



Phase 1 National Rollout of Jolly Phonics in Tanzania in Arusha, Tabora, Rukwa and Iringa Regions: May 2025

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Appreciation

The success of Phase 1 of the national rollout of Jolly Phonics in Tanzania was driven by a strong partnership between Jolly Futures (a division of Jolly Learning Limited), and Tanzania Institute of Education (TIE), representing the Ministry of Education, Science and Technology (MoEST).

Appreciation for those who were integral in the planning and preparation for the national Jolly Phonics rollout and well as the implementation;

- Dr Aneth Komba, Director General, (TIE);
- Dr Fika Burton Makabungu, Director of Curriculum and Teaching, (TIE);
- Ms. Neema Matingo, English Curriculum Developer/ Jolly Phonics Coordinator, (TIE);
- Mr. Stephen Syepwa Mwashihava, English Curriculum Developer (TIE)/ Jolly Phonics Coordinator – Iringa Region
- Dr. Joyce Mchilo Marangu, Jolly Phonics Coordinator – Arusha Region
- Dr. Emmanuel Lema, Jolly Phonics Coordinator – Rukwa Region
- Ms. Mwankina Mbutolwe, Jolly Phonics Coordinator – Tabora Region
- Professor Gastor Mapunda, Professor of Linguistics, University of Dar es Salaam
- All regions: Regional Education Officers (REOs), District Academic Officers (DAOs), School Quality Assurance Officers (SQAOs), Ward Education Officers (WEOs), Jolly Phonics District Coordinators;
- Jolly Futures;
- Mr. Gilbert Jolly, CEO and the team at Jolly Learning Ltd;
- All International Jolly Phonics and Jolly Monitor Trainers;
- All participating Standard 1 teachers;
- All participating WEOs, DAOs and SQAOs;

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Introduction



The Government of Tanzania has long recognised the challenges associated with transitioning to English as the medium of instruction in secondary and higher education. In response, the 2014 Education and Training Policy, along with its 2023 amendments issued by the Ministry of Education, Science and Technology (MoEST), underscored the importance of multilingual proficiency to prepare Tanzanian learners for global competitiveness. In alignment with this vision, the Tanzania Institute of Education (TIE) introduced English instruction from Standard 1 and identified Jolly Phonics as a promising English literacy programme to support early language development.

In 2024, TIE piloted Jolly Phonics in Standard 1 across two regions, involving six schools per region, to assess its effectiveness in accelerating pupils' progress in reading and writing in English. The pilot aimed to address persistent literacy gaps and to provide evidence to support the scaling of effective interventions across the country. Findings from the pilot demonstrated that pupils taught using the Jolly Phonics approach made greater progress in reading and writing than those not exposed to the programme—provided that the methodology was implemented with fidelity. Pupils regularly using Jolly Phonics were observed to be more confident and faster at recognising sounds, made more plausible attempts at decoding unfamiliar words, and expressed greater enjoyment in reading.

Following the success of the pilot, MoEST decided to roll out the programme nationally. In early 2025, a Memorandum of Understanding (MoU) was signed between Jolly Futures, a division of Jolly Learning Ltd, and TIE to implement a phased national rollout. The first phase targeted four regions—Arusha, Tabora, Rukwa, and Iringa—where all Standard 1 teachers received three days of training in Jolly Phonics Pupil Book 1. To support continued implementation, Regional, District, and Ward education officials were given two days of training on how to monitor and mentor teachers using the Jolly Monitor app.

What is Jolly Phonics?

Jolly Phonics is the world's leading systematic synthetic phonics programme. Synthetic phonics involves teaching the main 42 English letter-sounds in isolation, whilst simultaneously teaching children how to form, blend and segment these sounds to read and write words. Children are also taught “tricky words” that do not follow the sound system. The programme was created by international reading experts Sue Lloyd and Sara Wernham and is published by one of 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!



Project Aim, Objectives & Beneficiaries

Project Aims

The overall aim of this project was to ensure that Standard I pupils in Arusha, Tabora, Rukwa and Iringa Regions acquire essential foundational English literacy skills that will facilitate future academic achievement, amongst other benefits.

Project Objectives

- To provide 2627 standard 1 teachers with the knowledge and skills to effectively teach children to read and write in English using Jolly Phonics.
- To provide 2627 standard 1 teachers with the Print Edition Basic Kits (Volume 1 and 2 Big Books and 6 posters) and the Jolly Phonics Teacher's book.
- To provide 291 Ward Education Officers (WEOs), District Academic Officers (DAOs), and School Quality Assurance Officers (SQAOs) with the knowledge and skills to effectively monitor and mentor teachers implementing Jolly Phonics.
- To provide 291 Ward Education Officers (WEOs), District Academic Officers (DAOs), and School Quality Assurance Officers (SQAOs) with 1 years' free access to the Jolly Monitor App to monitor lesson implementation and conduct pupil assessments.

Beneficiaries

This Project has impacted:



Description of the Training



Preparing for the Training

Date	Activity	Details
November 2024	Approval of Jolly Phonics Rollout	Following the success of the Jolly Phonics pilots in Dar es Salaam and Morogoro Regions in 2024, MoEST approved phase 1 of the nation-wide rollout of Jolly Phonics.
Dec 2024	Materials Ordered	Basic Kits and Teacher's Books ordered for each standard I teacher.
April 2025	Materials delivered	Basic kits were delivered to each region and district, for onward distribution to the schools.
February 2025	Budget Drafted	Based on the 2024 pilot report, and requests from MoEST for a national rollout in standard I, Jolly Futures prepared a budget for training and materials
March 2025	Signing of MoU	An MoU was drafted and signed between Jolly Futures and TIE detailing roles and responsibilities of all parties in a phased national rollout of Jolly Phonics, beginning with 4 regions in 2025.
April 2025	Sharing of Pupil Book print files	Jolly Futures gave TIE a print licence for Jolly Phonics Pupil Book 1 (print edition) and shared the print files. TIE embarked on printing pupil books for each standard 1 pupil in the 4 target regions for Phase 1 of the rollout.
November 2024 – April 2025	Planning	Jolly Phonics Basic Kits were ordered for every standard I teacher. Officials account details were created for the Jolly Monitor. Trainers continued with their benchmarks to upskill or become accredited. Planning continued between MoEST and Jolly Futures with key dates for deliverables agreed in advance. Trainer orientations were conducted in person for Kenyan Trainers on 11 th April 2025, and on zoom 25th April 2025.

May 2025	Phase 1	The Standard 1 teacher training and Officials training took place as planned and is detailed in full in this report.
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Prior to the training rollout, several key preparatory activities took place, allowing stakeholders to clarify roles, responsibilities, and implementation plans. Initial contact between TIE and Jolly Futures began after TIE learned of the programme’s success in Zambia in 2023. This led to a pilot study in Tanzania and the development of strong working relationships between Jolly Futures, TIE, and MoEST. Neema Bestone Matingo, serving as the national Jolly Phonics Coordinator at TIE, played a central role in the successful planning and coordination of the Phase 1 rollout across four regions. Effective communication—including regular Zoom meetings, WhatsApp groups, and comprehensive guidance—ensured regional teams were well prepared. In addition, thorough briefings and ongoing support for the international training team helped maintain consistency and adaptability throughout the training process.

Training Plan



As can be seen from the table below, the training programme was designed to last for **3.5 weeks, over 21 training days, in 4 regions in Tanzania:** Arusha, Tabora, Rukwa and Iringa Regions. Each standard 1 teacher was invited to attend the training for 3 days in total. Head Teachers were invited to attend Day 1 only of the teacher training. The standard 1 teachers were trained in planned cohorts of 55 to 60 depending on the region. A total of 51 groups of standard 1 training were planned. Officials, which included Ward Education Officers (WEOs), District Academic Officers (DAOs), and School Quality Assurance Officers (SQAOs) were invited to attend 2 days of training. They were trained in cohorts planned to be in group sizes of 42-61. A total of 6 groups of Officials training were planned.

Training Overview

Week 1

5th May	6th May	7th May	8th May	9th May	10th May
Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
Tabora-Urambo Group 1 (46 pax) Celestine			Tabora-Urambo Group 2 (46 pax) Celestine		
Tabora- Tabora MC Group 1 (45 pax) Nelly			Tabora- Tabora MC Group 2 (45 pax) Nelly		
Tabora-Igunga Group 1 (50 pax) Irene			Tabora-Igunga Group 2 (50 pax) Irene		
Rukwa- Sumbawanga DC Group 1 (62 pax) Dorcas			Rukwa- Sumbawanga MC Group 1 (36 pax) Dorcas		
Rukwa- Sumbawanga DC Group 2 (63 pax) Regina			Rukwa- Sumbawanga MC Group 1 (36 pax) Regina		
Dodoma Ministry Sian		Arusha- Arusha CC Group 1 (60 pax) Sian			
Arusha-Ngorogoro Group 1 (44 pax) Agnes			Arusha-Ngorogoro Group 2 (44 pax) Agnes		
Arusha-Monduli Group 1 (40 pax) Deo			Arusha-Monduli Group 2 (40 pax) Deo		
Arusha-Arusha DC Group 1 (54 pax) Alexia			Arusha-Arusha DC Group 2 (54 pax) Alexia		
Arusha-Meru Group 1 (63 pax) Eliud			Arusha-Meru Group 1 (63 pax) Eliud		
Arusha Jolly Monitor Group 1 (42 pax) Sheba and Fred			Tabora Jolly Monitor Group 1 (48 pax) Sheba/Fred		
Arusha Jolly Monitor Group 2 (43 pax) Jacky and Bilal			Tabora Jolly Monitor Group 2 (48 pax) Jacky/Bilal		

Week 2

12th May	13th May	14th May	15th May	16th May	17th May	18th May
Monday	Tuesday	Wednesday	Thursday	Friday	Saturday	Sunday
Tabora-Kaliua Group 1 (49 pax) Celestine			Tabora-Kaliua Group 2 (48 pax) Celestine			
Tabora- Nzega MC Group 1 (43 pax) Nelly						
Tabora-Igunga Group 3 (50 pax) Irene			Tabora-Nzega DC Group 1 (60 pax) Irene			
Rukwa- Nkasi Group 1 (62 pax) Dorcas						
Rukwa- Nkasi Group 2 (62 pax) Regina						
				Rukwa-Kalambo Group 1 (56 pax) Dorcas		
				Rukwa-Kalambo Group 2 (56 pax) Regina		
	Arusha-Longido Group 1 (70 pax) Agnes					
Iringa-Kilolo Group 1 (45 pax) Deo			Iringa-Iringa DC Group 1 (55 pax) Deo			
Iringa-Kitilo Group 2 (45 pax) Eliud			Iringa-Iringa DC Group 2 (55 pax) Eliud			
Iringa-Kitilo Group 3 (45 pax) Alexia			Iringa-Iringa DC Group 3 (55 pax) Alexia			
Iringa-Mufundi Group 1 (56 pax) Jacky			Iringa-Mufundi Group 2 (56 pax) Jacky			
Rukwa Jolly Monitor Group 1 (49 pax) Sheba, Fred, Bilal			Iringa Jolly Monitor Group 1 (61 pax) Sheba/Fred/Bilal			

Week 3

19th May	20th May	21st May	22nd May	23rd May	24th May
Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
Tabora-Kaliua Group 3 (48 pax) Celestine					
Tabora- Nzega DC Group 2 (60 pax) Irene			Tabora- Nzega DC Group 3 (60 pax) Irene		
		Tabora-Sikonge Group 1 (59 pax) Regina			
		Tabora-Sikonge Group 2 (59 pax) Dorcas			
Arusha-Karatu Group 1 (59 pax) Agnes			Arusha-Karatu Group 2 (59 pax) Agnes		
Iringa-Mufundi Group 3 (57 pax) Jacky					
Iringa-Iringa MC Group 1 (56 pax) Sheba					
			Iringa-Mafinga TC Group 1 (40 pax) Sheba		

Week 4

26th May	27th May	28th May	29th May	30th May	31st May
Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
Tabora-Uyui Group 1 (53 pax) Dorcas					
Tabora- Uyui Group 2 (53 pax) Regina					
Tabora-Uyui Group 3 (54 pax) Irene					

District Standard 1 Training

All standard 1 teachers were trained in their own district. The teachers in each district convened in a designated central location for training, and often training took place simultaneously in the same district.

Week	Region	Training Location	Dates	No. of Groups of Training Planned	No. of Groups of Training Delivered
1	Arusha	Arusha CC Arusha DC Ngorogoro Monduli Meru	5 th – 10 th May 2025	9	9
	Tabora	Urambo Tabora MC Igunga		6	6
	Rukwa	Sumbawanga DC Sumbawanga MC		4	4
2	Arusha	Longido	12 th – 17 th May 2025	2	1
	Tabora	Kaliua Nzega MC Nzega DC Igunga		5	5
	Rukwa	Nkasi Kalambo		4	4
	Iringa	Kilolo Mufindi Iringa DC Ilula		8	8
3	Arusha	Karatu	19 th – 24 th May 2025	2	2
	Tabora	Kaliua Nzega DC Sikonge		5	5

	Iringa	Mufindi Iringa MC Mafinga TC		3	3
4	Tabora	Uyui	26 th – 28 th May	3	3
3.5 weeks	4 Regions	24 districts	21 training days	52 groups of training	51 groups of training

Officials Training

The Officials training was conducted at four centralised locations, and participants travelled from their districts to the centralised location to attend training.

Week	Region	Districts Attending	Dates	No. of Groups of Training Planned	No. of Groups of Training Delivered
1	Arusha	Meru DC Arusha DC Arusha CC Monduli Karatu DC Ngorogoro DC Longido DC	5 th – 9 th May 2025	2	2
	Tabora	Igunga Sikonge Kaliua Nzega DC Nzega MC		2	2

		Urambo Tabora MC Uyui			
2	Rukwa	Kalambo DC Sumbawanga DC Sumbawanga MC Nkasi DC	12 th – 16 th May 2025	1	1
	Iringa	Iringa MC Iringa DC Mufindi Kilolo Mafinga		1	1
2 weeks	4 Regions	24 Districts	8 training days	6 groups of training	6 groups of training

Each week there were training sessions taking place simultaneously across the 4 regions. For the standard 1 training, the cohorts of teachers changed over on a Thursday. The first cohorts finished training at 3/3:30pm on Wednesday and the new cohorts started at 8am the following day. This enabled most regions to complete their training in one, or two weeks from Monday to Saturday. There were a few exceptions in some districts where the training start and finish days varied, for instance, in Tabora Region, standard 1 training ran from Wednesday to Friday in Sikonge, and Friday to Sunday in Kalambo, while in Arusha training ran from Friday to Sunday in Arusha CC.

For the officials training, participants were grouped and trained in 4 locations as detailed in the table above. Each group attended two days training, either from Monday to Tuesday or Thursday to Friday, with a travel day in between (for

trainers). Training Day 1 for each group would end at 4/4:30pm and Day 2 would end at 4:00pm.

Trainers



The table below lists the professional Jolly Phonics trainers that took part in this training event. The training team was led by Sian Summers Issa who was 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 team leaders and 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	Standard 1 Teacher Training	1	Arusha CC, Arusha Region
2.	Sheba Moyo, Team A Leader and Trainer	Female	Zambia	Standard 1 Teacher Training and Officials Training	6 (4 Officials training and 2 Standard 1 trainings)	Arusha CC, Arusha Region Tabora MC, Tabora Region Sumbawanga DC, Rukwa Region Iringa MC & Mafinga TC, Iringa Region
3.	Irene Musyoki Team B Leader and Trainer	Female	Kenya	Standard 1 Teacher Training	7	Igunga, Nzega DC, Uyui, Tabora Region
4.	Alexia Zauana	Female	Namibia	Standard 1 Teacher Training	4	Arusha DC, Arusha Region Kilolo & Iringa DC, Iringa Region

5.	Bilal Ali	Male	Kenya	Officials Training	4	Arusha CC, Arusha Region Tabora MC, Tabora Region Sumbawanga DC, Rukwa Region Iringa MC, Iringa Region
6.	Regina Wavinya	Female	Kenya	Standard 1 Teacher Training	6	Sumbawanga DC, Sumbawanga MC, Nkasi & Kalambo, Rukwa Region Sikonge & Uyui, Tabora Region
7.	Deo Mupopiwa	Female	Namibia	Standard 1 Teacher Training	6	Monduli, Arusha Region Kilolo & Iringa DC, Iringa Region
8.	Eliud Hendrick	Female	Namibia	Standard 1 Teacher Training	5	Meru, Arusha Region Kilolo & Iringa DC, Iringa Region
9.	Celestine Chome	Female	Kenya	Standard 1 Teacher Training	5	Urambo & Kaliua, Tabora Region
10.	Jackline Karisa	Female	Kenya	Standard 1 Teacher Training and Officials Training	5 (2 Officials Training, 3 Standard 1 Training)	Arusha CC, Arusha Region Tabora MC, Tabora Region Mufindi, Iringa Region
11.	Frederick Obazee	Male	Nigeria	Officials Training	5	Arusha CC, Arusha Region Tabora MC, Tabora Region

						Sumbawanga DC, Rukwa Region Iringa MC, Iringa Region
12.	Agnes Nalubega	Female	Uganda	Standard 1 Teacher Training	6	Ngorogoro, Longido & Karatu, Arusha Region
13.	Dorcas Lotan	Female	Kenya	Standard 1 Teacher Training	6	Sumbawanga DC, Sumbawanga MC, Nkasi & Kalambo, Rukwa Region Sikonge & Uyui, Tabora Region
14.	Nelly Mtange	Female	Kenya	Standard 1 Teacher Training	3	Tabora MC, Nzega MC

The 14 official Jolly Phonics trainers represented six different countries, five of which were from Africa.



Trainers Fred Osarobo, Sheba Moyo and Bilal Ali.
Jolly Monitor Trainers



Trainer Sian Summers Issa with (L-R) Ms. Joyce
Andrew Singano, DEO and Dr. Joyce Mchilo Marangu,
Jolly Phonics Coordinator – Arusha Region



Participant with Trainer Nelly Mtange.



Participants with Trainer Irene Musyoki



Trainer Eliud Hendrick gifted Masaai blanket



Kenya Trainers (L-R) Regina Wavinya, Dorcas Lotan, Celestine Chome and Irene Musyoki.



Training Team (L-R) Fred Osarobo, Sheba Moyo, Deo Mupopiwa, Alexia Zauana, Jackline Karisa, Eliud Hendrick, Agnes Nalubega and Bilal Ali.

Training Venues

The training venues were arranged by the Jolly Phonics Coordinators for each district. In most cases, the coordinator was also a Ward Education Officer (WEO) or District Academic Officer (DAO). 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.

Standard 1 Teacher Training

Region: Arusha

Location	Arusha CC
Training Venue	Kijenge Primary School
Comments on Venue Facilities: Successes	<ul style="list-style-type: none"> • The venue at the Primary School was adequate. • On days 2 and 3 there was enough space to have a U shape and just about move around the room to reach participants. Units combining a bench and table were provided, and there was enough seating for all. • The school provided a good quality projector screen, projector and speakers. There were no issues with technical equipment or power. • The catering was to a high standard although served late on day 1. The food was well-prepared and the portions were generous. The participants were happy. The District Education Officer also arranged for a vegetarian option for the trainer which was greatly appreciated.
Comments on Venue Facilities: Challenges	<ul style="list-style-type: none"> • The room was very crowded on day 1 with the Head Teachers and there was no space to move around the room to get to participants. • The washroom facilities were not of good standard though there were enough for all the female participants. • Tea and food were served late occasionally.

Location	Arusha DC
Training Venue	Mringa TRC
Comments on Venue Facilities: Successes	<ul style="list-style-type: none"> • The first day saw high attendance with 108 participants, while the subsequent days had the expected numbers. Arusha's cool, rainy weather ensured adequate ventilation. • The venue provided a projector, which staff helped to set up daily. • Additionally, breakfast and lunch were served to the trainer on each training day.
Comments on Venue Facilities: Challenges	<ul style="list-style-type: none"> • Due to limited space, tables for participants could not be utilised within the venue. • Participants were not provided meals but purchased their own or brought food from home, as the Ministry of Education offered reimbursement.

Location	Karatu DC
Training Venue	Tumaini Junior School
Comments on Venue Facilities: Successes	<ul style="list-style-type: none"> • The room was spacious, well-ventilated and properly arranged. • Necessary equipment, including a projector was provided.
Comments on Venue Facilities: Challenges	<ul style="list-style-type: none"> • The food was of a good standard, but it was served a bit late on almost all training days.

Location	Karatu DC
Training Venue	Ganaka Primary School
Comments on Venue Facilities: Successes	<ul style="list-style-type: none"> • The room was spacious and properly arranged with the required equipment. • The food was of a good standard and served on time.
Comments on Venue Facilities: Challenges	<ul style="list-style-type: none"> • While the projector worked well, it was challenging on the first day of training when there were 156 trainees as not all could properly see the projections from the back of the room

Location	Longido
Training Venue	Longido District Council Headquarters
Comments on Venue Facilities: Successes	<ul style="list-style-type: none"> • The room was spacious and properly arranged, creating a conducive training environment. • It also had the required equipment, such as a well-set projector. • The food was of a good standard and served on time.
Comments on Venue Facilities: Challenges	<ul style="list-style-type: none"> • On Day 3, the training was moved to a new venue due to the meeting which was going to be held in the District Council Hall. It was an equally conducive learning environment but the movement was disrupting.

Location	Meru
Training Venue	Mariado School
Comments on Venue	<ul style="list-style-type: none"> • The training was conducted in a spacious venue that comfortably accommodated all participants. • The hall layout facilitated both group and pair work activities.

Facilities: Successes	<ul style="list-style-type: none"> • A projector, flip chart and stands, and a back-up generator were provided at the venue. • There was an uninterrupted electricity supply, and the facility had clean toilets and fresh drinking water. • Tea and lunch were served on time and were sufficient for all teachers. • The officials were actively involved and highly supportive throughout the training District Officer, Ms. Mariam Omari Fyeku, and headteacher Mr. Awadhi Mshangama, who assisted, gave a hearty welcome to all standard 1 teachers and Head Teachers. They stressed the training's importance and urged teachers to focus on and effectively implement Jolly Phonics in their classes. Both officials actively participated and provided substantial support throughout the training.
Comments on Venue Facilities: Challenges	<ul style="list-style-type: none"> • No challenges were reported regarding the training venue and facilities.

Location	Monduli
Training Venue	Milani TRMC
Comments on Venue Facilities: Successes	<ul style="list-style-type: none"> • The hall was well ventilated, big and spacious. • The venue had good washroom facilities. • Morning tea and lunch were served on each training day and the food was sufficient for the participants. • Projector was available • There was space to sit during meals.
Comments on Venue Facilities: Challenges	<ul style="list-style-type: none"> • The hall was too narrow hence movement was limited • There was no screen for projection, hence there was need to improvise and use the wall to project onto. • The benches were not comfortable as they did not have back rests.

	<ul style="list-style-type: none"> The metal tables with bench seats were heavy to move around in order to arrange/change to a more convenient layout
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Location	Ngorogoro
Training Venue	Digo Digo Primary School
Comments on Venue Facilities: Successes	<ul style="list-style-type: none"> The room was spacious and properly arranged, creating a conducive training environment. It also had the required equipment, such as a well-set projector. The food was of a good standard.
Comments on Venue Facilities: Challenges	<ul style="list-style-type: none"> The food was served late daily.

Region: Tabora

Location	Igunga
Training Venue	Mwenge
Comments on Venue Facilities: Successes	<ul style="list-style-type: none"> The training venue was prepared and arranged before the first day of training. A projector, an extension cord, a flip chart, marker pens, and three tables were provided. The seats were arranged in a U-shape, with the participants sitting at a desk Both the classroom and the washrooms were cleaned every day
Comments on Venue Facilities: Challenges	<ul style="list-style-type: none"> The washrooms were not sufficient for the number of participants in attendance. There was also no tissue paper in the toilets. Teachers were not provided with materials and handouts on the first day. Due to the attendance of Head Teachers, there was a large number of participants on the first day of training, making it difficult for the trainer to access all the participants.

	<ul style="list-style-type: none"> • Food was served late on day one, which required the trainer to extend the session and wrap up the day at 3 pm. • Two teachers missed tea on the second day. • The venue experienced a power outage on the second day, the entire day. • There were not enough bottles of water for all the participants.
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Location	Igunga
Training Venue	Ziba Secondary Social Hall
Comments on Venue Facilities: Successes	<ul style="list-style-type: none"> • The venue was spacious, well-ventilated, and had clean tiled floors, comfortably fitting a large group of participants. • The participants were seated in a U-shaped arrangement using lockers. • The trainer was provided with a chair, two tables, white board, plenty of marker pens, flipcharts and an extension cord. • Tea and sufficient food were served promptly to all attendees. Following lunch, each participant received a bottle of water.
Comments on Venue Facilities: Challenges	<ul style="list-style-type: none"> • The social hall (training venue) did not have doors, requiring daily setup of the training resources. • On the first day, trainer transport training was significantly delayed. • Some participants complained about poorly prepared food, which caused stomach-aches on the final day.

Location	Kaliua
Training Venue	Halmahera Hall
Comments on Venue Facilities: Successes	<ul style="list-style-type: none"> • Excellent venue in a spacious, clean parliament hall. • Ample seating for all participants and guests. • Well-ventilated hall with functional electrical outlets, extensions provided, and sufficient supplies (markers, masking tape, flip charts, etc.). • A good quality projector with working cables was provided

	<ul style="list-style-type: none"> • Breakfast and lunch arrangements were well-coordinated by District Academic Officer, Sifa Daudi. • Bottled water was provided twice daily to all participants. • There were clean restrooms of a high standard for both men and women, with adequate water supply and handwashing facilities available. • There was reliable power supply. • There was adequate seating for all participants and guests.
Comments on Venue Facilities: Challenges	<ul style="list-style-type: none"> • No challenges were reported regarding the training venue and facilities.

Location	Nzega MC
Training Venue	Imeli Primary School
Comments on Venue Facilities: Successes	<ul style="list-style-type: none"> • The location was well-prepared, and the trainer found the venue arranged and ready for training. • Participants offered their assistance to the trainer in displaying the wall posters and teaching materials. • The classroom was spacious and well-ventilated, and had sufficient desks. • The venue had more than enough toilets for both male and female participants; however, being a school, participants shared the same facilities with the learners. • Ample water supply in the washrooms.
Comments on Venue Facilities: Challenges	<ul style="list-style-type: none"> • No challenges were reported regarding the training venue and facilities.

Location	Nzega DC
Training Venue	Nata Primary School
Comments on Venue Facilities: Successes	<ul style="list-style-type: none"> • The training took place at Nata Primary School, situated a short distance from the town centre, making travel to and from the venue relatively easy for the participants. • The classroom, although small for the ninety-eight participants present on the first day, was well-ventilated and cleaned daily. • Resources provided included marker pens, masking tape, an extension cord, and a projector. • The washrooms were clean and sufficient for the number of attendees.
Comments on Venue Facilities: Challenges	<ul style="list-style-type: none"> • The size of the training room prevented the arrangement of the available desks into a U-shape. • On the first day, tea was served punctually, but lunch was delayed until 3 pm. Head Teachers had to depart at 1 pm due to a lack of provided funds for their lunch and breakfast.

Location	Nzega DC
Training Venue	St Francis Primary School
Comments on Venue Facilities: Successes	<ul style="list-style-type: none"> • The conference hall at St Francis Primary School comfortably accommodated seventy-five teachers. • The spacious, well-ventilated venue featured ample seating and tiled flooring. • The trainer was provided with two tables, a projector, and a whiteboard. • Sufficient washroom facilities were available for both male and female participants.
Comments on Venue Facilities: Challenges	<ul style="list-style-type: none"> • While morning tea was served promptly, lunch was delayed on the first two days.

Location	Nzega DC
Training Venue	Isimba Primary School
Comments on Venue Facilities: Successes	<ul style="list-style-type: none"> • The training took place in a well-ventilated classroom • The classroom had tiled floors and enough desks to accommodate ninety-six Head Teachers and teachers. • The trainer was provided with a projector and an extension cord. The seating arrangement was in a U-shape, although on the second and third days, it was arranged differently. • Tea and lunch were served on time throughout the sessions. • Additionally, there were clean washrooms for both males and females.
Comments on Venue Facilities: Challenges	<ul style="list-style-type: none"> • No challenges were reported regarding the training venue and facilities.

Location	Tabora MC
Training Venue	Town School
Comments on Venue Facilities: Successes	<ul style="list-style-type: none"> • The room had sufficient space for display materials however, this was to the sides of the room (seating area) • The room was well ventilated. • The centre had two washrooms for each gender with availability of water throughout the training. • The food was well prepared.
Comments on Venue Facilities: Challenges	<ul style="list-style-type: none"> • Though the room was spacious, the big desks made it difficult to manoeuvre on day 1 due to the large numbers of participants (teachers and Head Teachers). • The food was not served on time on all three days which then required the trainer to change their timings in order to meet the days' training objectives.

	<ul style="list-style-type: none"> • The training room was not lockable which necessitated the trainer removing training resources at the end of each training day and displaying them again the following day. • Due to the positioning of the classroom, the wind would blow through the room, displacing the training resources at times.
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Location	Urambo
Training Venue	Santa Maria Academy
Comments on Venue Facilities: Successes	<ul style="list-style-type: none"> • The venue was a spacious and clean hall, providing an excellent environment for the event. • Ample seating was available for all participants and guests. • The hall was well-ventilated and equipped with functional electrical sockets. • Extensions, markers, masking tape, and flip charts were available for training and readily accessible. • A high-quality projector with powerful speakers and all necessary cables was provided, eliminating the need for a Bluetooth speaker. • Breakfast and lunch were well-coordinated. • The event proceeded smoothly without interruptions from learners, as lessons were ongoing throughout the school. • Bottled water was distributed to all participants on each training day. • A stable power supply was maintained throughout the event.
Comments on Venue Facilities: Challenges	<ul style="list-style-type: none"> • Though washroom standards were high, with sufficient water and handwashing facilities, male and female participants only had one toilet to share which was quite challenging.

Location	Uyui
Training Venue	Kigwa Secondary School
Comments on Venue Facilities: Successes	<ul style="list-style-type: none"> • The training was hosted in a classroom, which was well ventilated and clean. • There were enough chairs and lockers provided for each participant. • The training room was big enough to accommodate all participants • Technical equipment was provided, such as a projector, speaker and extension cables. • Flip charts and mark pens were provided.
Comments on Venue Facilities: Challenges	<ul style="list-style-type: none"> • Snacks were not provided during morning break-times on all training days.

Location	Uyui
Training Venue	Hal al Mashauri Conference Hall
Comments on Venue Facilities: Successes	<ul style="list-style-type: none"> • Sufficient chairs and lockers were available for all training participants. • The venue was spacious and well-ventilated, featuring air conditioning and cleanliness. • The technical equipment necessary for the training, such as projectors, speakers, and extensions, was supplied. • Despite the absence of provided tea, the lunch served was substantial and punctual on day two. • A closing ceremony and celebration was held and officiated by Dr. Aneth Komba and other TIE and Regional officials at Hal al Mashauri to mark the end of the training.

Comments on Venue Facilities: Challenges	<ul style="list-style-type: none"> The seating arrangements (u-shaped at Hal al Mashauri was challenging due to group size on day 1 of training), although the room provided enough space and seating for everyone.
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Location	Uyui
Training Venue	Ilolangulu
Comments on Venue Facilities: Successes	<ul style="list-style-type: none"> The room was spacious, with enough seats for all participants. There was adequate space to put up posters. The washrooms were easily accessible with access to clean water. The food was well prepared and served on time. It was enough for the participants.
Comments on Venue Facilities: Challenges	<ul style="list-style-type: none"> No tea was provided on all training days.

Location	Sikonge
Training Venue	Elimu Maalum
Comments on Venue Facilities: Successes	<ul style="list-style-type: none"> The room had enough space and comfortable seats for the participants. The tables and chairs were adequate for all in attendance. There was enough space to put up posters and set up display materials. The room was well ventilated and prepared for the setting up for the training. Washroom facilities were good and had access to clean water. The food was well prepared, served on time and enough for the participants.

Comments on Venue Facilities: Challenges	<ul style="list-style-type: none"> No challenges were reported regarding the training venue and facilities.
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Region: Rukwa

Location	Kalambo
Training Venue	Lumi Primary School
Comments on Venue Facilities: Successes	<ul style="list-style-type: none"> The classroom was clean and spacious enough to accommodate all participants. The desks were enough for all in attendance. Food and tea were served on time. A projector, speaker and projection screen were provided.
Comments on Venue Facilities: Challenges	<ul style="list-style-type: none"> No challenges were reported regarding the training venue and facilities.

Location	Nkasi
Training Venue	Challa
Comments on Venue Facilities: Successes	<ul style="list-style-type: none"> There was enough space and seats for the participants. The space was available to put up posters. The room was well ventilated and ready for set up. The washrooms were available and there was access to clean water. There was enough food for the participants and it was well prepared and served on time.
Comments on Venue Facilities: Challenges	<ul style="list-style-type: none"> There were no tables for teachers.

Location	Nkasi
Training Venue	Nkasi Secondary School
Comments on Venue Facilities: Successes	<ul style="list-style-type: none"> • The class was spacious and clean and the plastic chairs were enough for every participant • A projector and speaker were provided. • The washrooms were adequate, clean and there was enough water in the buckets provided. • The classroom and hall were well ventilated. • Lunch and tea break were served on time. • Water was provided every day.
Comments on Venue Facilities: Challenges	<ul style="list-style-type: none"> • The transition from one venue to another on the first day consumed a lot of time. • The projector and speaker were provided a bit late. • The first class was not connected to the power so it was done upon the trainer's arrival to the venue. • There was a power outage for two hours before lunch

Location	Sumbawanga MC
Training Venue	Mpui
Comments on Venue Facilities: Successes	<ul style="list-style-type: none"> • The training room was adequately ventilated, clean and ready for setup when the trainer arrived. • Washrooms were a good standard and clean water was readily available. • Food was plentiful, served on time and well-prepared for all participants. • Continuous power supply was available. • A projector and speaker were provided.
Comments on Venue Facilities: Challenges	<ul style="list-style-type: none"> • While spacious, the classroom felt crowded on the first day due to the attendance of Head Teachers on the first day of training.

Location	Sumbawanga DC
Training Venue	Ndua Primary School
Comments on Venue Facilities: Successes	<ul style="list-style-type: none"> • The room was spacious with enough seating for all participants. • Tables and other furniture were provided, with space enough to put up posters. • The room was well ventilated and already prepared for set up. • The venue had clean washrooms and a good water supply. • The food was well prepared and enough for all participants. • A projector, extension cord and projection screen were provided. • A 500ml bottle of water was provided during lunch hour for each participant.
Comments on Venue Facilities: Challenges	<ul style="list-style-type: none"> • No challenges were reported regarding the training venue and facilities.

Region: Iringa

Location	Iringa DC
Training Venue	Ifunda Kibaoni Primary School
Comments on Venue Facilities: Successes	<ul style="list-style-type: none"> • The training venue was generally suitable • A projector was provided
Comments on Venue Facilities: Challenges	<ul style="list-style-type: none"> • Though a projector was provided, it could not be used effectively due to the cramped environment. Instead, a chalkboard was utilised for demonstrations and explanations. • Two classrooms had initially been prepared in anticipation of two trainers, but only one classroom was ultimately used to accommodate all 104 participants on day one, comprising 46 Head Teachers and 58 Standard One teachers. This resulted in

	<p>a highly congested space with minimal room to move around, making facilitation difficult.</p> <ul style="list-style-type: none"> • Overall, the room layout and lack of space significantly affected the comfort and practicality of the training environment. • In terms of meals, snacks were not provided at break time, though lunch was provided on all training days.
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Location	Iringa DC
Training Venue	Kalenga TRC
Comments on Venue Facilities: Successes	<ul style="list-style-type: none"> • The hall was clean and conducive, with enough chairs and tables for participants • A projector was provided, and it worked well. • Morning tea and lunch were served on each training day, and was sufficient for all participants • The layout of the room made it easier to reach and engage with all participants
Comments on Venue Facilities: Challenges	<ul style="list-style-type: none"> • The lunch and tea menu were the same every day, to which some participants complained.

Location	Iringa DC
Training Venue	Simian Secondary School
Comments on Venue Facilities: Successes	<ul style="list-style-type: none"> • The venue size was adequate for the teachers on the second and third day of training. • Chalk and a chalkboard were provided for writing on. • The school supplied a projector and speaker, negating the need for the trainer to use their own speakers.

Comments on Venue Facilities: Challenges	<ul style="list-style-type: none"> On the first day of training, there was a large number of participants which over-crowded the training room.
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Location	Mafinga
Training Venue	Mafinga TRC
Comments on Venue Facilities: Successes	<ul style="list-style-type: none"> The training room was spacious and furnished with enough chairs and tables. Two large tables were provided for use as a teaching table and a display table. A free-standing black board was also provided on which the flip chart was mounted as well as the 42 sounds poster. A projector, and extension cord were provided. A caterer was engaged to provide tea, snacks, water as well as lunch.
Comments on Venue Facilities: Challenges	<ul style="list-style-type: none"> Washrooms on site were inadequate, as there was only one for men and one for women. The serving of food on Day 1 proved quite hectic due to the large number of participants on that day. Both tea and lunch were 30 mins late on Day 1. Despite this, the food tasted fresh and was well-prepared.

Location	Iringa MC
Training Venue	Mapinduzi English Medium Primary School
Comments on Venue Facilities: Successes	<ul style="list-style-type: none"> The hall was spacious and well-ventilated. It had a stage and a good stretch of wall to beam the presentation on and was also well-lit. There were ample washrooms for both male and female (2 each), which were kept relatively clean and odour-free. The training room had been set up for training the week before, hence there was no need to arrange the seating arrangement on Day 1.

	<ul style="list-style-type: none"> • A projector, HDMI cable and 2 power extension cables, were provided for use in the training. • On Day 1, food for both Tea Break and Lunch was delivered way ahead of time (by 09:30am).
Comments on Venue Facilities: Challenges	<ul style="list-style-type: none"> • On the first day of training, the trainer arrived at the venue to discover that several items had been removed from the display table and some posters had fallen down. Consequently, the trainer needed to redo some of the setup. • The pre-arranged U-shaped seating arrangement from the previous week had been disassembled during the weekend, requiring chairs to be reorganised. • The projector was not very clear, hence participants struggled to read some of the writing on the slides. • A Bluetooth speaker was not provided; hence the trainer had to use their own speaker. • On day 2 and 3 tea and food were delivered late.

Location	Iringa TC
Training Venue	Ilula TRC
Comments on Venue Facilities: Successes	<ul style="list-style-type: none"> • The training was conducted in the big hall. • The room was well ventilated • A projector and flipchart were provided, and assistance was given when connecting the projector to the laptop and checked to ensure that the projection was visible for all the participants
Comments on Venue Facilities: Challenges	<ul style="list-style-type: none"> • Despite providing a flip chart, marker pens were not provided • On the 2nd day lunch was delivered and served late around 3:30pm. The participants agreed to have the training continue until the food arrived.

Location	Iringa TC
Training Venue	TAG Church
Comments on Venue Facilities: Successes	<ul style="list-style-type: none"> • A projector, flip charts, and marker pens were provided. • The venue was spacious and furnished with colourful arm chairs • The venue had clean washrooms. • On Days 2 and 3, the training was shifted to Kilolo Primary School and held in one of the classrooms as there were no Head Teachers attending on these days.
Comments on Venue Facilities: Challenges	<ul style="list-style-type: none"> • The training venue lacked the facilities to accommodate the large number of participants • A projector screen was not available, though the WEO provided a white cloth which was used to project the presentation onto. This led to delay of the setup and the training started 30 minutes late. • The change in venue provided a more typical school environment, and space was limited compared to the venue used on the first day. • The flip chart stand was not provided, which required the trainer to improvise by hanging the flip charts on the wall to write on. • Lunch and tea were served late on all training days.

Location	Mufindi
Training Venue	Maguvani
Comments on Venue Facilities: Successes	<ul style="list-style-type: none"> • The venue was located in a conducive environment • The training room was kept clean and had enough desks. • Washrooms were available with clean, running water.
Comments on Venue Facilities: Challenges	<ul style="list-style-type: none"> • Due to a power outage on the first day, the trainer had to deliver the presentation without the slides.

Location	Mufindi
Training Venue	Igowole SM
Comments on Venue Facilities: Successes	<ul style="list-style-type: none"> • The training room was kept clean, was well-ventilated and had enough desks for participants • Washrooms with clean water were available.
Comments on Venue Facilities: Challenges	<ul style="list-style-type: none"> • The room was not spacious enough. • The provided projector had some technical issues, so the trainer had to use their own projector.

Officials Training

Location: Arusha Region

Serving: Meru DC, Arusha DC, Arusha CC, Monduli DC, Karatu DC, Ngorogoro DC & Longido DC Districts.

Location	Arusha CC
Training Venue	Kijenge Primary School – Computer Lab
Comments on Venue Facilities: Successes	<ul style="list-style-type: none"> • The day before training started, the trainers were informed that the training had changed from Arusha School to Kijenge Primary school, as Arusha School only had 1 room available for training, when two separate training rooms were need for the officials • The training room had both a projector and screen, as well as a smart tv. The trainers opted to use the tv, and it was technically easier to set up, and did not require the use of an external speaker
Comments on Venue	<ul style="list-style-type: none"> • The training room had not been swept or cleaned ahead of time so the trainers spent over an hour waiting for the room to be cleaned which meant a delay to the start of the training

Facilities: Challenges	<ul style="list-style-type: none"> • The room was quite small; hence participants were split disproportionately with the other Jolly Monitor training group which affected the level of one-to-one support. • The washroom facilities were not to a good standard. • There were no tables available in the training room, so only chairs were set in a u-shape, with some chairs forward-facing in the centre. There was no space to do games and activities in the room
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Location	Arusha CC
Training Venue	Kijenge Primary School - Classroom
Comments on Venue Facilities: Successes	<ul style="list-style-type: none"> • The room provided ample space and had sufficient desks. • Positively, the room was large, clean, well-ventilated, and offered a conducive environment. • Furthermore, accessible bathrooms with clean water were available.
Comments on Venue Facilities: Challenges	<ul style="list-style-type: none"> • The venue required quite a lot of setup upon arrival of the training team. Desks had been pushed to the back of the room and had to be re-arranged to face the other director and projector stand. • Washrooms were located in the staff room and were not very clean.

Location: Tabora Region

Serving: Sikonge, Kaliua DC, Urambo, Nzega, Uyui and Tabora MC Districts.

Location	Tabora
Training Venue	Tabora Boys Secondary School (library)
Comments on Venue Facilities: Successes	<ul style="list-style-type: none"> • The washrooms were kept clean and had clean, running water. The female toilets located within the training room were kept clean. The male toilets were located in another building • The training room was spacious, and the trainers got to set up the room the day before the training started. The school had already swept the place and arranged 48 chairs forward-facing. The trainers then proceeded to re-arrange the chairs in

	<p>a U-shape, and the school also assisted with 3 large tables that could seat 12 people, as well as 8 single-seater desks (tables) to seat the rest of the participants. The headmaster was very helpful and assigned staff and pupils to assist the trainers.</p> <ul style="list-style-type: none"> • A projector, projector screen, extension cable, flip chart stand/whiteboard and whiteboard markers were provided. These worked fairly well, except the white board whose stand did not extend and had to be propped up on two chairs.
Comments on Venue Facilities: Challenges	<ul style="list-style-type: none"> • On Day 1, all trainers were first taken to the Regional Education Office, for an opening session with the Regional Education Officer, Ms Upendo Rweyemamu. This took about an hour, meaning the training start time was delayed. • Tea break snacks and a lunch meal was provided by a caterer. On Day 1, tea break was on time, though the participants had their break at 10:45 because the training had started quite late. Lunch was late, and only ready to be served at 14:24hrs. On Day 2 both tea break and lunch flowed smoothly with tea being ready punctually, while lunch was delayed and only served at 2:20pm.

Location	Tabora
Training Venue	Isike Mwana Kiyungi
Comments on Venue Facilities: Successes	<ul style="list-style-type: none"> • The room was spacious and well ventilated. It was kept relatively clean and had enough chairs and tables for the participants. • The restrooms were clean and had clean, running water. • Breakfast and lunch were provided for participants and served on time.
Comments on Venue Facilities: Challenges	<ul style="list-style-type: none"> • No challenges were reported regarding the training venue and facilities.

Location: Rukwa Region

Serving: Kalambo DC, Sumbawanga MC, Sumbawanga DC, Nkasi DC and Nkasi Districts.

Location	Sumbawanga DC
Training Venue	Sumbawanga DC Office Hall
Comments on Venue Facilities: Successes	<ul style="list-style-type: none">• The hall was spacious and well ventilated.• Plastic chairs with a metal frame were provided and these were more than enough for the participants. The trainers arranged the room in a U-shape, though with some difficulty as the tables available were narrow.• A projector, projector screen and extension cable were provided for use. The projector worked well (was clear) and did not pose any difficulties.
Comments on Venue Facilities: Challenges	<ul style="list-style-type: none">• Due to the hall being in use by another training group, the training team was not able to set up the hall the day before the training, and so this had to be done on the morning of day 1 of training.• The trainers initially struggled to have the sound play through the Bluetooth speaker, but were later able to connect the Bluetooth speaker directly to the projector.• There were male and female washrooms in an adjacent room with an entrance at the end of the hall. The toilets were not very clean, and after break the trainers were guided to use the toilets in the main office block, which were more conducive.• A caterer had been engaged to provide breakfast (tea break) and lunch. This was served late on Day 1, as it only arrived after 10:30. Lunch was also served late from 13:50 to 14:30. The trainers had to then reduce the lunch break time from 1 hour to 40 mins

Location: Iringa Region

Serving: Iringa MC, Iringa DC, Mufindi, Kilolo and Mafinga TC Districts.

Location	Iringa MC
Training Venue	Mapinduzi English Medium Primary School, Iringa MC
Comments on Venue Facilities: Successes	<ul style="list-style-type: none">• The hall was spacious and well-ventilated.• It had a stage and a good stretch of wall to beam the presentation on and was also well-lit.• There were toilets for both male and female (2 each), which were kept relatively clean and odour-free.• Upon arrival in Iringa MC, the trainers set out to the training venue to set up the room in readiness for training the following day.• On Day 2, tea break food was delivered before 10 am (before time), which enabled the training programme to progress well.
Comments on Venue Facilities: Challenges	<ul style="list-style-type: none">• On Day 1, food for both tea break and lunch was delivered late, which delayed the training.• No technical equipment was provided for the training except for a power extension cable that the team used to connect their laptops and Bluetooth speaker. The team used its own projector.• There were inadequate tables in the training room.• The ceiling had a roof leak close to the teaching table; hence a large rainwater puddle was found on the floor in the morning of day 1.

Health and Safety Considerations



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

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

As far as possible, all trainer travel by road took place during the daylight hours and in vehicles with sufficient seats and seatbelts for the number of passengers. There were a few exceptions where transportation was challenging between regions, and trainers had to take night buses.

Training Registration



A draft training plan was prepared several weeks in advance, with the final version confirmed one week prior to the rollout to allow for final adjustments and coordination. Advance communication to the regions accompanied by a draft training timetable enabled each district to inform schools and mobilise their teachers. Teachers signed a district attendance record daily. The attendance records were managed and stored by the District Coordinators. The trainers were able to collect the group attendance from the District Coordinators, 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 a **95.2%** attendance **across the country for Standard 1 teachers and 116% for Officials**.

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

Standard 1 Teacher and Headteacher Attendance

Region	District	Expected Attendance	*Actual Attendance	Attendance %	Head-teachers
Arusha	Ausha DC	108	105	97.2	105
	Arusha CC	60	50	83.3	50

	Karatu DC	118	141	119.5	134
	Longido	70	48	68.6	44
	Meru	125	117	93.6	117
	Monduli	80	80	100	80
	Ngorogoro	88	55	62.5	54
	Sub-total	649	595	91.7%	584
Tabora	Igunga	151	146	96.7	151
	Kaliua	145	141	97.2	141
	Nzega DC	180	167	92.8	171
	Nzega MC	43	37	86	37
	Sikonge	118	108	91.5	108
	Tabora MC	90	80	88.9	80
	Urambo	92	89	96.7	89
	Uyui	160	176	110	176
	Sub-total	979	944	96.4%	953

Iringa	Iringa DC	165	174	105.5	157
	Iringa MC	56	52	92.9	47
	Kilolo	135	136	100.7	131
	Mafinga TC	40	37	92.5	33
	Mufindi	170	151	88.8	151
	Sub-total	566	550	97.2%	519
Rukwa	Kalambo	112	105	93.8	105
	Nkasi	124	114	91.9	114
	Sumbawanga DC	125	77	61.6	77
	Sumbawanga MC	72	115	159.7	115
	Sub-total	433	411	94.9	411
All Regions	Grand Total	2627	2500	95.2%	

**As documented in the training reports.*

Official Attendance

Region	District	Expected Attendance	*Actual Attendance	Attendance %
Arusha	WEOs	70	70	
	DAOs	8	7	
	SQAOs	7	7	
	MAOs	0	0	
	Sub-total	85	84	99%
Tabora	WEOs	80	**	
	DAOs	7	**	
	SQAOs	9	**	
	MAOs	0	**	
	Sub-total	96	98	102%
Iringa	WEOs	50	50	
	DAOs	6	5	
	SQAOs	5	7	
	MAOs	0	0	
	Sub-total	61	62	101%
Rukwa	WEOs	40	40	
	DAOs	4	4	

	SQAOs	5	4	
	MAOs	0	0	
	Sub-total	49	48	98%
All Regions	Grand Total	291	292	100.3%

**As documented in the training reports.*

***Records not shared with training team*

The attendance and support of Jolly Phonics District and Regional coordinators and other education officials significantly contributed to the success of each training. Generally, the coordinators and officials 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:

Region	Officials in Attendance
Arusha	Dr. Joyce Mchilo Marangu, Jolly Phonics Regional Coordinator Ms. Joyce Andrew Singano, DEO Mr. Jonas Shao, DAO Mr. Mrutu, DQAO Ms. Scholastica Peter Bura Mr. Marseli Salutari, DAO Ms. Rose Bildad Mollel, DAO (Primary) Mr. Papakinyi, DAO Ms. Marian Omari Fyeku, DAO Mr. Awadhi Mshangama, Headteacher Mr. Jasper Sangeva, Statistics and Logistics Officer Mr. Justin Kitaa, WEO Digna Peter Swai, Arusha DC

Tabora	<p>Madam Mwankina Mbutolwe, Jolly Phonics Regional Coordinator</p> <p>Madam Sifa Daudi, DAO</p> <p>Ms. Fatma Komesha, WEO</p> <p>Mr. Ajali Mbwana Marumwengu, DAO</p> <p>Mr. Joshua Samson, DAO</p> <p>Ms. Felician F. Muyaga</p> <p>Mr. Dotto, REO</p> <p>Mr. Mohamed Motomoto, DAO</p> <p>Mrs. Yvonne Mbutolwe</p> <p>Mr. Peter, Ass. DAO</p> <p>Mr. Richard Maziku, DAO</p> <p>Mr/ Pastor Mashiku, REO</p> <p>Ms. Beatus Mapunda, TIE</p> <p>Ms. Susana Makoye, DAO</p>
Rukwa	<p>Dr. Emmanuel Lema, Jolly Phonics Regional Coordinator</p> <p>Mr. White, DAO</p> <p>Mr. Nguvu Mali, DAO</p> <p>Ms. Missana Kwangira, DED</p> <p>Ms. Patricia Mpew, DEO</p> <p>Ms. Blantina Mlelw, DAO</p>
Iringa	<p>Mr. Stephen Mwashihava, Jolly Phonics Regional Coordinator</p> <p>Mr. Stenly Mwalutondwa, Headteacher</p> <p>Mr. Joseph Kanyanyah,</p> <p>Mr. Usajingwa Mwamalili, DAO</p> <p>Mr. Kasimiri Kastori Sambala, DAO</p> <p>Ms. Dorothy Kobero</p> <p>Ms. Mary Stella Mwinuka, MAO</p> <p>Mr. Wilboard Yanga, RAO</p> <p>Ms. Joyce Amon Tiita, WEO</p>

	Ms. Dorothy Kobero, Head of Education Department Mr. Adam Clemence Mgaya, DAO Mr. Venant Lyimo, DAO
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Transport & Accommodation



Transport

Due to the vast size of the country and the large distances between regions, special attention was paid to reducing travel time as much as possible. Trainers travelled to and within Tanzania using a combination of air, road, and rail transport. Namibian and Ugandan trainers flew into Kilimanjaro International Airport in Arusha, while trainers from Zambia and Nigeria first flew to Mombasa, Kenya. They were joined by two Kenyan trainers and travelled by taxi from Kilifi to Arusha City Council. The remaining Kenyan trainers travelled overland to Dar es Salaam and continued to Dodoma via the Standard Gauge Railway (SGR).

Travel arrangements within the four rollout regions varied considerably. Each trainer received a travel budget from Jolly Futures and coordinated with the District Jolly Phonics Coordinator regarding local transport between training venues, accommodation, and across districts. Modes of transport included taxis, hired or government vehicles, buses, *bajaji*, and *boda bodas* (motorbikes). A movement plan was shared by Jolly Futures with TIE and Regional Jolly Phonics Coordinators and subsequently passed on to District Coordinators. However, travel plans were not always communicated promptly to team leaders or trainers, leading to some safety concerns over certain travel arrangements, such as night travel. Instances of delayed pick-ups, breakdowns, and late-night travel resulted in significant arrival delays for some trainers.

Following the completion of the training sessions, trainers returned to Dar es Salaam by road or rail. Kenyan trainers continued on by bus to Mombasa, while others departed via Julius Nyerere International Airport to their home countries. The Ugandan trainer flew out of Arusha Airport to Kampala, Uganda.

Accommodation

Due to the wide distribution of training venues across the four regions, the training team did not converge at a central location in Tanzania for a trainer orientation session, as would typically be the case. Instead, an in-person orientation was held in Kilifi, Kenya for the Kenyan and Zambian trainers, while a virtual orientation was conducted for the entire training team prior to their departure for Tanzania. Both sessions provided valuable opportunities for trainers to connect, engage with one another, and receive key information as a unified team.

The Jolly Phonics District Coordinators in each district were tasked with finding safe, clean and conducive hotels for the training team or trainer assigned to their district. The Coordinators were also responsible for arranging daily travel to and from the training venues. They were generally very supportive in these tasks, although there was a range in standards and facilities for both accommodation and local travel.

District	Hotel/ Lodge	Comments
Arusha Region		
Arusha CC	New Pamoja Lodge	<ul style="list-style-type: none">• The arrival lodge was found to be quite run-down and dirty, with a number of amenities not available as advertised.• There was no hot water in the rooms• The restaurant was quite slow in preparing food; hence most trainers opted to walk about 15 mins to the nearest shops to purchase the evening meal.• The TIE coordinator opted for all to move to a new location the next day.

Arusha CC	Peace Hotel	<ul style="list-style-type: none"> • The hotel rooms were clean and comfortable, well-ventilated and having hot water on demand as well as a tv in each room. • It had a restaurant, with trainers having the option of going to nearby shops and restaurants to purchase food and snacks • The hotel also had good WIFI and a back-up generator • The restaurant was unable to prepare good vegetarian food options so a trainer ate elsewhere
Arusha DC	B & H	<ul style="list-style-type: none"> • The hotel was clean and safe • It did not have hot water in the rooms or WIFI connectivity
Monduli	Eliazina Lodge	<ul style="list-style-type: none"> • The hotel was clean and safe • The rooms were quite small, and the rooms were quite costly • There was a lot of noise pollution in the area coming from a bar located next to the lodge. This made it challenging for the trainer to fully rest after training • Inconsistent water supply and no WIFI connectivity • The lodge did not provide meals
	Manombo Lodge	<ul style="list-style-type: none"> • The lodge was very spacious, clean and safe with friendly and helpful staff • Though it had WIFI connectivity, it was not accessible in the rooms
Meru	Jawido Lodge	<ul style="list-style-type: none"> • Had good customer service. • No hot water and the place was dirty.

Ngorogoro	Paris B Hotel	<ul style="list-style-type: none"> • It was clean with spacious rooms. • The hotel did not serve breakfast early enough for guests leaving first thing in the morning. • The trainer had to source food from outside the hotel.
Karatu	Green Eagle Motel	<ul style="list-style-type: none"> • The motel was a very clean and safe place.
Digodigo	Boniface S. Barasabian	<ul style="list-style-type: none"> • It was a mediocre small guest house, though rated as the best in Digodigo • It did not serve meals, which had to be sourced from nearby restaurants.
Longido	Supeet Roine Mseya	<ul style="list-style-type: none"> • It was a quiet and safe place. • It did not serve food, hence food had to be prepared by the trainer.
Tabora Region		
Tabora MC	Remada Sunset Hotel	<ul style="list-style-type: none"> • The hotel had well-kept facilities, with spacious rooms. • It had good WIFI connectivity and hot water in some rooms. • The rooms had queen sized beds and a television. • The rooms were swept everyday, and a soap, lotion, a toothbrush and mini toothpaste provided on a daily basis. • There was a power outage on one of the days. • The hotel had a good restaurant, though the meals were quite costly, hence meals had to be sourced from nearby restaurants. • Hot water was not available in some rooms.
Urambo	Filly Classic Hotel	<ul style="list-style-type: none"> • The hotel was clean and had good security. • Breakfast was usually served late. • There was no WIFI connectivity, and no running water for showering.

Kaliua	Ashanti Hotel	<ul style="list-style-type: none"> • The hotel was safe and kept quite clean. • Breakfast was served on time. • There was hot water for showering in the rooms. • It had WIFI connectivity though the signal was weak.
Tabora	West End Hotel	<ul style="list-style-type: none"> • There was good security and good WIFI connectivity. • The hotel was clean and homey.
Sikonge	Mandela Hotel	<ul style="list-style-type: none"> • The hotel had clean and spacious rooms. • The WIFI connection was not strong.
Igunga	Seina Hotel	<ul style="list-style-type: none"> • The hotel provided strong WIFI connectivity and hot water in the rooms. • Breakfast was served very early and food was delicious and affordable.
Nzega MC	Chidinma Lodge	<ul style="list-style-type: none"> • The lodge had clean-rooms and the hotel manager was friendly and helpful. • There was WIFI connectivity. • The restaurant served good meals at affordable meals rate.
Nzega DC	Kilamali Guest House	<ul style="list-style-type: none"> • The guest house had spacious rooms and was clean. • The trainer experienced inconsistent amenities. While hot water was available, toilet paper and WIFI were not. • Breakfast was not provided.
	Jesmac Hotel	<ul style="list-style-type: none"> • The hotel was spacious with well-ventilated rooms and hot water. • Breakfast was provided daily. • There was no WIFI connectivity.
	Samira Guest House	<ul style="list-style-type: none"> • There were bees in the room so the trainer re-located to another guest house the following day.

	Lohumbo B Lodge	<ul style="list-style-type: none"> • The lodge was clean and well-equipped with a fan, television, and hot water. • Breakfast was not provided and there was no Wi-Fi connectivity.
Rukwa Region		
Sumbawanga DC	Southern Corridor Hotel	<ul style="list-style-type: none"> • The rooms were clean, though quite small. They had a tv, a table and chair, as well as hot water in the shower. • Though there was a restaurant, meal preparation was very slow and breakfast was always served late
	City Lodge	<ul style="list-style-type: none"> • The hotel was spacious, clean and had strong WIFI connectivity.
Sumbawanga MC	Matwaki Lodge	<ul style="list-style-type: none"> • The hotel was well cleaned and all toileting provided. • Clean and all necessities provided with strong WIFI connection •
Kalambo	Spring View	<ul style="list-style-type: none"> • Good hospitality and sparkling clean. • The WIFI connection was not strong
Iringa Region		
Mafinga	Sayari Hotel	<ul style="list-style-type: none"> • The hotel had spacious rooms and hot water in the bathrooms. • It had good WIFI connectivity.
	Salvatoriane Hotel	<ul style="list-style-type: none"> • The rooms were clean and well-furnished. • The hotel had hot water and WIFI connectivity. • The restaurant prepared meals on order, though meal preparations were quite slow, leading the trainer to source their meals from a nearby shopping centre.

Kilolo	Mvina Lodge S.	<ul style="list-style-type: none"> • The lodge was clean, with beautiful landscaping • It was safe and the staff were very friendly. • Though it had WIFI connectivity, this did not reach rooms and could only be accessed at the reception area.
Ifunda	Malifimbo Lodge	<ul style="list-style-type: none"> • The lodge had good customer care • It was self-catering, which was inconveniencing • The lodge had no WIFI connectivity
Ilula	Serenity Lodge	<ul style="list-style-type: none"> • The lodge boasted clean and spacious rooms, with hot water in the bathrooms • It had strong WIFI connectivity
Mufindi	Kanani Guest House	<ul style="list-style-type: none"> • The guest house had clean rooms had hot water. • There was no WIFI connectivity in the hotel, posing challenges for trainers when it came to sending reports and other communications
	Maguvani Guest House	<ul style="list-style-type: none"> • The guesthouse was clean and safe, and the rooms had hot water. • There was no WIFI connectivity in the hotel.

Iringa MC	Kalenga West Park Hotel	<ul style="list-style-type: none"> • The hotel was clean and safe with friendly and helpful staff • The rooms included a sizable double, queen or king-sized bed, a table and chair. • There was also hot water in the shower. • The hotel had a restaurant, and there were several other food options available at nearby restaurants and take-aways located very close to the hotel from there. • The downstairs offices and restaurant were connected to WIFI but it was not available in the rooms, which meant that to use the WIFI, one had to go down to the restaurant and use. • There was a foul smell in the bathrooms emanating from the sewer system. • Breakfast not up to standard in that it did not include a variety of food options.
Dar es Salaam		
Dar es Salaam	Gold Plaza Hotel	<ul style="list-style-type: none"> • Very Spacious and clean. • Soaps and shower gel was provided. • It is located in conducive environment. • There was WIFI and hot water.
	Elizi Guesthouse	<ul style="list-style-type: none"> • Though the rooms were small they were fairly clean. • There was no WIFI connectivity. • The guest house does not serve food, hence the trainer had to source food from nearby shops and restaurants.
	Rombo Hotel	<ul style="list-style-type: none"> • Clean and spacious hotel • Strong WIFI connection. • Hot water was available in the room. • Tissue and shower gel was provided. • Breakfast was provided. • Small cockroaches were crippling on the floor.
	Rungwe Hotel	<ul style="list-style-type: none"> • Very spacious rooms. • Breakfast was provided. • Good customer service.

	Shikalango Hotel	<ul style="list-style-type: none"> • The toilet had permanent stain. • Noise from the nearby street. • Soaps were not provided. • WIFI was not connected in rooms.
Dodoma		
Dodoma	Renamu Lodge	<ul style="list-style-type: none"> • Clean hotel with good security. • There was no WIFI service, and no hot water in the rooms. • Breakfast was not provided.
	Inoga Hotel	<ul style="list-style-type: none"> • Very spacious and clean hotel. • Delicious but quite expensive food.

Teacher Transport, Accommodation and Feeding

The MoEST through TIE were responsible for providing teachers and Officials with transport to the training venue, accommodation and meals during the training. The MoEST provided funds to support each region, and teachers completed forms with their banking information on the first day of training to enable payment of funds.

The Training Content and Equipment Used



Standard 1 Teacher Training

The training content was delivered using PowerPoint presentations which contained example videos of Jolly Phonics 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. The basic kits donated by Jolly Learning had been delivered to the Regions and Districts well ahead of the training. These kits contained 2 colour Big Books and six posters, as well as 2 copies of the Jolly Phonics Teacher Book per Standard 1 teacher. The districts were asked to ensure that 1 copy of the Teacher's Book and the Basic Kits were available for each teaching venue for each teacher to use during training.

Soft copy Supplementary Teacher Handouts and Officials handouts were shared to pass on to teachers through existing forums. 4-paged handouts needed for the standard 1 training were also provided for printing. This included a 1-page 8 steps document and a 3-page word booklet.

TIE was given a 3-year licence to print the Jolly Phonics Pupil Book. A sample copy was printed for each teacher to use during training.

Officials Training

PowerPoint presentations were used to deliver the training content, and these contained example videos of Jolly Phonics and guidance for using the Jolly Monitor App. The training gave Officials a basic overview and understanding of Jolly Phonics 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 conducting Pupil Assessments and how to input the data into the App.

The District Coordinators 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 Officials 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 one back-up projector between them. All trainers carried a Bluetooth speaker which they used as most training venues did not provide speakers. *See the detailed venue section on pages 19 onwards for further information.*

Training Content for Standard 1 Teachers

Session	Content
Day 1 Overview Foundation of Jolly Phonics	<ul style="list-style-type: none"> ○ Introduction to Jolly Phonics ○ Overview of the 5 skills for reading and writing ○ 8 steps for teaching ○ 42 Basic Sounds and Actions (Group 1 and 2 sounds) ○ Jolly Phonics games and strategies for teaching ○ Skills 1, 2 and 3 of Jolly Phonics
Day 2 Teaching Jolly Phonics Pupil Book 1	<ul style="list-style-type: none"> ○ 42 Basic Sounds and Actions (Group 3 sounds) ○ Group presentations ○ Jolly Phonics games and strategies for teaching ○ Skill 4 of Jolly Phonics
Day 3 Teaching Jolly Phonics Pupil Book 1	<ul style="list-style-type: none"> ○ 42 Basic Sounds and Actions (Groups 4-7 sounds) ○ Jolly Phonics games and strategies for teaching the 5 skills ○ Skill 5 of Jolly Phonics ○ Assessment, marking and comprehension ○ Letter names and the alphabet

Training Content for Officials

Session	Content
Day 1 Overview Foundation of Jolly Phonics	<ul style="list-style-type: none"> ○ Jolly Monitor App download and Pin Login ○ Introduction to Jolly Phonics: 5 skills and 42 sounds ○ How teachers should implement Jolly Phonics Pupil Book 1
Day 2 Jolly Phonics and Jolly Monitor	<ul style="list-style-type: none"> ○ Monitoring and mentoring guidance ○ Common challenges and solutions ○ Using the Jolly Monitor-Pupil Book 1 ○ Pupil Assessments and Jolly Monitor

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 and the content was covered in all cases. 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. Having 3 days for standard 1

teacher training allowed for lots of time for games and activities, as well as participants practising delivering various parts of a Jolly Phonics lesson.

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. 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 to help them make their own resources upon returning home.



The Training Delivery



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

Standard 1 Teacher Training

Arusha: Comments on Participants and Regional and District Support

Arusha CC

The District Education Officer Ms. Joyce Singano played a key role in ensuring smooth operations during the training. The DEO Officer and the TIE Regional Coordinator were present and active for all 3 days of training. On day 1 with an opening remark from the chairperson for Head Teachers followed by a welcome from the Kijenge Primary School Head Teacher.

- The participants and their Head Teachers were all very punctual on day 1. The group had excellent time keeping and continued to come early each day.
- The Head Teacher of Kijenge Primary School was welcoming and attentive.
- Participants were also very good at coming back to resume training on time after breaks.
- They spoke good English and were able to understand without the need for much use of Kiswahili.
- The group had a very positive attitude and asked lots of questions.
- They were all keen and eager to participate in games, activities and demonstrations.
- The group lesson presentations took 2+ hours but the participants demonstrated how well they had understood the programme.
- There was only one male teacher and he engaged well.
- There was a strong teacher from Kijenge Primary School (Shamim) who, with time, could be a potential trainer.
- There were several participants who struggled to stop saying letter names when they needed to say sounds (especially for /t/).
- There were several participants who added the -oo or -ee to the end of English words and sounds. For example, sound and poo for pot.

Arusha DC

Ms. Scholastica Peter Bura was very kind and helpful to the trainer and the participants. This made the training to proceed smoothly until the last day.

- Participants demonstrated excellent time management and respect for the schedule, notably exceeding other training experiences. The designated timekeeper was diligent in enforcing time limits.
- Daily transport was prompt, with the driver arriving at the hotel at 7:00 AM. The venue was conveniently located, only a five to eight-minute drive, and participants were consistently gathered upon arrival.
- During breaks, most participants chose to remain at the venue to eat, rather than going elsewhere.
- Similarly, lunchtime meals were easily accessible as the food vendor came directly to the gate near the venue.
- Initial engagement was challenging on the first day, with participants being notably quiet during the first session.
- The Head Teacher's early departure occurred at 11:00 AM, as the first group concluded.
- The group consisted largely of young teachers with strong English skills, which was evident from the beginning.
- Many participants came from English-medium schools, giving them a relative advantage in English proficiency.
- A challenge noted was the simultaneous teaching of alphabet names and sounds before pupils fully grasp the sounds themselves.
- Mispronunciations of sounds were observed, particularly with long vowels.
- Participants expressed enthusiasm for the letter sound actions and blending exercises, especially drive-through blending, which they found particularly engaging.

Karatu DC

Mr. Marseli Salutari DAO and Ms Rose Bildad Mollel DAO (Primary) were the officials on hand to support the trainer and ensure that the training went smoothly. They gave their invaluable support, and worked together with the TIE Regional Coordinator Dr. Joyce Fidelis Mchilo and Mr. Marseli Salutari, who demonstrated exceptional engagement throughout the training and dedication to ensuring its success.

- On Day 1, with the first training group, many participants were early, and it was a well-coordinated training with 76 Head Teachers and 80 teachers having arrived by the time training started at 9:48 a.m. For the second

training group, many participants were also early, with 58 Head Teachers and 61 teachers arriving in time when the training started at 9:00am.

- Participants made a strong effort to come early on all training days despite there being a heavy downpour of rain on Days 1 and 2 of training.
- Participants made a strong effort to engage with the trainer, but they often seemed held back from fully expressing themselves due to their limited English skills.
- Participants easily understood the compatibility of English and Kiswahili sounds and enjoyed the extra actions for Kiswahili vowels <u> and <i>.
- They had limited knowledge of English sounds, as evidenced by the pre-evaluation tests.
- Participants were open enough to express their concerns and insights about the Jolly Phonics training and its future impact on their teaching practice.

Longido

Mr Papakinyi the DAO for Longido and Dr Joyce Fidelis Mchilo, the TIE Regional Coordinator demonstrated a commitment to ensuring the success of the training.

- On Day 1, many participants were early, and it seemed like a well-coordinated training with 44 Head Teachers and 45 teachers out of an expected 48 having arrived by 9:06 am when the training started.
- Participants' English skills were quite limited and this often held them back from fully expressing themselves in the training
- They knew very little about the sounds of English, with various mix-ups between English and Kiswahili sounds during the pre-evaluation tests. These results showed how difficult it was for them to differentiate between the two languages.

Meru

District Jolly Phonics Coordinator Ms. Marian Omari Fyenku DAO and Mr Awadhi Mshangama, Headteacher were actively involved and highly supportive throughout the training. They ensured smooth coordination from teachers' registration to distributing training materials and books.

- Participants were punctual and maintained good timekeeping throughout the training.
- They showed high levels of interest and active participation, particularly during games and activities, singing songs and performing the actions.

- English proficiency levels varied, but overall most participants could follow the sessions and participate in discussions. Most participants made an effort to communicate in English.
- Teachers supported one another well, with frequent collaboration in group tasks.
- Participants were very active, with younger female teachers dominating the group.
- The teachers seemed to have limited knowledge of phonics, as it was observed that when using sound buttons, they often applied a consonant blend method, for example, identifying "nd" as one sound.
- Participants enjoyed miming words (blending with actions).

Monduli

Officials Mr Jasper Sangeva, Statistics and Logistics Officer, Mr Justin Kitaa, Ward Education Officer, Mr Yusuf Mtae, Ward Education Officer, Madam Joyce Shayo, District Academic Officer were present at the training on most of the days. They actively distributed Jolly Phonics materials to participants, motivated teachers when there arose the need for energizers, and coordinated all logistics such as transportation and accommodation for the trainer.

- Participants were punctual, and would arrive before training time.
- Participants were respectful and friendly and they showed interest and were eager to learn.
- Quite a few participants had prior knowledge of phonics.
- Most participants were not confident to speak English, despite being able to comprehend and struggled to respond, hence there was minimal interaction with the trainer.
- Despite difficulties with speaking English, the participants could follow instructions which increased participation

Ngorogoro

The district Jolly Phonics Coordinator, Mr Jonas Shao, DAO and Mr. Mrutu, DQAO gave their invaluable support to the trainer. Their guidance during the training sessions greatly increased participation and enriched the trainer's experience.

- Participants came for the training early on all training days.

- Participants tried to be active, but were often barred from free expression due to their limited levels of English proficiency.
- They had little knowledge on the English sounds

Tabora Region: Comments on Participants and Regional and District Support

Igunga

The DAO, Madam Elizabeth Munaranara and the WEO Ms. Jackline went to great lengths to extend their hospitality, care and kindness to the trainer. Their support was invaluable in ensuring the training's smooth execution.

- The participants had no prior knowledge of Jolly Phonics as a programme or how to teach it. The teachers demonstrated a strong eagerness to learn the new instructional approach. They successfully mastered the five key skills and their alignment with the eight steps of a lesson. The teachers also quickly grasped the sounds and actions, applying them effectively.
- While English wasn't their primary teaching language, their content comprehension was generally good. Expressing themselves in English posed a challenge for many, with only about 30% fluent English speakers.
- Initial participation on Day 1 was slow and challenging; many were disengaged and reluctant to respond.
- Phone usage and side conversations disrupted early sessions, compounded by the absence of a coordinator.
- Group exercises helped to foster collaboration and to enhance learning. They were particularly engaged with interactive activities like blending exercises, games, and singing songs.
- They greatly enjoyed songs like "Olele," "Do as I Do," the "Vowel Song," the "Blending Song," and "Every Letter Has a Name and Sound Song," creating beautiful harmonies.
- Despite distance, all teachers arrived on time and were seated before the training team. Punctuality was excellent, particularly after breaks.
- Assistance was readily offered with setting up and taking down displays.
- Once initial barriers were overcome, enthusiasm and energy were palpable, creating a vibrant learning environment.
- Participants engaged actively with all materials and displays.

Kaliua

Madam Sifa Daudi, DAO and Ms. Yvonne Mbutolwe significantly contributed to ensuring the training running smoothly.

- The programme received overwhelmingly positive feedback from participants, who expressed keen interest in learning more about its structure and purpose.
- Participants appreciated the openness of the training environment, where they felt comfortable seeking clarification and asking questions.
- Initially hesitant, participants quickly gained confidence and engaged willingly, with everyone contributing without pressure.
- Active participation was consistent throughout the training.
- Teamwork and cooperation were evident, with participants supporting each other and troubleshooting technical issues independently.
- Punctuality was highly valued, with participants maximizing every moment of the training.
- Enthusiasm was shown through interaction with materials and displays.
- Participants thoroughly enjoyed formation, blending activities, and games.
- Singing was a highlight, with appreciation for songs like "Olele," "Do as I Do," the "Vowel Song," the "Blending Song," and the "Every Letter Has a Name and Sound Song."
- The participants found the sound songs particularly enjoyable, with participants showcasing impressive vocal skills.

Nzega DC

Mr Joshua Samson, DAO and Ms. Yvonne Mbutolwe offered unwavering kindness and genuine care to the trainer at Nzega DC. His thoughtful support and attentive nature made a significant difference in her experience, ensuring that she felt welcomed and valued throughout her stay.

- Enthusiastic, English-speaking participants with no prior Jolly Phonics experience actively engaged in discussions and activities, quickly grasping the methodology.
- A good number of participants, though new to Jolly Phonics, and with stronger written than spoken English, effectively demonstrated a lesson using the eight steps.
- All participants were highly enthusiastic and eager to learn, showing strong English proficiency.

- They rapidly learned the material, confidently demonstrating actions by the second day, reflecting their dedication and the training's interactive nature.

Nzega MC

Ms, Fatma Komesha Ward Education Officer, Sir Ajali Mbwana Marumwengu District Pre-Primary and Primary Education Academic Officer, Nzega TC played a key role in ensuring the training was well organised and that the trainer was supported in every way.

- Initially, participants were distant on the first day of training, though this was eventually overcome and they were actively engaged for the rest of the training days.
- Participants displayed excellent punctuality, arriving promptly in the mornings and during transitions.
- Significant interest in the content was evident, with many demonstrating a strong understanding and mastering concepts quickly
- The teachers' English proficiency was generally average, with some pronunciation challenges, particularly differentiating between vowel sounds like /a/ and /e/. Correct pronunciation was modelled for them.
- All participants were familiar with the alphabet, though some consonant sounds like /b/ and /k/ were sometimes mispronounced as /boo/ and /coo/, respectively.
- Two teachers, Ms. Sara Amos and Sir Amadi Amos, stood out for their more eloquent English and accurate sound articulation with actions. They confidently led sound revisions, eight steps, and five skills, demonstrating enthusiasm and proficiency.

Sikonge

Susana Makoye, DAO was welcoming, helpful and available throughout the training to both trainer and teachers.

- The participants arrived late on day one but observed time during breaks, and reported on time on the remaining training days.
- They were very interested in the training, and participated well during activities, songs and especially when doing the actions of the sounds.
- The participants volunteered whenever they were called upon to perform a task and interacted well by asking questions where needed.
- Although English was a bit challenging for many of the participants, they tried their best to communicate.

- They were very happy to learn this approach of teaching reading and writing in English using Jolly Phonics.
- The majority of the participants actively and happily engaged themselves in the activities. Most of them mastered the content very well.

Tabora MC

The training was organised and supported by Ms. Feliciana F Muyaga, Professor Mapunda, TIE; Mr. Dotto, REO; Mr. Emmanuel, DAO and Madam Mbotolwe Makina, Regional Jolly Phonics Coordinator.

- The participants reported promptly on all the three days, and adhered to break and lunch timings, returning promptly afterwards.
- Most participants exhibited interest in learning this new literacy teaching pedagogy.
- A few participants had to be encouraged to participate in any activities. Some would fall asleep a bit in the afternoon, the trainer tried their best to keep them focused and engaged through activities and some ice-breakers.
- Most participants demonstrated a good grasp of the content by the end of day three of training.
- The participants were reserved at the training onset. However, along the way they started being active.
- They were fully engaged and participated fully demonstrating interest towards the training.
- They asked less questions however interacted well with the trainer and colleagues.
- There was a blind participant who demonstrated interest and actively participated in the auditory activities.
- The participants' English level was average.
- Two participants stood out by taking the rest of the group through the 8 steps lesson presentation.

Urambo

Mr Mohmed Motomoto, DAO Yvonne and Madam Yvonne Mbutolwe from MoEST gave the trainer their full assistance, were kind and courteous, and worked well with the participants as well.

- The participants showed a lot of enthusiasm and a keen interest in learning about and understanding Jolly Phonics as a programme.

- It was clear they enjoyed the experience as they freely sought clarification and asked questions. They actively engaged in all activities, eager to participate without hesitation.
- Throughout the training, their participation was consistently strong. A notable aspect was their teamwork and cooperation; they readily offered support and explanations to one another without relying solely on the trainer, even troubleshooting technical issues.
- Their punctuality was exceptional, showing a commitment to making the most of every moment. They also provided practical assistance, such as helping with the display of materials.
- Eager to learn, particularly as they were new to the subject matter, they were curious about applying the training in their own classrooms. They interacted enthusiastically with all materials and the display, expressing excitement.
- The participants thoroughly enjoyed the activities, including formation exercises, blending activities, and games. They appreciated all the songs, especially the vowel song, blending song, and the song about letter names and sounds.
- Singing was a highlight; they sang rounds with impressive voices.

Uyui

Mrs Yvonne Mbutolwe, MOEST; Mr Peter, Ass./DAO; Mr. Richard Maziku-DAO; ensured that the trainers were well cared for during their stay, and organised all necessary logistics including travel to and from the training venue. As the training concluded, Pastor Mashiku_REO; Madam Mwankina Mbutolwe, Regional Jolly Phonics Coordinator; Beatus Mapunda, TIE and Dr. Aneth Komba, DET from TIE graced the occasion with a closing ceremony and encouraging words for the teachers.

- The teachers were enthusiastic and energetic, showing a strong readiness to learn. Most of them arrived early at the venue and used their breaks effectively.
- Although English was not most of the participants' first language, they responded well to questions posed in English and were able to communicate in English during group discussions. None of them had any prior knowledge of Jolly Phonics.
- Most of the participants reported on time and engaged well in the training.
- All teachers willingly involved themselves in the activities.

- The majority of the participants mastered the content very well.
- Despite not taking a tea break, they stayed strong and energetic throughout the training.
- The participants interacted well by asking questions concerning the training.
- At the end of the training, they were very happy to have acquired new skills for teaching using Jolly Phonics.

Rukwa: Comments on Participants and Regional and District Support

Kalambo

Dr Emmanuel Lema, Rukwa Jolly Phonics Regional Coordinator was on hand to maintain communication with the district and ensure that all logistics were arranged for the training.

- The participants were keen to learn about Jolly Phonics and remained actively engaged.
- They participated well in the activities, often volunteering.
- Most of the participants' English levels were average, with others really struggling to communicate
- Through asking lots of questions and involving them in numerous activities, most of the participants mastered the content very well.

Nkasi

Mr White DAO, was welcoming, helpful and available through-out the training to both trainers and teachers.

- The participants arrived on time on Day 1 and were punctual arriving at the training venue on all the training days. They were quite punctual to return to the training room after break and lunch times, and kept to prescribed group and pair work discussion times.
- They really enjoyed the training and volunteered in every activity. The participants also interacted well by asking questions when they needed any clarification.
- Expressing themselves in English was a challenge to them, though the participants really tried their best throughout the training. Some had a really good grasp of English while others really struggled. There were a few English Teachers in the group, and they were able to follow very well.
- The participants were familiar with some of the sounds of the letters of the alphabet, though most did not know the digraph sounds. They especially struggled with the pronunciation and differentiation of /a/ and /u/, /oo – 00/, /ai/ and /ie/.

- They were quite keen to learn and followed the content quite well. They actively participated in pair and group work, as well as in saying the sounds and doing the actions. They were slow to respond to questions posed, basically due to the fear of providing the wrong response.
- The participants interacted well amongst themselves and with their leaders, but were quite shy to respond to questions even when they knew the answer.

Sumbawanga DC

Mr Nguvu Mali, DAO and Dr Emmanuel Lema, Rukwa Jolly Phonics Coordinator were friendly, organized and helpful in all areas, e.g. hospitality, teachers' welfare and in troubleshooting laptop and projector technical issues.

- All participants arrived punctually, adhered to time schedules during breaks and displayed a positive attitude towards Jolly Phonics.
- Interaction and participation were excellent in all games and activities.
- The English proficiency of some participants was moderate, through despite this they remained actively engaged in all activities.
- The games and activities were thoroughly enjoyed, enhancing concentration and preventing participants from leaving the room.

Sumbawanga MC

Dr Emmanuel Lema, Regional Jolly Phonics Coordinator, Ms. Missana Kwangira-DED, Ms. Patricia Mpew, DEO and Blantina Mlelw, DAO provided a lot of support and were on hand there to ensure that the training went on smoothly.

- The participants reported on time every day, and were punctual during tea and lunch breaks.
- They were all positive, interested and actively and voluntarily participated in the various games and activities.
- The English level was average and some participants struggled to express themselves in English during activities.
- Though the participants had no prior knowledge of Jolly Phonics, their comprehension levels of the content was high.
- They interacted well by volunteering and asking questions where needed.

Iringa Region: Comments on Participants and Regional and District Support

Iringa DC

Mr. Usajingwa Mwamalili, DAO and Mr Stenly Mwalutondwa, Headteacher were on hand to support the trainer and ensure that the training venue was prepared and technical equipment was secured and in working order.

- Participants were punctual in arriving for the training and keen to learn.
- Initial knowledge of the programme was limited, but excitement among participants was evident.
- Most participants were friendly, active, and interacted well as a group, demonstrating a good understanding of the 5 skills and 8 steps.
- Joyful engagement was observed, with enthusiasm for songs, actions, and pair/group activities.
- The training group included a mix of young and experienced teachers.
- English proficiency was adequate for the training, though the participants disclosed that they lacked regular practice of the language. The younger participants displayed better spoken English, while older ones occasionally needed interpretation.
- Knowledge of effective teaching methodologies was strong in only a few participants.
- Prior knowledge of sounds was shown by many participants.
- The materials provided were well-received and used effectively.
- Songs and games were enjoyed by the participants.

Iringa MC

Mary Stella Mwinuka, MAO, Ms Wema Ayubu, DAO, Mr Wilboard Yanga RAO and Mr Stephen Mwashihava, Regional Jolly Phonics Coordinator were all very helpful in making all the arrangements for the training, troubleshooting and ensuring that the training progressed smoothly.

- The participants arrived in good time on Day 1, and were seated well ahead of time. They adhered to the designated break times despite delays experienced during the collection of food.
- There was a lot of interest shown in Jolly Phonics by the participants, with participants working well in pairs and groups to work on tasks.
- There wasn't much in terms of prior knowledge of Jolly Phonics. Most of the content covered in the training was learnt by teachers for the first time.
- The participants interacted well with the trainers, as well as amongst themselves, especially during group and pair-work.

- On Day 3, the participants had the opportunity to present parts of a Jolly Phonics lesson and did quite well, displaying confidence when explaining various steps of the lesson.

Kilolo

Ms. Joyce Amon Tiita WEO, was present on all training days from morning to the end, and was very committed to her duty. The activeness helped to boost the morale of the teachers.

- The participants' level of English was average, with some struggling to express themselves when asking or answering questions. Some participants were comfortable with English, while others preferred Swahili, which occasionally slowed down comprehension during phonics explanations.
- The Head Teachers attended the whole first day of training.
- These participants had some prior knowledge of phonics though they struggled with the pronunciation of some words.
- The participants were actively involved in the training by asking and answering questions.
- There were participants from a Montessori private school which used some of the same strategies. They were invited to attend the training.
- Participants were good at keeping time despite lunch being served late.
- Participants were really attentive and excited about the program.

Mafinga TC

Mr. Kasmiri Kastori Sambala DAO organised the training exceptionally well and coordinated all logistics needed. Ms. Dorothy Kobero, Head of Education Department, Mafinga TC encouraged the participants to go back to their schools and implement Jolly Phonics well. This was a confidence booster for their participation.

- The majority of participants arrived early for the training on all 3 days. It was a bit challenging to get them back in after break and lunch time.
- They participated well in the pair and group activities
- English levels were standard. Most of the participants were able to express themselves in English to an acceptable level. They were also able to ask questions clearly.
- The participants interacted well with each other and with the trainer.

Mufindi

Mr Adam Clemence Mgaya DAO; Venant Lyimo DAO Mufindi were very helpful and supportive throughout all the training days.

- Most of the teachers consistently arrived early at the venue each day. A delayed start occurred on Day 1 due to rain and subsequent late arrivals from many teachers.
- Participants demonstrated effective time management.
- Active participation was evident across various games.
- Participants displayed great enthusiasm for the program, readily engaging in group work.
- A power outage prevented the initial use of the PowerPoint presentation. Despite the power issue, the training continued, though dictating notes was challenging
- Head teachers were notably active participants.
- On day one, while Standard 1 teachers were reserved, head teachers actively engaged in question-and-answer sessions.

Officials Training

Arusha: Comments on Participants and District 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 programme as well as the importance of monitoring and supporting the teachers with implementation in the classrooms.

Tabora: Comments on Participants and District and Regional Support

Madam Mwankina Mbutolwe, Regional Jolly Phonics Coordinator, provided exceptional leadership and coordinated all logistics of the training well.

- The participants had arrived at the venue on time, and were already seated when the training team arrived. They were very punctual when returning from tea and lunch breaks.
- The training was off to a very slow start on Day 1. It was hard to get the participants to participate, with most of them opting to not respond to any questions. In the morning session, most of the participants were on their phones, chatting with each other and making noise while the training was going on. On top of that, there was no Coordinator present at the beginning of the training, and so that made it hard for the trainers to keep the participants in check.
- As the training day progressed, participants warmed up to the training as they began to understand how Jolly Phonics works as a programme. They then willingly participated in the games and activities.
- Most of the participants struggled with English (expressing themselves), and were quite shy when they were put on the spot. Only about 30% of them could clearly express themselves in English.
- The participants had very little prior knowledge of Jolly Phonics or phonics in general.
- The participants interacted well with each other, despite not interacting well with the trainers in the first instance. The training coordinator ended

up re-arranging the seating arrangements, as the participants had sat according to their districts, which would explain some of the earlier chatter.

- The participants really caught onto the sounds and actions quite quickly, and were able to use them during the games and activities.

Rukwa: Comments on Participants and District and Regional Support

Mr Nguvu Mali, the DAO arranged for the use of the hall at the Sumbawanga DC office for the training and coordinated communication with schools as well as resources distribution. Dr Emmanuel Lema, the regional Jolly Phonics Coordinator was on hand and very supportive in ensuring that the trainers' accommodation was booked, and sorting onward travel.

- The participants arrived on time on Day 1. They were quite punctual to return to the training room after break and lunch times. They also kept to prescribed group and pair work discussion times.
- Participants were quite keen to learn and followed with the content quite well. They asked lots of thoughtful questions. They actively participated in pair and group work, as well as in saying the sounds and doing the actions. They were slow to respond to questions posed, basically due to the fear of providing the wrong response.
- The English levels of participants were varied. Some had a really good grasp of English and others really struggled. There were a few English Teachers of English in the group, and they were able to follow very well. The participants were familiar with some of the sounds of the letters of the alphabet, though most did not know the digraph sounds. They especially struggled with the pronunciation and differentiation of /a/ and /u/, /oo – oo/, /ai/ and /ie/.
- The participants interacted well amongst themselves and with their leaders, but were quite shy to respond to questions even when they knew the answer.
- The participants really caught on letter formation very well, and in the practical activities in the Jolly Monitor session, they followed step-by-step all the way.

Iringa: Comments on Participants and District and Regional Support

The regional coordinator, Mr. Stephen Mwashihava, the Regional Academic Officer Mr Yanga, and the Iringa MC Jolly Phonics Coordinator Ms Mary Mwinuka were all very helpful in making all the arrangements for the training, troubleshooting and ensuring that the training progressed smoothly.

- A good number of participants arrived before 8am on Day 1, and were ready to get into the training straight away. They were all quite punctual in keeping break and lunch times on both days, despite the meals being served much later than expected (1hr+ late).
- The participants were actively involved in the lesson, answering questions, participating in the group and pair-work activities. A good number of the participants caught on very quickly to the navigation of the Jolly Monitor App.
- The participants were mostly able to converse in English well.
- Some participants had a background in primary school teaching or as a teacher on.

Presentation at the Ministry of Education, Dodoma

Comments on Participants and Regional/National Support

Twenty-three members from the Ministry of Education, Science and Technology, including Victor Bwindiki, Assistant Director of Education Policy & Development, key Education Officers, Senior Quality Assurance Officers, and English language specialists, joined senior representatives from the Tanzania Institute of Education (TIE).

Presentations were delivered by Dr Angela Katabaro, Principal Curriculum Developer at TIE, and Sian Summers Issa, Programmes Director at Jolly Futures, with insights from Neema Bestone Matingo, the TIE-appointed Jolly Phonics Coordinator.

The morning event aimed to raise awareness among key stakeholders about Jolly Phonics and to share the key findings from the pilot study. It also marked the official launch of Phase 1 of the rollout.

Following the presentations, members provided valuable feedback to inform the next steps and offered congratulations on the collective achievements to date.

Training Costs



A philanthropic donation of Jolly Phonics materials and training was made by Jolly Learning Ltd as part of the Jolly Futures offer. The value of the training exceeded TZS 130,000,000. This covered all associated costs, including trainers' travel, accommodation, subsistence, and professional fees, both for international travel to and from Tanzania and for travel within the country.

Training Pictures



(L-R) Sian Summers Issa, Dr Angela Katabaro, Stephen Mwashihava and Neema Matingo from TIE



Sian Summers Issa with Victor Bwindiki, Assistant Director of Education Policy & Development



Sheba Moyo assisting with the Jolly Monitor App



Participants practicing palm writing



Participants practicing the /ee/ sound action

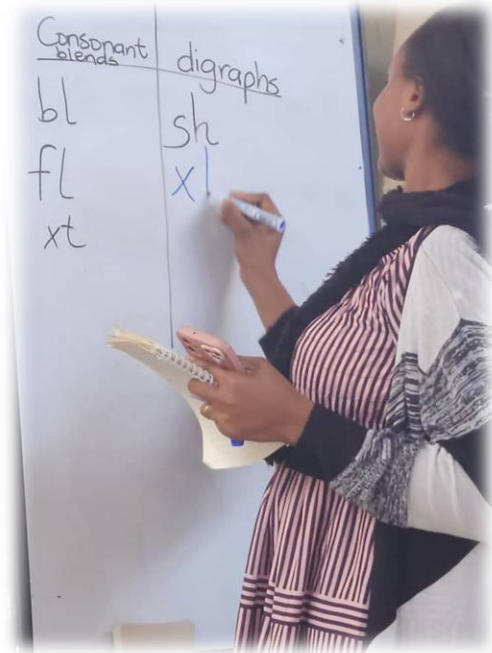
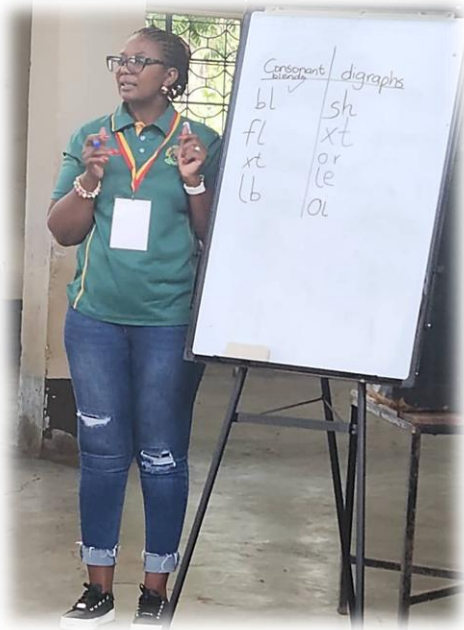


Irene Musyoki leading the sound family game.



Participants enjoying the /ch/ song and actions

Dr Joyce Marangu and participants practicing palm writing



Eliud Hendrick correcting participants game of consonant blend and digraphs relay

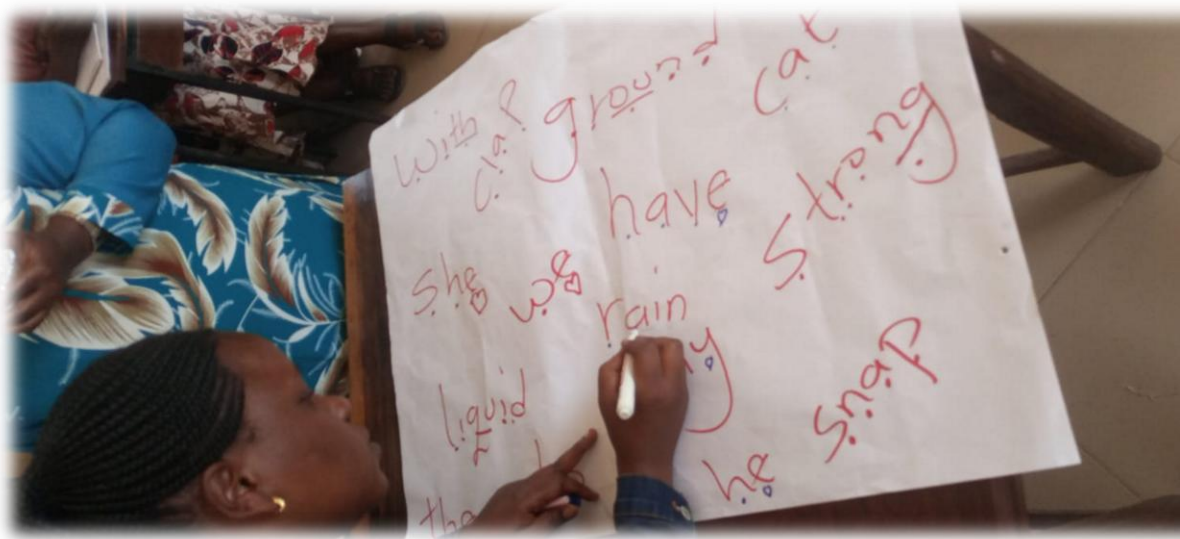
Participant taking part in consonant blend and digraph relay



Participant demonstrating story telling with the Big Book



Participants using blending headbands



Participants playing musical sound buttons game



Participants demonstrating the blending song



Participant demonstrating /c/ action



Jolly Monitor App training



Trainer teaching arm blending



Group work



Participants air writing letter sounds

The Donated Materials



Materials were donated by Jolly Learning Ltd, under the philanthropic Jolly Futures Programme. These included Basic Kits (2 Big books and 6 posters) and 2 copies of the Jolly Phonics Teacher's Book for each teacher. Jolly Learning also gave a 3-year print license to TIE to print Pupil Book 1, which was done locally and the books delivered to the districts in the 4 target rollout regions. This was adapted into a print edition for Tanzania, in line with guidance given by TIE regarding the national handwriting policy. Special thanks to Suzy Medeiros, Publishing Director at Jolly Learning, for arranging the shipment of the Basic Kits and Teacher's Books to Tanzania. These arrived before the training and were delivered at district level across the 4 regions.

Jolly Learning also donated 1 year login access and use to the Jolly Monitor App for 292 Officials trained in how to monitor and mentor implementing teachers. This included customising monitoring and pupil assessment forms, technical support downloading and using the app and support for key stakeholders utilising the data from the Jolly Monitor dashboard.



The table below sets out the materials that were donated and the value of these donations. The ocean freight was also paid by Jolly Learning Ltd. TIE supported the process by obtaining a duty waiver for educational materials which ensured that import charges were kept at a minimum.

Material	Number Donated	Value Per Unit	Total Value of Donation
Basic Kits	3030	220,000TZS	666,600,000TZS
Jolly Phonics Teacher's Book	6000	14,000TZS	84,000,000TZS
Jolly Monitor Access	292	80,000TZS	23,360,000TZS
Totals:			77,960,000 (TZS)

Supplementary Materials



There were a few minimum recommendations to print which were shared with TIE for onward forwarding to the Regions and Districts.

This was a 4-paged handout which had a 1-page 8 steps document and a 3-page word booklet. A soft copy Supplementary Teacher Handout was also shared to pass on to teachers through existing forums. This had the general principles of Jolly Phonics, contextualised East African Jolly Stories and Songs, schemes of work and action charts.

All regions printed were required to print one copy of the 4-paged handout per participant. Unfortunately, this was not done in any of the regions, and soft copies of both handouts were shared instead.

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 TIE and MoEST who were involved in the planning, preparation and implementation to reflect on the process. This was completed by 1 member from MoEST Headquarters, 1 member from TIE, 3 regional coordinators Jolly Phonics Coordinators and 20 WEOs/DAOs/Jolly Phonics District Coordinators who were the key district Jolly Phonics focal point persons. This feedback comes from a total of 25 officials.

Preparation

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

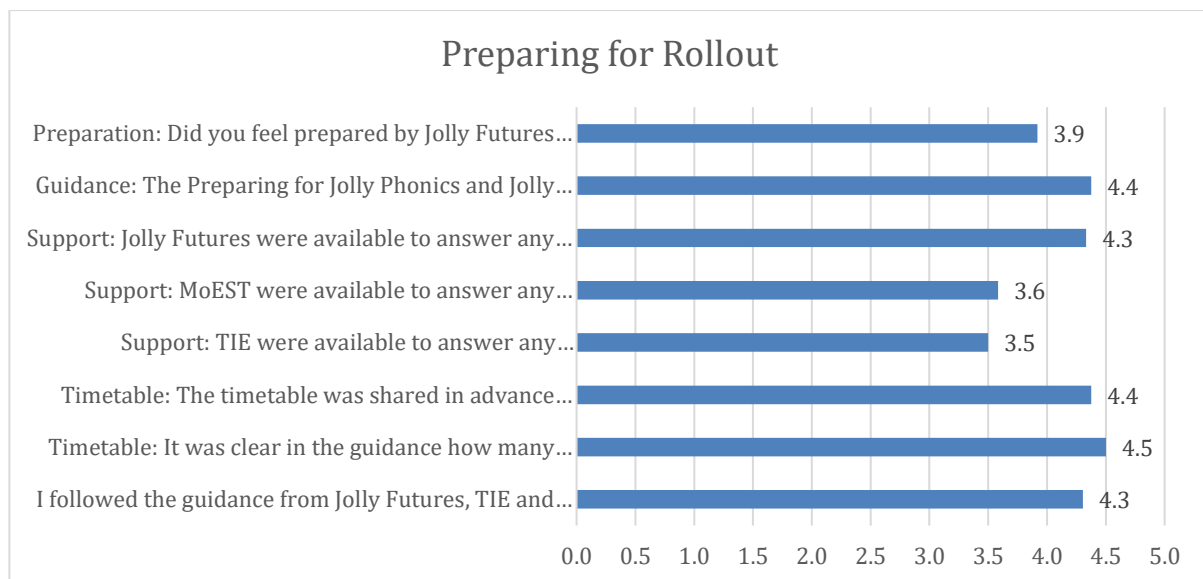


Figure 3 Preparation for the rollout

The responses show that the majority of officials from felt well prepared for the rollout, having a mean score of 3.9 out of 5. The results also indicate with a mean score of 4.4 out of 5, that the 'Preparing for Jolly Phonics' document was informative and clear. The results further show that Jolly Futures and MoEST were available to answer any questions. It was interesting to note that high mean scores of 4.4 and 4.5 were recorded in relation to the timetable being shared in advance and being clear on the expected number of participants. Participants also

rated highly at 4.3 out of 5 that they followed the guidance from Jolly Futures and MoEST well.

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).

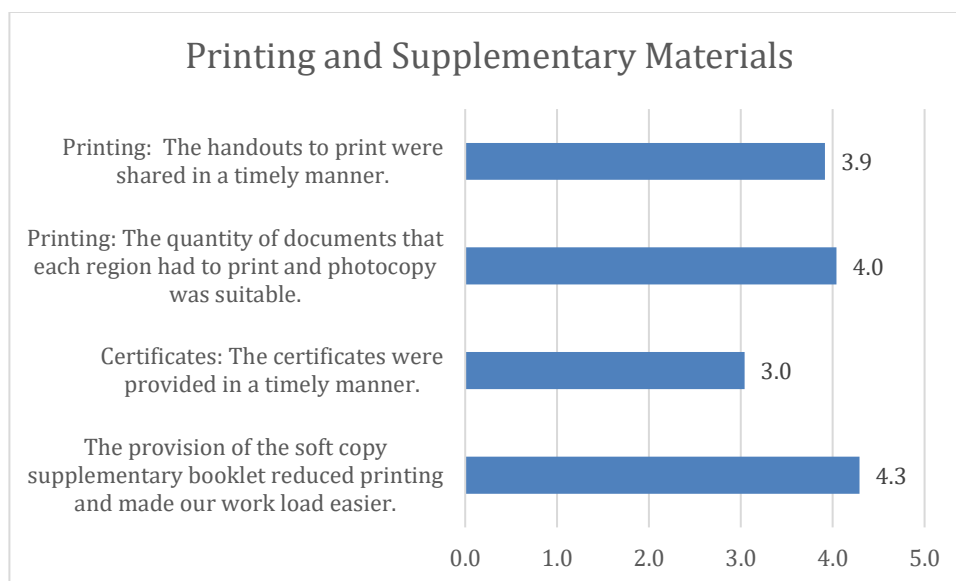


Figure 4: Printing and Supplementary Materials

The Officials felt that the handouts to print were shared in a timely manner and that the quantity of documents for printing was suitable. They also felt that the certificates were provided in a timely manner and that the provision of the soft copy supplementary booklet reduced the amount of printing that needed to be done. It is interesting to note here that despite the officials feeling that the quantity of printing and photocopying was suitable, none of the districts across all 4 regions printed or photocopied handouts for the participants to use during training.

Training Team

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

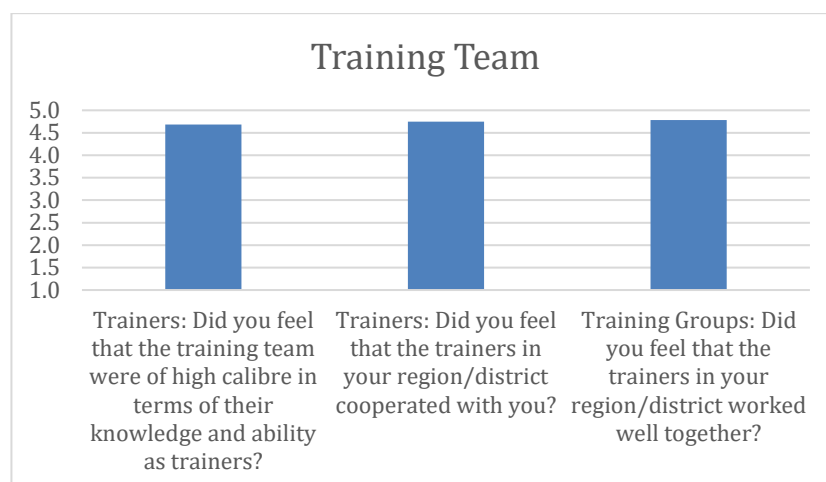


Figure 5: Training Team

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 or challenges with individual trainers.

Participation

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

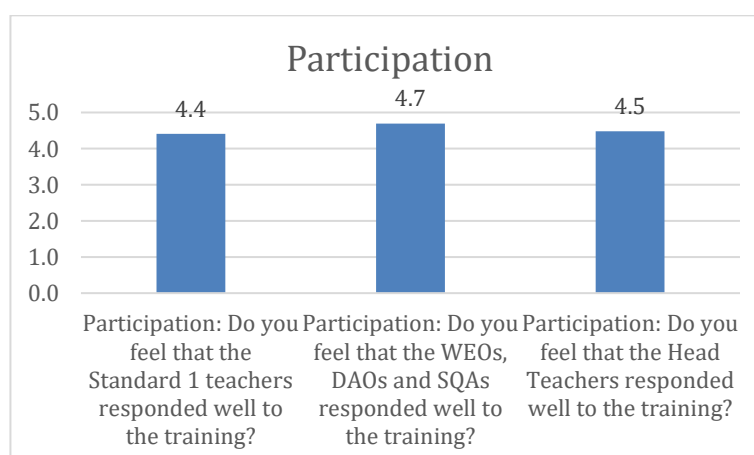


Figure 6: Participation

High mean scores 4.4, 4.7 and 4.5 out of 5 for Standard 1 teachers, Officials and Head Teachers participation indicate that officials felt the training was well received all round.

Training Timetable

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

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

23 responses

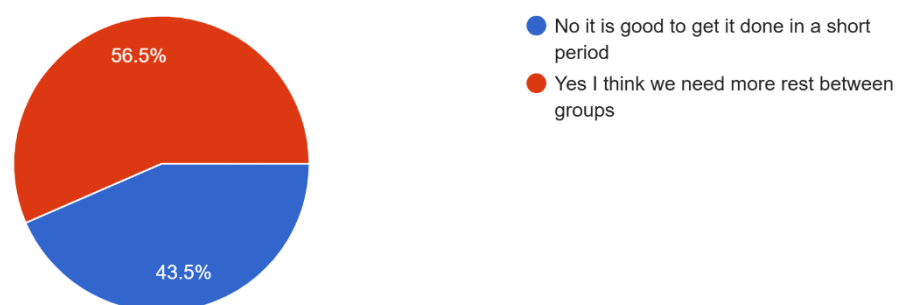


Figure 7: Training Duration

This question received a mixed response from officials. 56.5% felt that there needed to be more time off between groups of training, while 43.5% were in favour of completing the training in a short period of time.

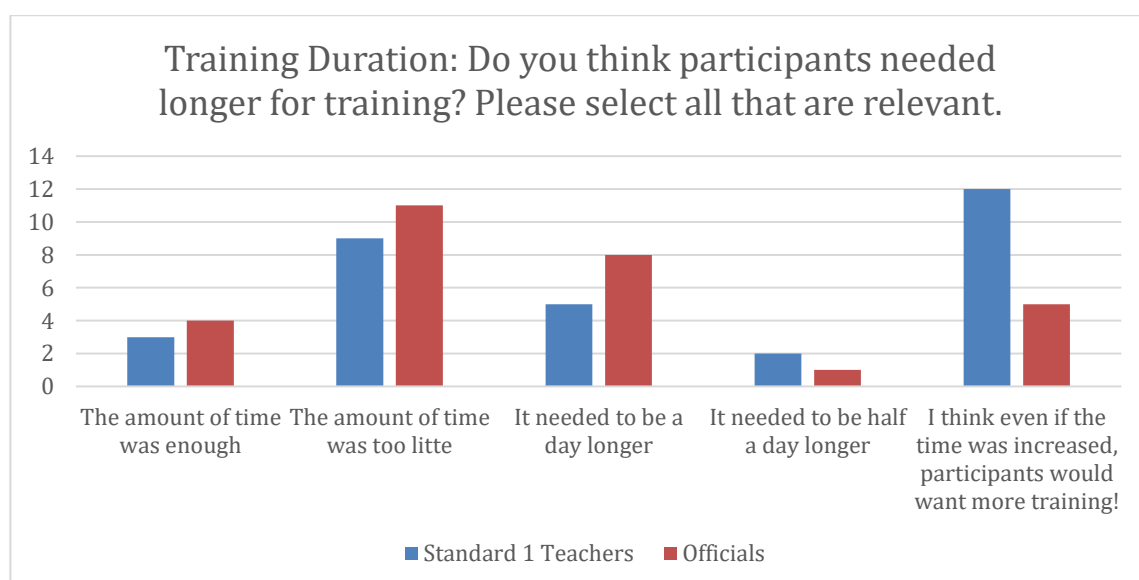


Figure 8: Training Duration Survey

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 that the amount of time was too little, though despite this that even if the teachers and Officials' training time was increased, the participants would still want more training.

Feedback

Hard copy feedback forms were distributed randomly to 5 participants in each training group to complete. They served as a tool for collecting feedback, and once completed, trainers input the information into an online google form.

The feedback forms were easy to distribute and easy for participants to complete.

A majority of 95.7% agreed that the feedback forms were easy to distribute and easy for participants to complete.

Participant Feedback Forms (5 per training group): These were easy to distribute and easy for participants to complete.

23 responses

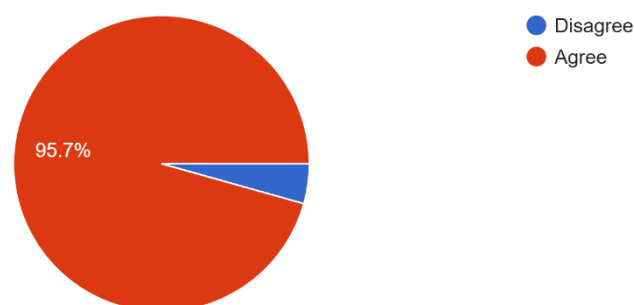


Figure 9: Feedback forms

The participant feedback forms were too difficult and time-consuming.

The participant feedback forms were too difficult and time-consuming.

22 responses

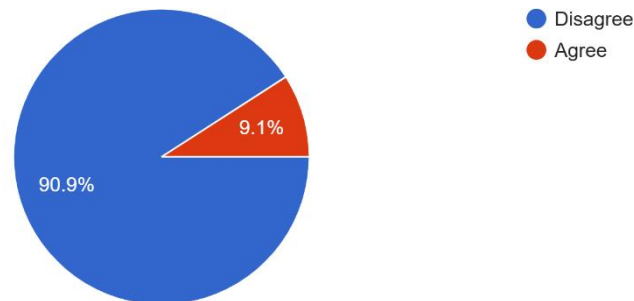


Figure 10: Feedback forms too difficult and time consuming

A majority of 90.9% of officials disagreed that the participant feedback forms were too difficult and time-consuming.

Participants found filling in the training attendance forms simple and straightforward to do.

Participants were required to record their attendance using paper-based methods which were updated daily throughout the training sessions.

Attendance: Participants found filling in the training attendance forms simple and straightforward to do.

22 responses

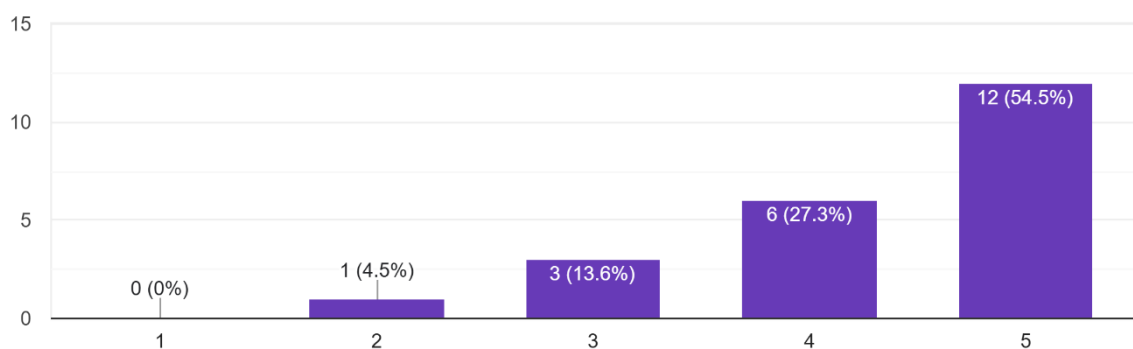


Figure 10: Attendance Forms

Overall, the 81.8% of participants rated a 4 and higher out 5 that participants found filling in the training attendance forms simple and straightforward to do.

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

Jolly Monitor App: Do you feel the EOs, DAOs and SQAs responded positively to the use of the app?

24 responses

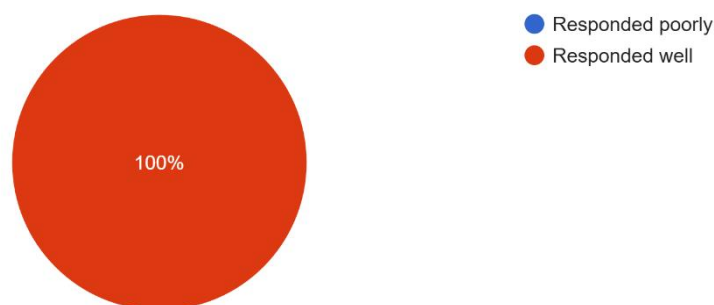


Figure 11: Officials' response to Jolly Monitor App

All of the officials felt that the WEOs, DAOs and SQAOs responded positively to the use of the Jolly Monitor App.

Here are some of the Officials' comments:

- *The rollout in the 4 regions was outstanding. I have been receiving positive feedback from participants. I suggest rollout for the rest of the country take place very soon.*
- *This programme should be done more and more in future.*
- *Trainers were so supportive.*
- *The training should have continuity (follow-up session or ongoing support)*
- *TIE should prepare participants payment timely to avoid longer time for payment.*
- *Head Teachers needed to be trained for learning assessment*
- *I was happy to work with Regina and Dorcas for 2 weeks. They are more than trainers. As teachers they know how to inspire others and make teaching fun and meaningful. Sheba, Fred and Bilal did a wonderful job in Joly Monitor training. The feedback I received from trainees is that the three did an excellent work. I agree with them. I observed something extra from Sheba. She knows how to get past barriers such as language with ease and take her audience with her.*

- *All have done the training very well. I would like to congratulate Ms Agnes for her resilient behaviour. She did training in the very difficult district (Digo Digo-Ngorongoro)*
- *They (trainers) have a lot of training materials and knowledge.*
- *The materials provided were sufficient and helpful to support learning and teaching in our schools.*
- *I highly appreciate coordinating this Jolly Phonics training in Tabora....it was comprehensive, well appreciated by the Teachers Std 1 class.... total engaging training I hope it will bring a new image towards the teaching of pupils in our country Tanzania, we are grateful.*

Challenges were listed as;

- *RAOs and REOs have to be provided with proper information on how to mobilise transport for the trainers.*
- *Venues should be improved.*
- *Pupil Books were not enough in Rukwa. 10 teachers in Nkasi and 2 teachers in Kalambo missed the books.*
- *There are many teachers who did not receive pupils' books. I kindly request that they be provided to help improve efficiency.*
- *All leaders involved did superb work although there were few cases of negligence by some WEOs.*
- *The training is very good and beneficial. As the District Coordinator, I have faced challenges from teachers who have not yet received their payments, and I myself have also not been paid for the third centre up to now. Nevertheless, I am grateful for the training provided to the teachers and to us as leaders.*

Feedback From Participants

At the end of each training, 5 participants were randomly selected to complete a hard copy training evaluation form. Their responses were then recorded on a google form by the trainer. This section provides an analysis of the answers provided by 272 participants where 238 were standard 1 teachers and 34 were officials. This feedback reflects 11% 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 **9.6** where the participants rated the training on a scale of 1 to 10.

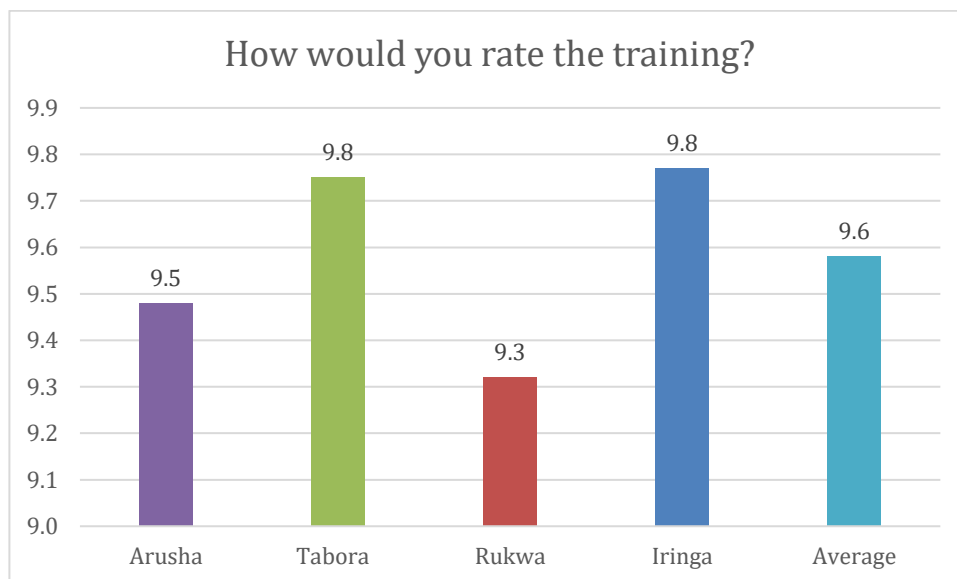


Figure 12: Training Rating

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

The mean rating for the trainers was **9.9** where the participants rated the trainers on a scale of 1 to 10.

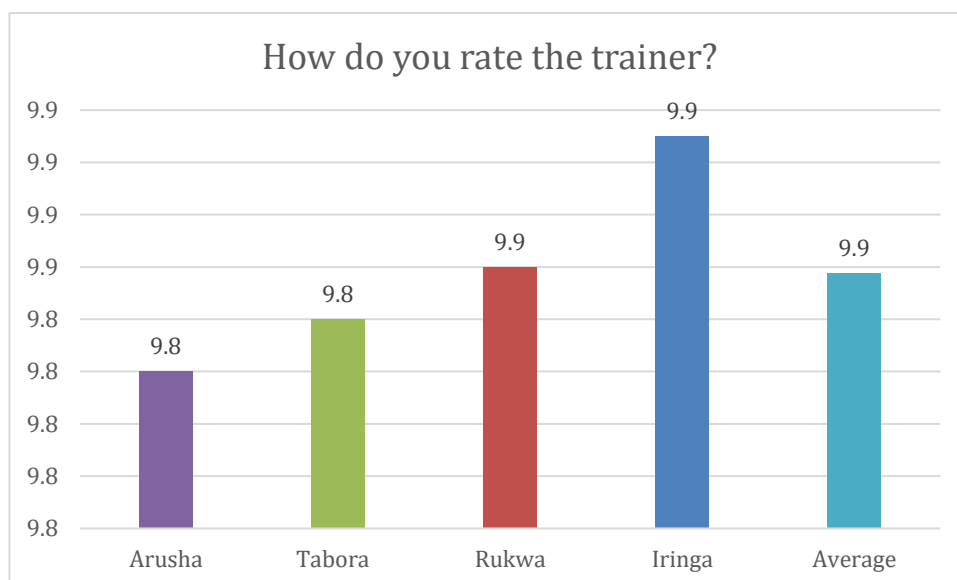


Figure 13: Trainer Rating

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 **8.7**.

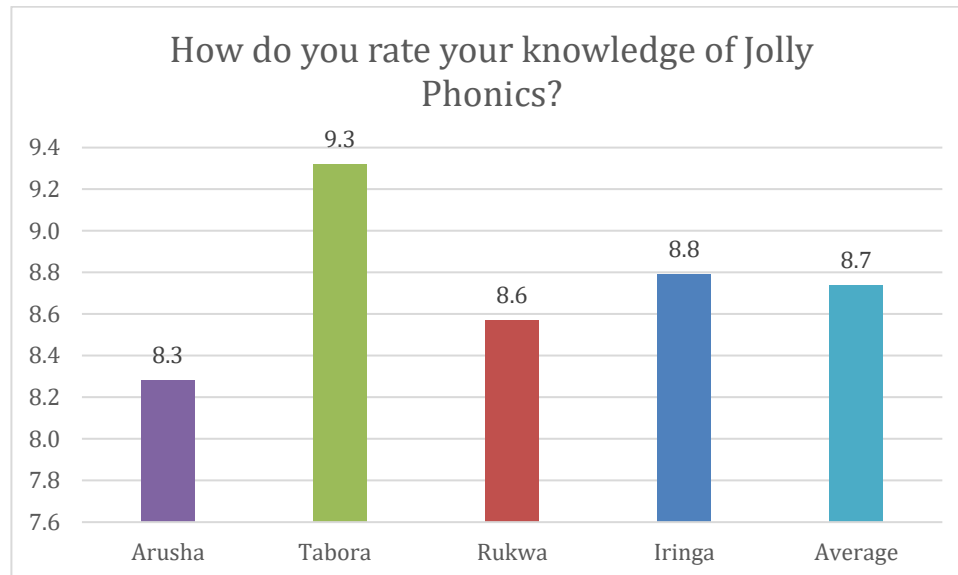


Figure 14: Own Knowledge of Jolly Phonics

4. What did you find most helpful?

The bar chart below details what participants 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 most of the participants (83.7%) found trainer demonstrations most useful, 61.8% found role play/participation in training most helpful, 56.2% enjoyed the games, 53.4% found the display material to be beneficial and 38.6% found the visual aids, namely the PowerPoint, most useful.

What did you find most helpful? Please tick as many as you like.

251 responses

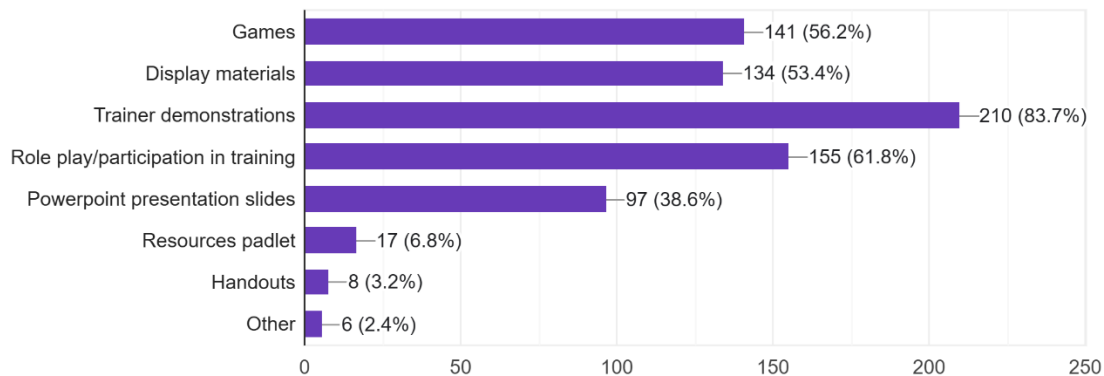


Figure 16: Most helpful during training

'Other' useful aspects were listed as:

- ✓ Soft-copy handout
- ✓ Jolly Songs
- ✓ Actions of sounds
- ✓ Displays were very nice
- ✓ The displayed materials
- ✓ The trainer's kindness and patience
- ✓ Giraffe, monkey and tortoise letter displays
- ✓ Trainer's explaining well
- ✓ Games

5. 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 49.5% of participants expressing a desire for a longer training period. Transport was cited by 45% of participants as a major challenge. Lack of materials accounted for 7.9% of the challenges while other issues accounted for 7.9% of the reported challenges.

What were the challenges (if any)?

202 responses

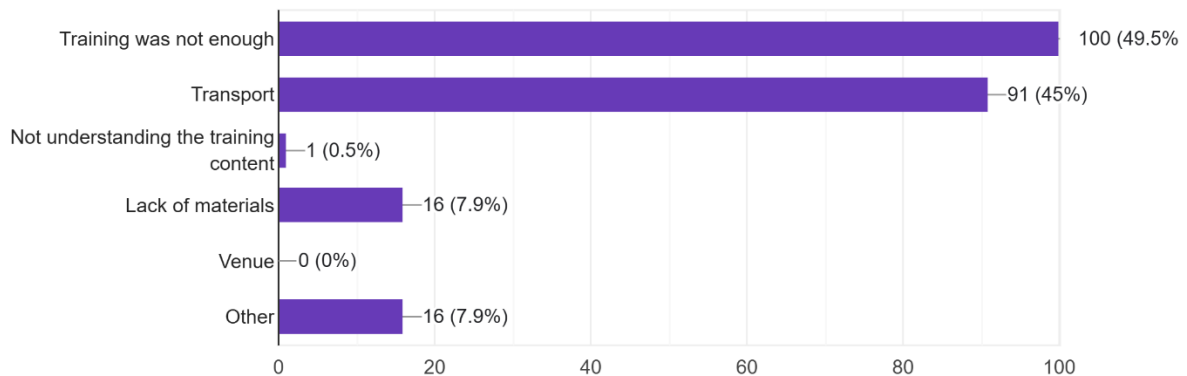


Figure 17: Challenges during training

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

- ✓ Transport
- ✓ Training was not enough
- ✓ Lack of materials
- ✓ Time was not enough
- ✓ Delay of subsistence allowances
- ✓ Materials were delivered late
- ✓ Transport payments were late
- ✓ A lot of content taught in a short time
- ✓ Food was coming late, especially lunch
- ✓ Tea and food were not well prepared. Some teachers had a stomach ache
- ✓ Sound pronunciation
- ✓ Electricity was on and off throughout the training in Ngorogoro and Digo Digo

Participants also requested the following:

- I suggest adding more days of training next time.
- We needed the slides that made the training interesting.
- Training should continue.
- Provision of more materials to the learners.

- More training to be given for good results
- We need to get another training for Pupil Book 2.
- The training should be provided to other teachers.
- More days are needed to create materials with the trainer

Frequently asked questions

- *Are Jolly Phonics books replacing TIE books in schools?*
- *What should be [taught] first between letter name and letter sounds?*
- *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?*

Evaluation Feedback

The training will help us to teach better.

My trainer was so energetic. I want to go back to my school like this.

The training in general is very interesting and helpful as I am now familiar with Jolly Sounds and the Jolly Monitor App as this make my monitoring activities easier at school level

The teaching strategies were implemented during the whole training. Also, she [trainer] was energetic and made us know that learning is fun.

The training will be very helpful to teachers and children. Thank you for the opportunity.

The training gives us confidence to be good teachers of phonics to our pupils.

Let them [trainers] be back again form more training.

RAOs and REOs have to be provided with proper information on how to mobilize transport for the trainers.

Regional coordination was fine.

It was well organised.

There are many teachers who did not receive pupils' books. I kindly request that they be provided to help improve efficiency.

The materials provided were sufficient and helpful to support teaching and learning in our schools.

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

The mean score of how the Officials rated their confidence to use the Jolly Monitor App for monitoring Jolly Phonics 8.8 out of 10.

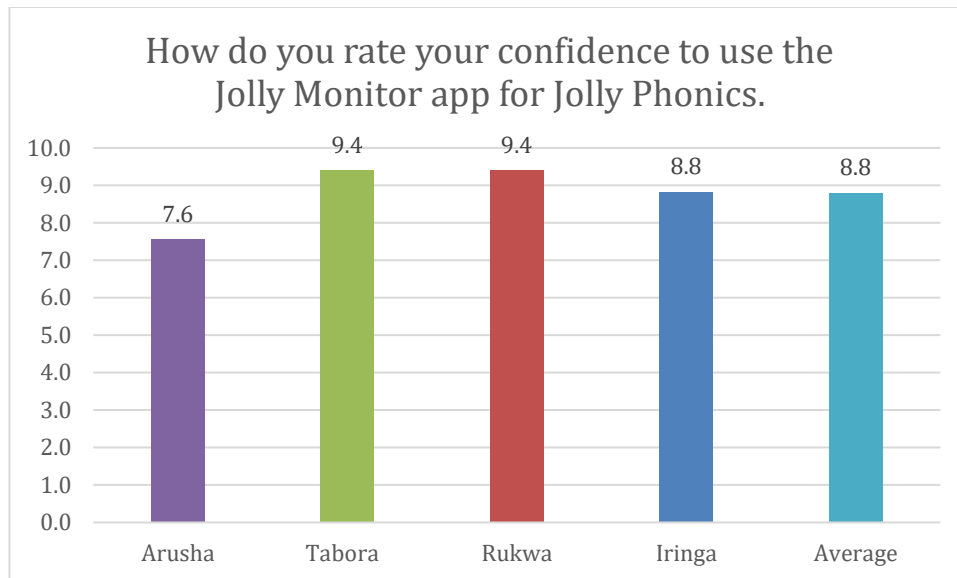


Figure 18: Officials confidence rating

Participant Skills Tests

Standard 1 teachers and Officials undertook skills test before and after the training, through a simple self-evaluation. A total of 287 participants completed the pre-training skills tests and 267 completed the post training skills test. This section provides an analysis of their results.

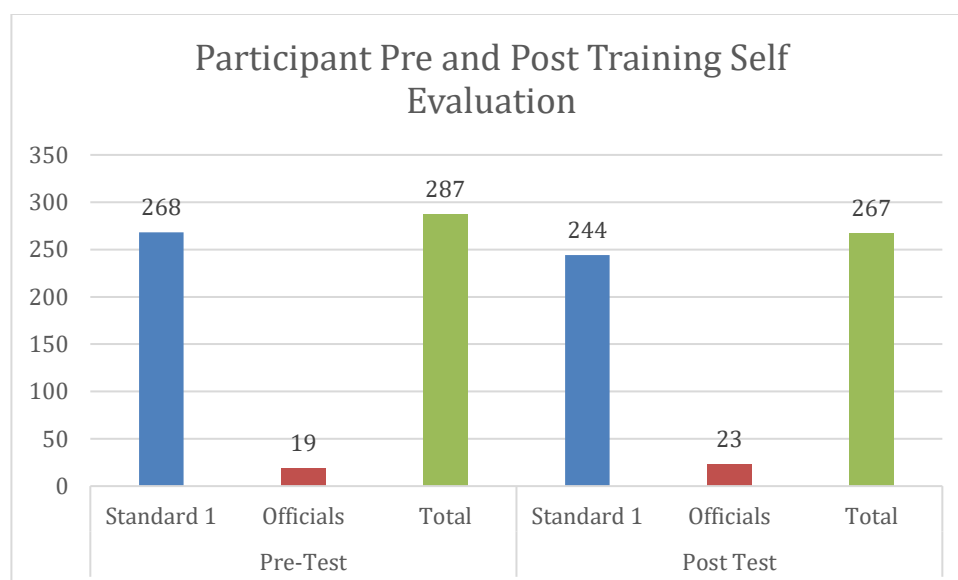


Figure 19: Number of Pre and Post Evaluations

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).

Standard 1 Teachers

The chart below shows a positive mean score change post training. The average mean score change was 5.34 for all the teachers, with the greatest mean score change in Tabora and Rukwa regions at over 6 in both regions. These results show that participants generally had limited knowledge of the sounds of English, especially digraphs.

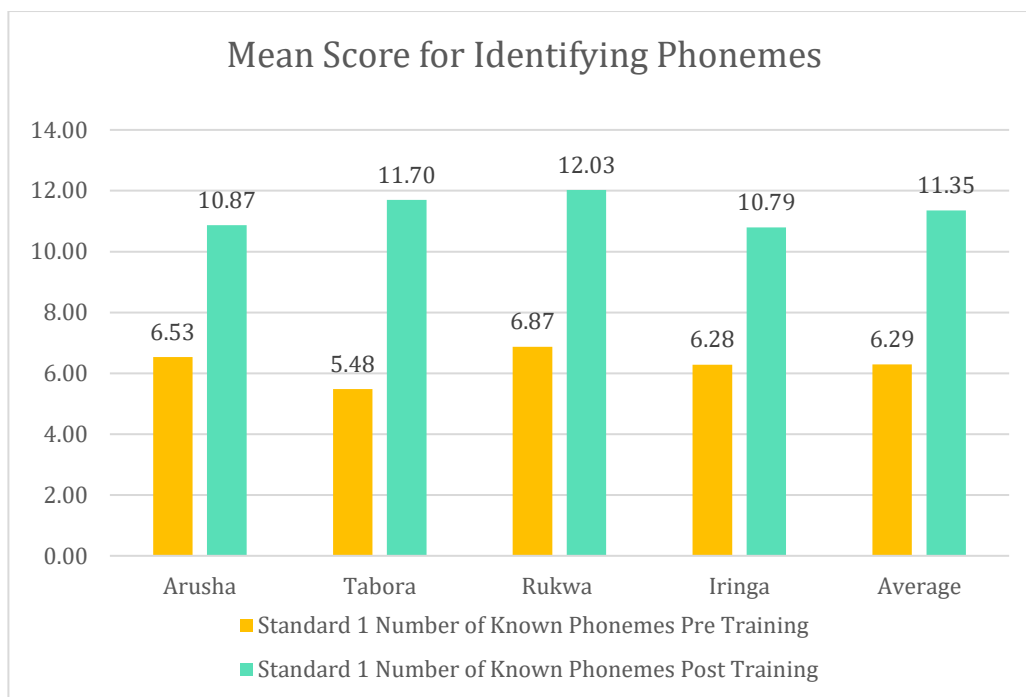


Figure 20: Mean score identifying phonemes – Standard 1 Teachers

Officials

Similar to the teacher's results, the chart below shows a positive mean score change post-training, with the average mean score change of 4.9. Arusha Region recorded the highest mean score change of 7.

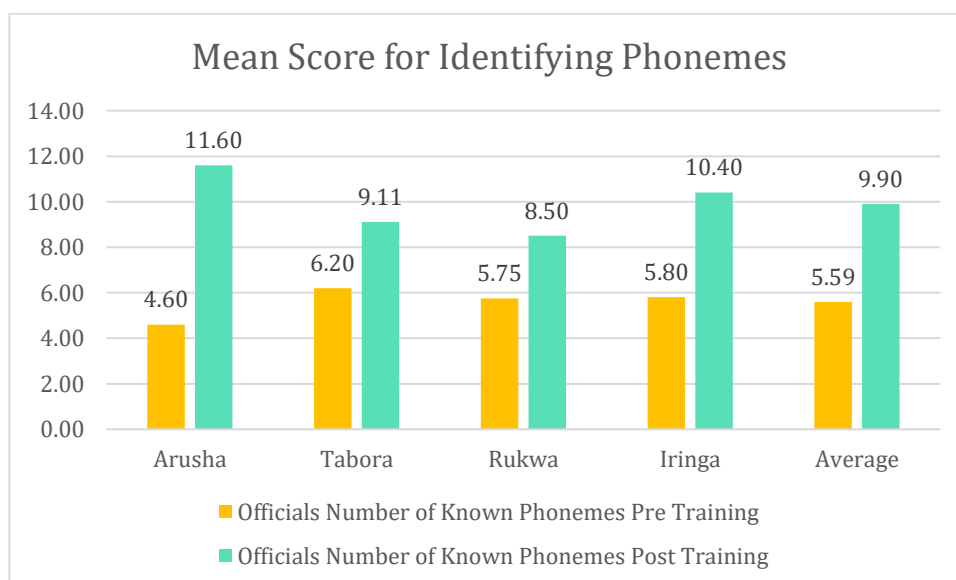


Figure 20: Mean score identifying phonemes – Officials

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 8 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.

Standard 1 Teachers

The results demonstrate that, following the training, participants were markedly more proficient at accurately identifying consonant blends, with a mean score change of 2.35. 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).

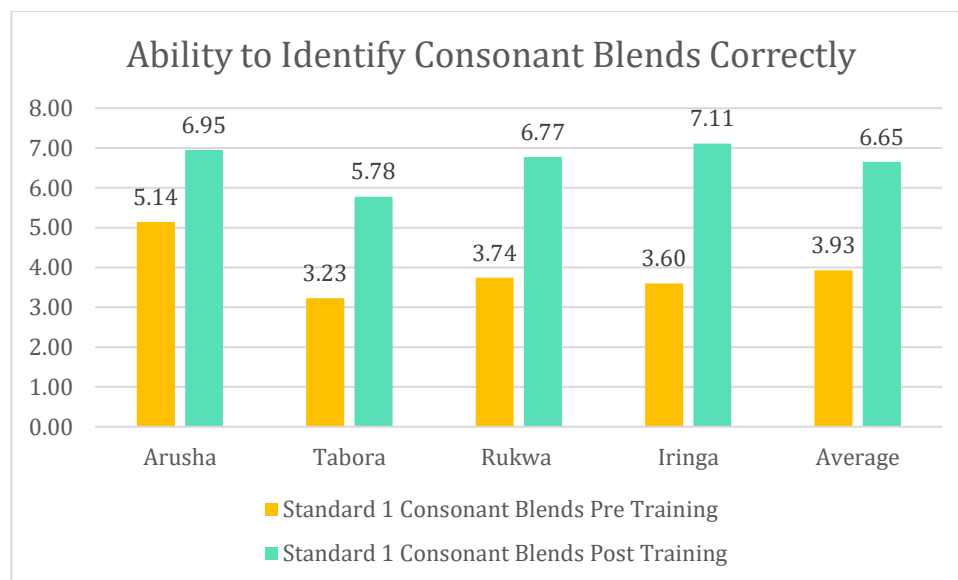


Figure 21: Ability to Identify Consonant Blends

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

Officials

The results indicate a positive mean score change of 1.52 amongst Officials in their ability to identify consonant blends and distinguish them from digraphs. This was particularly notable in Arusha Region, which recorded a mean score change of 3.

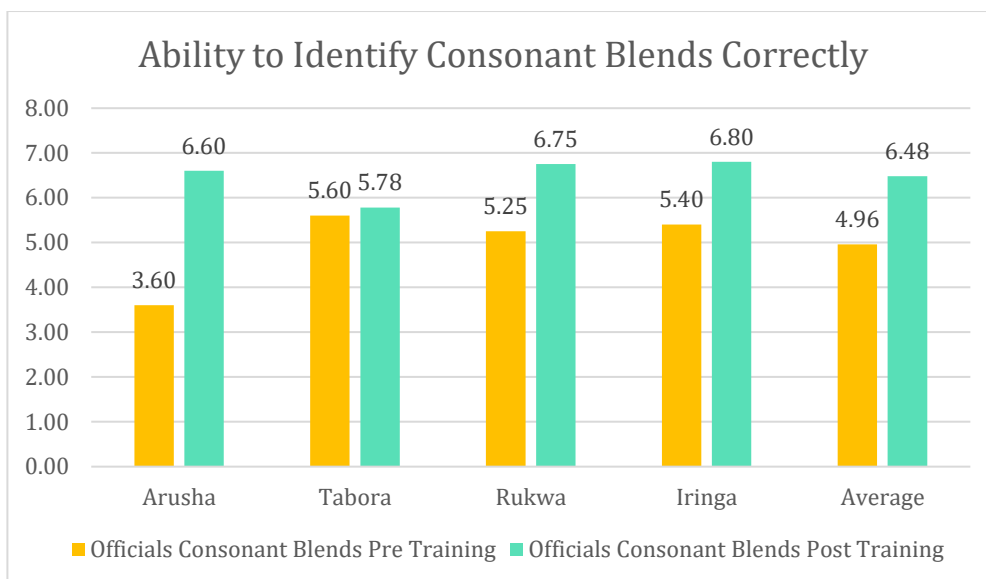


Figure 21: Ability to Identify Consonant Blends

It is interesting to note that the other 3 rollout regions recorded mean score changes of less than 2, suggesting that participants had prior knowledge of consonant blends, and were able distinguish them from digraphs pre-training.

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.

Standard 1 Teachers

The mean percentage of standard 1 teachers able to correctly define blending pre training was 25% and post training at 90%. This shows that there was a significant improvement in participants' ability to define blending, and also that a significant number of teachers did not have prior knowledge of the meaning blending.

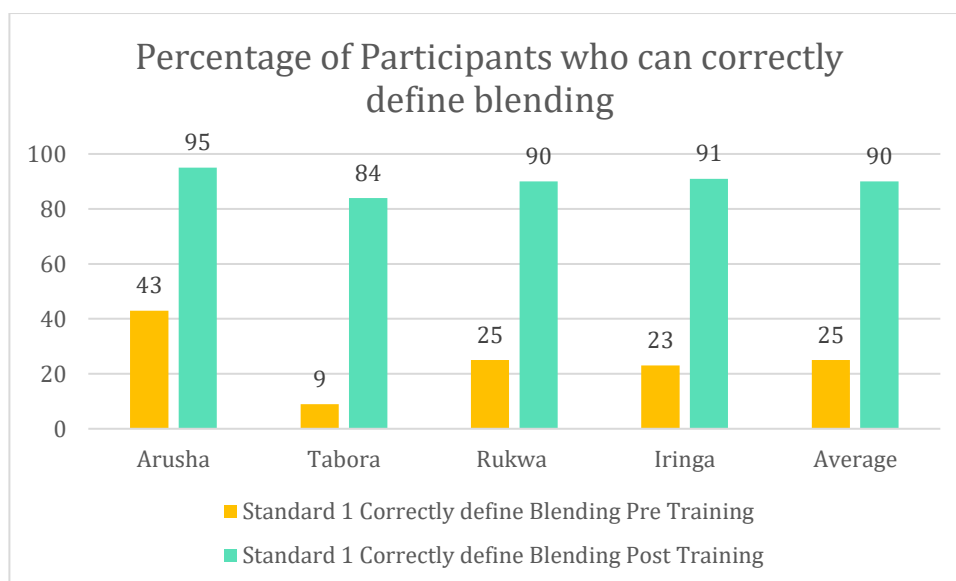


Figure 22: Percentage correctly defining blending – Standard 1 Teachers

Officials

The average percentage of Officials able to correctly define blending before training was 11%, rising to 80% after training. Similar to the standard 1 teachers, these results indicate a significant improvement in participants' ability to define blending, as well as demonstrating that a significant number of Officials had no prior knowledge of the meaning blending.

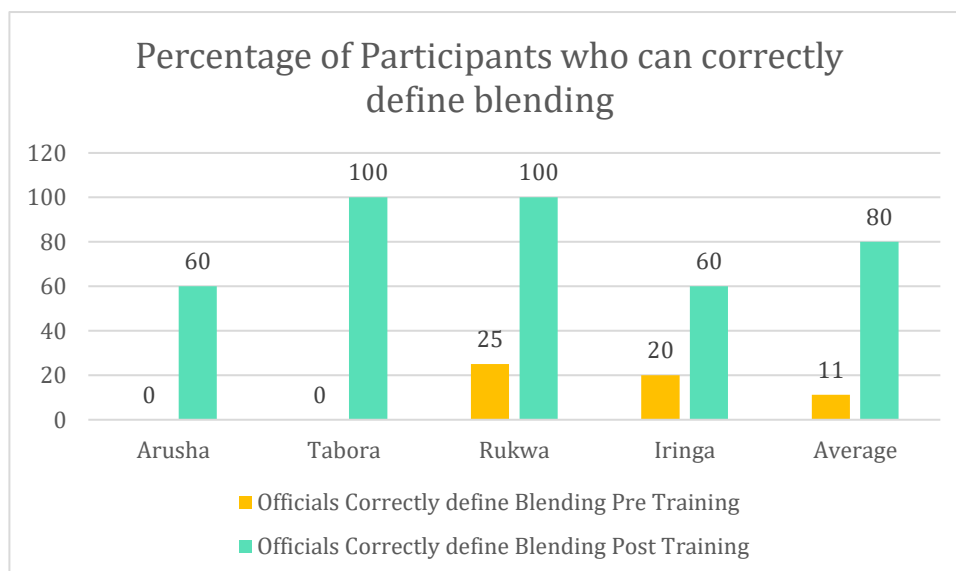


Figure 22: Percentage correctly defining blending - Officials

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).

Standard 1 Teachers

Pre training only 16% of standard 1 teachers could correctly define sounding/segmenting pre-training in comparison to 81% post training. This shows that there was a significant improvement in standard 1 teachers' ability to define sounding.

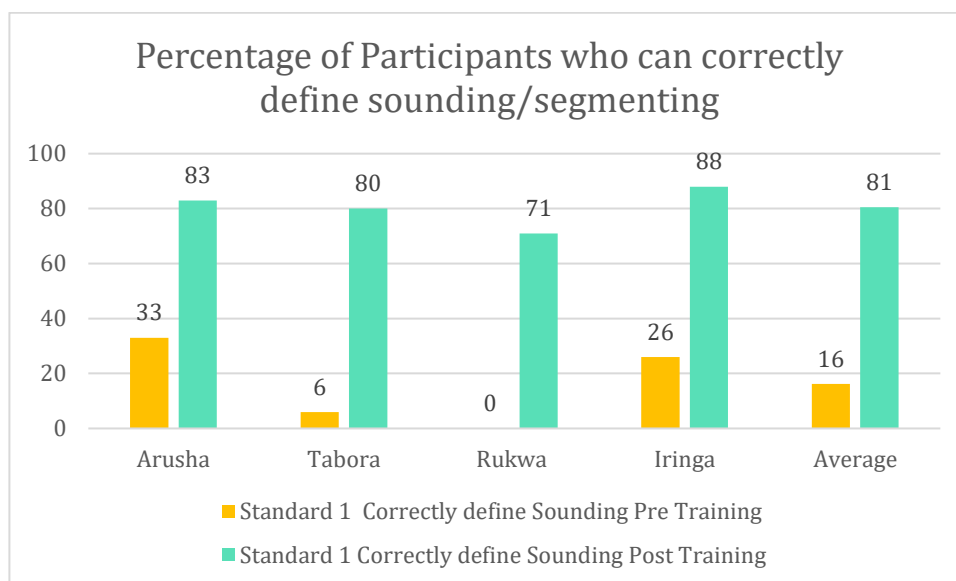


Figure 23: Percentage correctly defining sounding – Standard 1 Teachers

Officials

The results show that prior to training, only 5% of Officials were able to provide a definition, compared to 70% after training, representing a 65% increase. This demonstrates a considerable improvement in the Officials' ability to define sounding/segmenting.

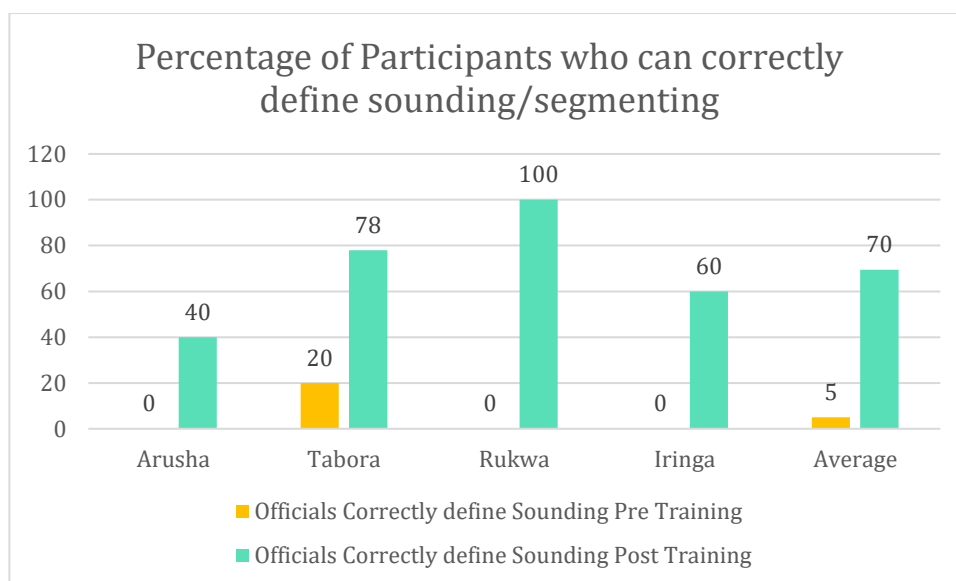


Figure 23: Percentage correctly defining sounding - Officials

Mean Percentage Change: Pre and Post Training

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 standard 1 teachers and Officials. This suggests that pre-training more participants were conversant with the process of blending for reading in comparison to sounding/segmenting for writing.

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.

Standard 1 Teachers

Across all locations, standard 1 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, and that the word *rain* contained four sounds rather than three. This was likely due to the *sl* blend in *sleep* being incorrectly identified as a single sound, and the */ai/* digraph being incorrectly identified as two sounds */a/* and */i/*. Before training, participants correctly counted sounds in

an average of 43% of words. Post training, this figure rose to 86%, reflecting a substantial positive change. Their improved ability to count sounds accurately will have a beneficial impact on their teaching of blending and segmenting.

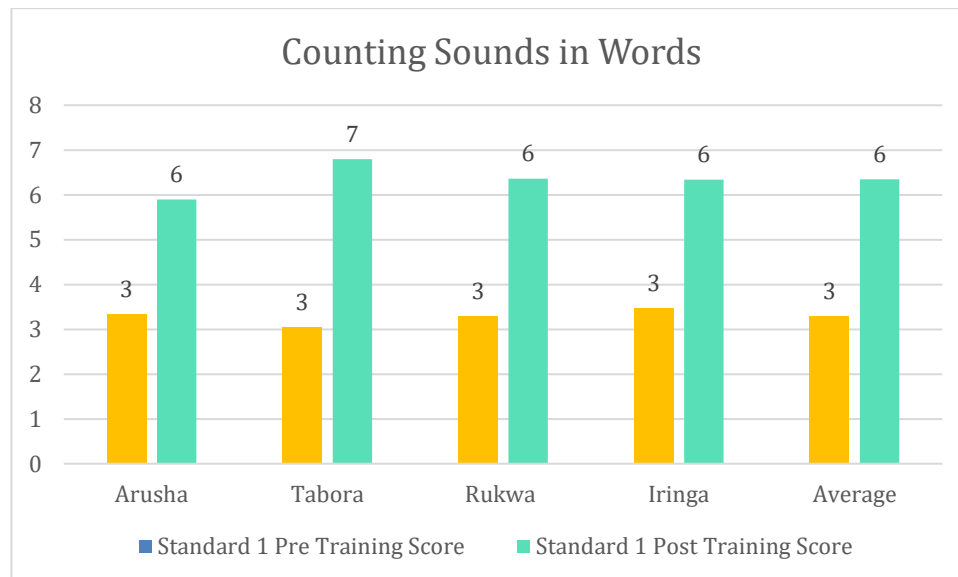


Figure 25: Counting Sounds in Words – Standard 1 Teachers

Officials

The Officials similarly showed a marked improvement in their ability to correctly count the number of sounds in words. On average, participants correctly counted sounds in 43% of words pre training, and in 86% of words post training.

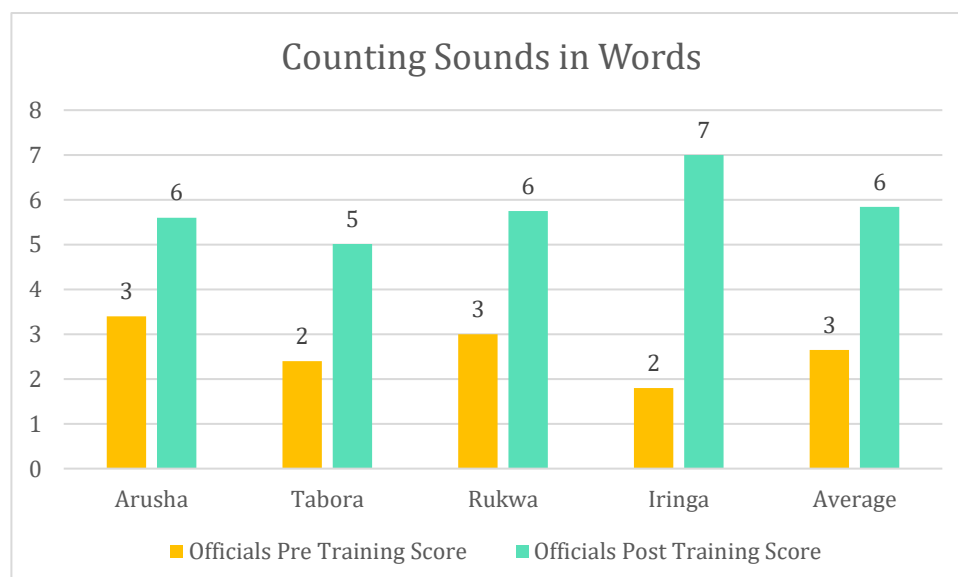


Figure 25: Counting Sounds in Words - Officials

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. Follow-up monitoring and support should be implemented to support participants who were not very clear about the definitions of key terms and concepts post training.

Standard 1 Teachers

The total scores for all categories were calculated to provide an average score for each region, both before and after training. The mean score post-training for standard 1 teachers was 87% which represented a 40% increase in participants' knowledge post training. Tabora Region recorded the highest increase of 46% post training.

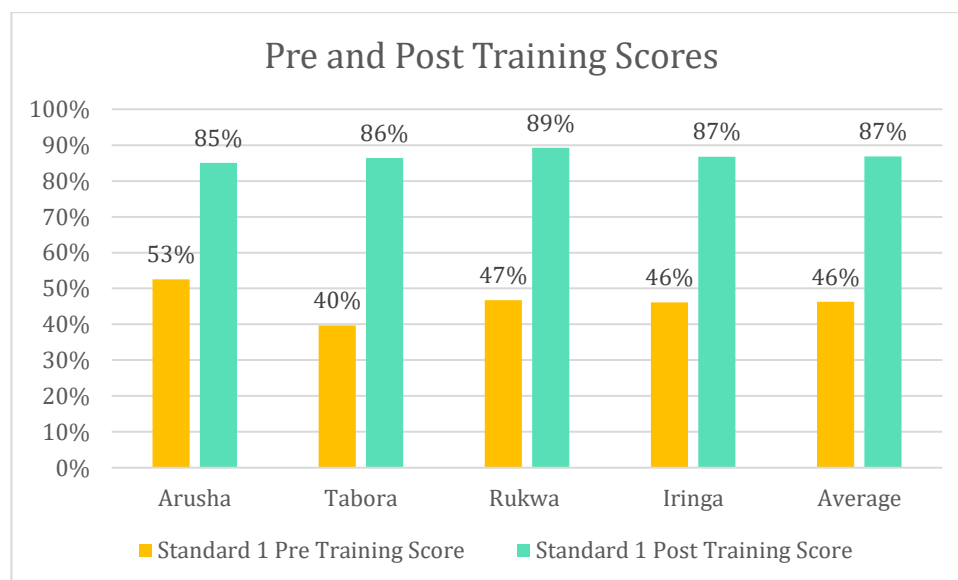


Figure 26: Counting Sounds in Words – Standard 1 Teachers

Officials

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 Officials was 79 which represented a 34% increase in participants' knowledge post training. The highest score change was noted in Arusha Region.

The results also show that upon comparison, there was little variation across the regions in their pre and post training scores.

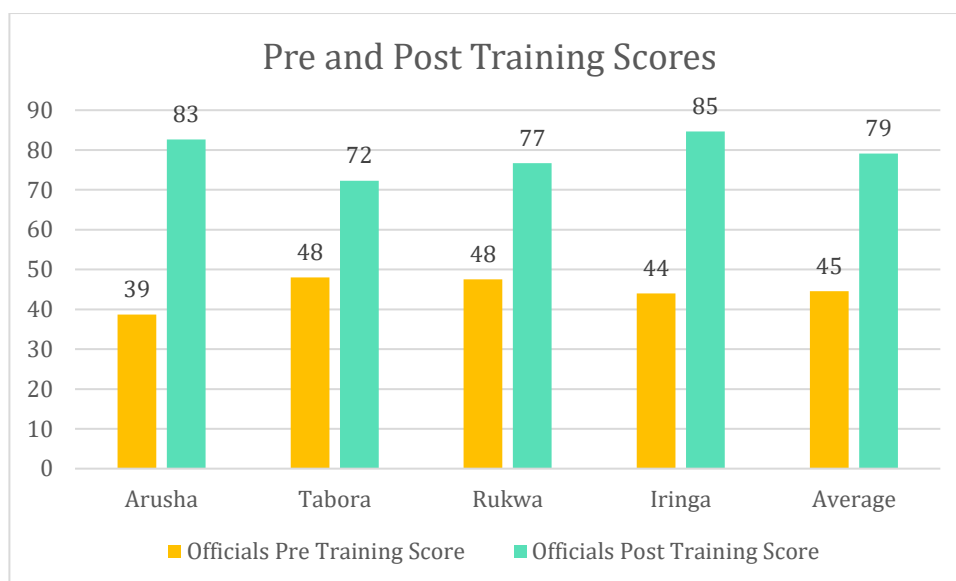


Figure 27: Counting Sounds in Words – Officials

Certificates

Certificates were provided to TIE in advance of the training. Only one type of certificate for Standard 1 teachers was provided. The officials did not receive any certificates for attending the Jolly Monitor training. Certificates of attendance were issued to every teacher who attended the full 3 days of training only. To avoid disparities in certificate quality, TIE printed all the certificates and sent them to the districts ahead of the training. These were signed by the TIE Director General and the Jolly Futures Programmes Director. Trainers added the date and their unique trainer ID number. 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.





Successes



- **Successful Delivery of Trainings:** A total of 51 ST1 training sessions and 6 Jolly Monitor App trainings were successfully completed across the participating regions, despite some logistical challenges.
- **High Engagement from Head Teachers:** Attendance by Head Teachers was outstanding across all districts. Their enthusiasm and active participation, with many expressing interest in attending the full three days, was a positive indicator of commitment at school leadership level.

- **Positive Participant Feedback:** Feedback from ST1 teachers was very encouraging, with many expressing appreciation for the training content and delivery. Officials also responded positively to the intervention.
- **Smooth Navigation of the Jolly Monitor App:** WEOs, DAOs, and SQAs were able to quickly understand and navigate the Jolly Monitor App, enabling them to effectively observe and support classroom practice.
- **Health and Wellbeing:** No major health or safety incidents were reported among trainers or coordinators throughout the rollout.
- **Timely Delivery of Materials:** Jolly Learning materials arrived well in advance
- **Availability of materials from Jolly Learning:** The Jolly Learning materials were available on Day 1 in most districts.
- **Accurate Budget Forecasting by Jolly Futures:** Expense estimations were largely accurate. Most trainers reported receiving sufficient funds to cover their logistical and operational expenses.
- **Good Coordination:** In general, Regional Coordinators organised the trainings and coordinated well with the District Coordinators. Support for trainers was particularly strong in Rukwa and Tabora Regions.
- **Great Publicity and Media Coverage:** There was good publicity around the training, coordinated by the media team from the TIE.
- **Comprehension of English by participants:** In regions such as Arusha and Iringa, participants were able to follow the English-speaking trainers effectively, with WEOs and other participants assisting with translation when necessary.
- **Good quality Certificates:** Certificates were of high quality and appreciated by participants. They were available for distribution on the final day of training in most training venues, with minor challenges noted in some districts where certificates were not enough, and in Mafinga (Iringa) and Uyui (Tabora), where they were not available at all.

Challenges



The following challenges were reported by the Training Manager:

- **Participant Attendance of Training:** Not all WEOs, DAOs, SQAs, and ST1 teachers across all 4 regions attended the trainings and Jolly Futures was not aware of this in advance. Follow-up requests for login credentials from absent officials have since been received.
- **Varying levels of communication and support from Regional Coordinators.**
- **Transport and Travel Difficulties:** Travel arrangements within and between some districts were not well organised. Trainers reported having to use unreliable or unsafe means of transport (e.g., motorbikes, bajaj, or public transport), and in some cases, were asked to contribute substantially towards fuel or SDA for use of government vehicles.
- **Night Travel:** Due to inadequate pre-planning for travel, night buses were sometimes used—something Jolly Futures typically seeks to avoid for safety reasons.
- **Miscommunication Between Stakeholders:** There were some instances where officials from MoEST and the President's Office Regional Administration and Local Government (PORALG) appeared to have differing understandings of training schedules and content.
- **Last-Minute Timetable Issues:** In Longido District, Arusha Region, for example, training dates were changed last-minute, and some teachers were asked to attend the wrong training venues in other districts.
- **Delayed Allowance Disbursements:** Several participants raised concerns about late payments of travel and meal allowances.
- **Catering Contributions:** Participants made contributions towards breakfast and lunch, and trainers were catered for from the food bought from the contributions. It became awkward for trainers in a few districts where the participants refused to pay for food.

- **Late Distribution of handouts for printing:** District Coordinators did not receive soft-copy handouts for printing in time, resulting in the handouts not being available for participants during training.
- **Materials Distribution Errors:** Distribution inconsistencies were observed in some districts. Districts had received advance communication from TIE guiding that materials be distributed to teachers during the training. This guidance was not following in some districts with materials being distributed in advance to some schools. This resulted in, for example, some schools receiving only one type of book or duplicate volumes (e.g. Big Book Volume 1 but no Volume 2).
- **Limited Sample Books:** In many of the districts, the Pupil Book 1 samples provided by TIE were insufficient for 1:1 teacher allocation in many districts. In several cases, materials only arrived in the districts after the training had concluded.
- **Inadequate Venue Size:** Several training venues were too small to accommodate the large numbers of teachers. This was also the case in some venues where on Day 1 when Head Teachers attended.
- **Higher-than-Expected Attendance:** While a positive sign of interest, this posed logistical challenges for seating and space for activities especially on day one where the Head Teachers joined the teachers.

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.

- TIE/MoEST to draft a formal letter to the Permanent Secretary, PORALG, outlining proposed monitoring and assessment protocols, including baseline assessments and programme implementation guidelines.

- TIE/MoEST to promote ongoing monitoring by trained officials and ensure clear communication with all relevant personnel regarding the number of pupil assessments required for both baseline and endline stages.
- Encourage early preparation and joint planning between Jolly Futures and TIE/MoEST to ensure smoother logistics for future rollouts.
- Transport and logistical arrangements should be planned well in advance to support effective coordination of upcoming training activities.
- Identify and appoint strong regional coordinators to oversee training delivery, particularly in regions where implementation may present greater challenges.
- Monitors to identify strong and exemplary Jolly Phonics teachers for potential future trainer development opportunities by Jolly Futures.
- TIE/MoEST and Jolly Futures to fulfil all Phase 1 MoU obligations to ensure the continuity and success of Phase 2 rollouts in 2026.

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

- **Participant Confirmation:** Coordinate with TIE/MoEST to confirm attendance lists well in advance for both teachers and officials.
- **Early Sharing of Logistical Information:** Information to be availed further in advance for all travel, accommodation and other logistical information for each location, district and region ahead of time before trainers' travel. Contact details for District Coordinators to be shared before the training team arrives in the country
- **Advance Materials Distribution:** Check that training materials are adequately distributed at the district level ahead of each session.
- **Transport Coordination:** All bus schedules and routes to be shared in advance for better timetabling.
- **Mobile Money setup for Trainers:** Ensure all trainers to register for mobile money platforms such as Mpesa upon arrival to avoid trainers travelling with too much cash.
- **Government Vehicle Use Arrangements:** Costs for use of government vehicles to be provided and agreed in advance for better budgeting and

easier internal management of finances between Jolly Futures and trainers.

- **Regional Transport Support:** Where feasible, regions should cover local transport costs or seek prior approval for government vehicle use to facilitate travel for trainers and officials.

Conclusion

This report highlights the success of the Phase 1 Regional Jolly Phonics training in Tanzania. Central to this success was the strong partnership between Tanzania Institute of Education (TIE) representing the Ministry of Education, Science and Technology (MoEST), and Jolly Futures, underpinned by a shared awareness and appreciation of Jolly Phonics as an effective approach to teaching English literacy in the early grades.

The foundation of this success lay in both the strength of these partnerships and the growing recognition of Jolly Phonics' impact on early literacy. Regular communication, collaborative planning, and mutual respect among all stakeholders enabled effective preparation and implementation.

Phase 1 marks the beginning of a national rollout of Jolly Phonics across Tanzania, with Standard 1 teachers trained in four regions. It is hoped that these teachers will serve as champions of the programme, leading its effective implementation and contributing to its sustained use in classrooms for years to come.

Next Steps

- TIE/MoEST to issue guidance on monitoring and assessment protocols. Officials need instructions on the number of monitoring visits they need to make and taking pupil baseline and endline assessments at the start and end of Semester 2.
- TIE/MoEST to issue guidance on timetabling of Jolly Phonics, detailing when and how Jolly Phonics should be taught in schools.
- Clarity to be given on font style, as some teachers reported regularly using pre-cursive letter styles with 'flicks', despite printed (non-cursive) letters being provided in materials.

- TIE/MoEST is expected to take active leadership in overseeing the implementation of Jolly Phonics across the four regions and to fulfil the obligations outlined in the Memorandum of Understanding (MoU), thereby ensuring that Phase 2 of the national rollout proceeds as planned in 2026.

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