementation period of this project.

Appreciation of those who were integral in the planning and preparation for the national Jolly Phonics rollout.

- Ms. Sanet Steenkamp, Honourable Minister of Ministry of Education, Innovation, Youth, Sports, Arts and Culture (MEIYSAC).
- Ms. Edda Bohn, Deputy Executive Director (Formal Education), (MEIYSAC).
- Ms. Ayesha Wentworth, Director (PQA – Head Office), (MEIYSAC).
- Ms. Levina Karises, Director (Finance – Head Office), (MEIYSAC)
- Mr. Nicolaas Eiman, Chief: Education Officer (PQA - Head Office), (MEIYSAC).
- Ms. Ronel Bosch, Chief Education Officer (PQA - Head Office), (MEIYSAC) - Focal person.
- Ms. Hilma Amakutuwa, Chief Education Officer (PQA - Head Office), (MEIYSAC).
- Ms. Rauna Shuungula, Chief Education Officer (PQA - Head Office), (MEIYSAC).
- Ms Janine Groenewaldt, PQA Liason with Procurement (PQA-Head Office), (MEIYSAC).
- Ms. Christine Mudumbi (General Services, Procurement – Head Office), (MEIYSAC).
- All regions: Regional Directors, Chief Education Officers (CEOs) and Senior Education Officers (SEOs) and Jolly Phonics Focal persons.
- Jolly Futures.
- Mr. Gilbert Jolly, CEO and the team at Jolly Learning Ltd.
- All International and local Jolly Grammar Trainers.
- All participating Grade 3 teachers.
- All participating HoDs.

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# Introduction

**Since the national rollout of Jolly Phonics in Namibia in 2022, the Ministry of Education, Arts and Culture (MoEAC) has worked with Jolly Futures to ensure the programme's sustainability. They recognised the need for additional interventions to strengthen its implementation and meet literacy targets for SDG 4 and the UN Transforming Education Summit (TES) agenda. One key intervention was the progression to Jolly Grammar, a systematic literacy programme which builds on the foundation of Jolly Phonics. In 2024, Jolly Grammar 1 was introduced in all government schools, with Grade 2 teachers trained in both Jolly Phonics and Jolly Grammar 1.**

The 2022 National Conference on Education report highlighted the importance of strengthening early childhood education and the Junior Primary phase to ensure literacy and numeracy by Grade 3. Jolly Phonics was identified as a key strategy, with recommendations including its nationwide implementation in the Junior Primary phase, sufficient budget allocation, timely procurement of materials, and training for Heads of Departments (HoDs) to support teachers.

An action plan was created to enhance the monitoring of Jolly Phonics in Grade 1 and Jolly Grammar 1 in Grade 2, ensuring continuity into Grade 3 with Jolly Grammar 2. The next step involved training Grade 3 teachers, providing them with skills in both Jolly Phonics and Grammar 2. To support ongoing implementation, all HoDs were trained to monitor and mentor teachers using the Jolly Monitor App.

To reduce reliance on international trainers and ensure long-term sustainability, the MoEAC has invested in a training of trainers' programme, which began in September 2023 and continued into 2025.

## What is Jolly Phonics & Jolly Grammar?

**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 the 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!



Following on from the foundation of Jolly Phonics, comes the **Jolly Grammar** programme. The two programmes collectively span 7 years of systematic literacy lessons from Pre-Primary through to the completion of Grade 6. Jolly Grammar teaching is active and multisensory, with colours (matching those used by Montessori schools) and actions for parts of speech and continues to revise and



extend children's phonic knowledge. There are two lessons a week covering grammar, punctuation and spelling topics.

The Grammar stage is divided into two halves: Grammar (and Punctuation) and Spelling. The term 'grammar' is used broadly and includes parts of speech and anything to do with the structure of the language such as punctuation and issues with word meaning. The working definitions for the parts of speech develop and extend throughout the programme. The spelling lessons cover a wide range of spelling concepts and patterns which enable children to consolidate and extend their knowledge. This provides children with a framework of rules that they can apply in their spelling. In the weekly spelling lesson children are given a list of words to learn to spell as well as plenty of dictation.

**Namibia leads other countries in Africa as the first country to implement Jolly Grammars 1 and 2 nationally. The continued progression from Jolly Phonics to the next Jolly Grammar stages will further strengthen the literacy foundation for learners in the Junior Primary phase.**



# Project Aim, Objectives & Beneficiaries

## Project Aims

The overall aim of this project was to ensure that essential foundational English literacy skills are embedded in the Junior Primary Phase. This will facilitate future academic achievement, amongst other benefits. This project focused on creating a smooth progression from Jolly Grammar 1 in Grade 2 to Jolly Grammar 2 in Grade 3, as well as strengthening the implementation and sustainability of the programme through capacity building for the Heads of Department (HoDs).

## Project Objectives

- To provide 2678 Grade 3 teachers with the knowledge and skills to effectively teach children to read and write in English using Jolly Phonics and Jolly Grammar 2.
- To provide 2678 Grade 3 teachers with the Print Edition Jolly Grammar 2 Handbook.
- To provide 225 Junior Primary Phase Heads of Department (HoDs) with the knowledge and skills to effectively monitor and mentor teachers implementing Jolly Phonics and Jolly Grammar programmes.
- To provide 225 HoDs with 5 years' access to the Jolly Monitor App to monitor lesson implementation and conduct the EGRA assessments.

## Beneficiaries

This Project has impacted:

**1540**  
Schools

**2678**  
Teachers

**225**  
HoDs



# Description of the Training

## Preparing for the Training

Date	Activity	Details
July 2024	Budget Proposed	Based on the 2023 survey feedback, and requests from MoEAC for continuity into Grade 3, Jolly Futures prepared a budget for training and materials
September 2024	Budget Agreed in principle	MoEAC decided their key interventions would be for upskilling existing trainers, Grade 3 teachers and HoDs. The budget was agreed in principle for the training costs for both and materials procurement.
September -October 2024	ToT	The Training-of-Trainers (ToT) took place over a seven-day face-to-face session in Windhoek. The ToT was divided into three key sections: firstly, to build the capacity of three local trainers for Jolly Grammar 2; secondly, to upskill 28 bronze-level trainers in preparation for delivering Pupil Book 2 training; and lastly, to continue the process with 10 participants who had not completed their training journey, alongside three new participants. Further details can be found in a separate comprehensive report.
October 2024	Letter of Intent	MoEAC wrote a letter of intent outlining the agreed budget and interventions. This was in the absence of the MoU which was still pending.
November 2024- January 2025	Planning	<p>Jolly Grammar 2 Handbooks were ordered for every Grade 3 teacher. HoD account details were created for the Jolly Monitor. Trainers continued with their benchmarks to upskill or become accredited.</p> <p>Planning continued between MoEAC and Jolly Futures with key dates for deliverables agreed in advance.</p> <p>Trainer orientations were conducted on zoom and in person on the 25th of January 2025.</p>
January- February 2025	Phase 2	The Grade 3 teacher training and HoDs training took place as planned and is detailed in full in this report.

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 project and ensure there was time to plan and prepare.

Sian Summers Issa, representing Jolly Futures, a division of Jolly Learning Ltd, has a long working relationship with regional and national Ministry members since November 2021. This has strengthened partnerships and established direct lines of communication with each region. Ronel Bosch, representing the MoEAC as the focal person at Head Office, was integral in the planning and preparation for the rollout. Her communication skills, efficiency and commitment enabled a high-quality project to be planned and executed largely as planned.

Regular zoom meetings, WhatsApp groups and the provision of detailed guidance ensured that each region was able to prepare well in advance for their training. Supplementary materials and certificates for printing were shared with each region on the 12<sup>th</sup> of December 2024 to allow sufficient time for budgeting and printing.

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

## Training Plan

As can be seen from the table below, the training programme was designed to last for **3 weeks, over 15 training days, in all 14 regions in Namibia**. Each Grade 3 teacher was invited to attend the training for 2.5 days in total. The Grade 3 teachers were trained in planned cohorts of 55 to 60 depending on the region. A total of 57 groups of Grade 3 training were planned. Heads of Department (HoDs) were invited to attend 2 days of training. They were trained in cohorts planned to be in group sizes of 26-50. A total of 8 groups of HoDs training were planned.

## Training Overview

Week 1					Week 2					Week 3				
27th Jan	28th Jan	29th Jan	30th Jan	31st Jan	3rd Feb	4th Feb	5th Feb	6th Feb	7th Feb	10th Feb	11th Feb	12th Feb	13th Feb	14th Feb
Monday	Tuesday	Wednesday	Thurs	Friday	Monday	Tuesday	Wednesday	Thurs	Friday	Monday	Tuesday	Wed	Thurs	Friday
Hardap Group 1		Hardap Group 2			Ikharas Group 1		Ikharas Group 1			Oshikoto Group 1		Oshikoto Group 4		
Khomas Group 1		Khomas Group 3			Omaheke Group 1		Omaheke Group 2			Oshikoto Group 2		Oshikoto Group 5		
Khomas Group 2		Khomas Group 4			Otjozondjupa Group 1		Otjozondjupa Group 3			Oshikoto Group 3		Oshikoto Group 6		
Zambezi Group 1		Zambezi Group 2			Otjozondjupa Group 2		Otjozondjupa Group 4			Oshana Group 1		Oshana Group 3		
Kavango West Group 1		Kavango West Group 3			Zambezi Group 3					Oshana Group 2		Oshana Group 4		
Kavango West Group 2		Kavango West Group 4			Kavango East Group 1		Kavango East Group 3							
Kunene Group 1		Kunene Group 2			Kavango East Group 2		Kavango East Group 4							
Ohangwena Group 1		Ohangwena Group 3			Kunene Group 3									
Ohangwena Group 2		Ohangwena Group 4			Ohangwena Group 5		Ohangwena Group 7							
Omusati Group 1		Omusati Group 3			Ohangwena Group 6		Ohangwena Group 8							
Omusati Group 2		Omusati Group 4			Omusati Group 5		Omusati Group 7							
Erongo Group 1		Erongo Group 2			Omusati Group 6		Omusati Group 8							
		Erongo Group 3												
Rundu HOD Group 1			Rundu HOD Group 2		Rundu HOD Group 3		Ongwediva HOD Group 1							
Windhoek HOD Group 1			Windhoek HOD Group 2											
Erongo HOD Group 1														

## Regional Grade 3 Training

Following the request from the MoEAC to deliver training at region level, all Grade 3 teachers were trained in their own region. The teachers in each region convened in a central location for training.

Week	Region	Training Location	Dates	No. of Groups of Training Planned	No. of Groups of Training Delivered
1	Hardap	Rehoboth	27th – 31 <sup>st</sup> January 2025	2	2
		Mariental			
	Khomas	Windhoek		4	4
	Zambezi	Katima Mulilo		2	2
	Kavango West	Rundu		4	4
	Kunene	Opuwo		2	2
	Ohangwena	Eenhana		4	4

	<b>Omusati</b>	Outapi		<b>4</b>	<b>4</b>
	<b>Erongo</b>	Swakopmund		<b>3</b>	<b>3</b>
<b>2</b>	<b>IKharas</b>	Keetmanshoop	<b>3rd - 7th February 2025</b>	<b>2</b>	<b>2</b>
	<b>Omaheke</b>	Gobabis		<b>2</b>	<b>2</b>
	<b>Otjozondjupa</b>	Otjiwarongo		<b>4</b>	<b>4</b>
	<b>Zambezi</b>	Katima Mulilo		<b>1</b>	<b>1</b>
	<b>Kavango East</b>	Rundu		<b>4</b>	<b>4</b>
	<b>Kunene</b>	Khorixas		<b>1</b>	<b>1</b>
	<b>Ohangwena</b>	Eenhana		<b>4</b>	<b>4</b>
	<b>Omusati</b>	Outapi		<b>4</b>	<b>4</b>
<b>3</b>	<b>Oshikoto</b>	Ondangwa	<b>10th-14th February 2025</b>	<b>6</b>	<b>6</b>
	<b>Oshana</b>	Ongwediva		<b>4</b>	<b>3*</b>
<b>3 weeks</b>	<b>14 Regions</b>		<b>12.5 training days</b>	<b>57 groups of training</b>	<b>56 groups of training*</b>

\* Due to confusion, following the death of the death of Samuel Shafiishuna Daniel Nujoma, Namibia's 'founding father' and first president, some teachers were instructed by their principals not to attend the training in Oshana. As a result, the few who did attend were combined into one group instead of two.

## Heads of Department Training

The HoD training was conducted at four centralised locations, each serving 3-4 regions. This format worked well in 2024 and was replicated in 2025.

Week	Regions Attending	Training Locations	Dates	No. of Groups of Training Planned	No. of Groups of Training Delivered
1	Khomas, IKharas, Hardap, Omaheke	Windhoek	29th – 21st January 2025	2	2
	Kavango West, Kavango East	Rundu		2	2
	Erongo, Kunene, Otjozondjupa	Erongo		1	1
2	Zambezi	Rundu	3rd-7th February 2025	1	1
	Oshana, Oshikoto, Ohangwena, Omusati	Ongwediva		1	1
2 weeks		14 Regions	14 training days	8 groups of training	8 groups of training

Each week there were training sessions taking place simultaneously. For the Grade 3 training, the cohorts of teachers changed over on a Wednesday. The first cohorts finished training at noon on Wednesday and the new cohorts started at 2pm the same day. This enabled most regions to complete their training in one, or two, weeks from Monday to Friday. For the HoD training, participants were

grouped and trained in 4 locations as detailed in the table above. This was due to the numbers being relatively small (except for the group trained in Ongwediva). Each group attended for two days training, with a rest day in between (for trainers), so the last groups in each location ended on a Friday.

## Trainers

The table below lists the professional Jolly Phonics and Grammar trainers that took part in this training event. The training team was led by Sian Summers Issa who was also the Project and Training Manager and part of the training team. She was supported by Sheba Kafwimbi-Moyo and Irene Musyoki who were also trainers.

No.	Name of Trainer	Gender	From	Type of Training Delivered	# Trainings Delivered	Location
1.	Sian Summers Issa, Training Manager and Trainer.	Female	UK, based in Kenya	Grade 3 Teacher Training	4	Windhoek, Khomas Gobabis, Omaheke
2.	Sheba Moyo, Team Support and Trainer	Female	Zambia	Grade 3 Teacher Training and HoD Training	2 (1 each)	Swakopmund, Erongo
3.	Irene Musyoki Team Support and Trainer	Female	Kenya	Grade 3 Teacher Training and HoD Training	6	Rundu, Kavango East Ondangwa, Oshikoto
4.	Alexia Zauana	Female	Namibia	Grade 2 Teacher Training	3	Opuwo, Kunene Khorixas, Kunene Ondangwa, Oshikoto
5.	Bilal Ali	Male	Kenya	HoD Training	4	Windhoek, Khomas Rundu, Kavango East Ongwediva, Oshana



6.	Dr. Daisy Reddy	Female	South Africa	HoD Training	2	Windhoek, Khomas
7.	Deo Mupopiwa	Female	Namibia	Grade 3 Teacher Training	6	Eenhana, Ohangwena Ondangwa, Oshikoto
8.	Eliud Hendrick	Female	Namibia	Grade 3 Teacher Training	5	Outapi, Omusati Ongwediva, Oshana
9.	Irene Semakula	Female	Uganda	Grade 3 Teacher Training	6	Rundu, Kavango East Ondangwa, Oshikoto
10.	Jackline Karisa	Female	Kenya	HoD & SEO Training	2	Swakopmund, Erongo Windhoek, Khomas
11.	Frederick Obazee	Male	Nigeria	Head Office, HoD & SEO Training	5	Windhoek, Khomas Rundu, Kavango East Ongwediva, Oshana
12.	Liz de Gouveia	Female	South Africa	Grade 3 Teacher Training	5	Katima Mulilo, Zambezi
13.	Patrick Uzu	Male	Nigeria	HoD Training	6	Rundu, Kavango East Ongwediva, Oshana
14.	Regina Wavinya	Female	Kenya	Grade 3 Teacher Training	4	Swakopmund, Erongo Otjiwarongo, Otjozondjupa
15.	Roberta Amos-Abanyie	Female	Ghana	Grade 3 Teacher Training	5	Outapi, Omusati Ongwediva, Oshana

16.	Shainaz Jussa	Female	India	Grade 3 Teacher Training	4	Rehoboth & Mariental, Hardap Keetmanshoop, Iikharas
17.	Stephanie du Plessis	Female	South Africa	Grade 3 Teacher Training	5	Windhoek, Khomas Otjiwarongo, Otjozondjupa
18.	Stella Uzu	Female	Nigeria	HoD Training	6	Rundu, Kavango East Ongwediva, Oshana
19.	Yvonne Dalorto	Female	UK/Spain	Grade 3 Teacher Training	4	Eenhana, Ohangwena

The 19 official Jolly Phonics trainers represented nine different countries, seven of which were from Africa. Several new Namibian trainers also attended the Grade 3 teacher training. They introduced themselves to the visiting trainers and were given opportunities to lead some sections on Jolly Phonics on the first day of each training.



Trainers Roberta and Eliud with Chief: Mr Eiman.



Trainers Irene Musyoki and Irene Semakula with Ms. Hilma Amakutuwa, Chief Education Officer (Head Office)



HoD's with Trainer Stella



Trainer Alexia demonstrating the vowel hand



Trainer Eliud with happy participants in Omusati



Participants practicing letter formation in Khomas



Participant practicing blending



Participant embracing Magic <e> demonstration



Participants building words for blending



Trainer Orientation session in Windhoek before training commenced.

## Training Venues

The training venues were arranged by the Jolly Phonics Focal Person for each region. In most cases, the focal person was also a Senior Education Officer (SEO). 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.

### Grade 3 Training

#### Region: Khomas

<b>Location</b>	<b>Windhoek</b>
<b>Training Venue</b>	<b>Van Rhyn School</b>
<b>Comments on Venue Facilities : Successes</b>	<ul style="list-style-type: none"> <li>• The hall was spacious.</li> <li>• The venue was equipped with chairs and individual tables for each participant.</li> <li>• The washrooms were kept clean and there were enough for the group size without too much queuing.</li> <li>• All technical equipment was provided and there was assistance from the school on the first day.</li> <li>• The speaker worked well and was connected to the microphone.</li> </ul>
<b>Comments on Venue Facilities: Challenges</b>	<ul style="list-style-type: none"> <li>• As the space was so large a microphone needed to be used.</li> </ul>

	<ul style="list-style-type: none"> <li>• There were no curtains, and the hall was very well-lit which made the projections from the projector hard to see.</li> <li>• The venue was very hot in the afternoons, even though there were ceiling fans.</li> <li>• The trainer had to use their own projector and connected the microphone to the speaker, as the provided projector wouldn't connect to their laptop.</li> <li>• The venue was not properly set up upon arrival, lacking tables for participants.</li> <li>• Catering was an issue especially on the first 2 days where lunch was very late or not provided.</li> <li>• Wi-Fi was unavailable on days 1 and 2.</li> </ul>
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<b>Location</b>	<b>Windhoek, Khomas Region</b>
<b>Training Venue</b>	<b>Eros Primary School</b>
<b>Comments on Venue Facilities : Successes</b>	<ul style="list-style-type: none"> <li>• The venue had great Wi-Fi connection from Day 3 which made it possible for the second batch of participants to scan the QR codes for registration, pre and post-tests and evaluation forms.</li> <li>• Catering from day 3 onwards was excellent, with enough food provided for the participants.</li> </ul>
<b>Comments on Venue Facilities: Challenges</b>	<ul style="list-style-type: none"> <li>• The high placement of the projectors interfered with touch-interactive activities, requiring alternative strategies due to unreachable screens.</li> <li>• Additionally, the grey walls made slides with pink or orange backgrounds hard to read.</li> <li>• Catering was problematic. On day two, no food was delivered. On day one, breakfast was served at 12:30 PM instead of 10:00 AM, and lunch was served at 3:30 PM.</li> <li>• Day two lunch was late, leading to an early dismissal due to no afternoon food. Six participants reported upset stomachs on day two.</li> <li>• On days 1 and 2, the venue did not have WIFI, which posed a challenge with registration</li> </ul>



	<ul style="list-style-type: none"> <li>The provided round tables made it difficult for participants to all face the front to see the slides.</li> </ul>
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### Region: Omaheke

<b>Location</b>	<b>Gobabis, Omaheke</b>
<b>Training Venue</b>	<b>Kalahari Convention Centre</b>
<b>Comments on Venue Facilities : Successes</b>	<ul style="list-style-type: none"> <li>The training was held in a conference room at the Kalahari Convention Centre, which also provided accommodation for the travelling teachers and the trainer.</li> <li>The room setup was conducive for learning, with a U-shaped arrangement of tables and chairs, and curtains to control the light.</li> <li>The catering was punctual, with all tea and lunch breaks on time, and there were sufficient washroom facilities.</li> </ul>
<b>Comments on Venue Facilities: Challenges</b>	<ul style="list-style-type: none"> <li>The room was very hot due to a barely functioning AC, which made the afternoon sessions particularly challenging.</li> <li>There was no projector provided, the trainer used their own successfully, and the SEO provided small desktop speakers.</li> <li>The vegetarian food provided by the caterers was not very good, although they did try to accommodate; thankfully, the trainer (who is a vegetarian) was able to supplement with snacks in her room.</li> <li>The venue had intermittent WIFI.</li> </ul>

### Region: Iikharas

<b>Location</b>	<b>Keetmanshoop, Iikharas</b>
<b>Training Venue</b>	<b>Keetmanshoop Primary School</b>
<b>Comments on Venue</b>	<ul style="list-style-type: none"> <li>The training hall was spacious, providing ample room for movement-based activities and interactive games.</li> </ul>



<b>Facilities : Successes</b>	<ul style="list-style-type: none"> <li>• Good quality of food served by the caterers</li> </ul>
<b>Comments on Venue Facilities: Challenges</b>	<ul style="list-style-type: none"> <li>• The seating arrangement for teachers was not comfortable.</li> <li>• There were some technical difficulties at the start which led to a delay, although lost time was efficiently recovered.</li> <li>• The washroom facilities were inadequate, lacking running water and toilet paper.</li> <li>• The caterers did not provide drinking water.</li> <li>• Lunch on Day 1 was delayed by over an hour, though the quality of the food was good.</li> </ul>

### Region: Hardap

<b>Location</b>	<b>Mariental</b>
<b>Training Venue</b>	<b>Mariental Teacher's Resource Centre (TRC)</b>
<b>Comments on Venue Facilities : Successes</b>	<ul style="list-style-type: none"> <li>• The training hall was spacious and well-ventilated, with ample cross-ventilation and fans, ensuring a comfortable environment throughout the three-day session.</li> <li>• While the hall was only partially air-conditioned, the acoustics were excellent, making communication and discussions clear and effective.</li> <li>• Technical setup posed no challenges, as the laptop connected seamlessly to the projector.</li> <li>• Meals and snacks were served punctually, and all participants received their share without any shortages.</li> </ul>
<b>Comments on Venue Facilities: Challenges</b>	<ul style="list-style-type: none"> <li>• The hall was only partially air-conditioned</li> </ul>

<b>Location</b>	<b>Rehoboth</b>
<b>Training Venue</b>	<b>Rehoboth Teacher's Resource Centre (TRC)</b>

<b>Comments on Venue Facilities : Successes</b>	<ul style="list-style-type: none"> <li>Meals were served on time, though there was a shortage of food on Day 1. However, catering went smoothly on the following days.</li> </ul>
<b>Comments on Venue Facilities: Challenges</b>	<ul style="list-style-type: none"> <li>The training room was poorly ventilated and lacked air conditioning, making it uncomfortable.</li> <li>Despite carrying all the necessary connectors, the laptop could not connect to the projector, which eventually stopped working. Fortunately, a spare laptop from a school official and a more reliable projector was secured.</li> <li>The venue was not cleaned on Days 2 and 3.</li> </ul>

### Region: Erongo

<b>Location</b>	<b>Swakopmund</b>
<b>Training Venue</b>	<b>Swakopmund Plaza Hotel</b>
<b>Comments on Venue Facilities : Successes</b>	<ul style="list-style-type: none"> <li>The training room was very spacious with enough tables and chairs and tandem screens on both sides of the front of the room as well.</li> <li>The room was also fitted with a PA system, an HDMI cable to connect to the screens.</li> <li>There was no need to use a Bluetooth speaker, as the sound played through the PA system.</li> <li>-The toilets were located on the first floor of the building, and were kept clean with a constant supply of running water</li> <li>The training room was air-conditioned and always very clean. The staff were very helpful in getting the room cleaned and set up each day.</li> <li>Each participant was given 2 bottles of water a day, and a bowl of mints was placed on each table.</li> <li>The food was prepared to a high standard, with 2 tea breaks (morning and afternoon) and a generous serving of a well-prepared 'buffet style' lunch.</li> <li>The staff managed the lunch lines very well, which was served in a timely manner.</li> </ul>
<b>Comments on Venue</b>	<ul style="list-style-type: none"> <li>The tea breaks were alternated between 2 groups of participants, as the foyer area could not accommodate</li> </ul>

<b>Facilities: Challenges</b>	50x2 groups at the same time for tea. Often it was not communicated in time which group would go first, and this caused some distraction with participants thinking they were supposed to go at a particular time when not
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### Region: Kunene

<b>Location</b>	<b>Opuwo</b>
<b>Training Venue</b>	<b>P-Wake Conference Room</b>
<b>Comments on Venue Facilities : Successes</b>	<ul style="list-style-type: none"> <li>• The venue was well-equipped with air conditioning, a projector, and two speakers.</li> <li>• The space was adequate for games and movement.</li> <li>• The staff were accommodating.</li> <li>• The technician was attentive, ensuring that everything ran smoothly.</li> <li>• The food and snacks were generally well-prepared and served on time for the remainder of the workshop.</li> <li>• Clean and tidy bathrooms were available for both male and female participants.</li> </ul>
<b>Comments on Venue Facilities: Challenges</b>	<ul style="list-style-type: none"> <li>• There was some miscommunication with caterers on the first day, which resulted in delayed serving of refreshments</li> </ul>

### Region: Ohangwena

<b>Location</b>	<b>Eenhana</b>
<b>Training Venue</b>	<b>Litu Guest House</b>
<b>Comments on Venue Facilities : Successes</b>	<ul style="list-style-type: none"> <li>• The training room could seat all participants comfortably.</li> <li>• The desk and tables were more than enough.</li> <li>• The room was clean well-arranged and ventilated (enough windows and air conditioners)</li> <li>• Food was always on time, enough and well prepared.</li> </ul>

<b>Comments on Venue Facilities: Challenges</b>	<ul style="list-style-type: none"> <li>Washroom facilities were available but not enough (there was only one for each gender)</li> </ul>
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<b>Location</b>	<b>Eenhana</b>
<b>Training Venue</b>	<b>Lagotcha Guest House</b>
<b>Comments on Venue Facilities : Successes</b>	<ul style="list-style-type: none"> <li>One of the training rooms was clean, well-arranged, and ventilated with sufficient windows and air conditioning.</li> <li>It comfortably accommodated 43 participants with enough desks and tables.</li> <li>Washroom facilities were available and supplied with water.</li> <li>The food provided was always on time, sufficient, and well-prepared.</li> </ul>
<b>Comments on Venue Facilities: Challenges</b>	<ul style="list-style-type: none"> <li>The second training room was too small and not well ventilated.</li> <li>One trainer reported that the hygiene in the kitchen was poor and did not eat the meals provided.</li> </ul>

<b>Location</b>	<b>Eenhana</b>
<b>Training Venue</b>	<b>Monte Carlo Guest House</b>
<b>Comments on Venue Facilities : Successes</b>	<ul style="list-style-type: none"> <li>The venue was clean, with plenty of space and enough tables. A flip chart and projector were provided.</li> <li>Water and juice were provided for the participants.</li> <li>Many teachers were staying at the hotel, and they liked the participants</li> </ul>
<b>Comments on Venue</b>	<ul style="list-style-type: none"> <li>There were numerous complaints regarding the quantity and standard of lunch provided.</li> </ul>

<b>Facilities: Challenges</b>	
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### Region: Omusati

<b>Location</b>	<b>Outapi</b>
<b>Training Venue</b>	<b>Omusati Regional Library Hall</b>
<b>Comments on Venue Facilities : Successes</b>	<ul style="list-style-type: none"> <li>• The venue was spacious, well-equipped, and had good facilities. It was a library with tables and chairs, a big screen and projector, display tables, wall space for display of posters, modern facilities and air conditioning</li> <li>• The venue had clean washrooms.</li> <li>• Food was delivered and set up 20 minutes before lunch each day, and it was well-prepared and sufficient for all attendees.</li> </ul>
<b>Comments on Venue Facilities: Challenges</b>	<ul style="list-style-type: none"> <li>• The room setup was delayed on the first day. The workers officially report for duty at 8 AM, which led to the delay in setting up for the training, starting at 9 AM on the first day.</li> </ul>

<b>Location</b>	<b>Outapi</b>
<b>Training Venue</b>	<b>Ministry of Agriculture and Land Reform</b>
<b>Comments on Venue Facilities : Successes</b>	<ul style="list-style-type: none"> <li>• The venue was equipped with speakers, a projector and the Wi-Fi connectivity was excellent.</li> </ul>
<b>Comments on Venue Facilities: Challenges</b>	<ul style="list-style-type: none"> <li>• The venue was quite large, but the immovable large tables made it difficult to rearrange the space, leaving only a small area in the middle for practical activities with the participants.</li> </ul>

	<ul style="list-style-type: none"> <li>• Lunch was delayed on the first day it came around 13:30 and the food was not adequate.</li> <li>• The caterer served the participants small food portions.</li> </ul>
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#### Region: Oshana

<b>Location</b>	<b>Ongwediva</b>
<b>Training Venue</b>	<b>Hotel Galaxy Conference Hall</b>
<b>Comments on Venue Facilities : Successes</b>	<ul style="list-style-type: none"> <li>• The training hall was spacious and inviting, equipped with enough tables and chairs that facilitated easy interaction and participation in various activities.</li> <li>• The air conditioning and Wi-Fi connectivity were both functioning well, and there were no technical issues encountered during the training.</li> <li>• The venue also provided clean restrooms and fresh drinking water.</li> <li>• The food was well-prepared and served on time, with more than enough for everyone due to the low turnout.</li> </ul>
<b>Comments on Venue Facilities: Challenges</b>	<ul style="list-style-type: none"> <li>• No challenges were reported by the trainers or participants.</li> </ul>

#### Region: Kavango East

<b>Location</b>	<b>Rundu</b>
<b>Training Venue</b>	<b>Hotel Rundu</b>
<b>Comments on Venue Facilities : Successes</b>	<ul style="list-style-type: none"> <li>• The venue was spacious and had air conditioning, which kept the room cool.</li> <li>• The seating was arranged in a U-shape, with enough tables and chairs to accommodate everyone.</li> <li>• Participants and trainers enjoyed a delicious buffet for lunch, and tea which was served promptly.</li> <li>• Both the venue and the washrooms were spotlessly clean, and the hotel staff were very helpful.</li> </ul>



	<ul style="list-style-type: none"> <li>• A projector that worked well was provided during the training.</li> </ul>
<b>Comments on Venue Facilities: Challenges</b>	<ul style="list-style-type: none"> <li>• Lunch was served late on the last day of training.</li> </ul>

### Region: Kavango West

<b>Location</b>	<b>Rundu</b>
<b>Training Venue</b>	<b>Hotel Rundu</b>
<b>Comments on Venue Facilities : Successes</b>	<ul style="list-style-type: none"> <li>• The trainers received a warm welcome at Hotel Rundu on Sunday upon arrival for set-up.</li> <li>• The venue was spacious and had air conditioning, which kept the room cool.</li> <li>• The seating was arranged in a U-shape, with enough tables and chairs to accommodate everyone.</li> <li>• Participants and trainers enjoyed a delicious buffet for lunch, and tea was served promptly.</li> <li>• Both the venue and the washrooms were spotlessly clean, and the hotel staff were very helpful.</li> <li>• A projector that worked well was provided during the training.</li> </ul>
<b>Comments on Venue Facilities: Challenges</b>	<ul style="list-style-type: none"> <li>• There were some power outages experienced on the second day of training, which meant that some videos from the slides could not be played.</li> </ul>

### Region: Oshikoto

<b>Location</b>	<b>Ondangwa</b>
<b>Training Venue</b>	<b>Ekamuti Lodge</b>

<b>Comments on Venue Facilities : Successes</b>	<ul style="list-style-type: none"> <li>• The venue featured a spacious layout arranged in a u-shape, promoting interaction and engagement among participants.</li> <li>• The cleanliness of the rooms and washroom facilities was well-maintained during scheduled breaks.</li> <li>• Catering was well-organised; tea and lunch were served promptly, ensuring that participants remained energised and focused.</li> <li>• Attendees enjoyed complimentary water and sweets, provided twice a day, to create a comfortable training atmosphere.</li> <li>• Tea and food were served on time.</li> </ul>
<b>Comments on Venue Facilities: Challenges</b>	No challenges were reported by the trainers or participants.

### Region: Otjozondjupa

<b>Location</b>	<b>Otjiwarongo</b>
<b>Training Venue</b>	<b>MSC Hotel</b>
<b>Comments on Venue Facilities : Successes</b>	<ul style="list-style-type: none"> <li>• The training rooms were small but were adequate for the group.</li> <li>• The trainers were able to set them up the day before, which was very helpful.</li> </ul>
<b>Comments on Venue Facilities: Challenges</b>	<ul style="list-style-type: none"> <li>• The provided projector and microphone were not functional; unfortunately, the trainer's own cable and speakers were insufficient for the room.</li> <li>• Despite their being enough food, tea breaks, and lunch were consistently late, requiring the trainer's assistance in serving and cleanup to stay on schedule. Staffing was inadequate for timely service.</li> <li>• Lunch was served at 4:15 PM on the first day and 4:00 PM on Friday, inconveniencing attendees.</li> </ul>

	<ul style="list-style-type: none"> <li>• Rain caused a significant temperature to drop in the training hall in the latter end of the week.</li> <li>• The provided microphone was ineffective, straining the trainer's voices by the end of Day 2.</li> </ul>
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## Region: Zambezi

<b>Location</b>	<b>Katima Mulilo</b>
<b>Training Venue</b>	<b>Teacher's Resource Centre</b>
<b>Comments on Venue Facilities : Successes</b>	<ul style="list-style-type: none"> <li>• The training room was spacious enough to accommodate all the participants.</li> <li>• There were enough chairs, desks, display tables and wall space.</li> <li>• The room was well-ventilated with good air conditioning. It was clean and prepared on arrival and it was swept regularly throughout the sessions.</li> <li>• Washrooms were available for male, female and disabled participants. Plenty of clean water was available throughout the training.</li> <li>• Food was well prepared and served on time with enough for everybody.</li> </ul>
<b>Comments on Venue Facilities: Challenges</b>	<ul style="list-style-type: none"> <li>• The internet at the venue was not working for the duration of the session.</li> </ul>

## HOD Training

**Location: Windhoek**

**Serving: Khomas, Hardap, Ilkharas and Omaheke regions.**

<b>Training Venue</b>	<b>Windhoek Country Club and Resort</b>
<b>Comments on Venue</b>	<ul style="list-style-type: none"> <li>• The learning environment was clean and conducive.</li> <li>• The venue and facilities were good.</li> </ul>

<b>Facilities : Successes</b>	<ul style="list-style-type: none"> <li>• The washrooms were clean.</li> </ul>
<b>Comments on Venue Facilities: Challenges</b>	No challenges were reported by either the trainers or participants.

#### **Serving: SEOs and other officers from Head Office**

<b>Training Venue</b>	<b>Board Room, MoEAC Head Office Building</b>
<b>Comments on Venue Facilities : Successes</b>	<ul style="list-style-type: none"> <li>• The training room was clean, calm and serene as staff members were away for the weekend.</li> <li>• A multimedia projector was available for use, as well as internet access.</li> </ul>
<b>Comments on Venue Facilities: Challenges</b>	<ul style="list-style-type: none"> <li>• Neither tea nor lunch was served considering the length of the training session (3hr 30mins). However, participants had their own packed snacks, which they generously shared with everyone.</li> </ul>

#### **Location: Swakopmund, Erongo**

#### **Serving: Otjozonjupa, Erongo and Kunene Regions**

<b>Location</b>	<b>Swakopmund</b>
<b>Training Venue</b>	<b>Swakopmund Plaza Hotel</b>
<b>Comments on Venue Facilities : Successes</b>	<ul style="list-style-type: none"> <li>• Spacious training room with enough tables and chairs and tandem screens on both sides of the front of the room as well.</li> <li>• The room was also fitted with a PA system, an HDMI cable to connect to the screens.</li> <li>• There was no need to use a Bluetooth speaker, as the sound played through the PA system.</li> </ul>

	<ul style="list-style-type: none"> <li>• The toilets were located on the first floor of the building, and were kept clean with a constant supply of running water</li> <li>• The training room was air-conditioned and always very clean.</li> <li>• The staff were very helpful in getting the room cleaned and set up each day.</li> <li>• Each participant was given 2 bottles of water a day, and a bowl of mints was placed on each table.</li> <li>• The food was prepared to a high standard, with 2 tea breaks (morning and afternoon) and a generous serving of a well-prepared 'buffet style' lunch.</li> <li>• The staff managed the lunch lines very well, which was served in a timely manner.</li> </ul>
<b>Comments on Venue Facilities: Challenges</b>	<ul style="list-style-type: none"> <li>• The tea breaks were alternated between 2 groups of participants, as the foyer area could not accommodate 50x2 groups at the same time for tea. Often it was not communicated in time which group would go first, and this caused some distraction with participants thinking they were supposed to go at a particular time when not</li> </ul>

**Location: Ongwediva, Oshana**

**Serving: Oshana, Omusati, Ohangwena and Oshikoto**

<b>Training Venue</b>	<b>Hotel Galaxy</b>
<b>Comments on Venue Facilities : Successes</b>	<ul style="list-style-type: none"> <li>• The training took place in a spacious, well-equipped room with comfortable tables and chairs, a projector, and a Bluetooth audio device.</li> <li>• Wi-Fi was available, and lunch and water were provided.</li> </ul>
<b>Comments on Venue Facilities: Challenges</b>	No challenges were reported by either the participants or trainers.

**Location: Rundu**

**Serving: Kavango East**

<b>Training Venue</b>	<b>Hotel Rundu</b>
<b>Comments on Venue Facilities : Successes</b>	<ul style="list-style-type: none"><li>• The training room was spacious and accommodated all the participants comfortably.</li><li>• The projector and audio speaker that were provided were very effective.</li><li>• Tea break snacks and lunch were served on the two days. What was provided was decent and enough for all participants.</li><li>• Water was also provided daily.</li></ul>
<b>Comments on Venue Facilities: Challenges</b>	<ul style="list-style-type: none"><li>• The hotel also provided Wi-Fi internet access, although access was sporadic, perhaps due to the number of people using it per time.</li></ul>

**Location: Rundu**

**Serving: Kavango West**

<b>Training Venue</b>	<b>Gaga Guest House</b>
<b>Comments on Venue Facilities : Successes</b>	<ul style="list-style-type: none"><li>• The training room was spacious and accommodated all the participants comfortably.</li><li>• A projector and an audio speaker were provided.</li><li>• The guest house also provided Wi-Fi internet access.</li><li>• Tea Break and lunch were served on the two days. What was provided was decent and enough for all participants.</li><li>• Water and sweets were also provided daily at tea break, at lunch, and before the training commenced and after lunch also.</li></ul>



<b>Comments on Venue Facilities: Challenges</b>	<ul style="list-style-type: none"> <li>Though available, Wi-Fi connectivity was inconsistent, and therefore a lot of participants used their personal data when scanning the QR codes.</li> </ul>
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**Location: Rundu**

**Serving: Zambezi**

<b>Location</b>	<b>Rundu</b>
<b>Training Venue</b>	<b>Gaga Guest House</b>
<b>Comments on Venue Facilities : Successes</b>	<ul style="list-style-type: none"> <li>The room was spacious, and each trainee had a comfortable chair and table.</li> <li>An audio device that was powered via Bluetooth was also provided.</li> <li>Tea Break and lunch were served on the two days. What was provided was decent and sufficient for all participants and the training team.</li> <li>Water was also provided twice daily.</li> </ul>
<b>Comments on Venue Facilities: Challenges</b>	<ul style="list-style-type: none"> <li>Although a projector was provided it was of poor quality, so the trainer used their own.</li> <li>The hotel also provided Wi-Fi internet access, although access was sporadic throughout the period. Many of the participants used their own internet access for scanning the various contents that required that QR Codes be scanned.</li> </ul>

## Health and Safety Considerations

Detailed Terms of Reference were given to the training team in advance of their travel to Namibia. In them, it was stressed to trainers to indicate any relevant medical conditions in advance, to avoid any medical related issues that may arise.

No incidents, for trainers or participants, were reported during the duration of the training period.

All trainer travel by road took place during the daylight hours and in vehicles with sufficient seats and seatbelts for the number of passengers.

## Training Registration

The training timetable was agreed and finalised 9 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 regional attendance record daily, and registered their attendance digitally on a google form on the first day of attendance. The hardcopy records were managed and stored by the SEOs, while the digital attendance was monitored by the Jolly Futures team. The trainers were able to collect the group attendance from the centre record and used the data for their training reports.

## Attendance

The table below shows the expected and actual attendance at each of the training venues. It shows that the attendance was at a remarkable **101% across the country for Grade 3 teachers and 116% for HoDs**.

There were a few variations in the numbers of teachers and HoDs trained in comparison to the numbers expected. This is detailed in the table and charts below.

### Grade 3 Teacher Attendance

Region	Expected Attendance	*Actual Attendance as reported by Trainers	**Digital Attendance	# of Attending SEOs
Kharas	73	75	56	1
Erongo	136	132	105	2
Hardap	92	90	41	2
Kavango West	200	215	155	1

Kavango East	200	259	197	1
Khomas	207	212	235	3
Kunene	130	140	136	2
Ohangwena	364	368	367	2
Omaheke	81	85	87	2
Omusati	335	386	545**	3
Oshana	205	148	148	1
Oshikoto	290	253	224	4
Otjozondjupa	214	171	144	2
Zambezi	151	148	36	2
	2678	2682	2476	27

*\*As documented in the training reports. The actual attendance per region is still unknown for some regions as this data has not been verified by relevant focal persons. There are some inconsistencies in the numbers that have been provided thus far.*

*\*\*Jolly Futures totals recorded by digital attendance. It is likely that the high number for Omusati was due to participants scanning the QR code twice (the same code being provided by both trainer and SEO)*

### HoD Training Attendance

Location	Regions	Expected Attendance	*Actual Attendance as reported by Trainers	Digital Attendance	# of Attending SEOs
Windhoek	Khomas	32		33	
	Kharas	2		3	

	Hardap	5		11	
	Omaheke	12		13	
	<b>Sub Total</b>	<b>51</b>	<b>60</b>	<b>60</b>	<b>2</b>
Rundu	Zambezi	50	53	62	1
	Kavango East	20	25	14	1
	Kavango West	30	36	38	1
Swakopmund	Erongo	5		11	
	Kunene	15		16	
	Otjozondjupa	10		11	
	<b>Sub Total</b>	<b>30</b>	<b>34</b>	<b>38</b>	<b>2</b>
Ongwediva	Oshikoto	25		22	
	Ohangwena	6		14	
	Omusati	7		11	
	Oshana	6		9	
	<b>Sub Total</b>	<b>44</b>	<b>54</b>	<b>56</b>	<b>2</b>
<b>Grand Totals:</b>		<b>225</b>	<b>262</b>	<b>268</b>	<b>9</b>

*\*As documented in the training reports. The actual attendance per region is still unknown for some regions as this data has not been verified by relevant focal persons. There are some inconsistencies in the numbers that have been provided thus far. Trainers only recorded the total number of participants, which was not broken down into regions for the combined HoD trainings.*

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

A special thanks to the following for their commitment and attendance and to their Directors, Deputy Directors and Chief Education Officers (CEOs) for their support and encouragement.

Region	Officials in Attendance
Khomas	Ms. Estelle Marlin   Hochobes, SEO Ms. Hilma Kalimbo, SEO Ms. Bertha Haimbodi, SEO Ms. Ronel Bosch, CEO
Hardap	Ms. Juanita S. Motinga, CEO Ms. Julia Morkel, SEO Ms. Heidie Labuschagne, SEO
ǀKharas	Ms. Franzina M. Vries, SEO Mr. Rian Assegaai, Inspector of Education
Omaheke	Mr. Theofilus Mokhatu, CEO Ms Patricia Kameisie Ndjavera, Acting SEO Mr Boity Ntesa, SEO
Kavango East	Ms. Maria Ribebe, Acting Assistant Director Ms Hilma Amakutuwa, CEO Ms. Hildegard Shimafo, SEO
Kavango West	Ms Hilma Amakutuwa, CEO Ms. Gerhalda Ndumba, SEO
Zambezi	Mrs Norah Maemeko-Munembo, Deputy Director Mr Costar Musunga, CEO Mrs Thembi Liwakala, SEO Ms Dorothy Mutimani, SEO

Erongo	Ms. Rauna Shuungula, CEO Ms. Katrien Van Rooi, SEO Ms. Marthucia Higoam, SEO
Kunene	Ms. Saraphia K. Tjiriange, SEO Ms. Engenesia Hoeses, SEO
Otjozondjupa	Ms. Chuma Kashuwa, SEO Mr. Simanga Simanga, SEO
Oshana	Mr. Nicolaas Eiman, C: EO Mr. Gabriel Naftal, SEO
Omusati	Mr. Paulus I T Kashimbi, Regional Director of Education Ms. Paulina Neingo, Acting Chief Professional Development Ms. Selma N. lipinge, SEO Ms. Laineria Auwa, SEO Ms. Martha Amutenya, SEO
Ohangwena	Ms. Nelago F. lipumbu, CEO Mr. Angula Malakia, SEO Ms. Johanna Nghiwete, SEO
Oshikoto	Mr. Nicolaas Eiman, C:EO Mr. Heinrich Mathews, SEO Ms. Tusnelde Amunyela, SEO Ms. Ottilie Awena, SEO Mr. Tangeni Uushona, SEO

## Transport & Accommodation

### Transport

The training team all flew into and out of Hosea Kutako International Airport in Windhoek. Members from Head Office, PQA at the MoEAC arranged all trainers' transport to and from the airport as well as between training locations. There was a clear schedule for transport with time and dates, as well as pick-up points and

drop-off points. All road travel was during daylight hours. There were no challenges with transport and the training team arrived and departed from their destinations on time and safely. A special thanks to all the drivers who went above and beyond their job description; Moses Tjombonde, David Tjonga, Hilma Amakutuwa, Rauna Shuungula, Ronel Bosch, Irene Garthoff and Nicholaas Eiman.

## Accommodation

Klein Windhoek Guesthouse in Windhoek was used as the arrival and departure base for all trainers. The hotel provided a central and conducive setting for rest before and after the training, as well as opportunities for the training team to meet and interact with each other and the whole team. The in-person trainer orientation was also conducted here, and the hotel kindly offered their conference room for this event.

The SEOs in each region were tasked with finding safe, clean and conducive hotels for the training team or trainer assigned to their region. Where possible, the hotels were also the training venues. In the cases where the training venues were elsewhere, the MoEAC organised daily trainer travel to and from the training venues. The SEOs were generally very supportive in finding suitable hotels for the training team in each location. In most cases there were no significant issues with the hotel accommodation, although there was a range in standards and facilities.

Region	Hotel	Comments
Khomas	<b>Klein Windhoek Guesthouse</b>	<ul style="list-style-type: none"> <li>• The accommodation facility was excellent with good WIFI, and the food was reasonably priced.</li> <li>• The rooms were fitted with a fridge, WIFI and a good supply of hot water.</li> </ul>
	<b>Hotel Thuringerhof</b>	<ul style="list-style-type: none"> <li>• Great accommodation, good service, reasonable food in the restaurant and very central.</li> <li>• The rooms were comfortable with a fridge, hot water, AC, WIFI and good beds.</li> <li>• Breakfast was not included in the room price. The ordered breakfast was not served in good time, and didn't have the option to take a packed meal.</li> <li>• The hotel has no lift, hence bags had to be carried up and down a flight of stairs.</li> </ul>



<b>Erongo</b>	<b>Steven's Guesthouse</b>	<ul style="list-style-type: none"> <li>• The guesthouse offered sizable rooms with standard showers that had great water pressure and hot water.</li> <li>• A fridge, kettle, and tea were provided in each room, and the clean bedding is changed every two days.</li> <li>• The guesthouse also featured a small swimming pool in a concreted yard and is located close to a Spar Supermarket, which was quite expensive to purchase food and groceries. Breakfast was included in the room rate.</li> <li>• The guesthouse is family-owned and operated, with the receptionist only available upon request.</li> <li>• There were no on-site staff working during the night, leaving guests to handle any arising issues independently.</li> <li>• Additionally, the guesthouse lacked a restaurant, and with no nearby dining options, obtaining dinner was often difficult. This resulted in many nights where only tea and bread were available for supper. The option to self-cater using the kitchen was only discovered on the last day of the stay.</li> </ul>
<b>Oshana</b>	<b>Hotel Galaxy</b>	<ul style="list-style-type: none"> <li>• Facilities in the hotel were a good standard.</li> <li>• The food was good, though the kitchen did not operate in the evenings.</li> </ul>
<b>Oshikoto</b>	<b>Ekamuti Town Lodge</b>	<ul style="list-style-type: none"> <li>• Trainers and trainees were accommodated at the same place as training which was conducive for the trainer's timetable.</li> <li>• Standard accommodation with all facilities.</li> <li>• WIFI connection was poor.</li> </ul>
<b>Kavango East and Kavango West</b>	<b>Ngandu Hotel</b>	<ul style="list-style-type: none"> <li>• The hotel was good and clean; quite laid back. The staff were friendly and helpful.</li> <li>• Breakfast was usually served late.</li> <li>• Due to the natural setting, there were a lot of mosquitos and other insects such as spiders.</li> <li>• No soap was provided in the rooms.</li> </ul>
<b>IKharas</b>	<b>Schutzenhaus Guesthouse</b>	<ul style="list-style-type: none"> <li>• Great location, and comfortable stay.</li> <li>• The food was excellent, and the guesthouse had good Wi-Fi connectivity.</li> </ul>

Kunene	<b>P. Wake Guesthouse</b>	<ul style="list-style-type: none"> <li>• The hotel and food were to a good standard.</li> <li>• There was only Wi-Fi in the conference room and not in the guest rooms which was an inconvenience.</li> </ul>
Ohangwena	<b>Monte Carlo Guesthouse</b>	<ul style="list-style-type: none"> <li>• The accommodation was standard and clean.</li> <li>• The WIFI only worked at the reception.</li> </ul>
Omaheke	<b>Kalahari Convention Centre</b>	<ul style="list-style-type: none"> <li>• The room was average.</li> <li>• The AC was barely functional.</li> <li>• The Wi-Fi was intermittent.</li> <li>• The hotel staff were friendly.</li> <li>• It was convenient for the trainer and participants that this was also the training venue.</li> <li>• 3 participants had a room break in on Thursday 6th February resulting in theft of items.</li> </ul>
Omusati	<b>O'Zodiac Pension Hotel</b>	<ul style="list-style-type: none"> <li>• Standard hotel.</li> <li>• One room with two single beds and a bathroom, with featured hot water and good Wi-Fi connectivity.</li> <li>• The rooms were clean.</li> </ul>
Otjozondjupa	<b>Out of Africa</b>	<ul style="list-style-type: none"> <li>• The host was fantastic and helpful, assisting with errands such as getting water.</li> <li>• The rooms were clean, spacious, and lovely.</li> <li>• The breakfast buffet was delicious, and the on-site restaurant was convenient for evening meals.</li> <li>• The air conditioning was malfunctioning.</li> </ul>
Zambezi	<b>Riverside Lodge</b>	<ul style="list-style-type: none"> <li>• Only had one room with a washroom.</li> <li>• The trainer had a very negative experience due to several issues: the air-conditioning was broken, so they were moved to another room which had a lot of cockroaches.</li> <li>• Meals were also a challenge. The lodge had no dinner menu or prices available. Food was nearly inedible.</li> </ul>
	<b>Protea Hotel</b>	<ul style="list-style-type: none"> <li>• Excellent service and had full facilities.</li> </ul>

<b>Hardap</b>	<b>Aub Guesthouse</b>	<ul style="list-style-type: none"> <li>• The guest house was standard and good with all facilities.</li> <li>• There was no wifi in the rooms.</li> </ul>
	<b>Guesthouse Interiors</b>	<ul style="list-style-type: none"> <li>• Comfortable place to stay.</li> <li>• Excellent food, and great Wifi connectivity.</li> </ul>

## Teacher Transport, Accommodation and Feeding

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

## The Training Content and Equipment Used

### Grade 3 Teacher Training

The training content was delivered using PowerPoint presentations which contained example videos of Jolly Phonics and Grammar 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. Due to the tight timeframe from ordering and delays with shipping, the Jolly Grammar 2 Handbooks purchased by the MoEAC did not arrive in time for the teachers to use during training. The teachers were, however, provided with copies of sample pages from the Handbook to refer to during the training. The training was broken into four sections: Foundation of Jolly Phonics, how to complete Jolly Phonics Pupil Book 2, How to complete Jolly Grammar 1 and Jolly Grammar 2 spelling and grammar lessons.

### HoDs Training

PowerPoint presentations were used to deliver the training content, and these contained example videos of Jolly Phonics and Grammar, and guidance for using the Jolly Monitor App. The training gave HoDs a basic overview and understanding of Jolly Phonics, and Jolly Grammar 1 and 2 and balanced this with guidance on

the use of the Jolly Monitor App for monitoring and mentoring teachers. The final part of the training focused on the EGRA Pupil Assessment document and how to input the data into the App.

The SEOs responsible for organising the training locations were asked to ensure that the venues they chose had a constant supply of power, and to provide high lumen projectors and good quality speakers. For the HoD training, the venues were required to also have a WIFI to enable participants to download and use the Jolly Monitor App on their phones/tablets. Each trainer carried their own laptop and sample teaching and learning materials for a display table. They also carried plug adaptors, extensions and HDMI/VGA adaptors to ensure they could connect with provided equipment. There were minimal challenges in a few venues where equipment was not available, working or compatible.

The training team carried five projectors. All trainers carried a Bluetooth speaker which they used where needed especially when the provided technical equipment malfunctioned. This did not happen often as in most venues the equipment provided was of a good standard. *See the detailed venue section on pages 18 for further information.*

## Training Content for Grade 3 Teachers

Session	Content
<b>Day 1</b> <b>Overview</b> <b>Foundation of Jolly Phonics</b>  <b>Teaching Jolly Phonics Pupils Book 1 and 2</b>	<ul style="list-style-type: none"> <li>○ Introduction to Jolly Phonics</li> <li>○ Overview of the 5 skills for reading and writing</li> <li>○ 42 Basic Sounds and Actions</li> <li>○ Jolly Phonics games and strategies for teaching the 5 skills</li> <li>○ Focus on alternative spellings from Jolly Grammar 1</li> <li>○ Links to Namibian Syllabus (Second Language)</li> </ul>
<b>Day 2</b> <b>Overview of Jolly Grammar</b>  <b>Spelling Lessons</b>	<ul style="list-style-type: none"> <li>○ Overview of the Jolly Grammar programme; progression from Jolly Phonics and links to the Namibian Syllabus (First and Second Language)</li> <li>○ Overview of Spelling Lessons – Jolly Grammar 2</li> <li>○ Key content covered in the Spelling lessons; Alternative spellings, Magic &lt;e&gt; words, vowels, consonant blends.</li> <li>○ Using spelling lists, spelling tests and dictation exercises</li> <li>○ How to use the Jolly Grammar 2 Handbook and reduce the need for pupil spelling worksheets.</li> </ul>
<b>Day 3 (half day)</b> <b>Grammar Lessons</b>	<ul style="list-style-type: none"> <li>○ Overview of Grammar Lessons</li> <li>○ Key content covered in the Grammar lessons, sentences, parts of speech, punctuation, comprehension.</li> <li>○ How to use Jolly Grammar 2 Handbook and reduce the need for pupil grammar worksheets.</li> </ul>

## Training Content for HoDs

Session	Content
<b>Day 1</b>  <b>Jolly Phonics and Jolly Monitor</b>	<ul style="list-style-type: none"> <li>○ Jolly Monitor App download and Pin Login</li> <li>○ Introduction to Jolly Phonics: 5 skills and 42 sounds</li> <li>○ How teachers should implement Jolly Phonics Pupil Book 1</li> <li>○ Using the Jolly Monitor-Pupil Book 1</li> <li>○ Progression to Jolly Phonics Pupil Book 2; key content, materials and different lesson types</li> <li>○ Using the Jolly Monitor-Pupil Book 2- selecting different lesson types</li> </ul>
<b>Day 2</b>  <b>Jolly Grammar, Jolly Monitor and EGRA</b>	<ul style="list-style-type: none"> <li>○ Overview of the Jolly Grammar programme and core material; Jolly Grammar 1 and 2 Handbook</li> <li>○ Spelling lessons: key content, alternative spellings, spelling rules, how teachers should be implementing, how teachers should be using the materials.</li> <li>○ Using the Jolly Monitor: Jolly Grammar-Spelling lesson observation</li> <li>○ Grammar lessons: key content, parts of speech, punctuation, how teachers should be implementing, how teachers should be using the materials.</li> <li>○ Using the Jolly Monitor: Jolly Grammar- Grammar lesson observation</li> <li>○ Pupil Assessments EGRA and Jolly Monitor</li> </ul>

With each training group, trainers used their experience to gauge the pace of content delivery according to observed abilities of the participants within each group. The content was covered in all cases, but in a few groups the depth of the content was reduced due to time constraints or participants struggling with advanced concepts. All trainers were guided by the same content and training overview for each type of training, but each trainer delivered it in their own style, with their own experiences to share, and additional games and activities to expound on concepts.

## Trainer Display Tables

Each trainer set up a display table in their training room. These had sample teaching and learning aids that teachers can easily create in their classes. To support teachers further, a link to an online padlet with printable resources and guidance on how to make some of these aids was shared during the training. 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.



## The Training Delivery

Trainers consistently reported that they were largely, warmly welcomed by regional officials, teachers and HoDs. In most cases the teachers and HoDs were punctual, enthusiastic and keen to engage in practical activities and games.

### Grade 3 Teacher Training

#### IKharas: Comments on Participants and Regional Support

The Senior Education Officer Ms. Franzina M. Vries played a key role in ensuring smooth operations during the training, serving both as officer and driver. The closing session featured an inspiring address by Mr. Riann Assegaai, the Inspector of Education, who uplifted the teachers and emphasized the significance of their role in the education sector.

- The training session was both fun and productive. The teachers were creative and engaged, particularly enjoying the Monster Adjectives collaborative activity and the creation of illustrated sentences to demonstrate their mastery of the 42 phonics sounds, alternative vowel spellings and new spelling patterns from Jolly Grammar 2.
- The first day of training encountered a few challenges, including technical problems with the projector and speaker, and high temperatures of 40°C that seemed to tire the teachers
- Fellow Jolly Trainer Ms. Stephanie's support and interactive games were also key to the session's success.

- During the Jolly Phonics training session, three teachers, who had previous exposure to the programme, exhibited remarkable initiative and enthusiasm. Ms. Aliha was notably attentive and engaged.
- The session's highlight was the activity "Every Letter Has a Name and Sound," which garnered immense success. The teachers also collaborated on creating Word Webs for commonly used synonyms, finding enjoyment in brainstorming synonyms for the word "hungry."
- Despite persistent delays in catering, which left the teachers famished, they remained dedicated and persevered through the training.
- As the training progressed and engagement increased, the energy levels in the room improved.

### **Erongo: Comments on Participants and Regional Support**

**The SEO Ms. Marthucia Higoam had organised a very conducive venue at the Swakopmund Plaza Hotel. It was well-equipped and had very helpful and supportive staff. Due to her having to attend an SEO training in Windhoek, another SEO Ms. Kabrien Van Rooi, took over and coordinated well with the trainers for the remaining training days. Ms Rauna Shuungula, a Chief Education Officer from Head Office, was excellent and provided support to the trainers throughout the training, assisting with set up of the training rooms on Day 1 and coordinating with the SEOs regarding all arrangements at the venue. She also doubled up as a driver for the trainers.**

- The teachers were punctual and actively participated in the activities. There was generally great attendance on each training day.
- One teacher demonstrated a strong grasp of Jolly Phonics and Grammar 1.
- Several of the longer-serving teachers expressed their appreciation for the programme, explaining that JP and JG helped (and will help) fill a lot of the blanks that the phonics programme they had been using had left
- The trainers managed to cover all the content, with participants sailing through a lot of it quite easily. The teachers already had a good understanding of grammar and punctuation in general; hence the trainers did not need to spend too much time on the definitions of the parts of speech, but spent more time practising the actions, colours and on parsing activities. The teachers especially enjoyed the 'Kung Fu' punctuation.
- During the training, several participants kept referring to the padlet that was shared, while reading through and familiarising themselves with it.



- The teachers asked good questions, and some had come with their teaching files, showing how they were currently delivering lessons and asked how that could be done using Jolly Phonics and Jolly Grammar.
- Some of the teachers expressed concern that Jolly Grammar 1 was not being taught in their schools, hence they had reservations about implementing Jolly Grammar 2 straightaway. Some teachers also mentioned that their schools had not received the Grammar 1 handbook.
- The differences in pronunciation of vowel sounds continued to be an issue (Namibian pronunciation vs the Standard English pronunciation). i.e. /i/, /ee/, /u/, /a/
- Some of the participants were quite noisy, with some even disrupting the class at times, while others would be on their phones not paying much attention to the training.
- Some teachers needed a lot of help and support scanning and completing the google form online as well as the pre-training evaluation form. This meant that the training started late on Day 1.

#### **Hardap: Comments on Participants and Regional Support**

**The SEO, Ms. Julia Morkel was very helpful in both setting up on Day 1 and packing down on the last day. Ms. Heidi Labauschagne, a SEO and Jolly Phonics trainer was very proactive in ensuring that the training venue was set up, including taking the initiative to set up a Jolly Phonics display table prior to the trainer's arrival at the venue.**

- Despite a one-hour delay on the first day, all essential topics were successfully presented and adequately covered on each day of the training.
- The training proceeded as planned, with all sessions completed on schedule. The teachers particularly enjoyed interactive activities such as Four Corners, Kungfu Punctuation, Sentence Building, and Silly Sentences.
- To overcome audio issues with the presentation videos, a WhatsApp group was created to share video links. Additionally, the Suffix Rule proved to be an insightful learning experience for the teachers.

#### **Kavango East: Comments on Participants and Regional Support**

**The SEOs, Ms Hildegard Shimafo were on hand to provide support and to trouble shoot any arising challenges. The training enjoyed the support of Ms. Hilma Amakutuwa, a Chief Education Officer from Head Office, who also was responsible for driving the trainers from their accommodation to the training venue.**

- Participants consistently arrived on time for each session, reflecting their commitment and dedication.
- Attendance was notably high; no participant missed any portion of the training, demonstrating their strong interest. There were more Grade 3 teachers than expected requiring quick adjustments, including printing more certificates. The certificates had faint stamps and colours, which displeased the recipients.
- The Grade 3 teachers were enthusiastic about learning the 42 Jolly Phonics sounds, songs, and actions, expressing a desire to learn more. They recognized the necessity of a strong Jolly Phonics foundation before progressing to Jolly Grammar.
- The teachers felt at ease asking questions, which facilitated a productive learning environment.
- Additionally, they were open to sharing prior knowledge, which allowed the presentation to be tailored to their requirements.
- The teachers found Jolly Grammar, particularly the parts of speech, to be enjoyable and engaging due to the incorporation of actions, games, and colours.
- They also expressed enthusiasm for creating their own resources and showed a keen interest in games.

#### **Kavango West: Comments on Participants and Regional Support**

**The SEO, Ms. Geraldah Ndumba was also on hand to provide support and to trouble shoot any arising challenges. This included communication with the teachers and supervising break and lunch times. The training enjoyed the support of Ms. Hilma Amakutuwa, a Chief Education Officer from Head Office, who also was responsible for driving the trainers from their accommodation to the training venue.**

- There was notably high attendance of teachers, which exceeded the expected numbers. This necessitated adjustments to the seating arrangements.
- Participants also consistently arrived on time on each training day, and reported back on time after breaks, reflecting their commitment and dedication.

- The participants actively engaged in activities related to basic sounds and parts of speech, as well as Kung Fu.
- They successfully identified the correct colours associated with the parts of speech. Additionally, all participants volunteered for various activities.
- They were also keen on creating their own resources and showed a strong inclination towards using games in their teaching.
- Overall, the training was a resounding success, with many participants expressing eagerness to apply their new skills in the classroom. The atmosphere was collaborative, and feedback was overwhelmingly positive, indicating a strong foundation for future training.

### **Khomas: Comments on Participants and Regional Support**

**The SEOs present Ms Estelle Marlin, Ms. Hilma Kalimbo and Ms Bertha Haimbodie were on hand to provide support throughout the training. They went an extra mile to photocopy extra handouts and sample pages to accommodate the larger group that turned up for the training.**

- The participants interacted well as a group and were able to answer most questions for the recap sessions and shared their understanding and knowledge with the group.
- Some teachers missed the first day of the two-day session.
- The trainer built a good rapport with the participants and was able to cover most of the content.
- There was positive daily reflection feedback and good evaluation comments and scores
- The post-tests completed by the participants showed increased knowledge in all areas
- Participants now have a deeper understanding of the material and are eager to implement what they have learned.
- The punctuation exercises were a particular highlight, proving that grammar can be fun and engaging
- A teacher who was hesitant to speak English, expressed her excitement to use the Jolly programme in her classroom.
- Many teachers reported that their schools don't fully implement Jolly Phonics or Grammar, resulting in their Grade 3 learners being behind.
- Teachers also reported that HoDs only focus on adherence to the IPM, preventing them from using Jolly programmes.

### **Kunene: Comments on Participants and Regional Support**

**The SEOs Ms. Saraphia K. Tjiriange and Ms. Engenesia Hoeses did a good job in ensuring that teachers were accommodated at the training venue, which eliminated challenges associated with arriving late for the training. They monitored and controlled the training and break times, daily registration as well as troubleshooting all arising issues.**

- The participants showed great interest in the training, though they expected a lot more Jolly Phonics content as most of them claimed that their learners could not read. According to them, the grade 1 and 2 teachers did not teach much of Jolly Phonics and there was a big knowledge gap which they needed to work on hence the need for more training in Jolly Phonics in particular
- The teacher participated with enthusiasm and had good English proficiency as most of them were very young and energetic, with most being fresh from their studies. They had knowledge of Jolly Phonics and they understood the advantages of teaching it to the learners.

It was a mixed group of experienced teachers and younger ones. They enjoyed the Kung fu Punctuation and the practice of this orally with sentences and it was fun.

- The group enjoyed the part of 'magic e' as most knew that <e> at the end of the word is silent but then started to understand the differences in pronunciation in words such as 'house' and 'hope' as well the importance of sound buttons. Most of them contributed and asked valuable questions.
- The delay of teaching materials was a challenge for the teachers, and some claimed that their schools had not even received the Jolly Grammar 1 Handbook to date which caused a big delay in starting teaching Jolly Grammar at their respective schools
- Most teachers in the group felt that they are not confident with the pronunciation of sounds /a/ and /u/. They were advised by the trainer that they would still have to teach the sounds to the learners.

### **Ohangwena: Comments on Participants and Regional Support**

**The Senior Education Officers Ms Johanna Nghiwe Nghiwete and Mr. Angula Malakia played a key role in ensuring smooth operations, from supporting participants with registration to liaising with the venue to ensure that the training happened as planned. Mr. Malakia specifically went an extra mile to serve as a driver every day for the trainers, together with the regional driver as the training venue was quite far away from the trainer's accommodation.**

- Participants consistently arrived on time and actively engaged in all activities. The use of a writing board minimized distractions, promoting focus throughout the sessions.
- Some participants possessed prior knowledge of Jolly Phonics, and the incentive of sweet rewards further encouraged active participation.
- Attendance was consistently at 100%, and participants displayed obedience by remaining in the room until instructed otherwise, regardless of the time.
- Participants confidently expressed themselves in English throughout the training.
- Despite some delays, the trainer was able to cover all the material within the allotted time, and participants were engaged and focused.
- The participants' learning pace and their attentiveness were impressive. They showed a marked improvement in their phonics knowledge and were willing to stay past the scheduled end time.

### **Omaheke: Comments on Participants and Regional Support**

**The support rendered by Ms. Patricia K. Njavera was fantastic. She was present for all 5 days. Mr. Boity Ntesa opened the training in Omaheke. Handouts were printed and provided in folders. All planning was well done.**

- Participants interacted well as a group and supported those who needed support.
- Participants were able to lead the recap sessions and answer the questions from others.
- After spending significant time on terminology and spelling rules the group made huge leaps forwards with their understanding and this was evident as it all came together in the grammar sections when they could apply spelling rules to the spelling of words identified in parts of speech.
- Even though a lot of time was spent on spelling, the group had a good grasp of grammatical concepts, so the trainer moved through these sections at a good pace and covered the key content.
- Many reported that they had not been taught so much for English, especially sounds/alphabetic code. This meant the trainer used a lot more time on spelling and had less time for grammar sessions
- Syllables caused a great deal of discussion which took a lot of time. Most had wrongly confused syllables with onset and rime. The trainer had to keep coming back to this as they wanted to say sounds twice such as frog-gy and hap-py.
- Positive daily reflection feedback and good evaluation comments and scores.
- Post tests showed increased knowledge in all areas.

### **Omusati: Comments on Participants and Regional Support**

Four SEOs alternated their attendance to support the trainer in various ways. One SEO Ms. Selma Lipinge was very helpful in ensuring that flip charts, marker pens, and toilet paper were provided. She also made sure that everyone registered, scanned the QR code, and that the training ran smoothly. The Acting Chief of Professional Development delivered a motivational speech encouraging teachers to embrace the programme and implement it correctly. She further recommended teachers create a WhatsApp group as a constructive platform for interaction, collaboration, and mutual assistance.

- Participants maintained a positive attitude and actively engaged with questions about integration and implementation.
- Most participants were familiar with the programme and confidently defined its concepts blending, sounding, letter etc by explaining the "what," "why," and "how."
- Participants were excited about the spelling and dictation lessons, indicating that things are already done for them and will give common activities.
- The pair and group activities were wonderful. It was refreshing to see the male teachers embracing the programme and commenting that it was the best methodology they had ever seen.
- This group took some time to understand the alternative spelling, but they were impressed with the Jolly App and Padlet.
- Participants indicated that most of their grade 2 learners don't know how to read, and they lack knowledge of alternative spellings because grade one and two teachers are not teaching jolly phonics and grammar in their classes.
- participants were consistently late to arrive to the training, and a good number were frequently on their phones and needed prompting to stay active.
- Most teachers had little Alternative spelling knowledge and felt the content didn't fit kids in deep rural areas.
- Negative behaviour was observed as some teachers indicated that the Jolly Grammar handbook was supposed to be delivered already, and they anticipated it would take ages to receive it.

### **Oshana: Comments on Participants and Regional Support**

**There was uncertainty on Day 1 of training as to whether the training would go ahead as there had been a directive issued cancelling all public gatherings. The Chief: Mr Nicholaas Eiman, was pro-active in securing permission for the Jolly Phonics training. The SEO, Mr Gabriel Naftal, also a Jolly Phonics trainer, was on hand to provide support which contributed immensely to the success of the training.**

- There was low turnout on the first day of training due to some confusion over initial communication regarding training being suspended due to the passing away of Namibia's founding president. This was later rectified, when permission was granted to proceed with the training. Unfortunately, some teachers had already been informed by their principals not to attend the training. Despite this, the participants were eager to learn and arrived on time for the training sessions and after breaks.
- Oshana region had invited a few private school teachers. They were fully engaged and participated in all the activities however most of them brought their babies which was a bit disruptive.
- To further enhance the learning experience, it was suggested to incorporate more fun activities and active learning. Participants grasped the sounds, actions and alternative spellings well.
- The content was delivered thoroughly, and it was clear that most participants understood it well.
- Timing was well managed with participants arriving on time both for the training session and after breaks.
- Active learning was emphasized through a variety of engaging activities, which made the presentation fun. Magic <e>, Kung Fu's punctuation and parts of speech action and colours stood out the most.

### **Oshikoto: Comments on Participants and Regional Support**

**The Regional SEOs did an excellent job organizing the event and ensuring our comfort throughout our stay. Mr Nicholaas Eiman and the SEOs deserve praise for emphasising the programme's significance and the benefits schools will gain by implementing it.**

- The training delivery went well, with participants actively contributing and sharing energizers and songs. Despite delays on Day 1 (not getting through all the planned slides), the participants and trainers were able to agree to an extended training day.
- The trainer was impressed by the teachers' respect for the training time and their commitment, which helped me stay energized.

- The session was completed within the allocated time, with minor adjustments to the content. Some concepts, such as alternative spelling and consonant doubling, required additional explanation due to the participants' varying levels of comprehension.
- The participants were actively engaged in all activities and adhered to the schedule. Writing on their boards fostered teamwork and minimized distractions, preventing phone usage and movement in and out of the venues.
- The content was delivered on time despite the delayed start due to the passing of the country's founding president.
- Participants enjoyed the programme, mastering the 42 sounds and their corresponding actions, alternative spellings, songs and kung-fu punctuation.
- They particularly enjoyed the parsing activities. -The content was delivered on time.
- Participants enjoyed the programme, mastering the 42 sounds and their corresponding actions, alternative spellings, songs, and Kung Fu punctuation.
- They particularly appreciated the parsing activities.
- The participants were pleased, as the programme aligns well with their syllabus.

### **Otjozondjupa: Comments on Participants and Regional Support**

**Participants were punctual on the first day of training, with most arriving earlier than the expected time. Despite this, the start of the training was delayed as there arose some confusion as to which training room participants were to be in. The SEOs Mrs Chuma Kashuwa and Mr Simanga Simanga arrived after 08:00hrs and so were only able to sort the teachers into groups after that.**

- The training session was successful even with fewer participants than expected. Participants were punctual, arrived early each day, and showed a keen interest in learning. They were actively involved in all aspects of the programme and mastered the content. The male teachers were especially active and engaged.
- Most of the teachers had some Jolly Phonics knowledge and were familiar with certain letter sounds and actions.
- By the end of the session, they could complete the layout of the grammar books and a Spelling and Grammar lesson.



- They enjoyed the games and interactive activities, especially the vowel to preposition connection, the punctuation and parts of speech activities.
- The participants left with a clear understanding of the programme and the lessons. They found the training to be useful and enjoyable. They particularly liked the systematic structure of the programme, and in particular:
  - Blending and sounding of words
  - Different hand palm writing and texture games
  - Using sound buttons for reading and writing
  - The clear explanation of letter-sound correspondence
  - The distinction between consonant blends and digraphs, and how to use them in words, and practise using arm blending
  - New, fun ways to teach phonics and grammar, including actions for sounds and parts of speech
  - The creativity and value of the programme
- Some teachers struggled to understand the curriculum mapping and hoped that it would become clearer once they started implementing the programme with the IPM.
- Participants struggled with possessive adjectives and phonemic awareness, specifically counting sounds in words and recognising /ng/ as a single sound.
- Some participants found it challenging to remember the 42 sounds, alternative actions, and parts of speech.
- The second group experienced a delayed start due to group changeover, resulting in reduced training time on the first day.
- Transportation issues arose, with some participants left behind due to a small bus and late pickups from accommodations.
- Group sizes were unequal, with one training group having significantly more participants than others.
- Teachers expressed concerns about limited time for resource creation and a lack of classrooms.
- Some of the teachers expressed concerns over their school's admission of older children with no prior schooling which posed additional challenges for teaching and learning, as they often could not read. This made it difficult to teach them grammar without the foundational phonics knowledge.

## **Zambezi: Comments on Participants and Regional Support**

**The SEOs Ms. Thembi Likawala and Ms Dorothy Mutimani were very helpful, and punctual, arriving early on all the training days. They managed the manual registration, ensured that the participants completed the required forms and were overall very efficient.**

- The participants were fully engaged and showed a very positive attitude throughout all the activities. They always arrived on time, followed the schedule, and were respectful by minimising phone use, staying awake, and not leaving the room unnecessarily.
- - The group had positive interactions with both the trainer and each other. Although there were few questions, the daily reflections always provided insightful and thought-provoking feedback, with a mix of clarity and confusion expressed by many.
- - The daily recaps proved to be a valuable tool in reinforcing the learning from the previous day. The participants had prior knowledge of Jolly Phonics Pupil Book 1, which allowed a steady training pace, and it allowed for the inclusion of many extra activities, particularly for the pronunciation of some of the short vowels and digraphs.
- - The entire first day was spent recapping Jolly Phonics Pupil Book 1 and learning the strategies for teaching the alternatives in Book 2.
- - The "Wow" moments - moments that the participants particularly enjoyed and found amazing, included Kung Fu Punctuation, the activity for commas in lists, and parsing on a washing line.
- - Jolly Phonics Book 2 was started in the afternoon of day one and continued on day two. The pace was slower as discussions in their home language were essential, due to many participants having poor English skills. The "Wow" moments were Jolly songs, arm blending, silent praising, magic e, and short and long vowels.
- - Many participants struggled to download the Jolly Phonics Lessons App onto their phones, or to access QR codes due to lack of data, phones or internet connectivity. Hence the pre- and post-tests, registration and training evaluation were conducted manually

## HoD Training

### Windhoek: Comments on Participants and Regional Support

**The trainers received much support from SEO Ms Engenesia Hoeses and who monitored the break times notification, provision of relevant documents and observed and participated during the sessions.**

- All the relevant content was taught in the allocated time.
- Participants were actively engaged in the activities. They were motivated, attentive and responded well to questions which indicated that they appreciated and understood the content being presented.
- The responses from the closing questions and remarks were positive and acknowledged the high standard and quality of the training.
- The pace of facilitating the use of the monitoring app improved after the officials provided the correct names of participants which were not on the original list. They were then provided with a pin.
- Participants who did not have Android cell phones could not download the Jolly Monitor App and had to follow the presentation by working with a participant who had Android phones.
- Wifi was not available on the second day of training, and so participants were requested to use their mobile data which they did without a fuss.
- Overall, the training was successful with very positive interaction with the participants. The HoDs appreciated the training sessions as it helped them to develop a deeper understanding of the Jolly Phonics and Jolly Grammar programmes as well as the importance of monitoring and supporting the teachers with implementation in the classrooms.

### Swakopmund: Comments on Participants and Regional Support

**The SEO Ms. Mathucia Higoam organised the venue refreshments but could only attend the training of Day 1 before proceeding to Windhoek for SEO Training. Another SEO, Ms. Van Rooi took over providing support for the**

**remaining days. She ensured that daily registration was done, along with the other required paperwork.**

- Lots of wonderful moments when participants finally demystified some key concepts and terminology.
- Great attendance and participation. The HODs had been looking forward to the training and were eager to be fully involved.
- All the content was successfully delivered, with participants sailing through a lot of it quite easily
- The HODs were happy with the fact that the App would help to reduce paperwork and report-writing which they were finding tedious on top of their classroom teaching responsibilities.
- The participants also brought to the attention of the trainers that the <t>formation was taught with a flick in Namibia as per policy and that the <a>formation had a tiny stick at the top that was supposed to touch the line. Jolly Phonics books needed to reflect this.
- There was little time for games and activities as participants needed more time to grasp the key concepts for each level of the programme.

#### **Ongwediva: Comments on Participants and Regional Support**

- The training commenced and progressed smoothly, with the content being covered as planned.
- The participants participated actively and were excited to respond via the Self-Evaluation at the end of the training.
- The digital attendance was completed by all the participants. From the trainer's assessment, the participants were able to use the Jolly Monitor App to monitor a Lesson Observation.
- The participants were excited that the participants were able to use the Jolly Monitor App to monitor Jolly Phonics and Jolly Grammar teaching.
- The trainers assisted the participants to download the resources using their scanners. The participants loved the activities embedded in the training and agreed that the programme was indeed very much learner centred.
- The attendance was more than the number expected which suggests that the regions were proud to be part of the Jolly Phonics and Grammar programme.
- The venue was very conducive, the participants were very dedicated. The Wi-fi provided was strong enough.
- There were a few participants who could not download the Jolly Monitor App because they use an i-Phone. Their inability to download the App did

not hinder their learning because they paired with their colleagues and participated in trying their hands on the App

### **Rundu – Kavango West, Kavango East and Zambezi: Comments on Participants and Regional Support**

**The SEOs Ms Dorothy Mutimani, Ms Hildegard Shimafo and Ms Gerhald Ndumba were on hand to support the trainers in terms of registration of participants, liaising with the venues regarding equipment, room layout, break time snacks and meals.**

- The participants participated actively and were excited to respond positively to the delivery of the content. They were very excited to participate in the post-training Self-Evaluation at the end of the training.
- The HoDs were also excited to have been given the links to resources, especially the Padlet, as they noticed that most of the resources used or mentioned during the training were contained therein.
- The participants loved the activities embedded in the training which ensured that the delivering was not just about the trainers dolling out words. The number of participants was more than expected, which suggests to us that the region is proud to be part of the Jolly Phonics programme.
- There were a few minor challenges that impacted the training. More time than estimated was spent helping the participants download the Jolly Monitor App and QR code scanners, because of the low capacity of the Wi-Fi provided. This challenge made it difficult to complete the taking of the Digital Attendance on the first day.
- Listening to the comments of the HoDs, the trainers gleaned that they would have preferred to be accommodated in the same venue where their teachers were, that is at Hotel Rundu.
- There was a mix-up with some HoDs Kavango East and Kavango West, which saw both groups arrive in Rundu at the same time and were accommodated at different hotels, with plans to host their training at the same hotel they were accommodated at. This led to one group having to be transported to another guest house to join with the other group, making the group size bigger than planned. This delayed the start of training on Day 1.

## SEOs Training

### Windhoek: Comments on Participants and Regional Support

This training brought together SEOs from across the 14 regions for the Jolly Monitor dashboard training. This training enabled them to follow up on HoDs as they were monitoring teachers, tracking learner assessment performance, and how to extract monitoring data to use for reporting purposes.

- The SEOs were punctual for start times, breaks and lunch.
- The participants actively engaged in the sessions and learned new grammar ideas. Despite being fluent in English, some participants gained new insights and expressed their willingness to mentor and guide their juniors in implementing the programme.
- The class actively participated in discussions surrounding word pronunciation and letter sounds, sharing their thoughts and demonstrating their individual comprehension of the material. The participants were introduced to the Jolly Phonics Monitoring and Mentoring System.
- They learnt how to use the Jolly Monitor dashboard to follow up on the monitoring activities, track assessment performance for the nation, track monthly monitoring and assessment performance, as well as how to extract data for report purposes.

## Training Costs

Following on from the philanthropic donation of Jolly Phonics materials and training in 2022 the MoEAC have ensured that they have a budget to sustain and extend the intervention.

A budget was agreed upon between the MoEAC and Jolly Futures for the provision of Grade 3 and HoDs training. The invoices were payable after the services were delivered, and Jolly Learning Ltd. agreed to cover all costs in advance, with the understanding that the invoices would be paid promptly in arrears

Item	Agreed NAD Budget
Grade 3 Teacher Training	1,493,856

<b>Heads of Department Training</b>	247,272
<b>Training-of-Trainers</b>	234,120
<b>Grand Totals</b>	N\$ 1,975,248

## Training Pictures



Motivational speech from SEO



Participants in attendance



Grade 3 participants practicing sentences with Jolly Grammar actions.



Participants energisers outside





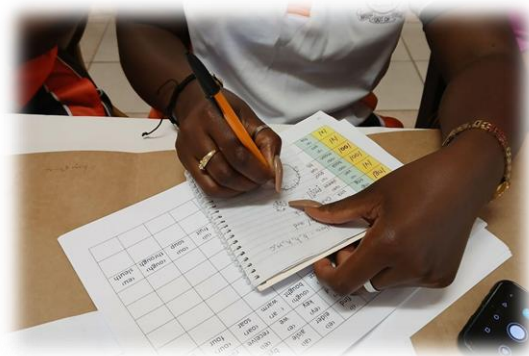
Participants enjoying the session.



Participants practicing palm writing.



Participant parsing a sentence using colours.



Participant taking notes on the alphabetic code and 'gentle cindy' rule.



Soft <c> and <g> activity.



Participants practicing arm blending.





Participants practicing letter formation.



Suffix and Prefix Activity.



Modelling Magic <e> word blending



Tricky word activity.



HoD using the Jolly Monitor App.



HoD using the Jolly Monitor App.



Magic <e> participant demonstration



Participants practicing conjunctions



Trainer demonstrating use of Big Book for HoDs

# Materials

The MoEAC procured 2,748 copies of the Jolly Grammar 2 Handbook in print edition, one for each Grade 3 teacher. Jolly Learning Ltd. ensured that the Handbook was adapted into a print edition for Namibia, aligning it with the national handwriting policy. Special thanks to Suzy Medeiros, Publishing Director at Jolly Learning, for arranging both the adaptation and the shipment.

Like the Jolly Grammar 1 Handbook, the Jolly Grammar 2 Handbook combines both the teacher lesson plan and photocopiable pupil worksheet. The spiral bound handbook comes with a school photocopy licence which means that after the initial procurement, the only on-going costs are if schools choose to photocopy worksheets.

The commercial retail value of the Handbook is N\$ 1,020. However, Jolly Futures secured a 42% discount for the national order, bringing the cost of the Handbook to N\$ 720.48, which includes shipping, VAT, and delivery to Windhoek.

The consignments were delivered in cartons of 12, with a total of 2,748 copies supplied across 229 cartons.

An additional 70 copies of the Jolly Grammar 1 Handbook were sent by air freight in January 2025 to cover the shortfall from the previous year. The order for 2,748 Jolly Grammar 2 Handbooks also included 70 extra copies to pre-empt any shortfall in 2025.

In addition to this the MoEAC procured the Jolly Monitor App for a heavily discounted price of N\$ 720.00 per HoD for 5 years. This included the initial account creations for each HoD, customised monitoring and EGRA forms, technical support downloading and using the app and support for key stakeholders utilising the data from the Jolly Monitor dashboard.

The total amount invested in materials by the MoEAC is detailed in the table below.



Item	Agreed NAD Budget
Jolly Grammar 1 Handbook (70 units) including shipping	50,432
Jolly Grammar 2 Handbook per teacher (2742 units) including shipping	1,979,813
Jolly Monitor licence (5 years for 225 HoDs)	162,000
<b>Grand Total</b>	<b>N\$ 2,192,245</b>

## Supplementary Materials

There were a few minimum recommendations to print which were shared by the 12<sup>th</sup> of December 2024 for adequate time to print and prepare.

This was a 15 paged handout which had the general principles of Jolly Phonics and Grammar, overviews of the programmes and the action charts. For ease, this was the same handout for both Grade 3 and HoDs participants.

All regions printed one copy per participant. Many regions printed these in colour which was very useful and greatly appreciated by participants. A teacher padlet link with all paperwork to support Jolly Phonics and Grammar was shared with participants via QR codes or short URLs. An HoD padlet link with all paperwork to support monitoring and mentoring, EGRA and Jolly Monitor App guidance was shared with HoDs via QR code and short URL.

Examples of the Jolly Grammar and Monitoring and Mentoring Padlet's are shown below. These are online and can be accessed by the URL or QR Codes that were shared in the training. These padlets were created to reduce the need for multiple handouts during training, to reduce printing costs and to provide participants with comprehensive supplementary materials and guidance to aid with implementation. Participants could scroll vertically under each heading or horizontally to see all headings. Each document can be viewed online or downloaded.



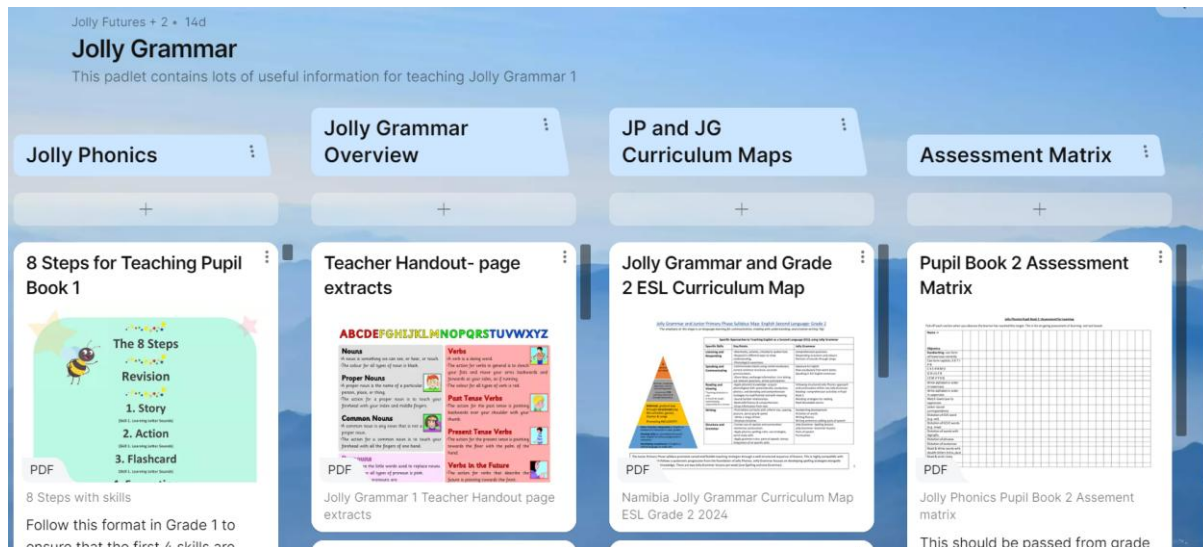


Figure 1 Example of the Jolly Grammar Padlet for teachers and HoDs

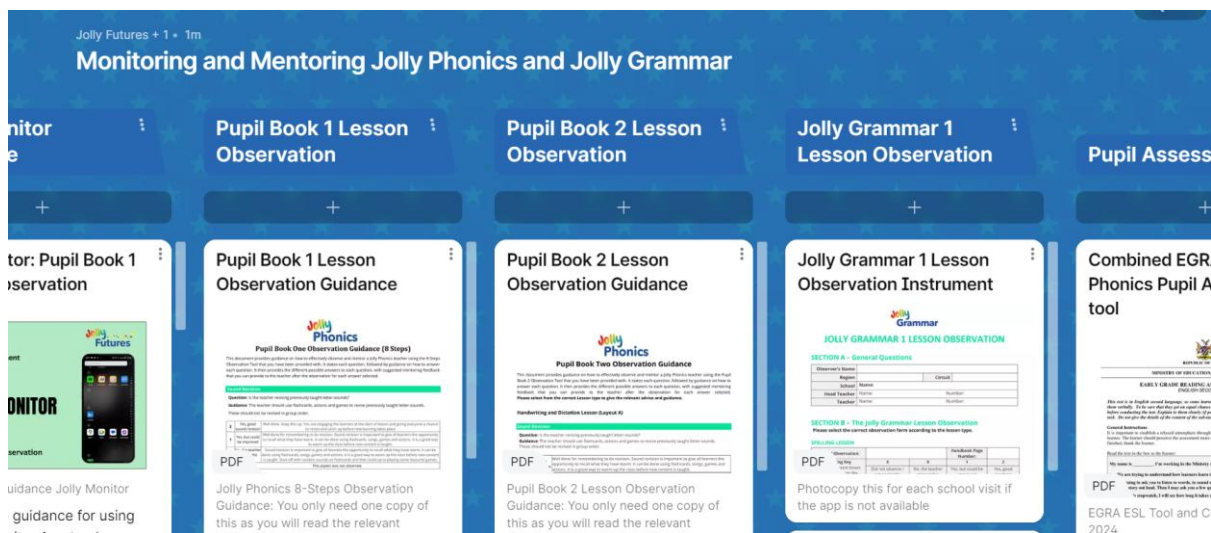


Figure 2 Example of the Monitoring and Mentoring Padlet for HoDs

## Jolly Phonics Lessons App



In many regions, the majority of teachers had smartphones. These teachers downloaded the Jolly Phonics Lessons App during the training. The App is free for android users in Africa. They were shown how to use the app and change the font to print letters. Participants' 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. Participants with iPhones are unable to access the app for free.

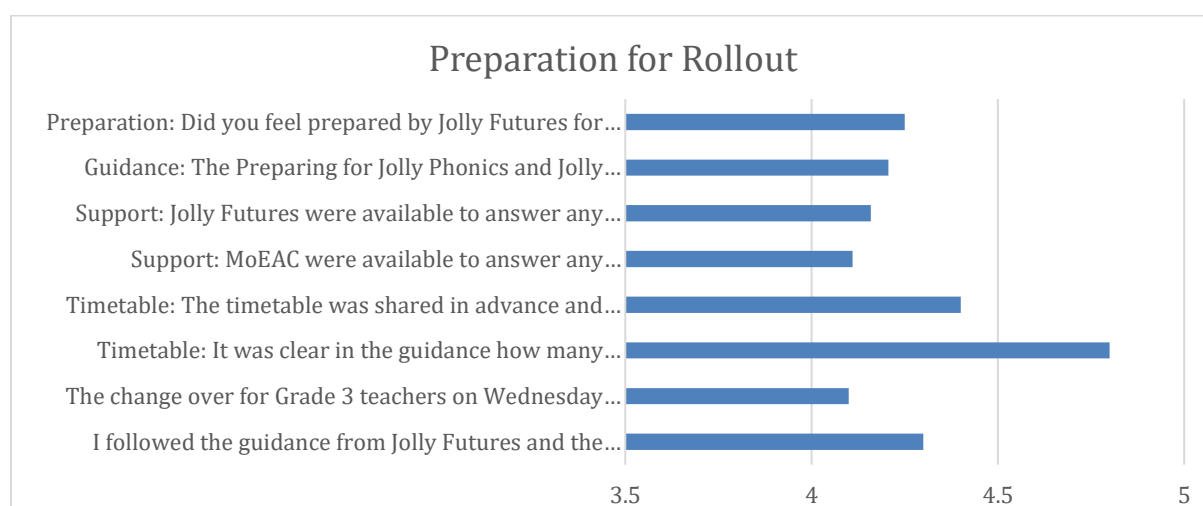
# Evaluation

## Feedback From Officials

After the rollout was complete, an anonymous google feedback form was shared with key members from the MoEAC who were involved in the planning, preparation and implementation to reflect on the process. This was completed by 1 member from Head Office, and 19 SEOs who were the key regional Jolly Phonics focal point persons. This feedback comes from a total of 20 officials.

## Preparation

**This chart indicates the mean scores regarding the preparation for the rollout. (where 1 is poor and 5 is excellent).**



*Figure 3 Preparation for the rollout*

The responses show that the majority of SEOs and officials from Head Office felt well prepared for the rollout, having a mean score of 4.3 out of 5. The results also indicate with mean scores between 4.1 and 4.2 out of 5, that the 'Preparing for Jolly Phonics and Jolly Grammar' document was informative and clear and that both Jolly Futures and the MoEAC were available to answer any questions. It was interesting to note that the highest mean scores of 4.4 and 4.8 were recorded in relation to the timetable being shared in advance and being clear on the expected number of participants.

## Printing and Supplementary Materials

This chart indicates the mean scores regarding the materials to be printed and the provision of the online resources padlets. (where 1 is poor and 5 is excellent).

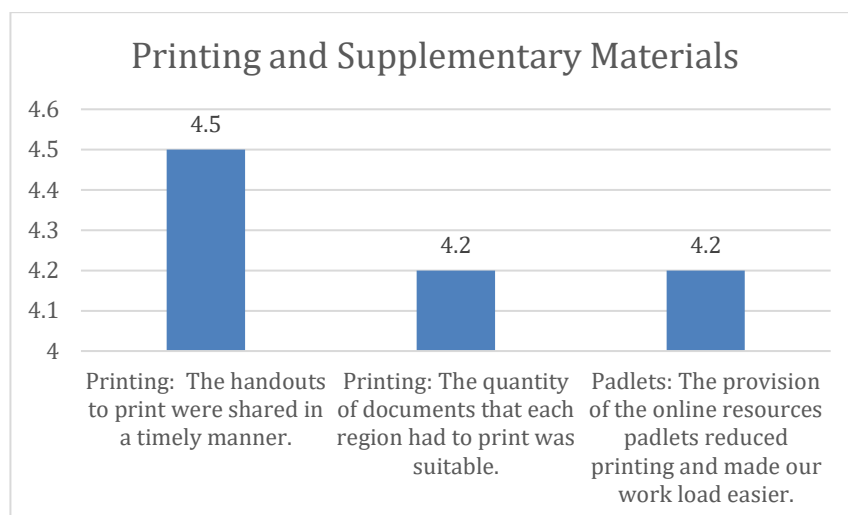


Figure 4: Printing and Supplementary Materials

SEO's felt that the handouts to print were shared in a timely manner and that the quantity of documents for printing was suitable. They equally felt that the provision of online resources padlets helped reduce the amount of printing that needed to be done.

## Training Team

This chart indicates the mean scores regarding the quality of the trainers. (where 1 is poor and 5 is excellent).

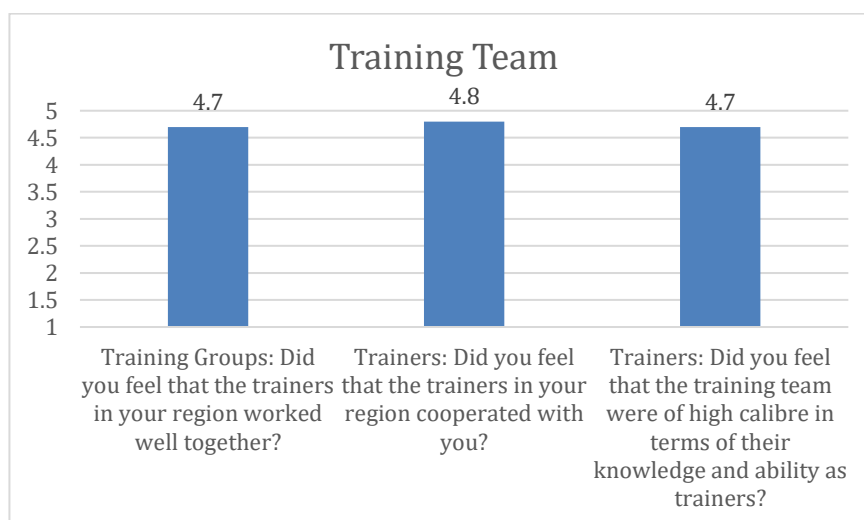


Figure 5: Training Team

The results show high mean scores given by respondents for all categories. The feedback indicates that officials felt that the trainers in their region worked well together, as well as cooperated well with them as officials. The officials also felt that the trainers were of high calibre, in both their knowledge and ability. The officials did not report any specific issues with individual trainers.

## Participation

This chart indicates the mean scores regarding the participation of Grade 3 teachers and HoDs during the training. (where 1 is poor and 5 is excellent).

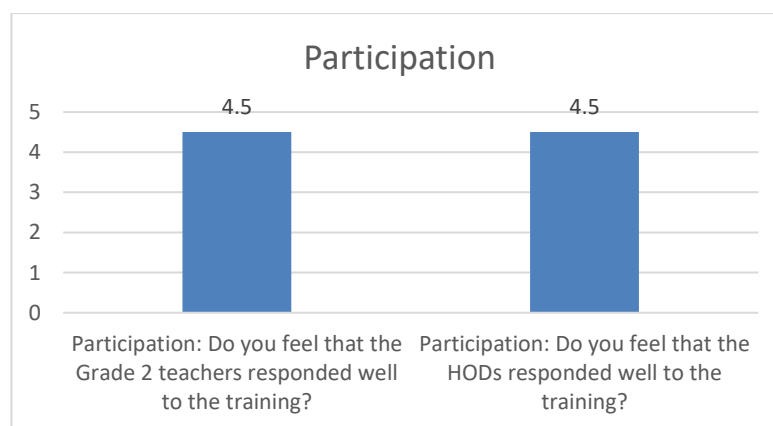


Figure 6: Participation

High mean scores 4.5 out of 5 for both Grade 2 teachers and HoDs participation indicate that officials felt the training was well received.

## Training Timetable

Do you think in the future there needs to be more time off between training?

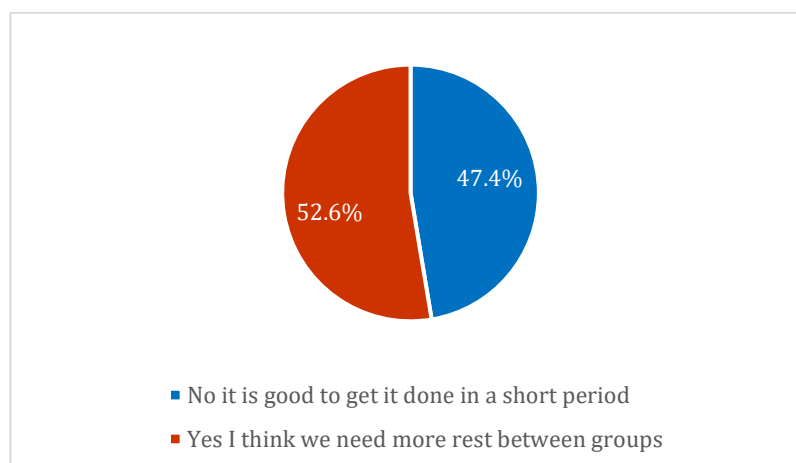


Figure 7: Training Duration



This question received a mixed response from officials. 53% felt that there needed to be more time off between groups of training, while 47% were in favour of completing the training in a short period of time.

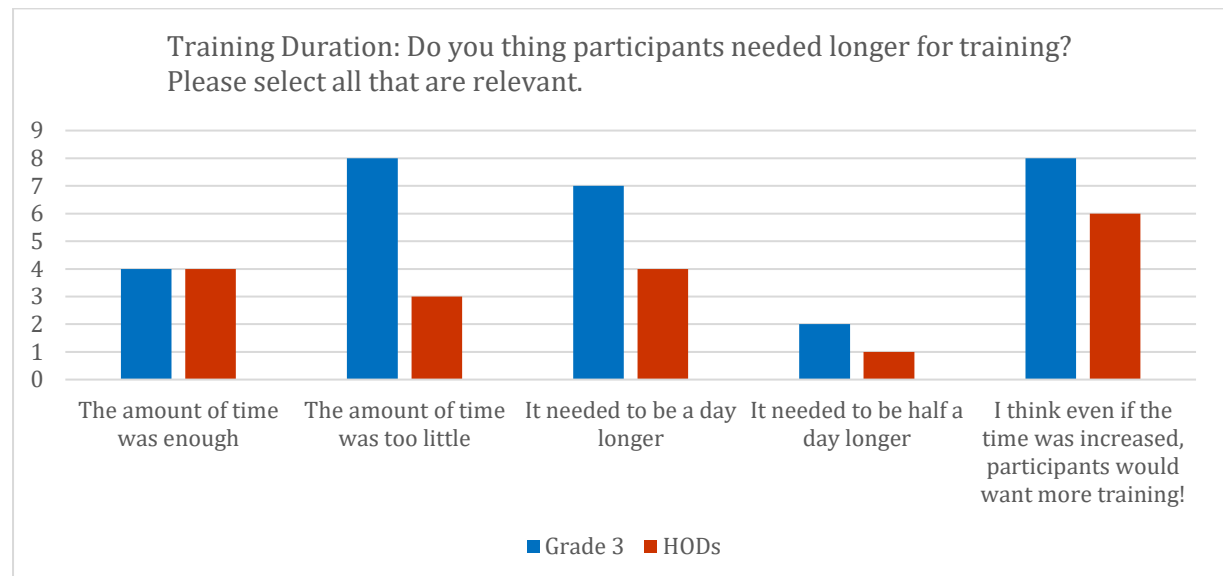


Figure 8: Training Duration Survey

L-R (The amount was enough; the amount was too little; it needed to be a day longer; it needed to be half a day longer; even if training was increased, participants would still want longer)

There were mixed responses to the duration of training. There was a strong agreement though, that even if the teachers and HoD training time was increased, the participants would still want more training.

## Feedback

Google forms were implemented to minimise the need for printing and streamline the diverse analysis of training data handled by individual trainers. They served as a tool for collecting feedback and were accessible through either a short URL for browser input or QR codes.

### **The QR codes are better than having paperwork to collect and compile.**

A majority of 84% preferred QR codes over the traditional method of gathering and compiling paperwork.

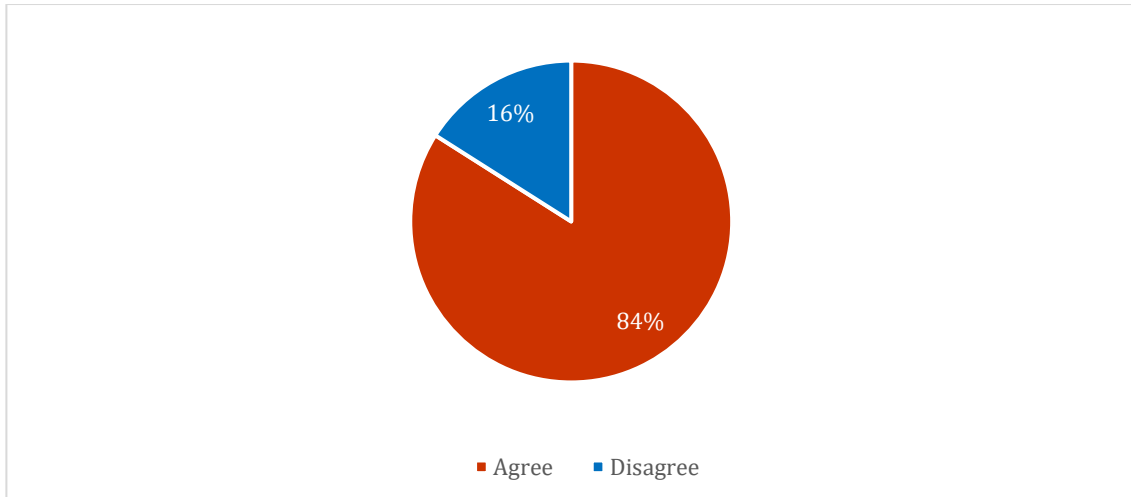


Figure 9: QR Codes

Nonetheless, 16% of respondents found the QR code scanning to be overly time-consuming, as illustrated in the above pie chart.

**The QR codes for participant forms were too time consuming.**

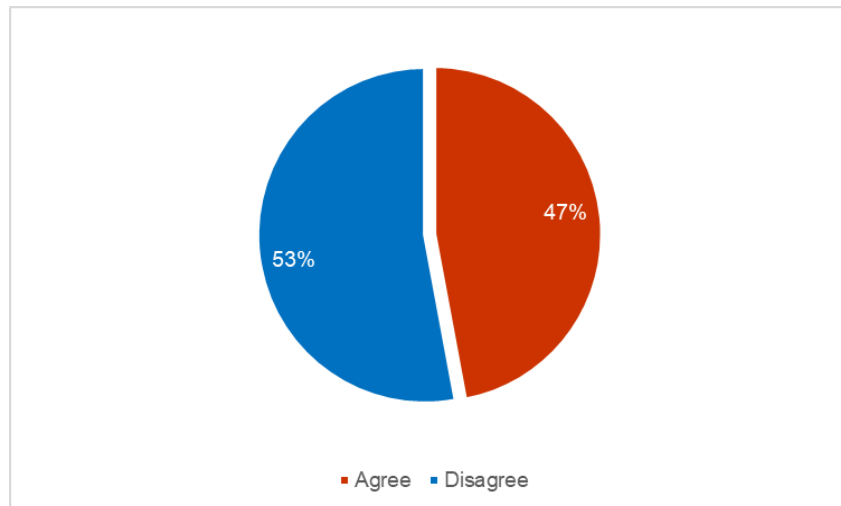


Figure 10: QR Codes too time consuming

Although the officials expressed a clear preference for QR codes, opinions were divided on whether they were too time-consuming. While 53% disagreed with this view, 47% agreed that QR codes required excessive time.

**The digital attendance worked well on Day 1 for each group. Most participants could scan and register on the digital attendance (with their own phone, with help, using my own phone).**

This year, participants were required to record their attendance using both digital and paper-based methods. For the digital attendance, they scanned a QR code

and provided their details solely on Day 1 of the training. Meanwhile, hard copy attendance sheets were updated daily throughout the training sessions.

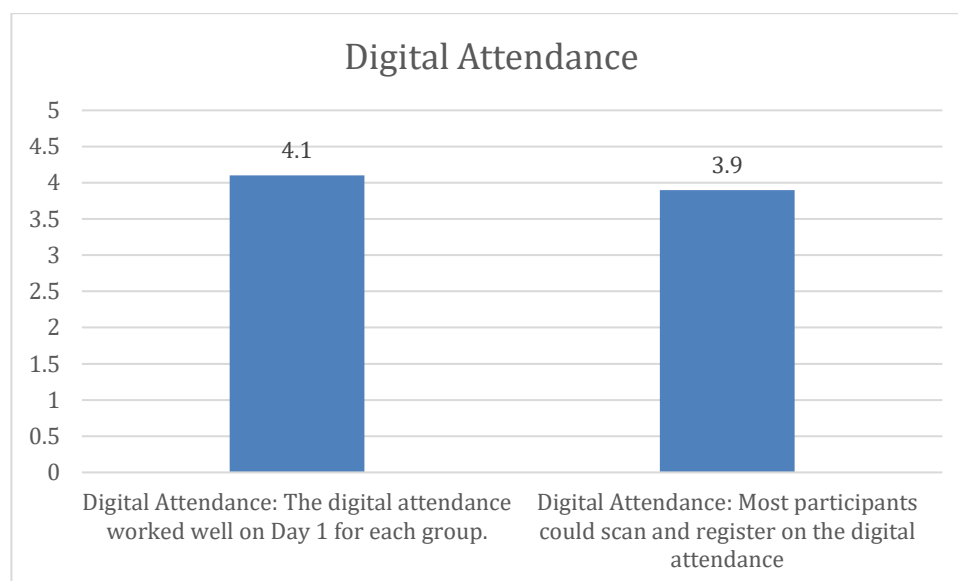


Figure 10: Digital Attendance

Overall, the officials believed that the digital attendance system functioned effectively on Day 1 for each group. Participants were able to scan and register digitally either independently using their own phones, with assistance, or by utilizing the phones of officials or other participants.

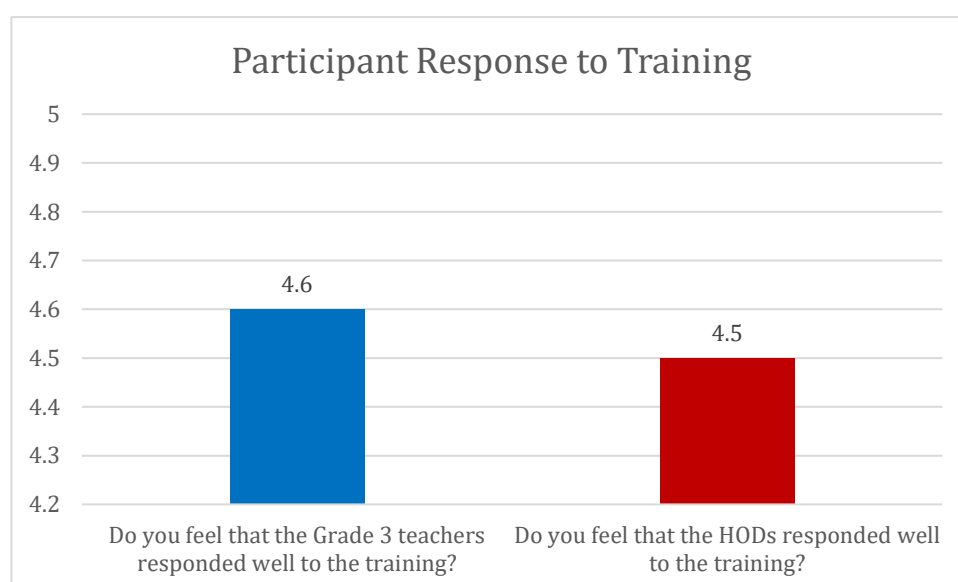


Figure 10: Participant response to training

The officials felt that both the Grade 3 teachers and HoDs responded well to the training, with high mean scores of 4.6 and 4.5 out of 5 respectively

### Do you feel the HoDs responded positively to the use of the app? (Jolly Monitor App)

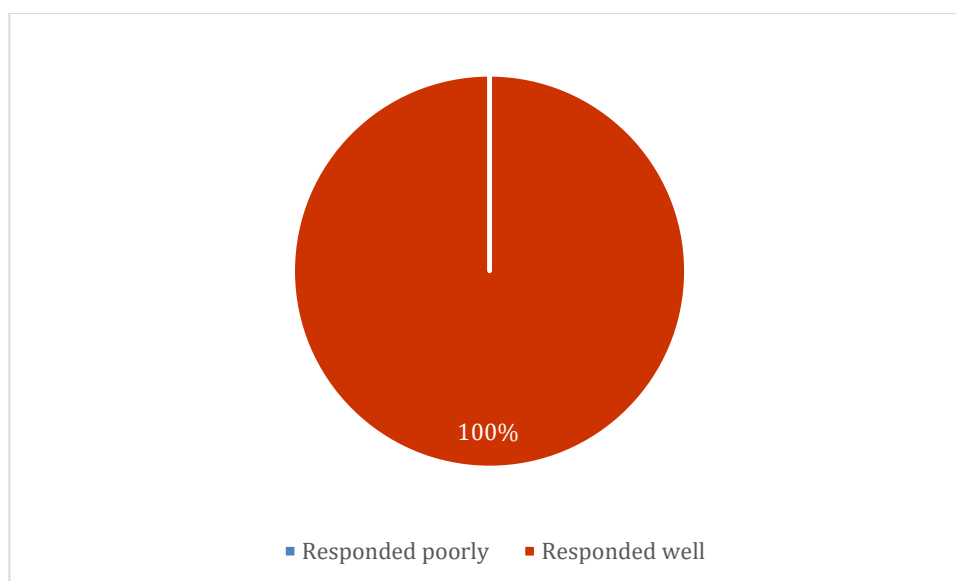


Figure 11: HoD response to Jolly Monitor App

**All the officials felt that the HoDs responded positively to the use of the Jolly Monitor App.**

### Here are some of the Officials' comments:

- *Refresher training for newly appointed teachers is supposed to be budgeted annually by the Head Office. Refresher trainings are needed.*
- *Shainaz is an excellent trainer.*
- *Jolly Futures is a very good programme.*
- *All went well. All was in order.*
- *Jolly Futures to provide the participants with more materials.*
- *Participants could ask questions wherever they were some concerns.*
- *The training venue was clean and conducive.*
- *All printed materials (handouts) were arranged and provided to all teachers in advance for Kavango West Region. Everything was ready - Hardap. Job well done for Kunene Region.*
- *Everyone was cooperative.*
- *Fred, his presentation of the Jolly Monitor App was a wow moment for me, and he really worked hard to ensure that I remember how to use the App effectively.*
- *Patrick and Stella were so helpful to the HODs. They even help those stuck on how to use the Jolly monitor who request to be assisted. God bless you; God bless you. The two Irene's were very helpful.*

- *All the trainers were well organised and could provide constructive feedback in a positive and professional manner.*
- *Sian presented Jolly Grammar with "exceptional practical, theoretical, and comprehensive skills."*
- *They're very much helpful - Roberta and Eliud.*
- *The patience Fred, Sheba and Regina exuded is highly appreciated.*
- *Both Trainings were excellent, teachers learned a lot. Time frame, for the information, especially if you attend Jolly for the first time. The knowledge was too overwhelming.*
- *Jolly monitor training for SEOs that took place in Windhoek was excellent.*

### Challenges were listed as.

- *In some regions, only a few HoDs are using the Jolly Monitor App*
- *SEO's must not attend training on the same days as their teachers.*
- *Few of the participants did not have smartphones.*
- *There was no Wifi, so I had to type the information at a later stage.*
- *The projection was not clear. Windows had no curtains.*
- *Timetable to have time remaining for cleaning of venues.*
- *Materials - handbooks were late to reach the regions. We are still waiting on the books*
- *Procurement logistics with catering requires improvement.*
- *Some days the food was not enough for all participants. So, they had to wait for some time. Late delivery to no food on the first two days.*
- *There was poor time management.*
- *The challenge experienced during the HoDs training was a misunderstanding with the focal person for Kavango East who did not know that the group for Kavango East region HODs were supposed to start on Thursday and finish on Friday 31 January 2025 and Kavango West HoD training was 27 - 28 January 2025. The focal person booked HODs for Kavango East on 27-28/01/25 at Hotel Rundu while HODs for Kavango West were booked at Gaga Guesthouse in Rundu by Head Office, and were supposed to receive their training at Gaga but later the focal person for Kavango East informed us to move to Hotel Rundu to be combined with HODs from Kavango East that were supposed to start their training on Thursday and end on Friday. The delay was caused and HODs did not get the presentations when the presenter started with Kavango East but later*

*both the trainers and Focal person for Kavango East were shown the planned timetable Sian forwarded to all focal person and the confusion was resolved.*

- *Teachers and HODs received invitation letters well in advance and 100 percent attendance was realised. The only challenge Kavango West Region experienced during the training of group 2 Grade 3 teachers on day 1 was electricity that was off almost for the whole day and the second day trainers had to rush through presentations to fish all.*
- *Head Office should stop communicating to us at the last minute.*
- *Proper planning and timely communication of all logistics to people on the ground need to be improved*
- *Hard copies of padlet documents are better as some schools are unable to print them. Teachers cannot always rely on padlets.*
- *Books must be available the time when training is conducted.*

## Feedback From Participants

At the end of each training, participants could complete a google training evaluation form. This section provides an analysis of the answers provided by 1471 participants where 1305 were Grade 3 teachers and 166 were HoDs. This feedback reflects 24% of the total participants across all groups and types of training.

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

The mean rating for the training was **8.5** where the participants rated the training on a scale of 1 to 10.

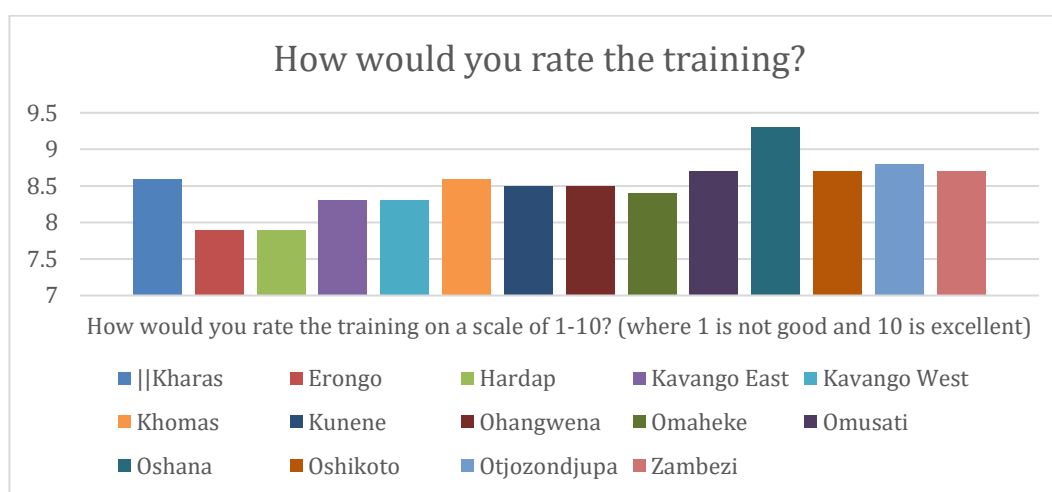


Figure 12: Training Rating

## 2. How do you rate your trainer on a scale of 1 to 10?

The mean rating for the trainers was **9.2** where the participants rated the trainers on a scale of 1 to 10.

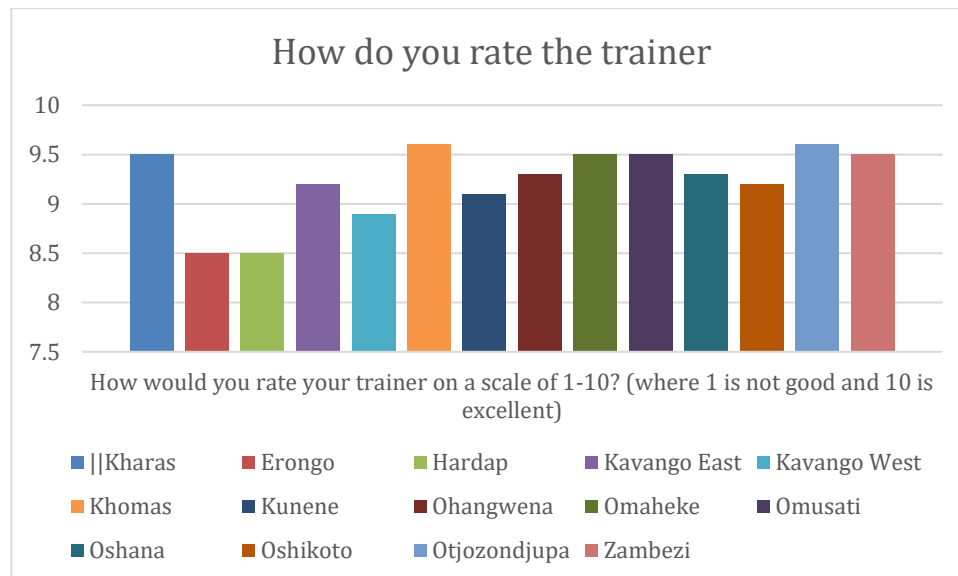


Figure 13: Trainer Rating

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

The mean rating for participants' own knowledge of Jolly Phonics was **7.9**.

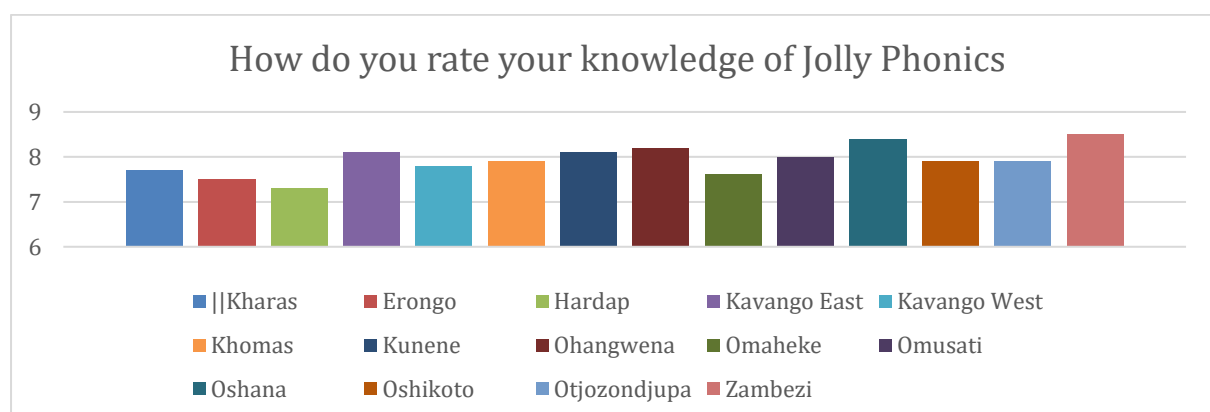


Figure 14: Own Knowledge of Jolly Phonics

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

The mean rating for participants' own knowledge of Jolly Grammar was also **7.9**.

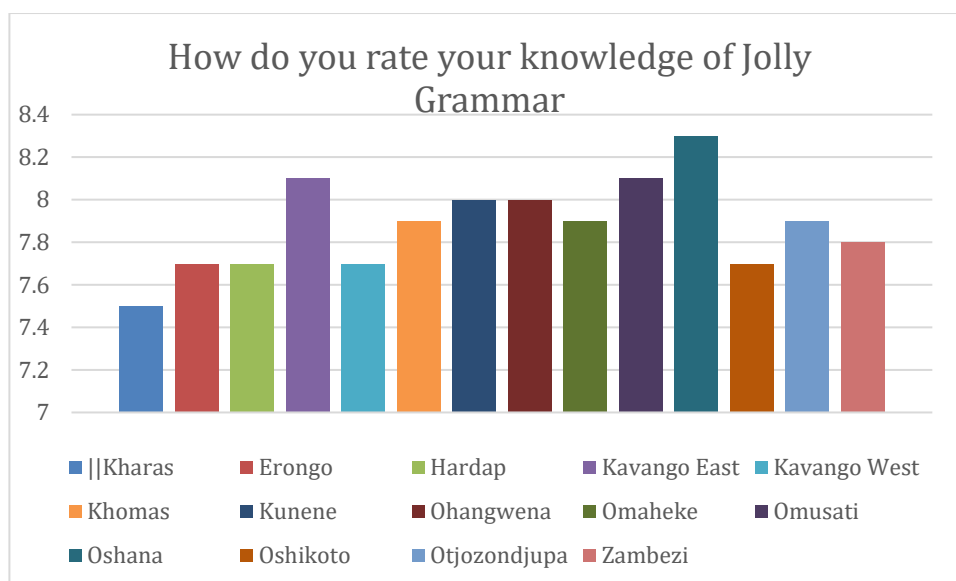


Figure 15: Own Knowledge of Jolly Grammar

## 5. 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 that all the participants found trainer demonstrations most useful, 86.6% found the games most helpful, 81.8% found the display materials the most beneficial, 76.1% enjoyed the participant activities and 75.6% found the visual aids, namely the PowerPoint, most useful.

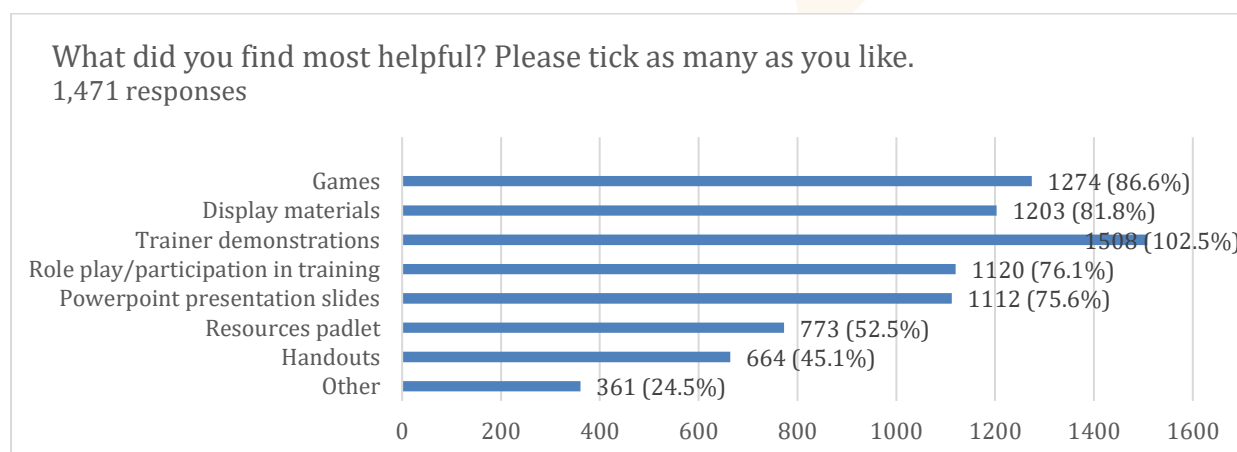


Figure 16: Most helpful during training



**‘Other’ useful aspects were listed as:**

- ✓ Jolly Monitor App
- ✓ Pronouncing of words
- ✓ The energisers
- ✓ Rewards and sweets
- ✓ Wall displays
- ✓ Actions
- ✓ Sounds
- ✓ Teamwork
- ✓ Rhymes
- ✓ Kung fu punctuation
- ✓ Presenters’ patience and calmness
- ✓ Homemade materials
- ✓ Flashcards
- ✓ Learner-centred method
- ✓ Teaching method
- ✓ Fun presentation
- ✓ Parts of speech
- ✓ Singing and dancing
- ✓ Posters
- ✓ EGRA tools
- ✓ Friendly trainers
- ✓ Interactive discussions
- ✓ Sounding and blending activities
- ✓ Homework given by trainers
- ✓ Website links and resources links
- ✓ Amazing and energetic trainer
- ✓ Varied activities
- ✓ Participant’s engagement
- ✓ The trainer’s knowledge. Super and well-informed!
- ✓ Groupwork
- ✓ Involving us all the time
- ✓ Dancing
- ✓ The approach of the trainer
- ✓ Practice

One participant added, ‘The trainer went an extra mile to explain and engaged us in all activities. She even gave us chances to demonstrate or explain some strategies or concepts we know’.

## **6. What were the challenges?**

The bar chart below illustrates the percentage of participants who reported facing challenges during the training. It highlights that the most significant concern was the duration of the training, with 45.7% of participants expressing a desire for a longer training period. Lack of materials accounted for 37.9% of the challenges while transport-related issues accounted for 24.7% of the reported challenges.

## What were the challenges (if any)?

1860 responses

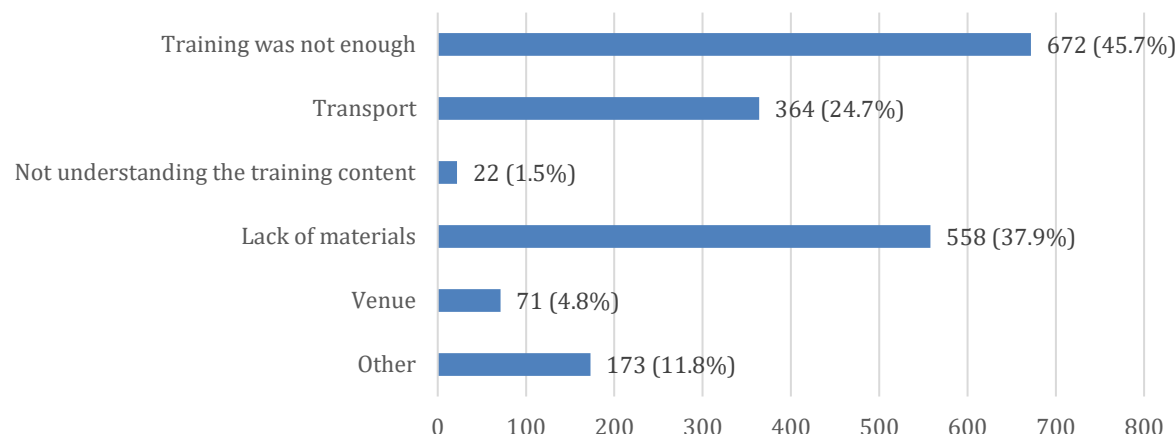


Figure 17: Challenges during training

In terms of the “other” things listed, the answers included

- ✓ We need another training
- ✓ The hall didn't have adequate air conditioning
- ✓ No materials for Jolly Grammar 2
- ✓ We needed a place with water and some toilets were not flushing
- ✓ Accommodation was not conducive
- ✓ The MoEAC must provide transport for teachers
- ✓ Food served was too little
- ✓ Not enough space for demonstration
- ✓ Power cut out
- ✓ Trainer was rushing on the 2<sup>nd</sup> day
- ✓ Daily subsistence allowances were not paid even up to the end of the training
- ✓ Confusing alternative spellings
- ✓ No soft copy materials given to participants
- ✓ No snacks served at break time
- ✓ Time management
- ✓ PowerPoint slides were not very clear
- ✓ Bad projectors-not clear to see
- ✓ Some participants travelled late and missed a session
- ✓ It was a lot of content to be covered in a few days
- ✓ Hard to get transport back to the deep village areas where roads are sandy

## Participants also requested the following:

- Extended training time
- Refresher trainings
- More materials availed in hard copy
- Sample lessons plan for a Jolly Phonics lesson
- Similar training in other subject areas
- Wall posters for classroom displays
- Jolly Phonics and Jolly Grammar be implemented from university level for student teachers as well
- Provide the teaching materials ahead of the training
- Full Jolly Phonics and Grammar training for all teachers, not just being training for the grades they are teaching

## Frequently asked questions

- *How can I teach Jolly Phonics and Jolly Grammar in a multi-grade class from Grade 1-3?*
- *Are Jolly Grammar lessons and Spelling lessons to be taught separately? Are they going to be taught following the Jolly Grammar handbook and not the IPM?*
- *When will we be receiving the Jolly Grammar 2 Handbooks?*
- *How can we integrate Grammar 2 into normal lessons?*

## Evaluation Feedback

*The trainers were all excellent and there were no problems encountered during the training sessions.*

*Both trainings were excellent, teachers learned a lot. Time frame for the information, especially if you are attending Jolly Phonics training for the first time. The knowledge was too overwhelming.*

*Proper planning and timely communication of all logistics to people on the ground need to be improved.*

*Provision of Teacher's Books to be used during teaching must be done during the training.*

*Jolly monitor training for SEOs that took place in Windhoek was excellent!*

*Hard copies of padlet documents are better as some schools are unable to print them. Teachers cannot always rely on padlets.*

*The coordination of the training from the start to the end was clear, received informed planning from Sian as well as Ronel.*

*Participants could ask questions wherever there were some concerns during the training sessions.*

*Refresher training for newly appointed teachers is supposed to be budgeted annually by Head Office.*

*Jolly Phonics and Grammar is a very good programme.*

*Appreciating the MOEs tireless efforts in training teachers to better the education system*

### **7. HoDs Only: How would you rate your confidence to use the Jolly Monitor App for monitoring Jolly Phonics and Jolly Grammar? (on a scale of 1-10 where 1 is not good and 10 is excellent)**

The mean score of how the HoDs rated their confidence to use the Jolly Monitor App for monitoring Jolly Phonics and Jolly Grammar was 7.8 out of 10.

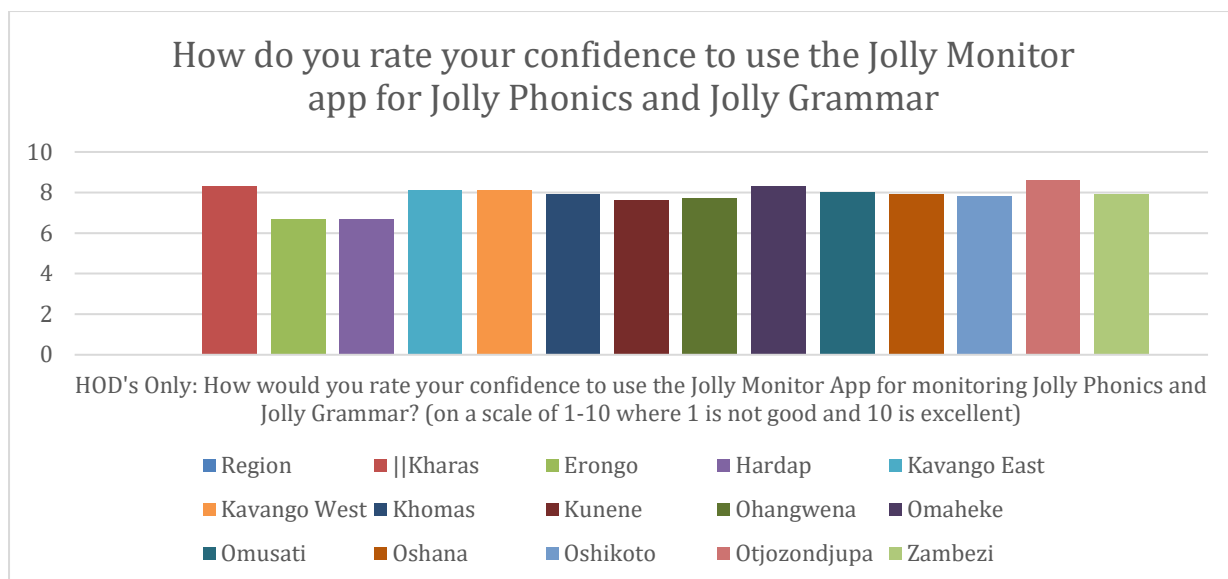


Figure 18: HoD confidence rating



## Participant Skills Tests

Grade 3 teachers and HoDs undertook skills test before and after the training, through a simple self-evaluation. A total of 988 participants completed the pre-training skills tests and 1500 completed the post training skills test. This section provides an analysis of their results.

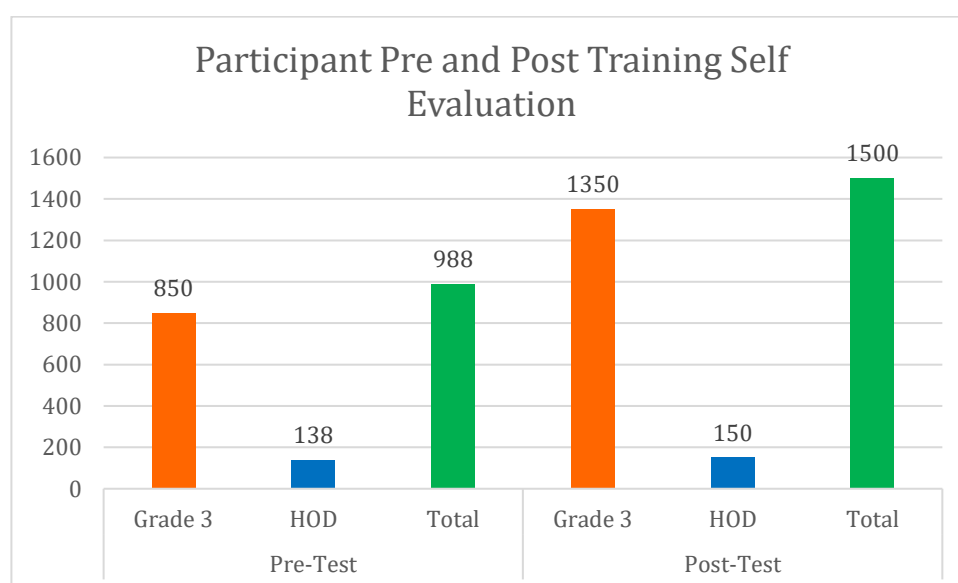


Figure 19: Number of Pre and Post Evaluations

The highest quantity of pre-training self-evaluation forms for Grade 3 teachers was recorded in Khomas Region and for HoDs in Zambezi Region. The highest quantity of post-training self-evaluation forms for Grade 3 teachers was recorded in Omusati region and in Zambezi Region for HoDs. Similar to findings in the 2024 rollout report for Jolly Grammar 1, the variation in the responses was largely attributed to steady WIFI, or lack of, and participants' abilities to use QR codes to access the google forms.

## 1. Individual Sounds

First, participants 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).

### Grade 3 Teachers

The chart below shows a positive mean score change post training. The average mean score change was 2 for all the teachers with the greatest mean score change in Kunene and Ohangwena Regions at 4 in both regions. These results show that participants generally had a good knowledge of sounds before the training began.

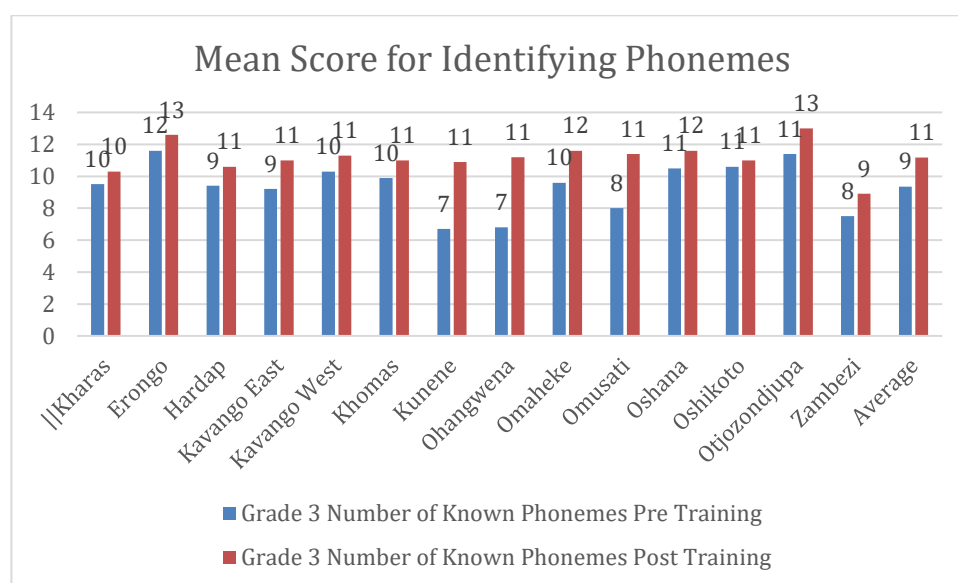


Figure 20: Mean score identifying phonemes – Grade 3 Teachers

### HoDs

Similar to the teacher's results, the chart below shows a positive mean score change post-training, with the average mean score change of 1. Iikharas, Kavango West and Omusati Regions recorded the highest mean score change of 4 each.

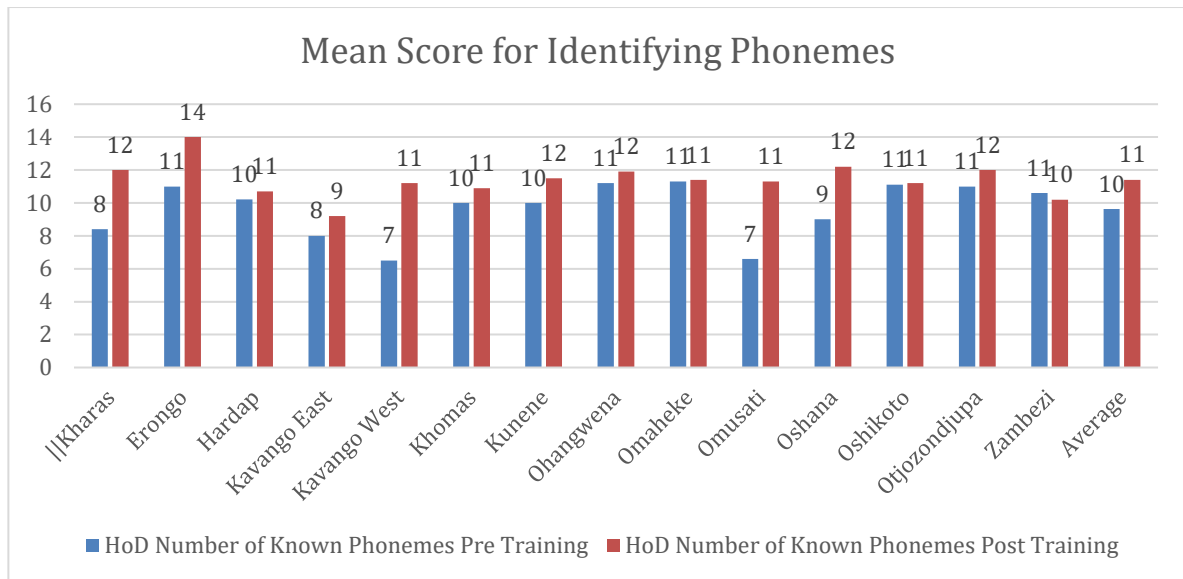


Figure 20: Mean score identifying phonemes – HoDs

## 2. Consonant Blends

Secondly, participants were asked to identify the consonant blends from a list of seven options. The list included a combination of single sounds, digraphs, and consonant blends. To achieve a maximum score of 7 points, only 3 items needed to be selected—these were the consonant blends. The charts below illustrate the comparison of mean scores before and after the training.

### Grade 3 Teachers

The results demonstrate that, following the training, participants were markedly more proficient at accurately identifying consonant blends. They were also able to distinguish between a digraph (two letters making one sound) and a consonant blend (a combination of individual consonants that can be snapped together for reading fluency).

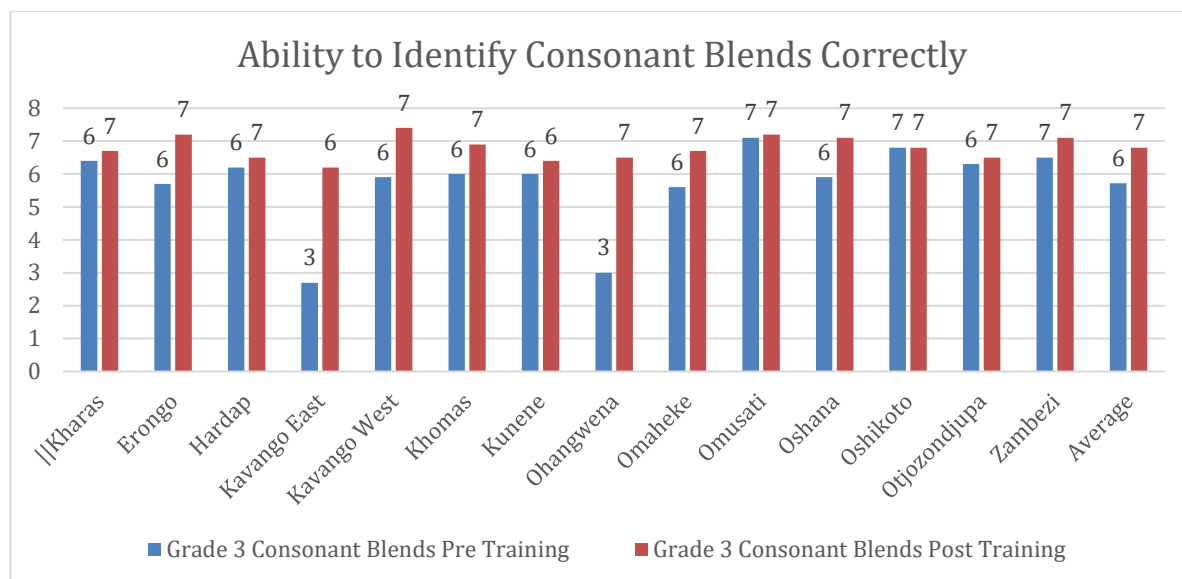


Figure 21: Ability to Identify Consonant Blends

Analysis of scores showed that pre-training many participants confused digraphs with consonant blends, particularly in Kavango East and Ohangwena Regions, where marked improvement was seen post-training comparable to the other regions.

## HoDs

The results indicate a positive mean score change amongst Heads of Department (HoDs) in their ability to identify consonant blends and distinguish them from digraphs. This was particularly notable in the Kavango West and Kunene regions, which recorded a mean score change of 3.7 and 2 respectively.

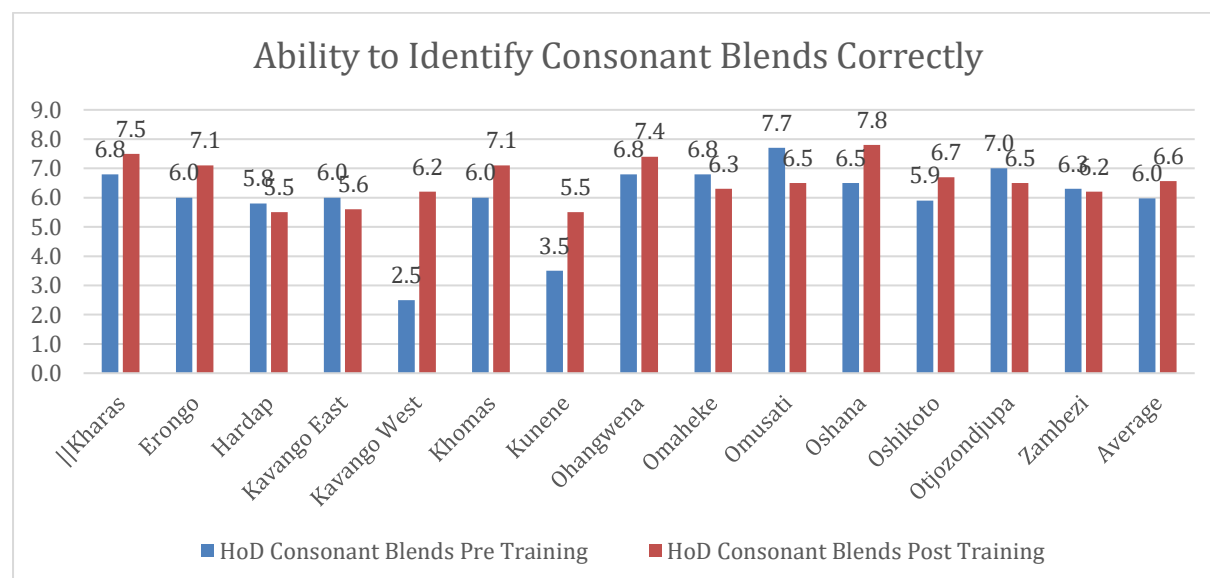


Figure 21: Ability to Identify Consonant Blends



However, rather unexpectedly, the results indicate that six regions recorded a negative mean score. This could be attributed to some participants being unable to complete the post-training self-evaluation due to difficulties with QR codes and/or Wi-Fi connectivity.

### 3. The Skill of Blending

Third, participants were asked what the skill of connecting individual sounds together to read words is known as. The answer is blending.

#### Grade 3 Teachers

The mean percentage of Grade 3 teachers able to correctly define blending pre training was 66% and post training at **79%**. This shows that there was an improvement in participants' ability to define blending, and that a significant number of teachers had prior knowledge of the meaning blending.

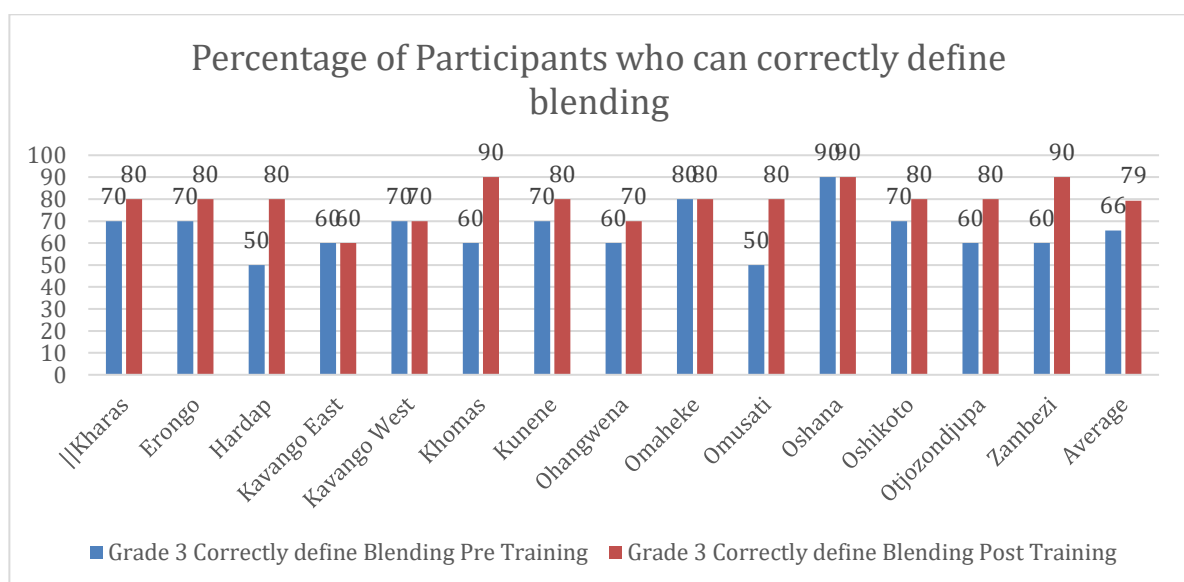


Figure 22: Percentage correctly defining blending – Grade 3 Teachers

#### HoDs

The average percentage of HoDs able to correctly define blending before training was 69%, rising to 79% after training. Similar to the Grade 3 teachers, these results indicate an improvement in participants' ability to define blending, as well as demonstrating that a significant number of HoDs had prior knowledge of the meaning blending.

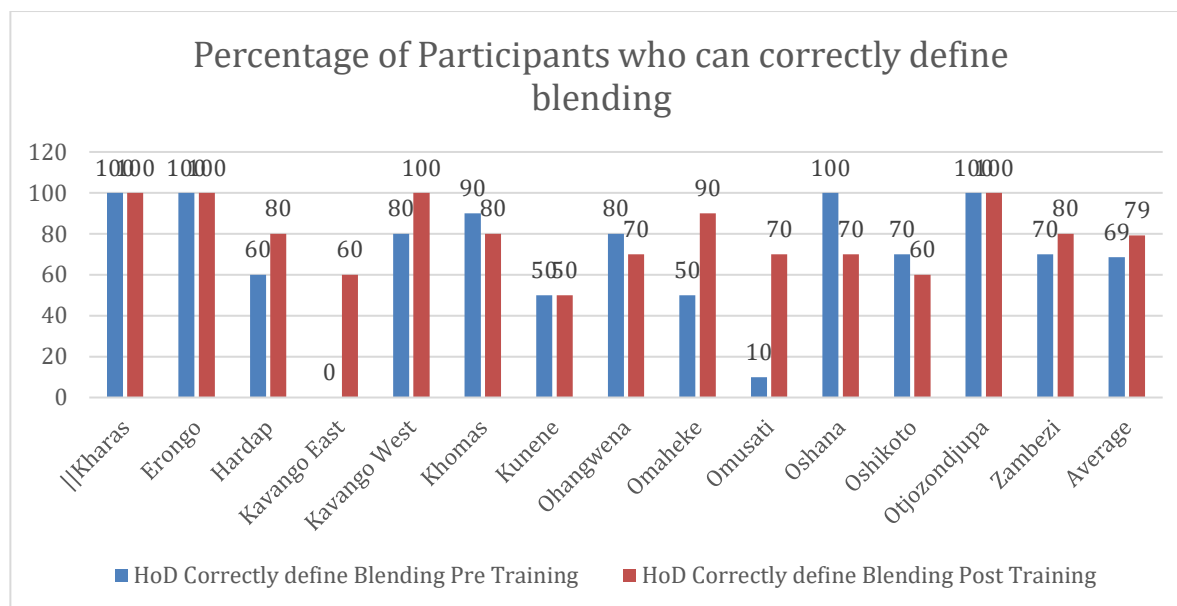


Figure 22: Percentage correctly defining blending - HoDs

## 4. The Skill of Segmenting

Fourth, participants were asked what the skill of identifying/hearing the individual sounds in words to write and spell is known as. The correct answer is sounding (also known as segmenting).

### Grade 3 Teachers

Pre training only 22% of Grade 3 teachers could correctly define sounding or segmenting in comparison to **48%** post training. This shows that there was a significant improvement in Grade 3 teachers' ability to define sounding.

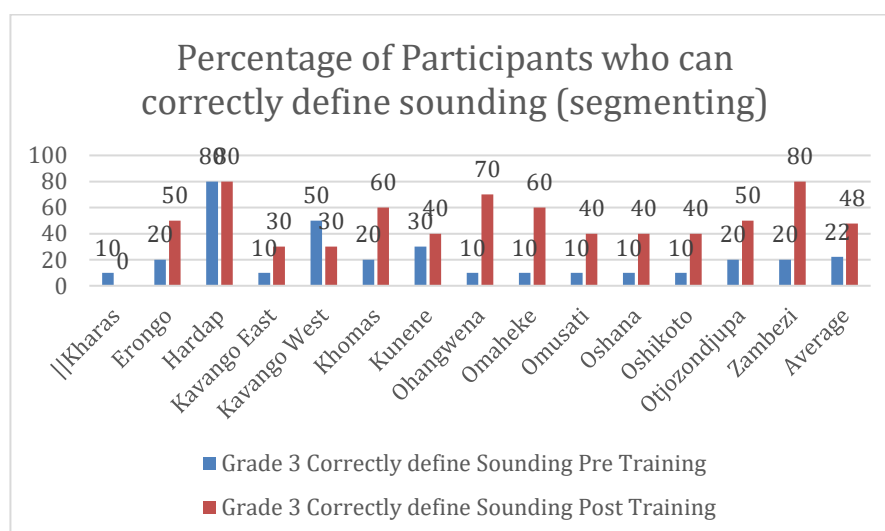


Figure 23: Percentage correctly defining sounding – Grade 3 Teachers

## HoDs

The results show that prior to training, only 26% of Heads of Department (HoDs) were able to provide a definition, compared to **62%** after training. This demonstrates a considerable improvement in the HoDs' ability to define segmenting.

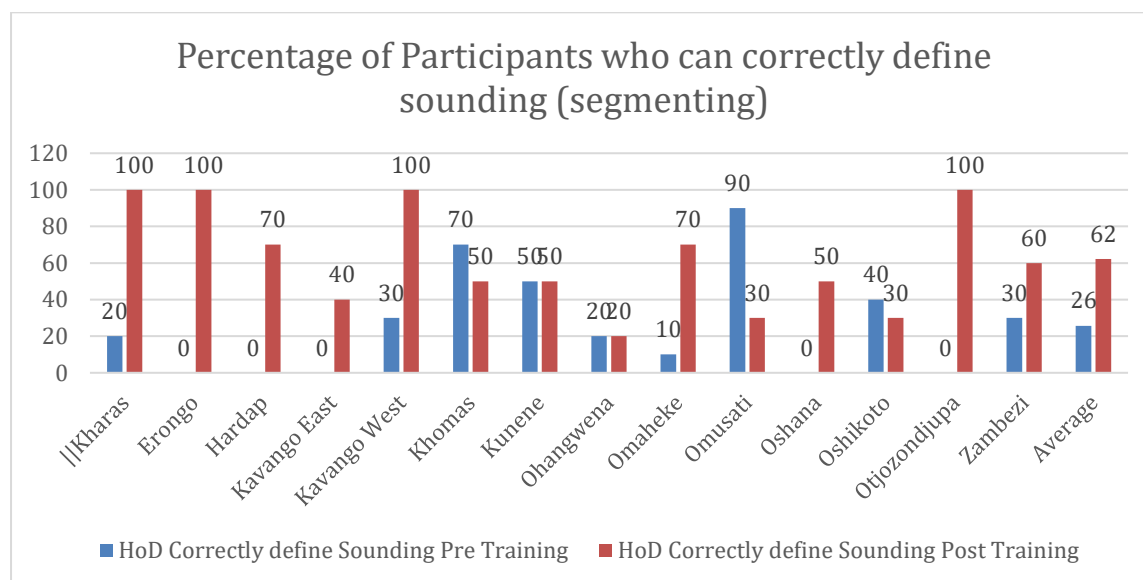


Figure 23: Percentage correctly defining sounding - HoDs

## Mean Percentage Change: Pre and Post Training

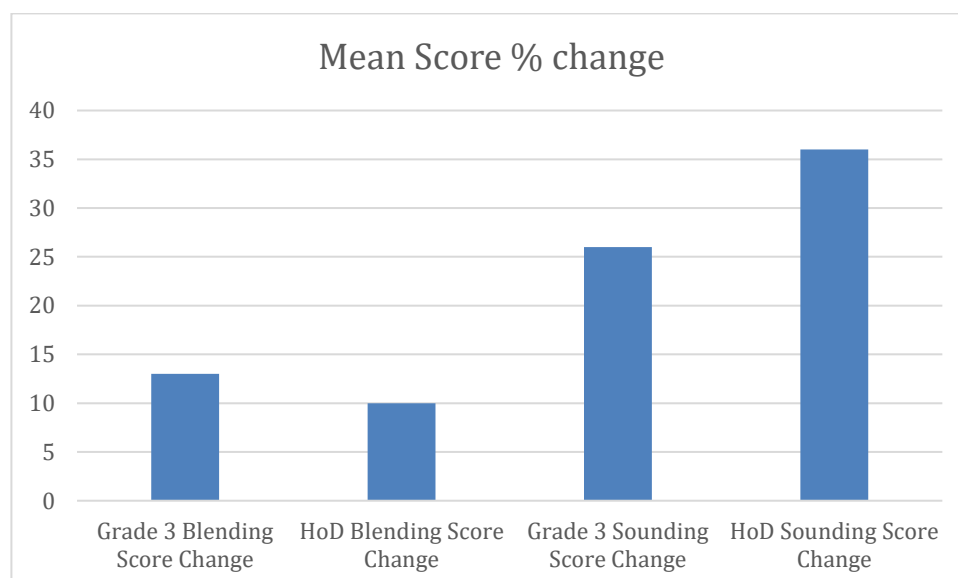


Figure 24: Mean Percentage Change

When the mean percentage change, pre and post training, is analysed it is interesting to note that there was a much higher percentage change for being able to correctly define sounding in comparison to blending. This was for both Grade 3 teachers and HoDs. This suggests that pre-training more participants were conversant with the process of blending for reading in comparison to sounding/segmenting for writing. It is also interesting to note that the most significant improvements were made in participants' knowledge in Ohangwena, Zambezi and IIKharas Regions, where a score change of **60%** was recorded.

## 5. Counting Sounds in Words

Fifth, participants 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.

### Grade 3 Teachers

Across all locations, Grade 3 teachers demonstrated a significant improvement in their ability to accurately count the number of sounds in words. The greatest progress was observed post-training, particularly in participants' ability to count sounds in words containing consonant blends and in words featuring consonant digraphs.

For instance, prior to training, participants indicated that the word *sleep* contained three sounds rather than four. This was likely due to the *sl* blend being incorrectly identified as a single sound. Before training, participants correctly counted sounds in an average of 33% of words. Post training, this figure rose to **98%**, reflecting a substantial positive change. Their improved ability to count sounds accurately will have a beneficial impact on their teaching of blending and segmenting.

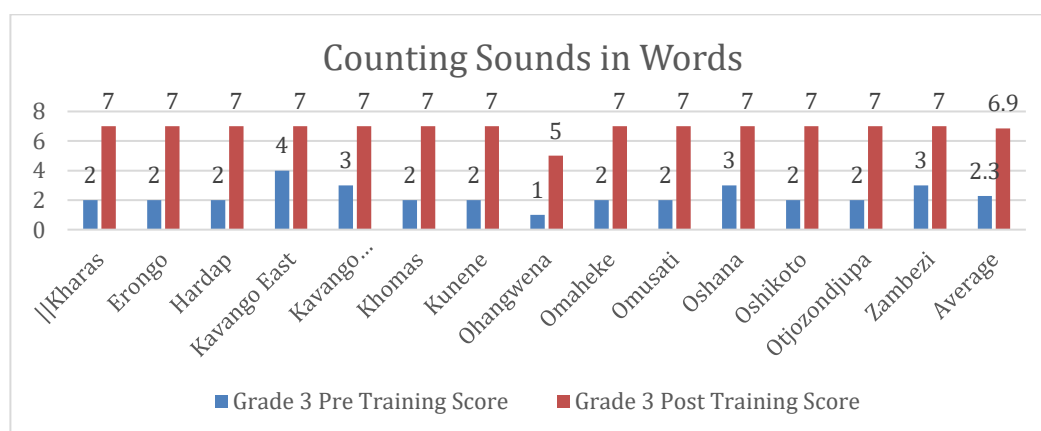


Figure 25: Counting Sounds in Words – Grade 3 Teachers

## HoDs

The HoDs similarly showed a marked improvement in their ability to correctly count the number of sounds in words. On average, participants correctly counted sounds in 42% of words, and in **85%** of words post training.

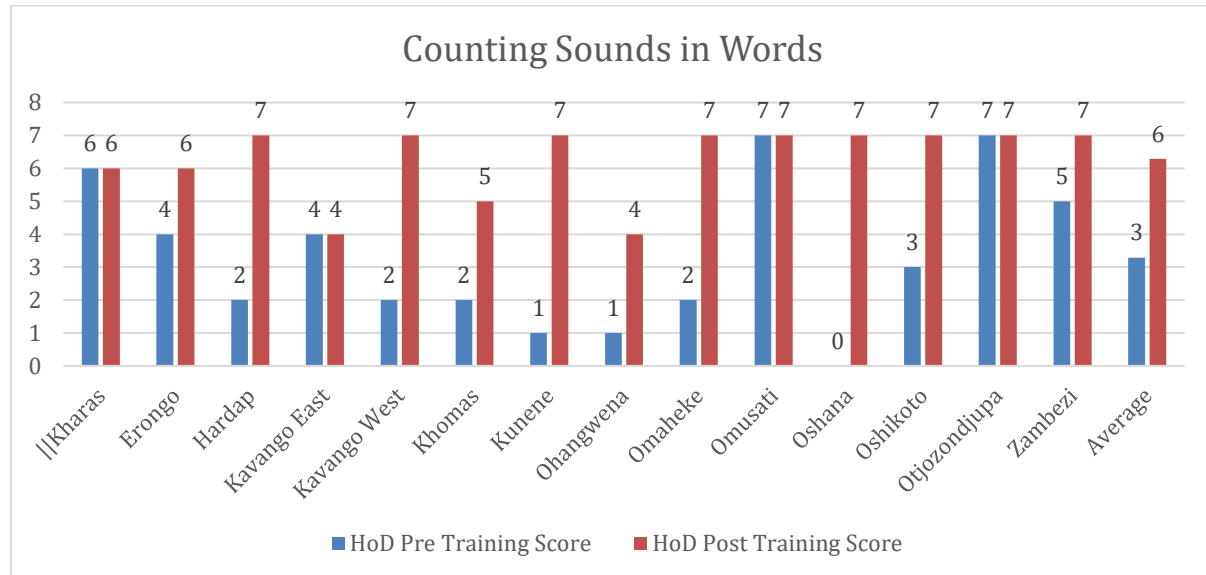


Figure 25: Counting Sounds in Words - HoDs

## 6. Choose the correct part of speech for each word.

To assess the grammar element of the training, participants were asked to identify the parts of speech in a short sentence.

### Grade 3 Teachers

Pre training, Grade 3 teachers, on average, were able to correctly identify 57% of the parts of speech in the short sentence. Post training participants, on average, were able to correctly identify **81%** of the parts of speech correctly.

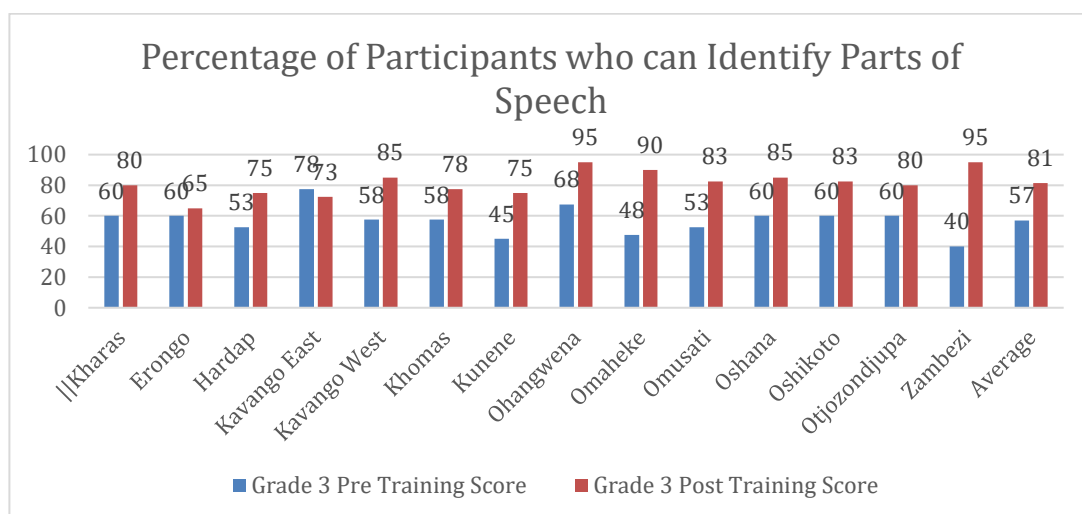


Figure 25: Identifying Parts of Speech – Grade 3 Teachers

## HoDs

The results show that pre training, HoDs, on average, were able to correctly identify 53% of the parts of speech in the short sentence. Post training participants, on average, were able to correctly identify 74% of the parts of speech correctly.

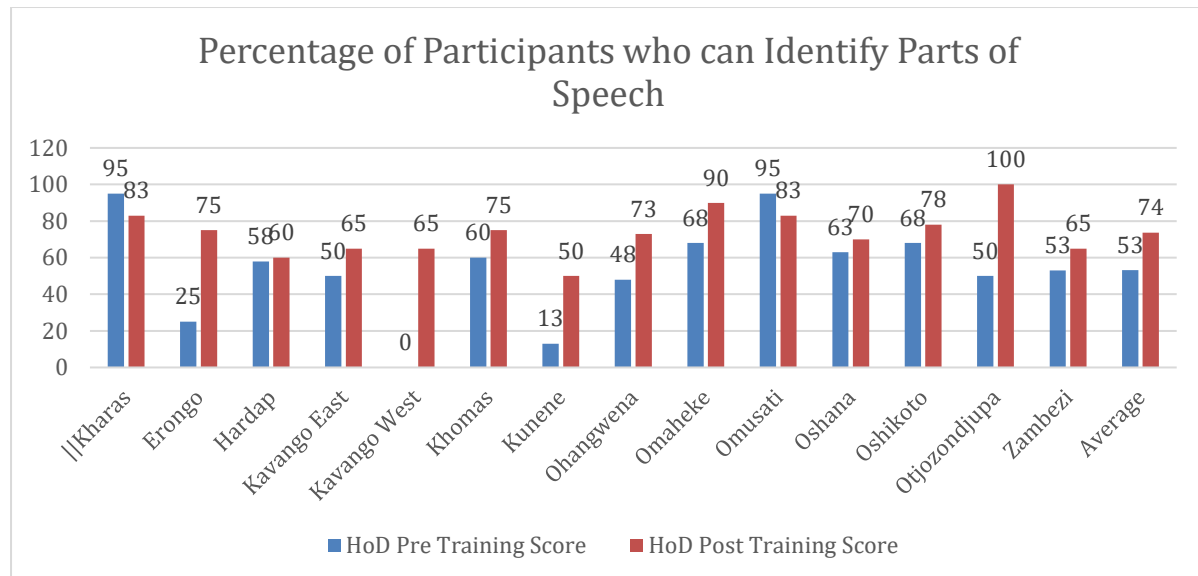


Figure 25: Identifying Parts of Speech – Grade 3 Teachers

## 7. Identifying the Alternative Spelling

To assess spelling element of the training, participants were asked to select the alternative spellings which represent sound /ai/.

### Grade 3 Teachers

On average, pre training, Grade 3 teachers correctly identified the alternative spelling in 75 % of the words and in all the words post training.

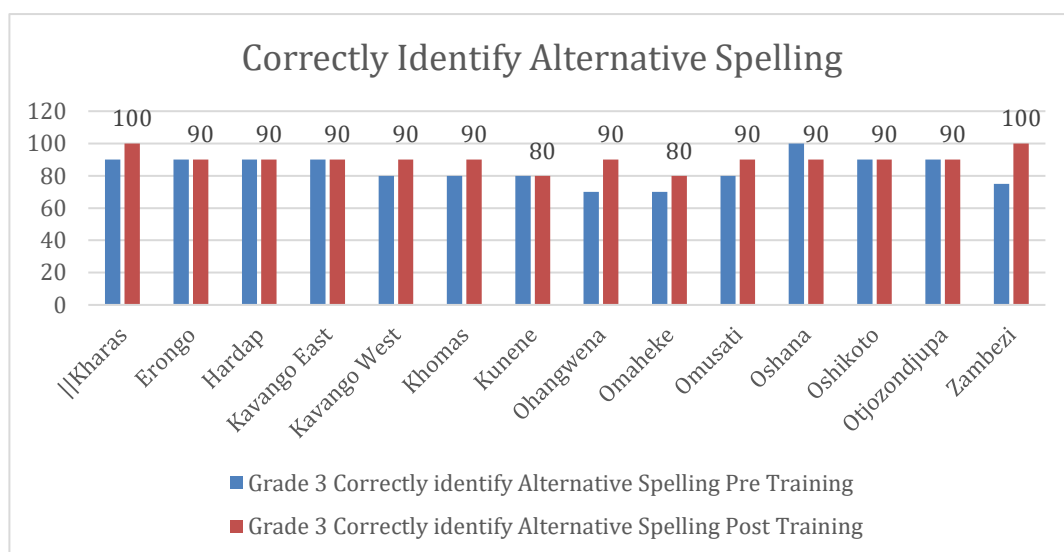


Figure 25: Identifying the Alternative Spelling – Grade 3 Teachers

## HoDs

On average, pre training, Grade 3 teachers correctly identified the alternative spelling in 75 % of the words and in all the words post training.

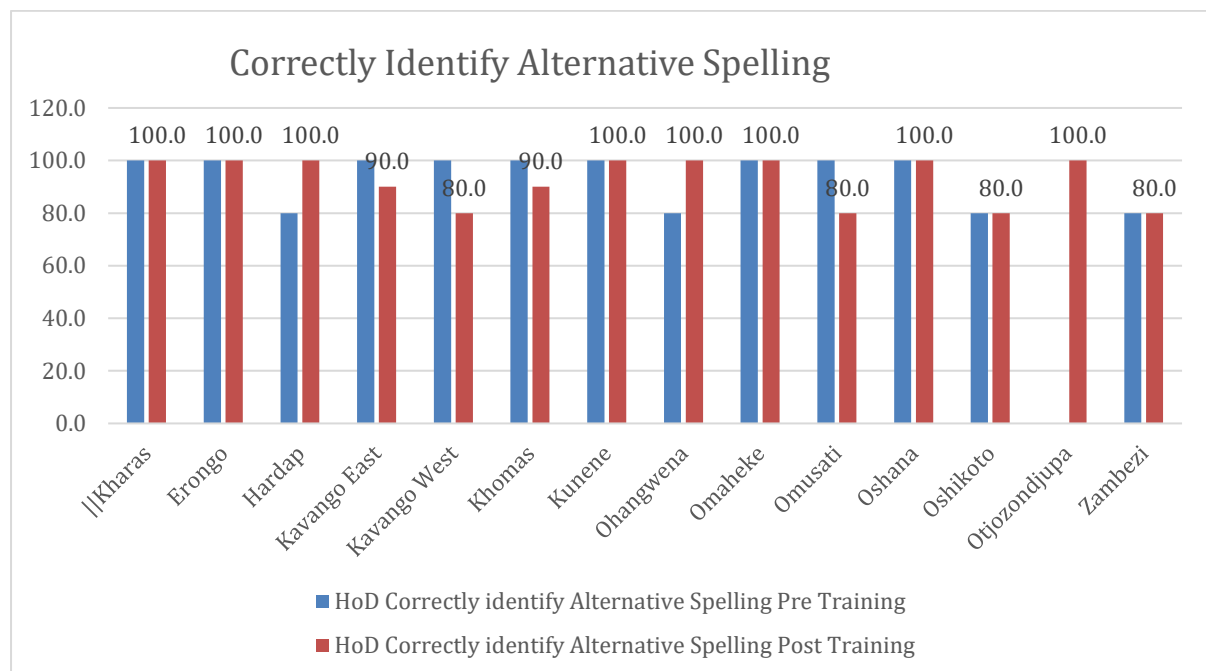


Figure 25: Identifying the Alternative Spelling – HoDs

## Discussion of Results

From the individual charts above it is clear there has been a significant positive increase in the percentage of participants answering each category correctly post training. Refresher workshops should be provided regularly to ensure that those participants who did not correctly answer post-training are nurtured.

### Grade 3 Teachers

The total scores for all categories were calculated to provide an average score for each location, both before and after training. The mean score post-training for Grade 3 teachers was 27 which represented a 22% increase in participants' knowledge post training. Ohangwena.

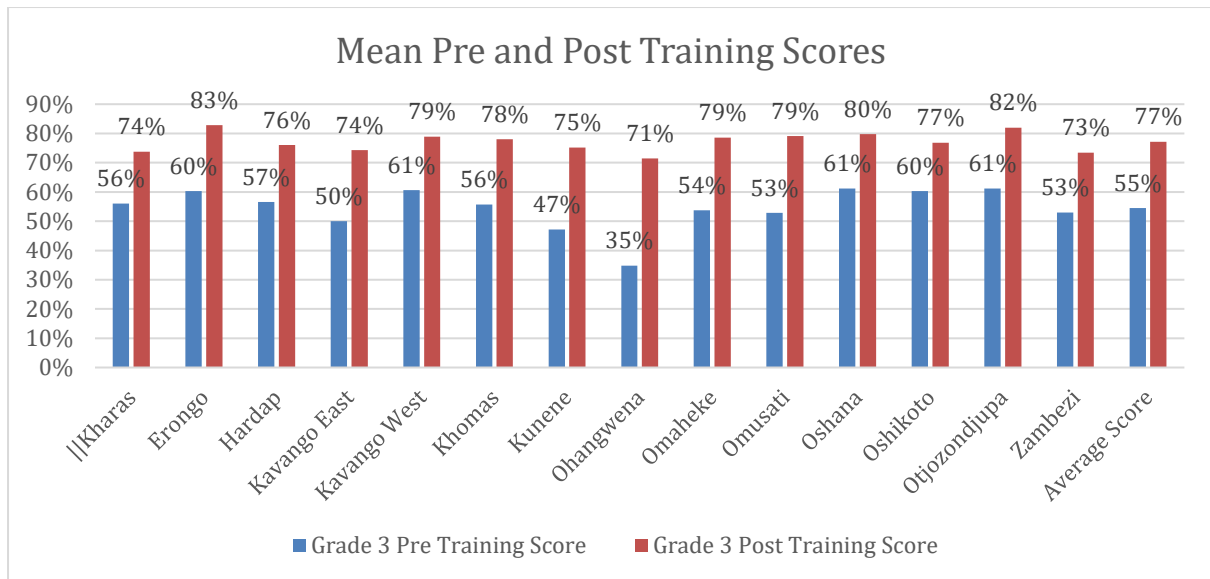


Figure 26-Mean Pre and Post Training Scores for Grade 3

## HoDs

The total scores for all categories were calculated to provide an average score for each location, both before and after training. The mean score post-training for HoDs was 29.5 which represented a 19% increase in participants' knowledge post training. The highest score change was noted in Kavango West.

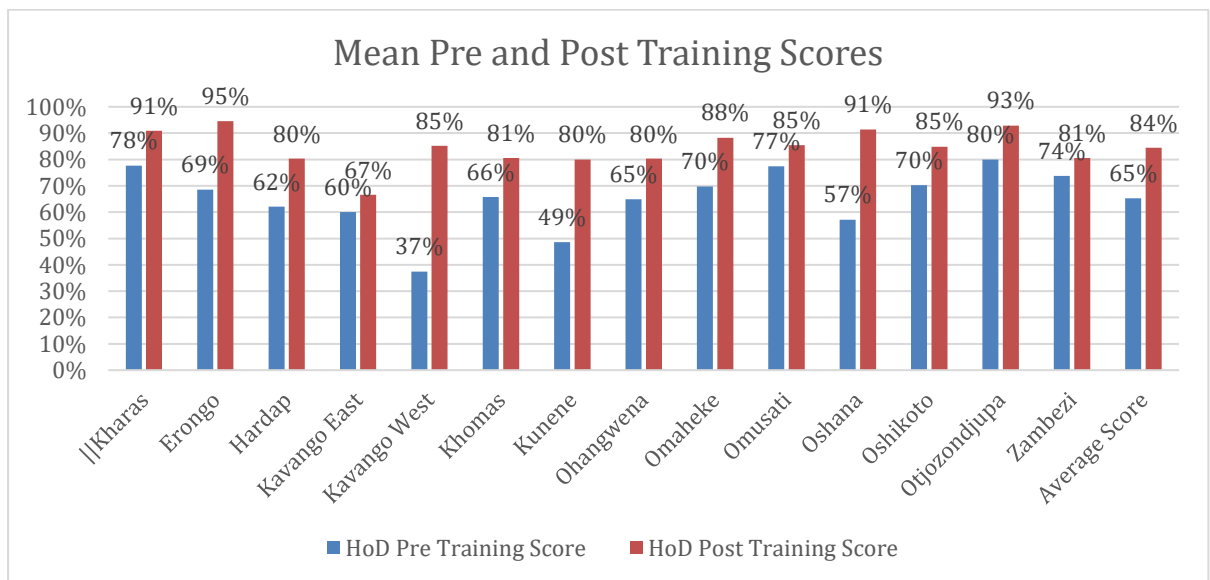


Figure 27-Mean Pre and Post Training Scores HoDs



## Certificates

Two types of certificates were provided to the MoEAC well in advance of the training. One type of certificate for Grade 3 teachers, and another type for Heads of Department. Certificates of attendance were issued to every teacher who attended the full 2.5 days of training and every HoD who attended the full 2 days of training. Due to disparities in the certificate quality in the 2024 Jolly Grammar 1 rollout training, Head Office was tasked to print all the certificates centrally and endorse them with an official stamp before sending them out to the regions ahead of training. Unfortunately, after the certificates were printed, they were wrongly stamped (wrong date used), and they had to be reprinted, and this was done at a lower quality than the first batch. In some regions where training numbers exceeded those planned for, the Region had to run more copies of the certificates, which some of the participants were not happy with. 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 an average of 55 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 where possible at the end of each training session. Group photos were taken where possible at the end of each training session.



HoDs Windhoek



HoDs Erongo



Grade 3 Khomas



Grade 3 Hardap



Grade 3 Omusati



Grade 3 Kavango West



HoDs Rundu



Grade 3 Kavango East





Grade 3 Swakopmund



Windhoek HoDs



Grade 3 Oshana



Grade 3 Kunene



Grade 3 Omusati



Grade 3 Otjozondjupa



Grade 3 IKharas



Grade 3 Omaheke



Grade 3 IKharas



Grade 3 Zambezi

## Successes

The following successes were recorded by the Training Manager:

- There was good communication between the Training Manager and MoEAC in the planning and preparation stages;
- Members from PQA, NIED, MoEAC and Inspectors of Education visited several training events;
- The Jolly Monitor App was well received by HoDs;
- Technical Support from Fredrick Osarobo was well conducted in advance and during the training. He was in the country this time which was of extra benefit.

- Officials and participants gave high praise for the quality and content of the trainings;
- The general standard of venues and organisation and preparation was to a high standard;
- There were high national attendance rates for teachers and HoDs, often exceeding 100%
- There was a high level of participation and interest from teachers and HoDs;
- There was a strong team cooperation, time keeping and work ethic amongst the training team;
- The trainers worked well as a team and worked well with the training manager, team leaders and officials;
- 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 groups of training;
- PowerPoint presentation, timings and guidance notes worked well for most trainers and the trainings delivered were to a consistent, high standard;
- Although there were unforeseen delays with the arrival of the Jolly Grammar 2 Handbooks, Jolly Futures arranged for 1,500 copies of 8-page printed samples of the Handbook, which participants worked through in pairs as part of the planned training. While this was not ideal, it proved effective, and additional examples of the Handbook were incorporated into the training presentation in advance to compensate for the lack of physical materials
- The mean training score was 8.5 out of 10;
- The average post training score given by teachers for their confidence in their knowledge of Jolly Phonics was and Jolly Grammar was 7.9 out of 10 for both;
- Teachers were noted to be referring back to the supplementary materials provided via padlet which were praised and greatly valued;
- Most of the hotels that the training team stayed in were to a good standard;
- All road journeys were well-coordinated and trainers were collected and dropped off at the airport in a timely manner;
- The general standard of food served at the trainings was high;



- A high percentage of teachers had access to a smartphone and were able to download the Jolly Phonics Lessons App during training;
- There was a high level of commitment and appreciation for the interventions at all levels;
- A number of the longer-serving teachers expressed their appreciation for the programme, explaining that Jolly Phonics and Jolly Grammar have helped, and will continue to help, fill many gaps in their phonetic knowledge that previous programmes had not addressed.
- The participants showed a strong enthusiasm for creating their own resources for teaching Jolly Phonics and Grammar, as well as a keen interest in incorporating the games and activities into their lessons.

## Challenges

The following challenges were reported by the Training Manager:

- The loss of the founding President of Namibia, Honourable Sam Nujoma on Saturday 8<sup>th</sup> February 2025 was a huge loss for the nation. There were some temporary disruptions to training plans for week 3 as MoEAC and Jolly Futures awaited the final verdict from the cabinet.
- Some regions and their officials were not as well prepared as others, which impacted the training. This saw some delays in payment of DSA to participants which was discouraging for most of those affected.
- The Grammar 2 Handbooks did not arrive in time for the training, as the order was placed later than anticipated, compounded by several unforeseen changes to the shipping schedule.
- A small number of venues were not conducive to the training, with challenges including inadequate space for activities, insufficient food for participants, non-functional or poorly functioning air conditioning, a lack of lavatories or running water, poor Wi-Fi connectivity (especially for completing Google Forms, downloading the Jolly Phonics App, and Jolly Monitor Apps), and power outages at some venues.

- Some venues experienced an excess number of participants beyond what was planned. As a result, the trainers ran out of certificates, and the SEOs had to step in to ensure extra copies were made, though these were often of substandard quality.
- Some participants voiced concerns that Grade 1 and 2 teachers were not implementing Jolly Phonics and Jolly Grammar 1 in their classes, hence it would be challenging for them to continue with Jolly Grammar 2 in Grade 3 as some of their learners were struggling with their phonics and reading.



# Recommendations and Conclusion

## Recommendations

The following activities are recommended for implementation after the training, in order to quickly build on the successes and ensure the teachers have follow-up support and encouragement to teach Jolly Phonics effectively.

- Head Office can write and share a circular specifying which level of Jolly programme must be taught in their respective grades, as well as outlining the required number of EGRA baseline and endline assessments and the number of lesson observations that HoDs should conduct per semester.
- Regions to ensure that Jolly Phonics is being implemented in Grade 1 and the necessary Pupil Book 1 and 2 are printed and distributed to grade 1 and 2 annually. Regions to also ensure that Jolly Grammar 1 is being implemented in grade 2 and Jolly Grammar 2 in Grade 3.
- Regions to increase their monitoring of Jolly Phonics and Grammar lessons and conduct the EGRA pupil assessments to generate data on the impact of the implementation of Jolly Phonics and Grammar;
- Regions to continue to motivate teachers as they implement Jolly Phonics and Grammar and to provide on-going support through circuit meetings, WhatsApp groups and lesson observations;
- Local trainers to provide regular refresher trainings in both Jolly Phonics and Jolly Grammar
- PQA and NIED to share clear guidance on the use of the programmes alongside the Grade 3 IPM.
- MoEAC to liaise with Jolly Learning Ltd to increase the distributors and stockists of Jolly Phonics and Grammar materials across the country. This will enable all schools to access consistent information to support the teaching of phonics and grammar.
- Regions to ensure that all Grade 1, 2 and 3 teachers are trained and implementing the correct level of the programme to ensure continuity.
- Regions to avoid transferring teachers out of the grades they have been trained to teach.

- Regions to avoid rotating HoDs to ensure that all HoDs who have been trained and have access to the Jolly Monitor App can utilise this.
- Where possible ensure that venues have backup generators and the MoEAC have backup technical equipment on standby in the event where those provided fail.
- Provide support with taking photos and videos to have more high quality documentation of the training events.
- Jolly Futures to make edits to the titles and roles in the App to align fully with the terminology used in Namibia. To consider the feasibility of the Jolly Monitor App on an iPhone.

In addition to the above, the collective recommendations from the training team are noted below.

- Where possible select training venues with accommodation and restaurant for the training team. This will help the trainers to rest more after each day of training.
- Arrange for refresher training for HoDs who are also Grade 3 teachers.
- Provide more support for the HoDs who have full time classes so they are able to carry out sufficient monitoring.
- HoDs to support teachers in understanding how to align Jolly Grammar with the IPM.
- SEOs to work with HoDs to monitor and mentor teachers and complete EGRA assessments.
- Regional offices should reserve money in their budgets to train new teachers and provide regular refresher sessions.
- HoDs and SEO to follow up trained teachers in schools to ensure that Jolly Phonics and Grammar are being implemented.

## Conclusion

This report highlights the success of the national Jolly Phonics and Grammar training in Namibia. The foundation of awareness and appreciation for Jolly Phonics, along with the strong partnerships between the MoEAC and Jolly Futures, were key to the success of the rollout. Excellent communication and mutual respect between all parties paved the way for effective planning and preparation.

This rollout marks the completion of interventions across the entire Junior Primary Phase, with Jolly Phonics and Grammar now embraced at every level, from the PQA and the National Institute for Educational Development (NIED) down to the teachers on the ground. This strong foundation, supported by 28 local trainers, ensures the sustainability of these interventions.

Namibia continues to lead Africa in the national progression from Jolly Phonics to Jolly Grammar.

## Next Steps

- Jolly Futures to support MEIYSAC to develop a play-based version of Jolly Phonics in Pre Primary which can be rolled out by local trainers.
- Regions to utilise local trainers to offer refresher training and training in Jolly Phonics or Grammar for new teachers.
- MEIYSAC to revisit CPD course and per head cost for teachers as another effort to sustain the interventions.
- MEIYSAC to work with Jolly Futures to identify Jolly Phonics/Grammar stockists and engage NIED for a list of recommended resources.
- MEIYSAC and Jolly Futures schedule and plan the free Jolly Classroom registration and rollout for all schools and teachers in both public and private sector.
- Jolly Futures to write a proposal and budget for the ideal sustainability plan and Grade 4 catch up programme.
- MEIYSAC to finalise the Memorandum of Understanding (MoU) to pave the way for future engagements with Jolly Futures.

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