

# Jolly The Kano State Phonics Project



## Annual Report

February 2021 – February 2022



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## Executive Summary

This report details the activities that have been implemented in the period February 2021 – February 2022 of the Jolly Phonics Project in Kano State, the key achievements from this period and the challenges that have been identified. The report has been written by Universal Learning Solutions for the Kano State Universal Basic Education Board (SUBEB).

Overall, the past year of the Jolly Phonics Project has been very successful. A number of activities have been successfully implemented including the training of 642 ECCD teachers, 1,292 Primary 2 teachers and 218 Primary 3 teachers from Kano State public primary schools. There were over 5,163 monitoring visits to schools throughout the year, with more than 8,277 teacher observations. The monitoring data highlights that the project is having a substantial positive impact on pupil learning. However, a number of challenges have been identified which are limiting the impact of the project at the moment.



### Appreciation

Universal Learning Solutions (ULS) would like to thank the Kano State Universal Basic Education Board (SUBEB) for the financial, technical and administrative support that it has provided for the implementation of the Jolly Phonics Project. We appreciate the opportunity to improve early grade literacy teaching and learning and will continue to do what we can to ensure that the Jolly Phonics Project continues to be a success.

Universal Learning Solutions would also like to thank the Kano State Jolly Phonics Monitoring Team for the commitment and wisdom that they have demonstrated throughout the past year. The team has been fundamental to many of the successes listed below.



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## Key Project Activities - Summary

A number of project activities were implemented over the past year of the Jolly Phonics Project. The key activities were:

- Jolly Phonics training for 642 ECCD teachers, 1,292 Primary 2 teachers and 218 Primary 3 teachers
- Training of 50 officials in monitoring app and effective mentoring
- Three days of training in Jolly Phonics for 116 teachers from the Federal Teachers' Scheme.
- Teacher Leader Training for 50 Teacher Leaders
- The provision of Pupils Book 1, Pupils Book 2, Primary 3 Revision Book, a Teacher's Book and a wide range of supplementary materials to each trained teacher
- The provision of a branded folder for each training participant containing a variety of materials such as: 40 page scheme of work, 50 flashcards, marker pen, biro, notebook, Jolly Songs CD etc.
- Letter sounds poster, tricky words poster, and alternative spellings poster for Jolly Phonics classrooms
- Decodable Reading book pack for each Jolly Phonics school
- Kano State representation at the Jolly Phonics North-West Knowledge Sharing Workshop
- 12,751 Phonics Screening assessments in English and Hausa carried out
- 6,055 students routinely assessed during the year using Phonics Screening
- 5,163 schools visited and 8,277 teachers observed for monitoring and mentoring
- Refresher Training for 2,152 teachers offered through Jolly Phonics Teacher Leader Network Meetings in each LGA
- Jolly Monitor Dashboard training delivered to Kano SUBEB Management
- Celebratory event and prize giving to commemorate 15 years of Jolly Phonics in Nigeria
- Jolly Phonics "hotline" for teachers;
- Regular SMS messages sent to trained teachers.
- WhatsApp groups for Officials and Teachers to share knowledge, opportunities, challenges, support each other and liaise with the ULSI team

The following sections provide further information on these activities and the achievements and challenges identified during their implementation.

## ECCD, Primary 1 to Primary 3 Teacher Training

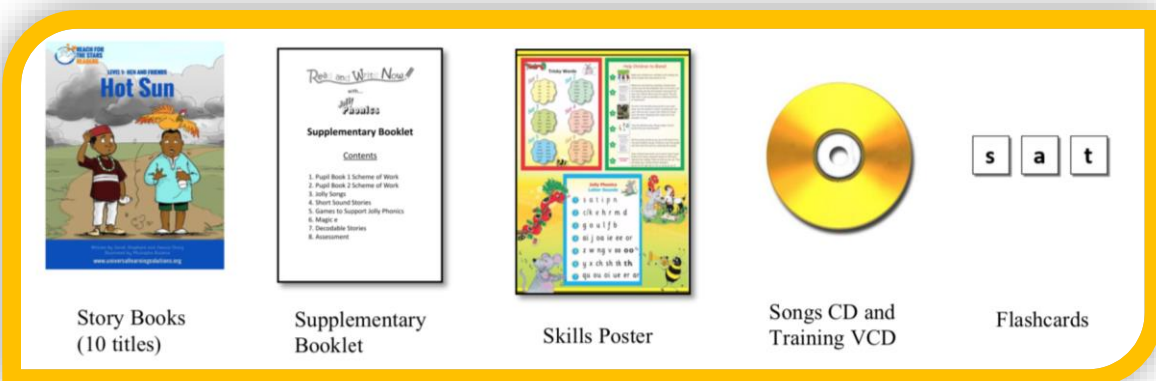
2,625 ECCD, Primary 1-3 teachers from government primary schools and 50 Officials were invited to 3 days of training in the Jolly Phonics methodology. This was successfully carried out in nine centres from the 22nd February to the 3rd March, 2021 by expert Jolly Phonics trainers. All the participants were from Jolly Phonics schools with trained Primary 1 teachers. The invited officials had also previously been trained by the Jolly Phonics project.

A total of 2,152 participants attended the Year 3 training in Kano State, representing a 82% attendance rate. The event received high visibility and press coverage. Radio and TV crew were in attendance, and a video news report was broadcast on state TV.

ULS arranged for the production and delivery of the additional materials as listed in the Partnership Agreement for the project. The materials were delivered before the training commenced and were received and inspected by the training manager. Every teacher being trained received their corresponding books either: a Pupil Book 2 or 3, a Teacher's Book and the range of supplementary materials and posters. Officials also received their training packs.

All participants were provided with a folder containing the following:

- Supplementary Booklet
- Sound Stories
- Word Booklet
- 3-in-1 poster
- Set of Flashcards
- Biro Pen
- Notebook
- Marker Pen
- Certificate
- 8-steps keyring



Overall the training was a huge success. The teachers were very excited with the Jolly Phonics method and they expressed their commitment to helping the pupils learn how to read and write especially those at early age. The trainers delivered the method well, using all the materials and available technology to the fullest. Officials received in-depth training on Jolly Phonics methodology and how to effectively monitor and mentor its implementation and support Jolly Phonics teachers. The officials demonstrated a high level of understanding and readiness to engage in the monitoring and mentoring of teachers.

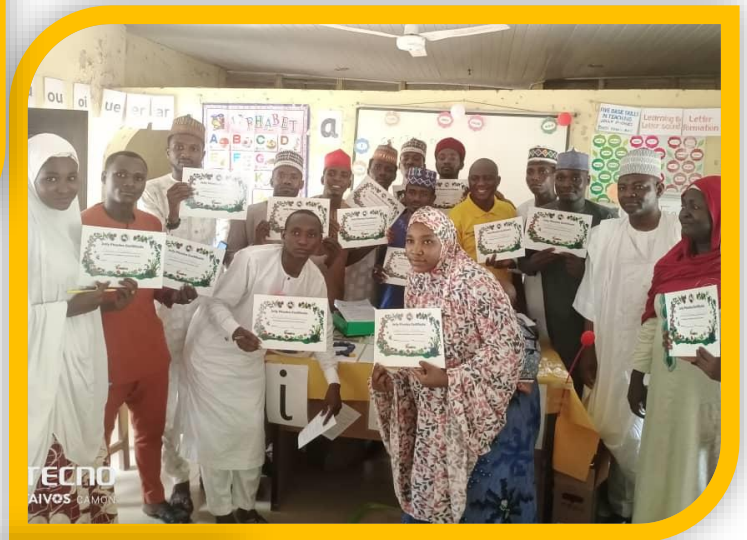
This training was funded by SUBEB and through a donation from Jolly Learning Ltd. A detailed training report was submitted to SUBEB for this training and the provision of Jolly Phonics materials throughout Kano state please refer to *“REPORT ON TPD JOLLY PHONICS TRAINING IN KANO STATE FROM MONDAY 22nd FEBURARY TO WEDNESDAY 3rd MARCH 2020 FOR ECCD, PRIMARY 2-3 TEACHERS AND OFFICIALS ORGANISED BY TPD, KANO STATE UNIVERSAL BASIC EDUCATION BOARD AND UNIVERSAL LEARNING SOLUTIONS”* for further details.



*Some highlights from the training*

## Federal Teachers' Scheme Teacher Training

Jolly Phonics training for 116 teachers under the Federal Teachers' Scheme took place in Kano State from the 2nd to the 4th of June 2021. This training was provided to Federal Teachers' Scheme teacher recruits across all Nigerian states and the Federal Capital Territory at the same time. This training was to enable these teachers to practice their Jolly Phonics skills in a real school setting as part of their teaching practice.



*Participants engaging in training activities.*





## Teacher Leader Training

On the 5<sup>th</sup> and 6<sup>th</sup> May 2021, 50 Teacher Leaders took part in capacity building training to be able to effectively support the new Primary 3 Jolly Phonics Teachers. At least one Teacher Leader was chosen from each of the forty-four LGAs, with the additional six selected from high-impact LGAs. The training not only focused on the new Primary 3 content but also covered the fundamental aspects of the methodology. This is to ensure high quality delivery of the Teacher Leader Network Meetings which can as refresher training for all Jolly Phonics teachers from ECCD to Primary 3. Universal Learning Solutions is committed to the continuous professional development of the in state Jolly Phonics team and motivated to see the high levels of professionalism and commitment from the Jolly Phonics Teacher Leaders.



*Images from the teacher leader training held at Kano SUBEB*

## Teacher Leader Network Meetings

**Teacher Leader Network Meetings (TLNMs) are refresher workshops for Jolly Phonics teachers led by Teacher Leaders at the LGA level. The content for each TLNM is tailored by ULS to the needs of the teachers, determined by the monitoring data collected via the monitoring app in that LGA. The first round of TLNMs took place in July 2021, with 6 cluster meetings organised for the 250 Jolly Phonics Primary 3 teachers. TLNMs for ECCD and Primary 2 Teachers took place in October 2021 in all 44 LGAs. Attendance was very high at all meetings and the teachers expressed their appreciation for the meetings. The Teacher Leaders, with the assistance of their SSOs, did a very commendable job and proved to be an inspiration to their peers.**



*Images from Teacher Leader Network Meetings*



## Phonics Screening Exercise 2021

Throughout July and August 2021, a national Phonics Screening Exercise took place in nearly all states in Nigeria. **The Phonics Screening Exercise is designed to evaluate whether pupils are making sufficient progress with their phonics skills to read words and that they are on track to become fluent readers who can read to learn by Primary 4.** Universal Learning Solutions have developed a smart phone app to test ECCD, Primary 1, 2, and 3 pupils' letter sound knowledge and blending skills, which are key initial literacy skills that provide the foundation for the development of further literacy skills, such as fluency and reading comprehension.

**In Kano state, a team of 50 assessors made up of the Jolly Phonics monitoring team and School Support Officers, carried out 12,268 Phonics Screening assessments on ECCD to Primary 3 pupils in English and Hausa. Overall, the Phonics Screening results in both languages show that pupils taught with Jolly Phonics are making significantly faster progress in their literacy development than their peers who have not received the Jolly Phonics programme.** The results confirm that Jolly Phonics continues to radically transform children's literacy levels in Kano and across the federation.

Below is a breakdown of the number of assessments carried out for each year group.

Year Group	Jolly Phonics Assessments	Control Group Assessments
ECCD	1182	929
Primary 1	1731	562
Primary 2	1736	564
Primary 3	1588	661

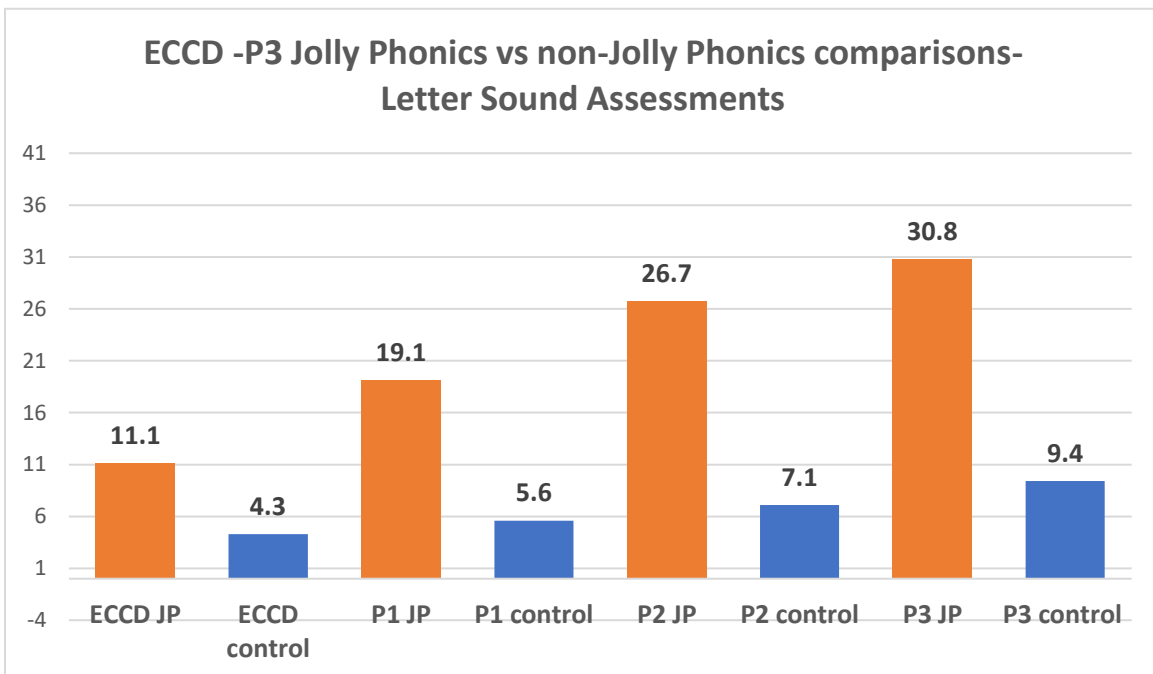
A detailed analysis of the results is available in the '*Phonics Screening Exercise 2021 Kano State Report*'. Some of the most pertinent results are outlined below.

## Assessment Results

### Letter Sounds Test

The Letter Sounds Test assesses the pupil's knowledge of the 41 letter sounds of the English language. Children are asked to say the sound that the letter makes when reading it, and not the name of the letter (how it is said in the alphabet). The test gradually gets harder for the pupil, with the most simple or common sounds in the first half, and the more difficult ones in the second half.

The following graph shows mean scores in sounds assessment for all ECCD-P3 JP and non-JP groups. The data is taken from the Jolly Monitor Dashboard.

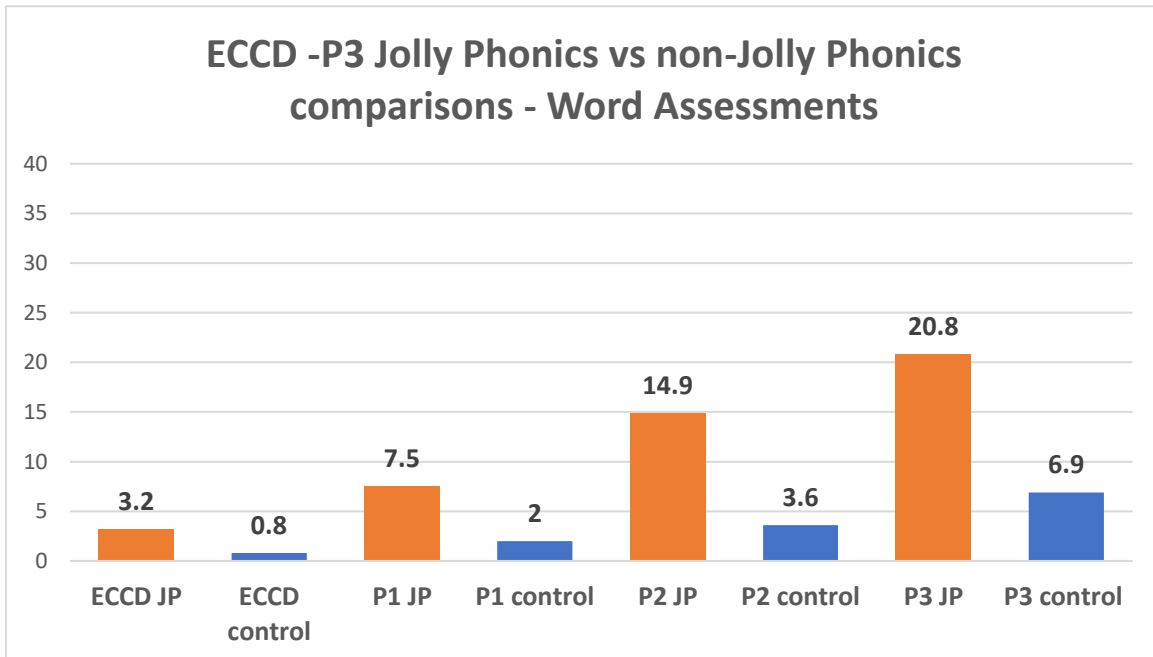


As can be seen from the graph above, pupils from ECCD to Primary 3 who have been taught with Jolly Phonics were able to identify up to three times as many sounds, in some cases, as their peers who are not being taught Jolly Phonics. It is also evident that Jolly Phonics pupils make clear progress from year to year with Primary 3 pupils able to identify 19 more sounds than ECCD pupils.

On the other hand, their non-Jolly Phonics peers do not appear to make much progress in their sounds' knowledge across the years and so their English literacy skills have plateaued. It is clear that Jolly Phonics is having a positive impact on pupils' ability to learn the sounds, which is an essential skill needed to decode and therefore read and write.

## Word Reading Test

The second part of the Phonics Screening is a Word Reading Test where pupils were asked to read 40 decodable words – 20 real words and 20 made up words in order to assess know the sounds in them and have the skill of being able to blend sounds together to read words. The test again gets harder in the second half, with the simpler words being presented in the first half. The graph below shows mean scores in the word assessment for all ECCD-P3 JP and non-JP groups.



The scores on the Words Assessment are not as high as those in the Sounds Assessment across all four year groups but we still see progression from year to year among Jolly Phonics taught pupils and so they are clearly developing their blending and decoding skills.

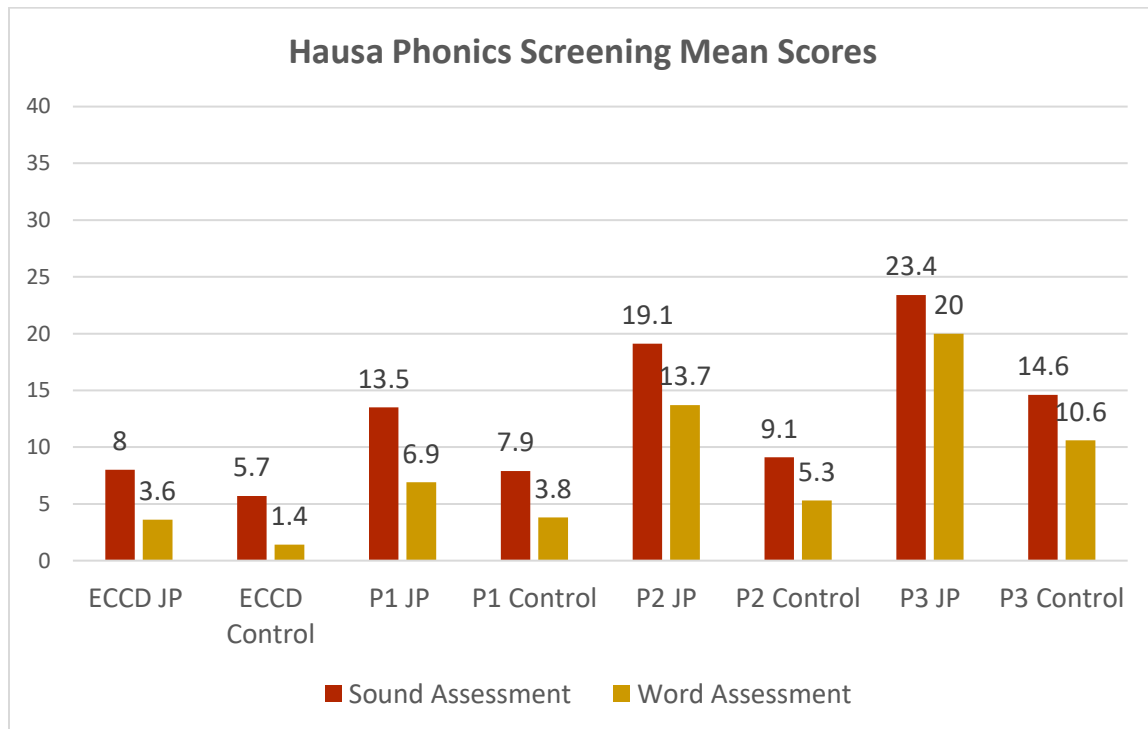
Jolly Phonics taught pupils scored significantly higher than non-Jolly Phonics pupils who displayed quite poor blending skills, even at Primary 3 level. While Jolly Phonics pupils still scored higher than non-Jolly Phonics pupils, the scores show a need for further instruction and practice of blending.

The scores are in line with what we have witnessed through the monitoring of the intervention. Often teachers place greatest emphasis on the first steps for teaching a letter sound and do not give the necessary attention needed to blending, which is the key skill to be able to read words. This is an example of the need for continuous monitoring and mentoring of teachers to ensure effective delivery of lessons.

## Jolly Phonics in Hausa States

As part of this Phonics Screening exercise, pupils were also given a phonics assessment, both sounds and words, in Hausa. The letter sounds test assesses pupils' knowledge of the 35 phonemes in the Hausa language. As with the English test, the Hausa word assessment is composed of 40 words, containing both made-up decodable words, such as "sazi", and common decodable Hausa words, such as "gyada".

Looking at the mean scores for each year group in the graph below, it is clear that Jolly Phonics pupils from ECCD to Primary 3 also outperformed their non-Jolly Phonics peers in the Hausa assessments. This suggests that Jolly Phonics simultaneously improves literacy skills in both English and Hausa. This results in a marked difference by the time the pupils reach Primary 3 level. This is in line with previous research which suggests that teaching pupils Jolly Phonics not only improved their English literacy skills but also improved their acquisition of mother tongue literacy skills.



## Results Comparisons Between States

In the graphs and tables below the mean scores for Kano pupils' Phonics Screening Tests are compared with the mean results across all other Nigerian States that had conducted the Phonics Screening Exercise as of 30<sup>th</sup> September 2021. It's important to consider this information, as although each state is unique and its results will reflect this, by comparing these results it allows us to see how Kano is performing in comparison to the rest of Nigeria.

Letter Sounds Assessment Performance Evaluation						
Year Group	Target Score	% in 21-30 bracket	% in 31-41 bracket	% Achieving Target	Country Mean	Above / Below Country Mean?
P1	20	26.6%	19.4%	46%	54%	<b>Below</b>
P2	30	N/A	48.3%	48.3%	40.6%	<b>Above</b>
P3	30	N/A	64.4%	64.4%	49.4%	<b>Above</b>

Words Assessment Performance Evaluation						
Year Group	Target Score <sup>1</sup>	% in 20-29 s bracket	% in 30-40 bracket	% Achieving Target	Country Mean	Above / Below Country Mean?
P1	20	11%	4.3%	15.3%	28.9%	<b>Below</b>
P2	30	N/A	19%	19%	23.7%	<b>Below</b>
P3	30	N/A	36.9%	36.9%	33.3%	<b>Above</b>

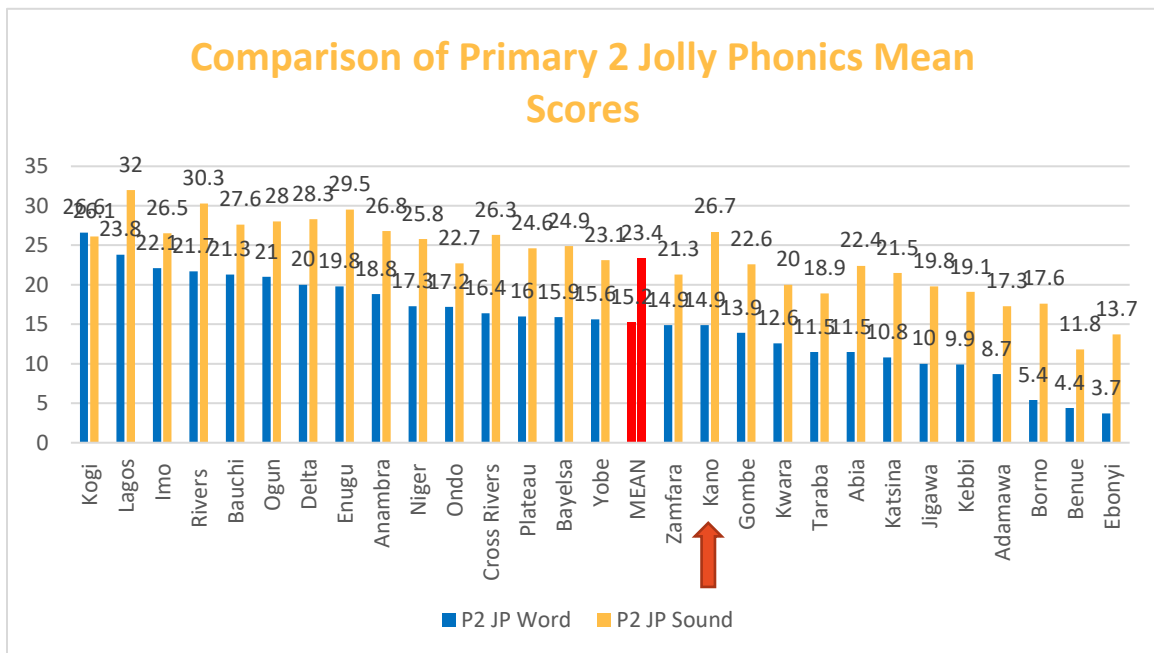
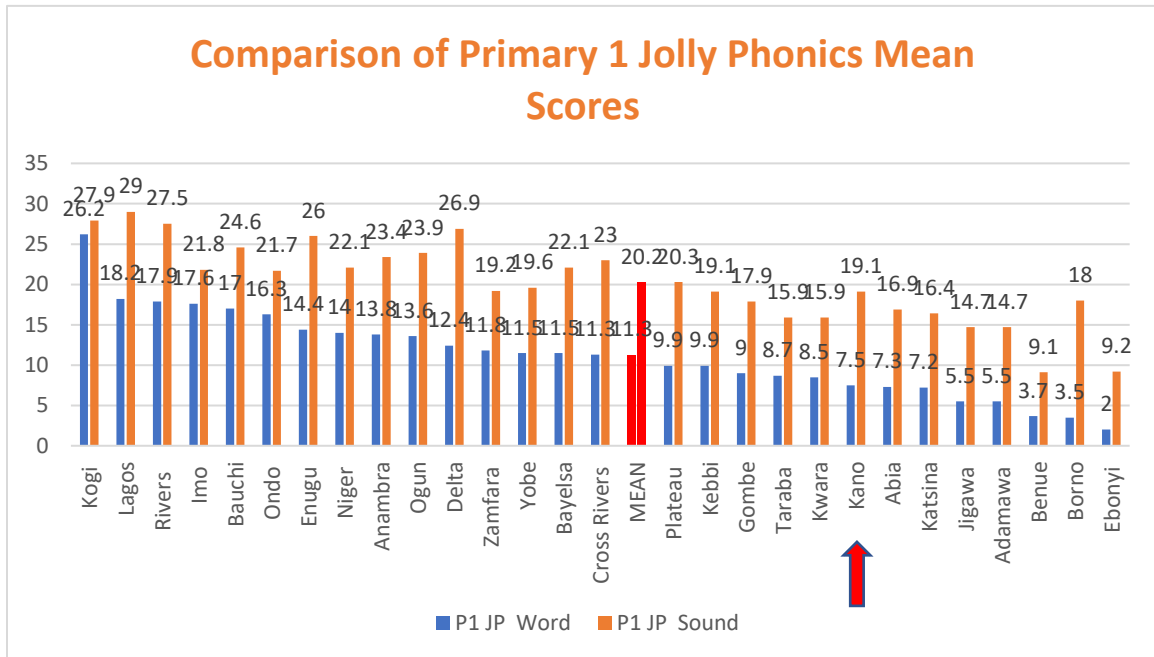
In Kano, Primary 1 Jolly Phonics pupils scored below the national mean in both the sounds and words assessments, with only 15% of pupils achieving the target score of 20 in the word test. However, 46% of Primary 1 pupils did obtain the target score in the letter sounds test. At the same time Primary 3 pupils are scoring higher than the country means in both tests, with 64.4%

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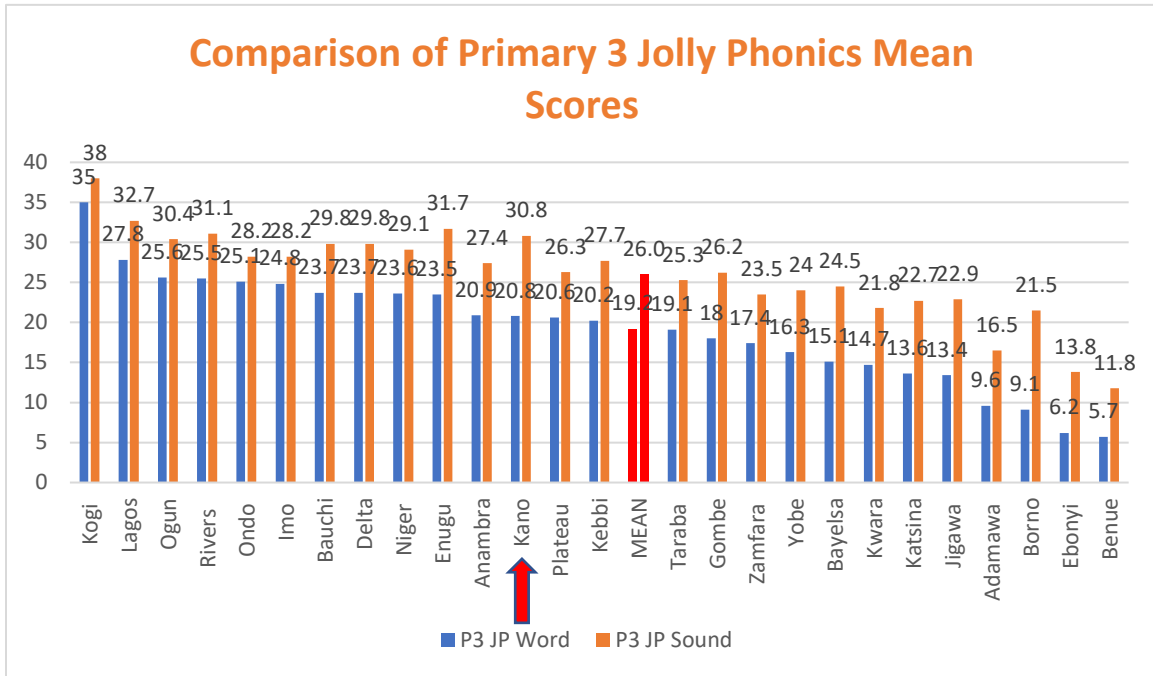
<sup>1</sup> The target scores for the Word Assessments are based upon the pass mark set by the UK Department for Education for the Phonics Screening Check. In England, the phonics check is taken by all year 1 pupils and is taken again in year 2 by those pupils who did not pass. In the Nigerian context, pupils should be able to reach the target score after completing two years of Jolly Phonics instruction at the end of Primary 2. The same target score is used in Primary 3 as the children who failed should be able to reach the target score after additional phonics teaching.

achieving the target score of 30 and above in the letter sounds assessment and 36.9% achieving above the target score in the words test.

Despite the promising results for Primary 3, it is evident that there is a need to focus on developing pupils' blending skills as we see that the Words Assessment scores for pupils are lower than their Sounds Assessments scores so while they may know certain sounds, they are not then able to blend them together to read whole words. Our goal is for all children to obtain the target scores to be able to read with confidence.







*Project Coordinator Sani Yaro Assessing a child using the Jolly Monitor App.*

## Monitoring Visits

Quality monitoring and mentoring is what sets the Jolly Phonics project apart. One of Universal Learning Solutions' priorities in the intervention is that all trained teachers should receive constructive mentoring during monitoring school visits. This is achieved through capacity building of School Support Officers (SSOs) who are responsible for monitoring the project at the LGEA level and the constant support given to them from the Kano Jolly Phonics Monitoring Team.

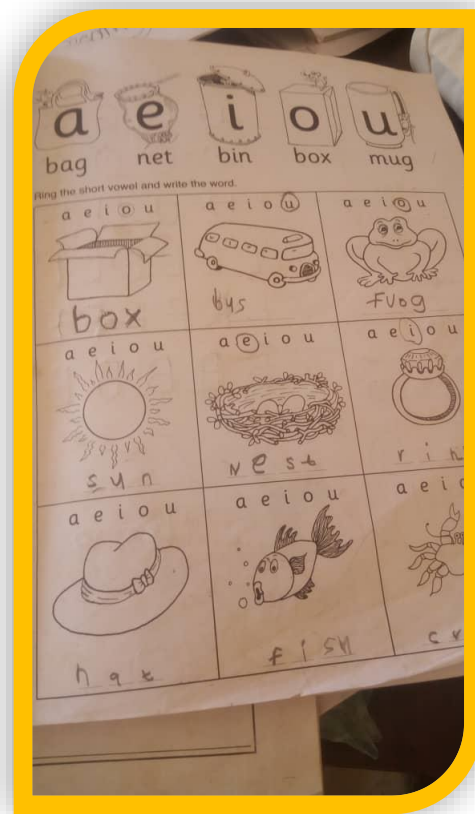
From project inception, the Project Coordinators and trained SSOs began monitoring in the Jolly Phonics intervention schools. Monitoring visits involve observations and discussions with teachers and head teachers, aimed at identifying and rectifying any challenges that schools and teachers face in the implementation of the Jolly Phonics method in ECCD, and Primary 1-3 classes.

Throughout the year the monitoring team visited 5,163 schools, observed 8,277 Jolly Phonics teachers and assessed 6,055 Jolly Phonics pupils. These impressive figures are testament to the passion and dedication of all who are involved in the Kano State Jolly Phonics Project.

In addition, to in-person visits the Project Coordinators have also been assisting teachers through phone monitoring and Whatsapp groups as well. Some key data that was gathered during these monitoring exercises is set out below and under Project Achievements and Project Challenges.



*Primary 1 pupils blending using flashcards*

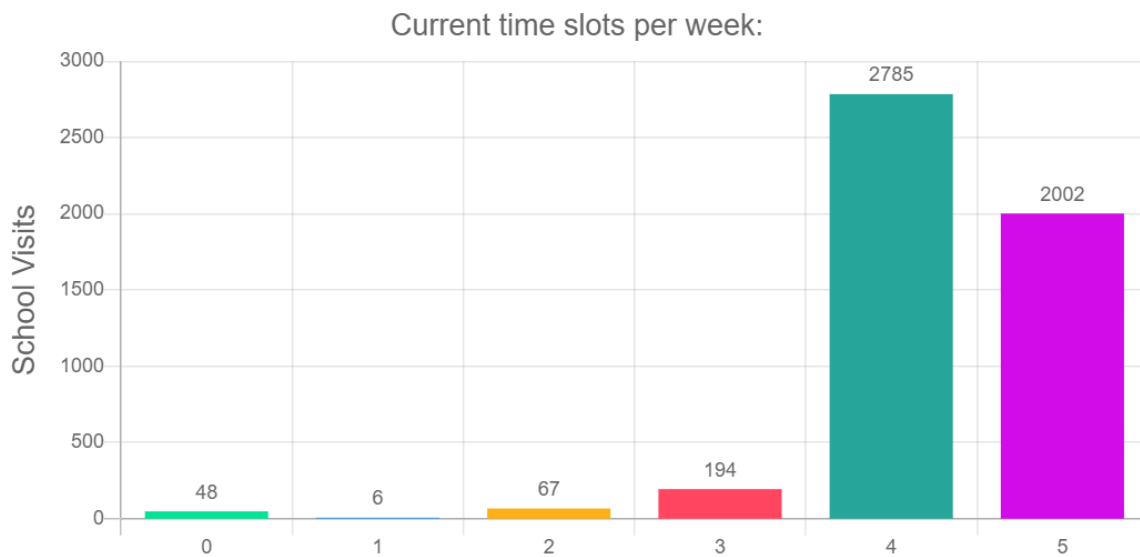


*Completed Pupils Book*

### Schools' Frequency of Teaching Using Jolly Phonics

Of the schools visited throughout the year 97% had designated Jolly Phonics time slots. 94% were ensuring that Jolly Phonics was being taught the recommended four times per week, or higher, with 39% teaching it five times a week. The remainder of the schools were not teaching Jolly Phonics as often as required for it to have the desired impact.

Although they are in the minority, additional instruction from SUBEB on the number of Jolly Phonics sessions per week would assist in ensuring all schools begin teaching to the recommended level. It would also be advantageous to clarify to teachers and Head teachers that Synthetic Phonics is mandated as part of the Nigerian curriculum and should be taught in all schools and that further to this phonics is a complimentary part of the English curriculum rather than being intended to replace more traditional instruction.



### Head Teachers and Jolly Phonics

The majority of Head Teachers (81%) positively rated their own knowledge of Jolly Phonics and felt confident that they were able to support the Jolly Phonics teachers in their schools. However, this means that 19% did not feel that they had adequate knowledge of the method and did not feel confident supporting the Jolly Phonics teachers in their school. Head Teacher support is vital to the success of Jolly Phonics in a school with regards to timetabling, teacher allocation etc. This points to a clear need for Jolly Phonics training aimed specifically at Head Teachers.

This need for increased Head Teacher buy-in is reflected in the data which shows that across the four year groups, an average of 93% of the teachers are teaching a class for which they received Jolly Phonics training. Only those trained in Jolly Phonics can teach its methodology and it is important that class teachers are able to teach by example.

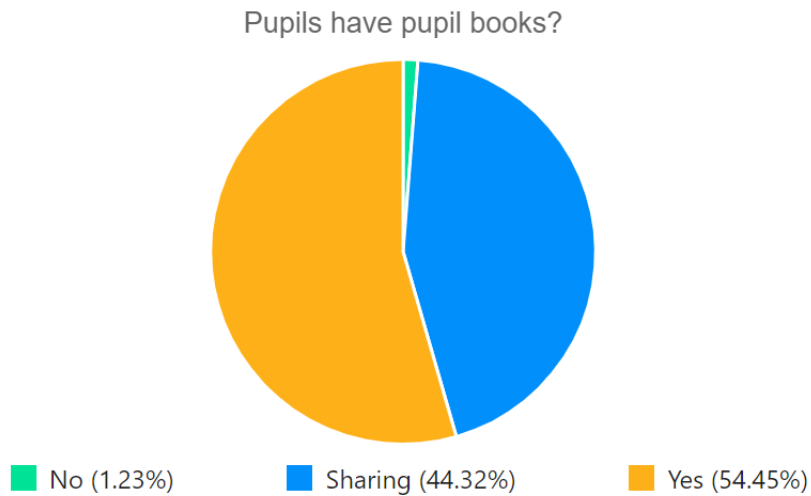


*Images of pupils carrying out different Jolly Phonics activities. Taken by SUBEB officials during monitoring visits to schools in their LGEAs*

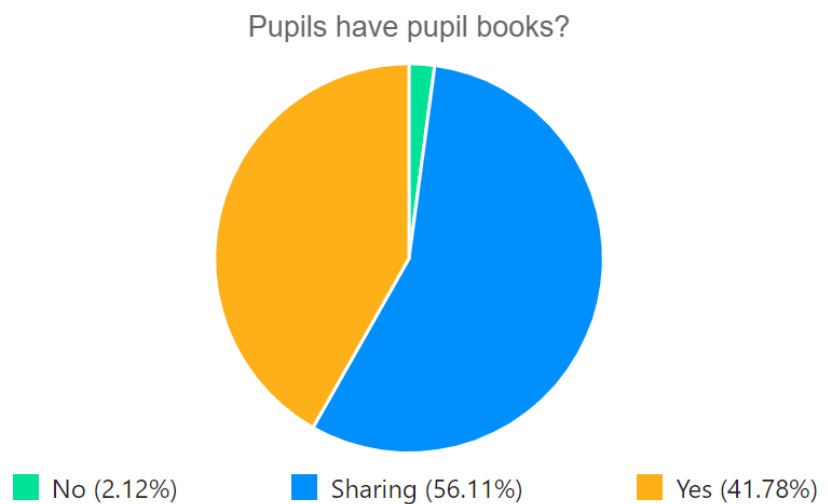


### Pupils Books and Materials

The supply of Pupil Books was somewhat of an issue throughout the project, particularly in Primary 3. Approximately half the pupils in Primary 1 and Primary 2 do not have their own copies of the Pupil Book and have to share. Ideally each pupil should have their own book as this allows them to engage much better with the programme and it minimises distraction. The largest group of pupils without their own textbook is in Primary 3 where over 85% of pupils are sharing or have no book at all.

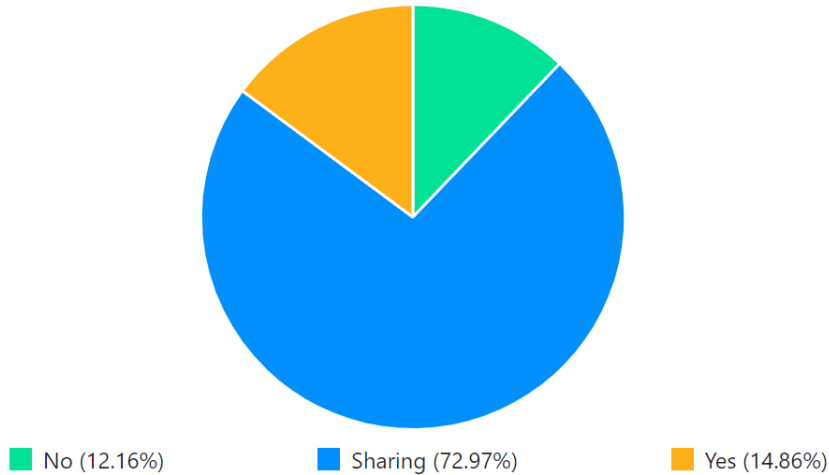


***Over 46% of Primary 1 Pupils do not have their own book***



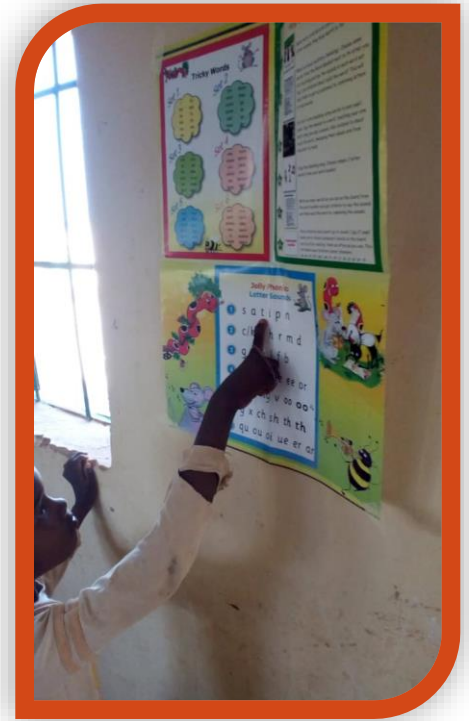
***Over 58% of Primary 2 Pupils do not have their own book***

Provided with Primary 3 Revision Book

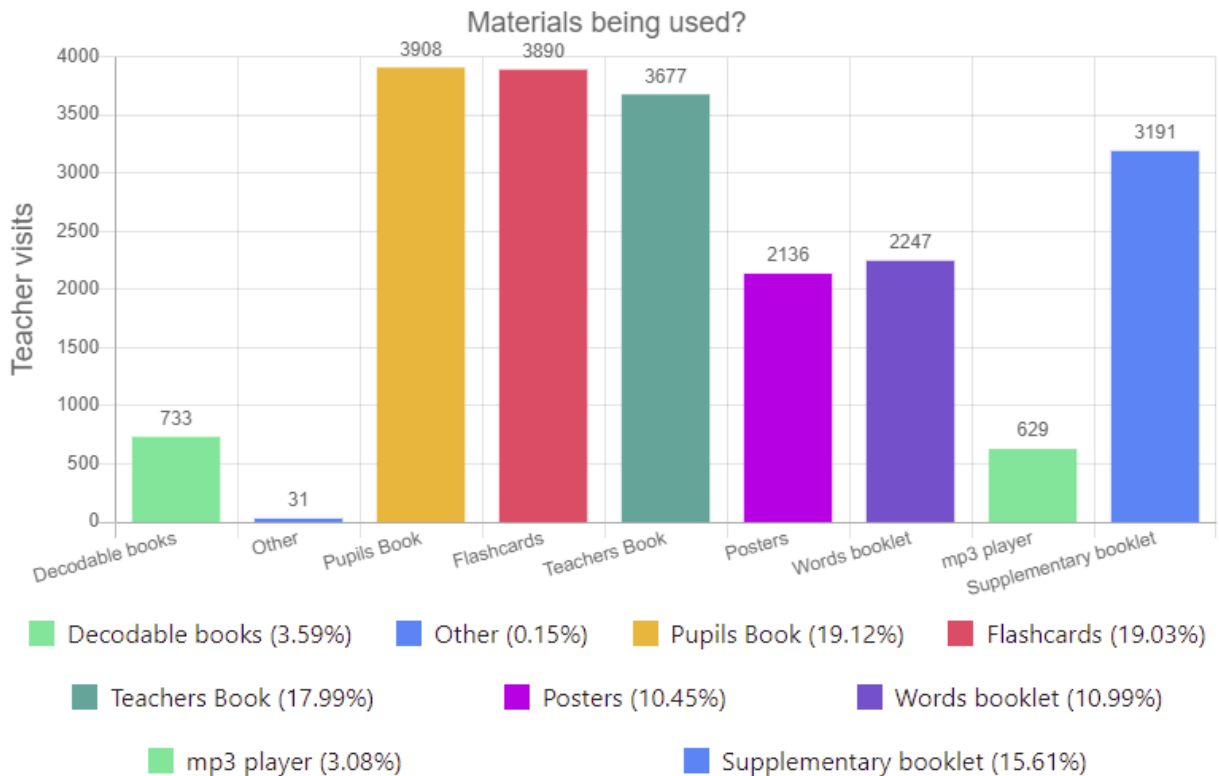


**Over 85% of Primary 3 Pupils do not have their own book**

An average of 97% of teachers are using a range of materials while teaching their Jolly Phonics classes. This is commendable and will ensure a more stimulating and engaging class for the pupils. An example of the range of materials being used to teach Jolly Phonics classes at Primary 1 level can be seen in the chart below:



**A Jolly Phonics pupil using the posters in his classroom**



### Class Observations

Across all year groups an average of 99% of observed class teachers were the Jolly Phonics teacher and all of them were attempting to use Jolly Phonics, with 85% of Primary 1 teachers teaching all eight steps of the Jolly Phonics lesson. However, on average only 59% of teachers were consistently pronouncing letter sounds correctly and so this is an area for development. An average of 91% of observed teachers were using a variety of blending strategies.

However, while attempting to teach Jolly Phonics most of the time, there is still a certain proportion of teachers, on average 5% from each year group, who are not avoiding the conventional whole word method of teaching. Ideally, 100% of all trained teachers should be attempting to teach the Jolly Phonics programme and should be avoiding teaching using conventional methods as these do not work well with synthetic phonics.

This data demonstrates a high level of teacher motivation and engagement with the programme but also a need for ongoing support for teachers to fully leave the conventional approach behind.



*Pupils are actively engaged with Jolly Phonics*

The data shows mixed results for how well teachers know the Jolly Phonics programme. In ECCD, 49% of teachers know that blending is the most important skill for reading and 37% know that segmenting is the most important skill for writing. This should be higher considering these teachers had just received their first training. 73% of Primary 1 teachers fully understood blending and segmenting, while 26% partially understood them and are using different strategies to teach these skills to their pupils. 63% of Primary 2 teachers could fully explain the 'magic e' rule while 35% could explain it partially. 92% of the most experienced Jolly Phonics teachers, those in Primary 3, fully understand and are teaching the 'magic e' rule.



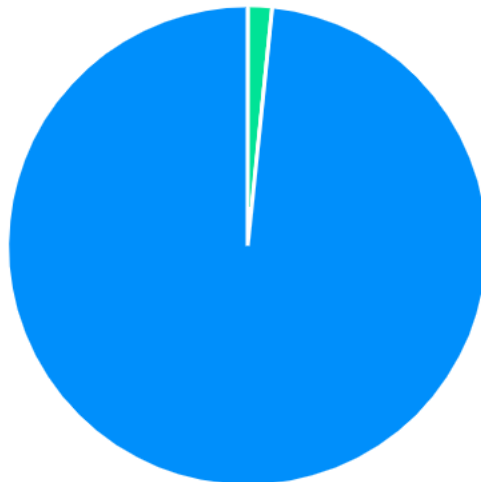
During the meetings with teachers, monitors asked them about areas of the programme which they are finding difficult to teach. In ECCD, the main areas were songs (46%), formation (15%) and blending (12%). Songs were also identified by Primary 1 teachers as main area of difficulty for at 42% along with tricky words (18%). At Primary 2 level teachers had equal difficulty with the following areas songs (24%), magic 'e' (20%) and alternative spellings (18%).

Supplementary support will come from further monitoring visits, Teacher Leader Network Meetings, the Jolly Phonics hotline, the WhatsApp Kano teachers' forum and SMS messages.



Most importantly across all four year groups teachers have observed a huge improvement in pupils' reading and writing abilities using Jolly Phonics. An average of 97% of teachers said that pupil's reading and writing is better now than before they started the Jolly Phonics programme. Pupil participation is being highly encouraged by more than 98% of Jolly Phonics teachers, thus making the classes interactive, engaging, and helping pupils to learn quickly.

Are pupils engaged?

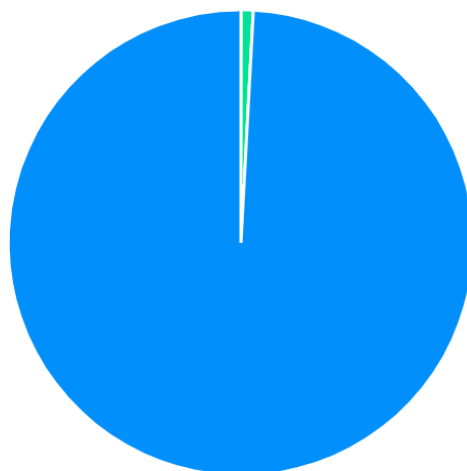


**98% of Primary 1 pupils are actively engaged during Jolly Phonics class**

■ No (1.64%)

■ Yes (98.36%)

Pupil participation encouraged?



**99% of Primary 2 teachers are encouraging pupil participation in their Jolly Phonics classes**

■ No (0.85%)

■ Yes (99.15%)

## Jolly Monitor Dashboard Training for SUBEB Management

In December 2021, bespoke training was delivered to sensitise Kano SUBEB management on the use of the Jolly Monitor phone app and dashboard. As part of the Jolly Phonics programme, Universal Learning Solutions have developed a purpose-built monitoring tool designed specifically for the Nigerian education system. The Jolly Monitor system is designed to empower monitors on the ground and to provide instant actionable insights to government.

The event was well attended by key stakeholders from SUBEB and they expressed keen interest to continue to use the system in the f



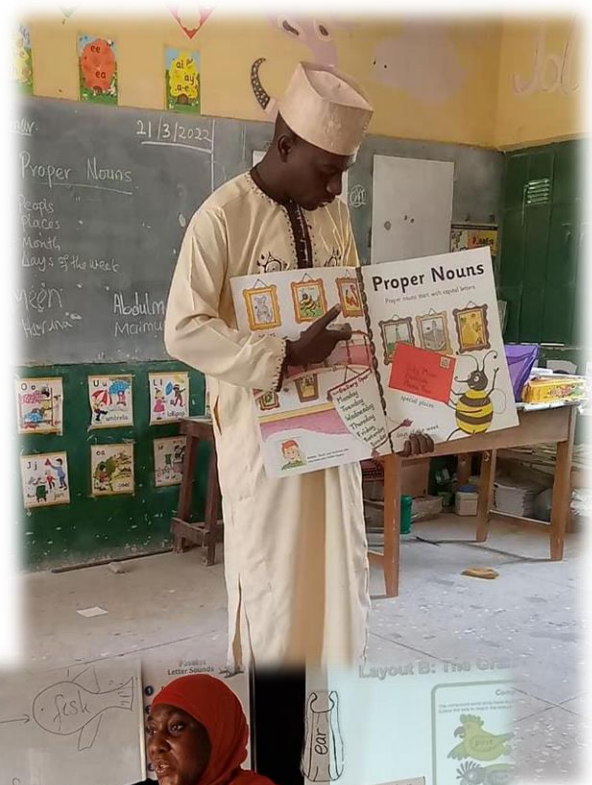
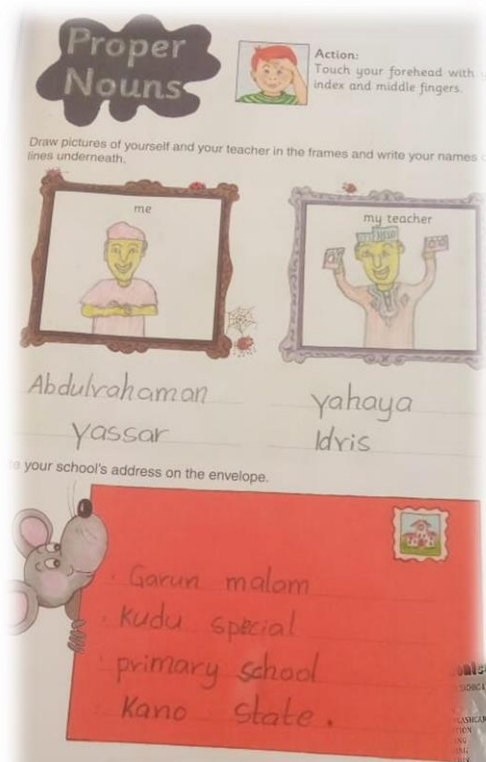
*SUBEB PMs and Directors during the training*



## Jolly Grammar and Jolly Talk Pilots

Kano state was again selected to represent the North West and partake in two new pilot studies that Universal Learning Solutions Initiative are implementing in six states in Nigeria.

Jolly Grammar follows on from Jolly Phonics. The Jolly Grammar materials provide guidance and resources to help teach grammar and spelling to children; like Jolly Phonics, it is active and multi-sensory, with emphasis on consolidating the children's knowledge from Jolly Phonics and helping them develop an understanding of how grammar works by introducing children to the rudiments of grammar, spelling, vocabulary and comprehension. Jolly Grammar essentially continues the phonics work from previous grades, exploring more advanced spelling, giving more writing opportunities and explaining both written and spoken English language rules.



*Above left/right: Teacher Leader Garun Malam teaching proper nouns.*

*Right: Participant making presentation at the training*



Jolly Talk matches perfectly with Jolly Phonics. Jolly Phonics teaches the English code, whereas Jolly Talk helps children to deepen their understanding of English words and language. The purpose of Jolly Talk is to give children a gentle introduction to using English using a very simple Pupil Book and audio recordings. The teacher who is using Jolly Phonics is already giving the children a valuable introduction to the sounds of English. The children are learning the association between sounds and the written form – the letters that make up written English. Jolly Talk is being used to help the teacher introduce the spoken language.



### **Kano Radio Programme**

ULSI sponsored a radio programme to provide a platform for the SUBEB Director Social Mobilisation and Jolly Phonics Monitoring Team to discuss the impact of the Jolly Phonics programme on the Kano education system. The radio programme was aired on Thursday 1<sup>st</sup> July 2021 on Correct FM Radio and well received.



## Celebration to Mark 15 Years of Jolly Phonics in Nigeria

Jolly Phonics first came to Nigeria in 2006 through the work of Universal Learning Solutions founders Naomi and Gary Foxcroft. Starting originally in Akwa Ibom the Jolly Phonics projects soon spread to all states and the Federal Capital Territory. **To this date, 141,528 teachers have been trained in the Jolly Phonics method with a potential 12.6 million pupils reached through the programme.**

**In September 2021, the 15<sup>th</sup> anniversary of Jolly Phonics in Nigeria was celebrated in all states. In Kano, the celebration took place on Monday 27<sup>th</sup> September.** The event was filled with Jolly Phonics pupils displaying their literacy skills through various Jolly Phonics activities. There were several of the SUBEB management in attendance and it was enjoyed by all.



*Some highlights from the days event*

## North-West Knowledge Sharing Workshop – Kano

The North-West Jolly Phonics Workshop was held in Kano on Monday 28th to Wednesday 30th of June. Kano State was well represented at this event by Permanent Member I Kabir Ahmed, Director TD Dayyabu Haruna Rashid, and Desk Officer Umar Sharif Ibrahim, as well as Kano State Jolly Phonics Monitoring Team. Projects from north-west states were discussed, successes and challenges exchanged and recommendations for the future of the projects were generated. A communique was agreed upon and has been shared with all stakeholders.



*Group photo with the participants of the North West Knowledge Sharing Workshop*

## Project Achievements

There have been a number of achievements over the course of the project. These achievements include:

- Jolly Phonics training for 642 ECCD teachers, 1,292 Primary 2 teachers and 218 Primary 3 teachers
- Training of 50 officials in monitoring app and effective mentoring
- Three days of training in Jolly Phonics for 116 teachers from the Federal Teachers' Scheme.
- Teacher Leader Training for 50 Teacher Leaders
- Kano State representation at the Jolly Phonics North-West Knowledge Sharing Workshop
- 12,751 Phonics Screening assessments in English and Hausa carried out. ECCD to Primary 3 Jolly Phonics pupils could identify up to three times as many sounds and words as their peers who are not being taught Jolly Phonics.
- In the Hausa Phonics Screening assessments Jolly Phonics pupils from ECCD to Primary 3 also outperformed their non-Jolly Phonics peers
- 6,055 students routinely assessed during the year using Phonics Screening
- 5,163 schools visited and 8,277 teachers observed for monitoring and mentoring
- Refresher Training for 2,152 teachers offered through Jolly Phonics Teacher Leader Network Meetings in each LGA
- Jolly Monitor Dashboard training delivered to Kano SUBEB Management
- Celebratory event and prize giving to commemorate 15 years of Jolly Phonics in Nigeria
- Jolly Phonics "hotline" for teachers;
- Regular SMS messages sent to trained teachers.
- WhatsApp groups for Officials and Teachers to share knowledge, opportunities, challenges, support each other and liaise with the ULSI team
- On average, 97% of teachers visited recognised that their pupils' reading and writing is better now than before they started teaching them Jolly Phonics.
- There has been extensive media coverage of the Jolly Phonics project in Kano.

## Project Challenges

There have been a number of challenges identified over the course of the project. These challenges include:

- Head teachers are not sufficiently informed about the Jolly Phonics Project, this is having knock-on negative effects on their ability to support Jolly Phonics trained teachers in their schools and the programme at large
- Transfer of Jolly Phonics teachers to other schools and classes remains problematic
- Across all year groups over half the pupils are sharing books due to a shortage of books
- Blending, tricky words and songs were proving to be areas of difficulty for a large proportion of teachers visited.
- Many schools did not have a conducive learning environment with overcrowding and insufficient tables and chairs a common problem.
- Almost one third of 2021 trained teachers did not receive a monitoring and mentoring visit from SUBEB Officials and therefore did not receive additional follow up support
- Teachers are in need of more robust mentoring and more frequent refresher training in order to solidify their understanding of the methodology and to improve on weak areas such as pronouncing the letter sounds correctly



## Recommendations

Based on the achievements and challenges listed above, Universal Learning Solutions has the following recommendations for all parties involved:

- SUBEB and ULS should sign the MoU for the agreed BESDA action plan and begin to plan for the training to commence as soon as possible. Many of the existing Primary 1 teachers can be trained again to ensure the highest quality teaching.
- SUBEB should instruct all trained teachers to teach Jolly Phonics at least four times each week in the first 30 minutes of their English lessons. The Jolly Phonics Monitoring Team should continue to check that this is being done during their school visits. Universal Learning Solutions should also send a batch SMS out to this effect.
- SUBEB should consider the procurement of further pupil books for this and the upcoming academic year. This is to ensure that trained teachers can carry on teaching Jolly Phonics effectively and teach more children to read and write. ULS can currently provide the Pupils Books at N150 each.
- Further monitoring, mentoring and support is essential for ensuring that all trained teachers teach Jolly Phonics to the required standard. SUBEB and ULS should do all that they can to motivate monitoring officials and to increase teacher observations in all LGAs.
- Termly Teacher Leader Network Meetings should be facilitated.
- SUBEB should instruct all trained teachers to use the Jolly Phonics Pupil Books with their pupils and the Jolly Phonics Monitoring Team should continue to check that this is being done during their school visits. Universal Learning Solutions should also send a batch SMS out to this effect.
- Encourage teachers to revise letter sounds regularly and revisit old content to ensure that any gaps in pupils' knowledge are identified.



## Conclusion

Overall, the Jolly Phonics Project has been very successful. A number of activities have been successfully implemented. The establishment and equipping of the monitoring team and their work with the local government officials to conduct Phonics Screening on thousands of pupils, has provided us with data that highlights that the project is having a positive impact on pupil learning. However, a number of challenges have been identified which are limiting the impact of the project at the moment. The recommendations for the project should be followed to ensure that the project remains a success and that together, Kano State Universal Basic Education Board and Universal Learning Solutions, can release the infinite potential of every child in Kano State.

ULSI greatly appreciated this opportunity to continue working in partnership with Kano SUBEB on the TPD Jolly Phonics project in all 44 LGAs. The training of ECCD and Primary 1-3 teachers in Kano State will ensure solid literacy foundations are achieved in participating schools. We would like to thank UBEC for supporting and financing this project and in particular to thank the Executive Chairman Kano SUBEB Dr. Danlami Hayyo for their wisdom and courage in scaling-up the Jolly Phonics project in Kano State.

