

**Report of the External Evaluation of the Read and Write Forever (RAWF) Project of
Stepping Stones Nigeria (SSN) in Akwa Ibom State, Nigeria**

Submitted by

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For

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Executive summary

Introduction

With the Read and Write Forever (RAWF) Project, Stepping Stones Nigeria has continued the literacy intervention first begun as the Read and Write Now (RAWN) project.

The specific objectives of this project are:

1. To continue to raise literacy levels of Primary 1 and 2 pupils in Akwa Ibom State using the synthetic phonics method.
2. To ensure long term sustainability and impact of the existing Read and Write Now model in Akwa Ibom State.
3. To further enhance the existing Read and Write Now model so that it may be effectively replicated by other states, countries and organisations.

This document reports on the external evaluation activities conducted in November 2014

The purpose of Evaluation

The evaluation plan intended to respond to two main research questions related to the set aim and objectives of the project. These were:

1. To what extent has the jolly phonics method been used in delivering literacy teaching?
2. What is the effect of the use of the Jolly Phonics method in the literacy lessons?

Therefore, the investigation was designed to find out about the following aspects:

- The sufficiency and adequacy of the training provided to support teachers in the use of Jolly Phonics
- The adequacy of the monitoring in ensuring teachers feel supported to deliver effective literacy teaching
- The extent to which the teachers feel interested, motivated and confident in their teaching when using the Jolly Phonics method
- The attainment of skills by which teachers feel confident to support one another in the delivery of effective literacy teaching
- The effectiveness of the Jolly Phonics method in enhancing the development of literacy skills in Primary One and Two pupils

- The awareness of the RAWF model by other states and the amount of interest the states show in replicating the model

The Evaluation Instruments

In trying to look for responses to those questions, available research instruments were used for the collection of data:

- i. Burt Reading test
- ii. Pupil interview guide
- iii. Classroom observation guide
- iv. Teacher interview guide
- v. Sentence Reading

In addition to these was the checking of the lesson timetable for slots for Jolly Phonics.

The evaluation processes were also informed by research literature, the project documentation, and various reports and feedback forms.

Key findings

By training teachers as well as distributing teaching resources, the RAWF project has contributed to an area of literacy teaching and learning in Nigeria: the effective teaching of literacy skills to beginning readers. The project successfully reached the intended target number of participants by means of training, cascade training and distribution of resources.

With regard to the first question as to the extent of the use of the Jolly Phonics method in the classroom, the evidence shows that the method has been useful and therefore it has also been frequently used by the great majority of teachers. The majority of teachers are confident using it.

Teachers are interested and motivated teaching with the Jolly Phonics

Overall, Primary One and Primary Two teachers showed high levels of commitment and positive attitudes and behaviours to teaching with Jolly Phonics.

All the teachers said they enjoy the Jolly Phonics teaching method and stated that they found the method to be effective (which matches the effective use of the Jolly Phonics method in their classes); some teachers also felt that the project had contributed to their professional development; in fact, teachers also suggested that they felt motivated by being part of the project.

Another positive sign was found on teaching practices among RAWF teachers. All the teachers used the RAWF resources to introduce role-plays and games, which facilitated pair and small group work. This is very relevant as greater focus on student-centred activities and changes in classroom dynamics were key aspects of the Jolly Phonics training. It must be noted that there is still room for much more creative activity in this area from a wider pool of teachers.

Pupils enjoy being taught with the Jolly Phonics method

As with the teachers, the evidence was that, in general, pupils are enthusiastic and enjoy their literacy lessons. All pupils interviewed said that they like the different types of activities in the Jolly Phonics teaching. The majority stated activities like blending, stories, actions, singing, spelling, dictation, as their favourite activities.

There is evidence to conclude that the project has substantial impact on pupils. This is also supported by a comparative study of Primary Five pupils in schools where teachers used Jolly Phonics and those in schools where teachers did not use Jolly Phonics when they were all in Primary One. Although the pupils who had Jolly Phonics teaching in 2010 did not seem to have received Jolly Phonics instruction after Primary One, the evidence suggests that the advantage of the one year exposure to Jolly Phonics was long lasting.

Recommendations

Recommendation 1 – Continue monitoring the use of Jolly Phonics in schools

Monitoring of the use of the Jolly phonics use in schools should continue in a systematic manner. The purpose of this monitoring would be two-fold: ensuring that teachers continue to teach using the method, and continuing support for the teachers. On the one hand, the monitoring should aim at identifying gaps and providing solution where such exist. On the other hand, it should ensure that the teachers continue to support one another. This monitoring will also allow following up on whether pupils make the expected progress year after year as well as to what extent the Jolly Phonics strategy has enhanced the literacy rates of pupils in the state.

Recommendation 2 – Strengthening the network of peer support and training

Stepping Stones Nigeria should ensure that the Teacher Network initiative is sustained as this promises to be a veritable tool for fast tracking the training of teachers in the use of the Jolly Phonics method. This has been a good opportunity for the cascading of the training to continue from teachers to their peers. Findings on the RAWF project show that the teachers are building up their confidence in the use of the Jolly Phonics method in their English literacy lessons. This is an expertise that has been recognised and valued. It has been also utilised by means of a network of peer support and training.

Recommendation 3 – Extend the RAWF activities to other grades

There is no doubt that the Jolly Phonics training is needed for the Early Years as this is the foundation for literacy teaching. Also, pupils in the higher Grades who did not have the opportunity of being taught using the Jolly Phonics method can benefit from being trained.

Recommendation 4 – Focus on teachers in training

For influencing the teaching of literacy on a wider and more sustainable level, it will also be appropriate to focus on teachers in training (pre-service teachers) by continuing to coordinate with the appropriate teacher training institutions in the state.

Introduction

This document is a report on the Read and Write Forever (RAWF) project of Stepping Stones Nigeria in Akwa Ibom State.

The Read and Write Forever (RAWF) project built on the success of the previous Read and Write Now project (RAWN) that was implemented by Stepping Stones Nigeria (SSN), the University of Uyo in Akwa Ibom State and the Akwa Ibom State Government in 2010 – 2012. The RAWF project has trained teachers, Local Government Education officials, and officials of the State Universal Basic Education Board in the use of the synthetic phonics method. It also monitored and mentored the teachers trained. The project distributed workbooks to hundreds of thousands of pupils, set up a teacher network scheme and distributed 120 Lifeplayers (audio units which can be charged using kinetic energy, solar power or a 12v power supply) to schools. In addition, the project set up a Resource Centre and has prepared the College of Education Afia Nsit for the piloting of a module in synthetic phonics.

Summary description of the project

The project was a response to Stepping Stones Nigeria identifying the problem of low literacy rates in Akwa Ibom state.

By training and supporting teachers in the use of the Jolly Phonics method, the RAWF project aimed to further contribute to the improvement of literacy rates in Akwa Ibom state.

The specific objectives were:

1. To continue to raise literacy levels of Primary 1 and 2 children in Akwa Ibom State using the synthetic phonics method
2. To ensure long term sustainability and impact of the existing Read and Write Now model in Akwa Ibom State
3. To further enhance the existing Read and Write Now model so that it may be effectively replicated by other states, countries and organisations

4.0 Context

The project sought support from the University of Uyo Jolly Phonics Team who had supported the RAWN project for ease of implementation in the state. The project also sought and received the collaboration of the State Universal Basic Education Board (SUBEB). This collaboration was

particularly important for ensuring sustainability of the project. SUBEB is the government body responsible for delivering quality education for Early Years and Primary schools.

All the members of the University of Uyo Jolly Phonics Team involved in this project were experienced in delivering and monitoring teaching with the Jolly Phonics method. In conjunction with other expert trainers from all around Nigeria, they offered initial Jolly Phonics training to Primary One and Two teachers and also continuous mentoring and monitoring support to teachers. The project coordinators assisted with the data gathering. This help was invaluable as schools would have been hard to access by the consultant alone.

5 Evaluation design

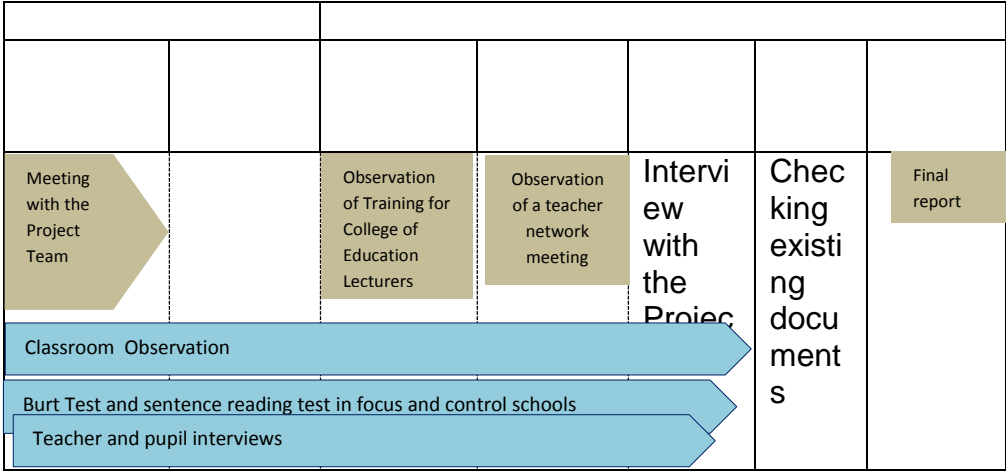
It is important to note that, although the consultant received help from the project coordinators, the evaluation was external, that is, it was conducted by an outside team with no vested interest in the intervention. The evaluation design was based on the project design with the intention of measuring the extent to which the project achieved the set objectives.

Evaluation plan

The plan for the monitoring and evaluation of this project has evolved since it was originally designed in the summer of 2013.

Figure 1 below shows the evaluation plan.

Figure 1: Overview of evaluation activities



Key questions

The two research questions with subsets of secondary questions related to the intended aim and objectives of the project were:

1. To what extent has the jolly phonics method been used in delivering literacy teaching?

- To what extent is the training provided sufficient and adequate to support teachers in the use of Jolly Phonics?
- To what extent do teachers feel supported to deliver effective literacy teaching?
- Are there any constraints to using the Jolly Phonics method and the teaching and learning materials provided?
- To what extent do teachers now support one another in the delivery of effective literacy teaching?

2. What is the effect of the use of the Jolly Phonics method in the literacy lessons?

- To what extent has the Jolly Phonics method enhanced the development of literacy skills in Primary One and Two pupils?
- To what extent are the teachers interested and motivated and confident in their teaching when using the Jolly Phonics method?
- To what extent have other states been made aware of the Read And Write Forever literacy model in Akwa Ibom state?

Key indicators

A number of quantitative and qualitative indicators were established as signs of achievement. On the one hand, process indicators focus on project activities and level of satisfaction. On the other hand, various impact indicators seek to measure the impact of the intervention in English lessons (Table 1).

Table 1: Project indicators

Process indicators	<ul style="list-style-type: none"> • Number of teachers trained • Number of schools monitored • Number of pupils receiving training with the Jolly Phonics method • Number of teacher networks • Number of LEA Secretaries and SUBEB officials trained • Number of College staff trained • NCE resource produced • Evidence of use of the Resource Centre
Impact indicators	<ul style="list-style-type: none"> • Percentage of teachers teaching with the Jolly Phonics method • Increased literacy rates of pupils • Number of states using the model • Increased teacher interest and motivation • SUBEB has designated slots on the timetable for Jolly Phonics • Inclusion of Jolly Phonics in the national curriculum

Methodology

For the purpose of this study, quantitative and qualitative methods of data collection and analysis were used. A combination of these was chosen because together they could provide pupil test information on aspects of the project as well as a sense of teachers' and pupils' views, behaviours and feelings about RAWF project.

The monitoring information was primarily obtained from the University of Uyo team and so were the information about previous pupil tests. For the evaluation, other stakeholder groups were consulted such as teachers, Head teachers, pupils, and the project coordinators.

Desk research was also carried out for a wider understanding of the context, recent educational interventions and other aspects of the teaching of English in Nigeria.

Ethics

For the evaluation, which also gathered students' views, access to school pupils (aged 6-8) was requested via the Head teachers and English teachers. Children were told about the project and asked verbally to volunteer their participation. They were also offered verbally the right to withdraw from the data collection process.

Number of participants

A total of 304 pupils, 10 teachers, seven members of the University of Uyo Jolly Phonics Team were observed and/or interviewed in the course of the evaluation exercise.

Data collection methods

Data collection for the evaluation was undertaken during November 2014 in order to determine the extent to which the implementation of the RAWF project had resulted in achieving the project objectives outlined previously. The evaluation was carried out using:

- Burt Reading test - administered to Primary One pupils
- Sentence Reading Test – administered to Primary Two pupils.
- Classroom observations
- Face-to-face interviews with pupils and teachers

The interviews were undertaken using tools specifically designed for this purpose.

Observations were intended to evaluate Jolly Phonics teaching in the six focus schools. The structured observation tool included aspects of the teaching to focus on. Interviews with teachers and pupils were not recorded, only written notes of their responses were collected and transcribed.

Findings from the evaluation

In this section, there is a discussion of the findings from the evaluation activities.

Teachers and schools (Time table)

According to the reports made available by the Project Team, to date, 3450 Primary 1 teachers and 822 Primary 2 teachers have been trained, giving a total of 4272 trained Jolly Phonics

teachers. In addition, 1393 Primary 1 teachers have undergone refresher training. 80% of the teachers who attended the training rated the overall satisfaction with the training as excellent.

Classroom observation confirmed this fact as the Jolly Phonics teachers whose lessons were observed showed evidence of being well trained and they handled the lesson material with confidence and excitement. This enables them to carry the pupils along and to sustain their interest. All the teachers interviewed attested to the advantages of the Jolly Phonics method over the previous methods they used. Jolly Phonics is judged to be an easier and more effective method of teaching pupils to read. The teachers also explained that they have personally benefited from the Jolly Phonics method as it has enhanced their confidence level in teaching literacy skills.

Teacher 6:

“Jolly Phonics has helped me achieve better knowledge of sounds and better reading skills.”

Teacher 5:

“Jolly Phonics has helped to improve my handwriting as a teacher.”

Teacher 4:

“Jolly Phonics has helped me improve my pronunciation; I can teach reading with ease to both children and adults; Jolly Phonics makes the class time fun”

Teacher 3:

“Personally, I pronounce words better and read better; pupils perform much better academically.

Teacher 1:

“I have better reading skills as a teacher. My classes are more lively, especially with the Jolly Phonics songs.”

However, one school had no Jolly Phonics teacher for Primary One and Two as the trained teacher has been transferred to teach Primary Five and Six.

Monitoring and Mentoring support

Record shows that a total of 500 schools were monitored by the Jolly Phonics monitoring team within the project period. Teachers confirmed that monitoring exercises have been carried out on a regular basis.

Teacher 1:

“The University of Uyo team organises seminars twice a year, pays assessment visits and encourages the Jolly Phonics teachers. All the needed materials are provided.”

Teacher 5:

“Instructional materials are provided by the University of Uyo team. They also provide moral support by paying occasional visits.”

MEETING AND TRAINING EXERCISES

The records made available during the assessment exercise indicate that a number of meetings have been held and training activities carried out in the course of the project. The following table contains details of some of the meetings and training activities.

S/No	Activity	Date	Venue	Participants/Coverage	Details/Outcome
1	Local Education Area Secretaries' Training	18th August, 2012	3 Centres: Uyo - 1 ; Ikot Ekpene - 1; Eket -1)	73 LEA Secretaries	Sensitization of LEA Secretaries about Jolly Phonics; Participants promised to assist in monitoring of schools; Evaluation questionnaire administered
2	Teacher Network Training Workshop	4th-5th April, 2013	Ukana Essien Udim	38 Participants (Teacher Leaders - 7; Focus School Teachers - 10; Other teachers - 3; LEA Secretaries - 8; SUBEB officials - 5; Action Aid Representatives - 5)	Retraining of previously trained participants; Training of other participants to assist in project monitoring; Meeting with Teacher Leaders; Schedule and agenda for inaugural Teacher Network meetings distributed; Evaluation questionnaire administered
3	Teacher Network Inaugural Meetings	26th April-30th June, 2013	10 Centres (Uyo Senatorial District - 4; Ikot Ekpene Senatorial District - 4; Eket Senatorial District - 2)	770 Participants comprised of Primary 1, Primary 2 and Early Child Care Jolly Phonics teachers, LEA Secretaries, SUBEB officials, Teacher Leaders and one Action Aid representative.	Refresher training on Jolly Phonics; Distribution of Jolly Phonics resources to participants; Evaluation questionnaire administered to 100 participants; Discussion on challenges in implementing the Jolly Phonics method; Regular meetings advocated.

4	Project Monitoring	May-July, 2013	92 Jolly Phonics Schools (Uyo Senatorial District - 34; Ikot Ekpene Senatorial District - 39; Eket Senatorial District - 19)	Schools were visited by an enlarged monitoring team	Oral Interviews with Head Teachers, Primary 1 and Primary 2 teachers; Classroom Observation of Primary 1 and Primary 2 teachers
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S/No	Activity	Date	Venue	Participants/Coverage	Details/Outcome
5	Project Monitoring	October-December 2013	128 Jolly Phonics Schools (Uyo Senatorial District - 37; Ikot Ekpene Senatorial District - 37; Eket Senatorial District - 54)	Schools were visited by an enlarged monitoring team	Oral Interviews with Head Teachers, Primary 1 and Primary 2 teachers; Classroom Observation of Primary 1 and Primary 2 teachers
6	Primary 2 teachers' training	14th-16th April; 22nd-24th April, 2014	Uyo	822 teachers (Uyo Senatorial District - 303; Ikot Ekpene Senatorial District - 315; Eket Senatorial District - 204) were trained by 15 trainers and 11 assistant trainers.	42 sounds, Tricky words, Magic 'e', Alternative spellings, Songs, Primary 2 scheme of work, Assessment test, Training evaluation
7	Primary 1 Teachers' Refresher Training	28th-29th April; 2nd-3rd May; 5th-6th May, 2014	5 Centres (Uyo - 1; Ikot Ekpene Senatorial District - 2; Eket Senatorial District - 2)	565 teachers (Uyo Senatorial District - 205; Ikot Ekpene Senatorial District - 181; Eket Senatorial District - 179) were trained by 11 trainers.	42 sounds, Tricky words, Magic 'e', Alternative spellings, Sound Song, Introduction to Primary 2 scheme of work, Training Evaluation

8	Lifeplayer Cascade Training	8th-9th May, 2014	Uyo	106 participants (Uyo Senatorial District - 36; Ikot Ekpene Senatorial District - 35; Eket Senatorial District - 35) were trained by 3 trainers and 3 assistants.	Demonstration of features, benefits, use, care and maintenance of the Lifeplayer; distribution of bond forms on acceptance of responsibility for Life player; Training Evaluation
9	Distribution of Pupil Books 1 and 2	2nd-21st October, 2014	1147 Primary Schools in the 3 senatorial districts of the state	Project staff, supervised by the Project Managers	46,200 Primary 1 Pupil Books (1155 cartons x 40 copies) and 44,320 Primary 2 Pupil Books (554 cartons x 80 copies) were distributed.

Sustainability

Teacher Networks

In addition to visits by the monitoring team, records provided by the University of Uyo Jolly Phonics Team showed that 1,449, teachers have received mentoring support through the teacher network meetings. Of this number, 679 received support at meetings facilitated solely by the teacher leaders who now have the full responsibility for the meetings.

The records also showed that at these meetings, over 500 teachers who did not receive Jolly Phonics training have benefitted from the meetings and now teach with Jolly Phonics. The Teacher Network meetings have been identified by the University of Uyo Team as one trusted way of making the project sustainable. This is because it is teacher-led. The consultant witnessed the teachers participate with much enthusiasm.

About 27 of the Teacher Leaders have attended a train-the-trainer workshop and many of them regularly join the team of expert trainers in delivering training in other states.

NCE Module

Five Lecturers from the Afaha Nsit College of Education in Akwa Ibom state received two days' training on the method and content of a module for training student teachers on how to teach pupils literacy skills. When this is implemented, it will enhance the sustainability of RAWF as teachers will receive instructions on literacy teaching while in training. This eliminates the need to constantly train teachers in service.

To achieve the above, a pilot project was inaugurated in September 2014 for the direct training of teachers in the Akwa Ibom State College of Education, Afaha Nsit. The project includes a General

Studies course on Jolly Phonics and another course for students of Early Childhood Education. The draft course descriptions have been produced and deliberations between the Team Leader of the Jolly Phonics Project (the Vice Chancellor of University of Uyo) and the Provost of the College of Education have commenced. The program will start with the training of the lecturers¹ of the College of Education who will teach the courses.

A plan to incorporate Jolly Phonics into the Postgraduate Diploma curriculum of the Primary Education/Early Childhood programme of the Institute of Education, University of Uyo, is in progress.

LifePlayer Training

The Lifeplayer project (sponsored by the British Council) is also important for the sustainability of the RAWF project. The Lifeplayer is an MP3 player into which Jolly Phonics sounds, stories and songs have been uploaded. In 2013, the British Council trained three team members and one Jolly Phonics desk officer at SUBEB on the use of audio resources loaded into the LifePlayer. The team subsequently trained 106 teachers from the three Senatorial Zones in the state and embarked on monitoring of the use of the Lifeplayer last term. Teachers were found to teach pupils using the stories and songs on the player and to record their own songs on the player. Continuous monitoring of the Lifeplayer project forms part of the sustainability plan.

Interest in the RAWF model by other states and the place of phonics in the national Curriculum

Several other states have now adopted the Jolly Phonics method: Cross River, Nasarawa, Benue, Plateau, FCT, Enugu, Imo, Delta, Jigawa, Zamfara are some of the states. This was as a result of the interest generated by the RAWF project and the follow up advocacy by Stepping Stones Nigeria and other associates. The Universal Basic Education Board, (the national board responsible for Primary Education) recognises Jolly Phonics training as a valuable training for teachers and approves funds for states to organise Jolly Phonics training. All the schools visited had Jolly phonics on their timetable 3-4 times a week.

Increased literacy rates of pupils

Burt tests conducted to through this evaluation of 204 pupils revealed that the pupils' reading skills have improved from an average of 5.0 years at the start of RAWF to an average of 5 years and 9 months. This is an appreciable increase considering that the project still had 4 months more of its lifespan.

The sentence reading test showed that 66% were able to read sentences while the remaining 34% struggled to read the sounds in the words that make up the sentences.

Burt Test was also conducted in Primary 5 to ascertain whether the children who were taught at the start of the RAWN project in 2010 were still outperforming children from schools where no Jolly Phonics has been implemented. 78 children from 2 Jolly Phonics schools were compared with 49 children from non-Jolly Phonics schools in the state. The results showed that pupils performed

¹ A two-day training workshop was held for the College of Education lecturers during the External Assessor's visit to the Jolly Phonics Resource Centre.

significantly better in the Jolly Phonics schools with Jolly Phonics children reading an average of 25 words compared to an average of 6 words in non-Jolly Phonics schools. This translates to reading ages of 6 years, 5 months in Jolly Phonics schools compared to 5 years 5 months in Non-Jolly Phonics schools. The Jolly Phonics children were therefore one year ahead of the non-Jolly Phonics children. This is a positive result, when one considers that in the Jolly Phonics schools, the method is only currently taught in Primary 1 and Primary 2. Through extending the method to early years and Primary 3 and 4, and continued refresher training, the results are likely to further improve.

Pupils showed that they enjoyed being taught using the Jolly Phonics method. All the pupils interviewed (60 in all) said they enjoy the Jolly Phonics classes and find the method simple to follow. A few of them were able to identify aspects that they find difficult.

Comments from the pupils:

Question: Will you like to continue learning with Jolly Phonics?

Yes; Jolly Phonics is good.

Yes; Jolly Phonics helps me to learn.

Yes; It helps me to learn.

Yes; Jolly Phonics makes me learn.

Yes; Jolly Phonics is interesting

Yes. I want to learn more

Yes; to know how to read and write

Yes; Jolly Phonics is fun

Yes; the class is always fun

Yes; to learn more

Yes; to know many things

The Resource Centre

The Jolly Phonics Resource Centre was established in September, 2014 to provide ready access to Jolly Phonics materials to Jolly Phonics pupils and teachers. It is also to serve as a centre for training and consultation.

Resources and Equipment

The centre is equipped with a variety of resources, as follows:

Jolly Phonics resources, including: Jolly Phonics Handbook, Finger Phonics Big Book, Word Book, Wall Frieze, Alternative and Alphabet Poster, Letter-sound Poster, Tricky Word Wall Flowers, Cards Pre-cursive, Letter Sounds Pre-cursive, Magnetic Letters, Pupils' Books 1-3, Grammar Books 1-3, Grammar 1 Handbook, Decodable Readers, Workbooks Primary 1 & 2, Teacher's Books 1-3, Teacher's Grammar Books 1-3, Jolly Jingle DVD, Puppets, Jolly Phonics Extra Pack, Pupils' Class Set Colour, Read and See Pack, Jolly Dictionary, My Jolly Phonics Kit.

Equipment include the following: Laptop computers, Desktop computer, Photocopier, Printer, Scanner, Projector, Television, Lifeplayer, Generator, Circular tables, Fold chairs, Office tables and chairs, White display board, Storage cabinets, shelves

The Use of the Resource Centre

Two events were hosted in the Resource Centre in the course of the assessment exercise, namely a refresher training/meeting of Teacher Leaders and a two-day training of lecturers from the College of Education, Afaha Nsit.

Expansion

In the course of the assessment exercise, the room next door to the one that houses the Resource Centre, which had been allocated by the University of Uyo to the Jolly Phonics project, was being cleared for use as the children's reading room of the resource centre.

In addition, the Jolly Phonics Team hopes that the Resource Centre can be used as a centre for the training of private school teachers at a cost yet to be determined.

The Jolly Phonics Resource Centre has great potential in enhancing the project in terms of making resources accessible to trainers, teachers and pupils.

Challenges

Teachers are transferred frequently. The coordinators wish for Jolly Phonics teachers to stay longer (at least three years) at each posting, although the SUBEB Director has indicated that this is not possible. Added to this, transferred teachers often have to teach higher classes in their new schools (e.g. Primary 5 or 6), in which Jolly Phonics is not used. Frequent transfer of teachers results in lack of continuity of Jolly Phonics in some schools; that is, children are taught with Jolly Phonics in Primary One and there is no trained teacher to continue teaching them with the strategy in Primary Two.

Delays and irregularities in the payment of teachers' salaries and training allowances often undermine monitoring exercises. Sometimes the Jolly Phonics materials supplied to schools are not utilised, either because of low teacher motivation or the tendency of some head teachers to store the materials in their offices or school libraries.

The lack of teachers in rural schools is also a challenge. Some classes are untaught when there are few teachers in a school, and such schools cannot run the normal curriculum or include Jolly Phonics.

The Jolly Phonics teachers have faced a few challenges within the time they have adopted the method. All the challenges expressed by the teachers are surmountable if appropriate measures are put in place to tackle them.

Jolly Phonics is not officially scheduled on the lesson timetable used in primary schools in the state. Teachers use the time slots for handwriting and some other subjects for Jolly Phonics, with the permission of the head teachers.

The Project Team

Interviews with the The University of Uyo Jolly Phonics team focused on the impact of the Jolly Phonics project, challenges encountered in its implementation and their plans for its sustainability. It also focused on the use of funds.

Examining the use of funds showed that the team put the project funds into proper use.

The Team identified the Teacher Network initiative as a main focus for the sustainability of the project.

Conclusions and recommendations

5.1 Main conclusions

The success of the project in getting pupils to read is quantifiable. Three weeks into the first term, Primary 1 pupils are able to read three-letter words and by the end of the session, they can read well. By Primary 2, pupils can read words with digraphs.'

The results for Burt reading test show that Primary 1 pupils have generally made much gain in reading. They made an average reading age gain of 9 months. This is a gain of one month higher than predicted at a time 4 months prior to the end of the project.

Sentence reading test result shows that 66% of Primary Two pupils tested could read sentences correctly.

Pupils enjoy learning with the Jolly Phonics method and would like to continue learning to read and write using the method.

Enhancement of Literacy levels

The project objective of enhancing literacy skills was fully met. The results for Burt reading test conducted during the evaluation visit show that Primary 1 pupils have generally made much gain in reading, attaining an average reading age of 5 years and 9 months. This was 9 months increase, one month higher than the projected amount of gain in reading age.

Adequacy of teacher training and support

The project objective of training delivery was not fully met in terms of the number of participants targeted. However, the networking support and subsequent support have been highly successful. Many more teachers have been trained through the networks thereby surpassing the initial number of teachers targeted. This project objective was successfully met.

The training was effective overall and achieved a good level of confidence among teachers that was good enough for them to start using the method. Almost all the teachers claimed that the initial training was sufficient. The monitoring visits by the project coordinators and members of the academic team provided needed support to the teachers.

Usefulness and suitability of the method

Evidence shows that the teachers found the method easy to use and very useful (Venkateshet et al., 2003).

Another perceived effect on the teacher is that the teaching method enhanced teacher's reading skills and handwriting skills. Teachers are indeed exploiting the RAWF resources for spoken English practice, and handwriting practice. .

Impact on English teaching

The investigation indicated that the great majority of teachers participating in the project are highly committed and display positive attitudes and behaviours.

There is one specific area where the RAWF project appears to have had a motivating effect on teachers. Some RAWF teachers feel that the project has contributed to their professional development and all of them stated that they enjoy teaching using the Jolly Phonics method. Teachers' awareness of this is potentially very powerful since in the long term it will help build up their confidence, and confidence can in turn increase enjoyment. Motivated teachers are crucial for the creation of an appropriate learning environment. There is sufficient indication of increase in confidence among the teachers; positive comments from teachers suggest that the project has injected a motivational factor among them.

Key recommendations

The recommendations arising from the external assessment of the Read and Write Forever (RAWF) project of Stepping Stones Nigeria in Akwa Ibom State, Nigeria, are presented in this section.

The recommendations suggest the continuation and expansion of the activities initiated by the RAWF project with a greater involvement of teachers and Head teachers. In these activities, the University of Uyo team, the state and local governments will have important roles to play, including the consideration of the budgetary implications that each of these recommendations involve.

Recommendation 1 –Continue monitoring the use of Jolly Phonics in schools

Monitoring of the use of the Jolly phonics method in schools should continue in a systematic manner. The purpose of this monitoring would be two-fold: ensuring that teachers continue to teach using the method, and that teachers continue to receive support. On the one hand, the monitoring should aim at identifying gaps and providing solution where such exist. On the other hand, it should ensure that the teachers continue to support one another. This monitoring will also allow following up on whether pupils make the expected progress year after year as well as to what extent the Jolly Phonics strategy has enhanced the literacy rates of pupils in the state.

Recommendation 2 –Strengthening the network of peer support and training

Stepping Stones Nigeria should ensure that the Teacher Network initiative is sustained as this promises to be a veritable tool for fast-tracking the training of teachers in the use of the Jolly Phonics strategy. This has been a good opportunity for the cascading of the training to continue from teachers to their peers. Findings on the RAWF project show that the teachers are building up their confidence in the use of the Jolly Phonics method in their English literacy lessons. This is an expertise that has been recognised and valued. It has been utilised by means of a network of peer support and training. For instance, the most confident teachers have coached and are mentoring those less confident and have travelled to other states to train other teachers. In recognition of their successful involvement with the RAWF initiative, teachers who have been mentoring others need to be encouraged to reflect upon their classroom experiences and the extent to which they have modified pedagogic practice. A previous project in Nigeria focusing on school-based teacher education recommended “regular monitoring, supervision, and reflective activities” for teacher development, highlighting “the crucial role of supervisor support for teachers” (Thakrar et al. 2009: 11). Building on existing educational structures and systems, the University of Uyo should offer RAWF teachers opportunities for joint reflection and discussions. These opportunities will help consolidate all the training the teachers have received and further boost their confidence and motivation. They could also potentially serve as the catalyst for further transformation of literacy teaching practices, and indeed general teaching practices including the effective application of learner-centred pedagogy.

These are outcomes that are directly connected with the aim and objectives of the RAWF project. These teachers will then be in a position to support other peers’ professional development in this area. As users and practitioners they will be best suited to act as mentors for a particular cluster of schools. But for this teacher involvement, adequate incentives will need to be provided.

Recommendation 3 – Extend the RAWF activities to other grades

There is no doubt that the Jolly Phonics training is needed for the Early Years as this is the foundation for literacy teaching. Also, pupils in the higher Grades who did not have the opportunity of being taught using the Jolly Phonics method can benefit from the method. To achieve this:

- Current RAWF teachers would need to train Early Years and upper grade teachers in their school on the use of the Jolly Phonics method.
- Current RAWF teachers, with the support of their Head teachers could coach and mentor lower and upper grade teachers in their schools on the pedagogies around the use of the Jolly Phonics method and the design of lesson plans. Teachers of upper grades and Early

Years should observe Primary One and Two teachers on how to use the Jolly Phonics method in class.

Recommendation 4 –Extend the RAWF activities to private schools

There is a need in private schools for training and use of the Jolly Phonics method. The University of Uyo Jolly Phonics Team should consider ways in which it will be feasible to facilitate a Jolly Phonics training for private schools within the state

Recommendation 5 – Focus on teachers in training

To influence the teaching of literacy on a wider and more sustainable level, it will also be appropriate to focus on teachers in training by continuing to coordinate with the appropriate teacher training institutions. to ensure that newly qualified primary teachers are trained in the Jolly Phonics teaching method.

Signed:



Ihuoma I. Akinremi, PhD

Consultant

15th November, 2014

Appendices

Appendix 1: Burt Reading Test

to	is	up	he	at
for	my	sun	one	of
big	some	his	or	an
went	boys	that	girl	water
just	day	wet	pot	things
no	told	love	now	sad
nurse	carry	quickly	village	scramble
journey	terror	return	twisted	shelves
beware	explorer	known	projecting	tongue
serious	domineer	obtain	belief	luncheon

emergency	events	steadiness	nourishment	fringe
formulate	scarcely	universal	commenced	overwhelmed
circumstances	destiny	urge	labourers	exhausted
trudging	refrigerator	melodrama	encyclopaedia	apprehend
motionless	ultimate	atmosphere	reputation	binocular
economy	theory	humanity	philosopher	contemptuous
autobiography	excessively	champagne	terminology	perambulating
efficiency	unique	perpetual	mercenary	glycerine
influential	atrocious	fatigue	exorbitant	physician
microscopical	contagion	renown	hypocritical	fallacious
phlegmatic	melancholy	palpable	eccentricity	constitutionally

alienate

phthisis

poignancy

ingratiating

subtlety

Appendix 2: Text for sentence reading

Text: *Ben and Sam*

Ben and Sam

Ben runs.

Ben sleeps.

Sam runs fast.

Appendix 3: Summary of Pupil Interview Responses

S/No.	INTERVIEW ITEMS	RESPONDENTS: PRIMARY 2 PUPILS (N - 60)	REMARK
1	Pupil enjoys learning phonics	60	-
2	Pupil enjoys the phonics class	60	-
3	Pupil enjoys blending, counting the sounds, dictation, etc.	60	-
4	Jolly Phonics has had a positive effect on pupil's reading ability	60	-
	Pupil was not able to read before Jolly phonics was introduced to him/her but is able to read now	43	-
	Pupil was not able to read before Jolly phonics was introduced to him/her and is not able to read now	9	-

	Pupil was able to read before Jolly phonics was introduced to him/her and has improved now	8	Pupils in this category claim to achieve better reading and spelling as a result of being taught with Jolly Phonics.
5	There is an aspect of the Jolly Phonics lesson that pupil likes most	60	-
	Songs (and action/dance)	27	-
	Stories	4	-
	Spelling	1	-
	Sounds	9	-
	Sounding/Counting sounds	5	-
	Dictation	4	-
	Blending (including arm blending)	7	-
	Games	3	-

S/No.	INTERVIEW ITEMS	RESPONDENTS: PRIMARY 2 PUPILS (N - 60)	REMARK
6	Pupil would like to continue learning with Jolly phonics for several reasons	60	
	I want to know how to read/write; Jolly Phonics helps me to read/write	10	-
	Jolly Phonics helps in me to/learn/understand/know many things	15	-
	I want to learn more; know Jolly Phonics more; read /write better	10	-
	I like the songs, spelling	2	-
	Jolly Phonics is fun/sweet/interesting/enjoyable/makes me happy	14	-

	I love/like Jolly Phonics	4	-
	Jolly Phonics is good	2	-
	No reason	3	-
7	Jolly phonics is generally simple.	51	-
8	Jolly Phonics is simple but some aspects are difficult	8	Areas deemed difficult by various pupils are: long words, diagraphs, consonant blends, blending, some words in songs, and some sounds.
9	Jolly phonics is difficult.	1	-

1. LUTHERAN CHURCH SCHOOL, AFAHA OFFIONG

S/No.	QUESTION	ANSWER
1	When did you start using the Jolly Phonics method?	2010
2	What method did you use before you were introduced to Jolly Phonics?	Alphabet method
3	How does the old method compare with Jolly Phonics?	Jolly Phonics is more effective and easier to use
4	Would you say there are any gains of the Jolly Phonics method? If yes, what are they?	I have better reading skills as a teacher. My classes are more lively, especially with the Jolly Phonics songs.
5	Are there any gains for the pupils? If yes, what are they?	Better, faster and easier reading and writing
6	Are there any disadvantages of using the JP method? If yes, please tell me about them.	None
7	Are there any disadvantages for the pupils? If yes, please tell me about them.	None

8	Do you think the Jolly Phonics method has been successful in helping the pupils learn how to read? Please explain	Yes; pupils are able to write their names; reading is fun for the pupils; they are happy and lively, especially singing the songs.
9	What challenges have you had in implementing the Jolly Phonics method? Please explain.	None
10	How can these challenges be tackled? How did/do you tackle them?	Not applicable. There are enough materials to teach with.
11	What kind of support did you receive in tackling the challenges? Who provided the support?	1. The University of Uyo team organises seminars twice a year, pays assessment visits and encourages the Jolly Phonics teachers. 2. All the needed materials are provided.

2. QIC GROUP SCHOOL, OKU, UYO

S/No.	QUESTION	ANSWER
1	When did you start using the Jolly Phonics method?	2011
2	What method did you use before you were introduced to Jolly Phonics?	Alphabet names; later Ibibio alphabet sounds (which are more direct for reading) before the training in Jolly Phonics
3	How does the old method compare with Jolly Phonics?	The alphabet method was confusing to children and it was difficult for them to identify the sounds. With Jolly Phonics children are able to identify sounds.
4	Would you say there are any gains of the Jolly Phonics method? If yes, what are they?	1. Personally, I pronounce words better and read better. 2. Home: I use Jolly Phonics to teach my children at home. 3. School: pupils perform much better academically. 4. Parents: testify of children's improvement
5	Are there any gains for the pupils? If yes, what are they?	Pupils' reading ability has improved
6	Are there any disadvantages of using the JP method? If yes, please tell me about them.	None

7	Are there any disadvantages for the pupils? If yes, please tell me about them.	None
8	Do you think the Jolly Phonics method has been successful in helping the pupils learn how to read? Please explain	Yes; pupils are able to understand reading rules, e.g. 'the magic e' instead of a silent 'e'.
9	What challenges have you had in implementing the Jolly Phonics method? Please explain.	1. SUBEB does not pay teachers' allowances on time; teachers are not motivated. 2. Some teachers are uninterested; some trained teachers do not teach Jolly Phonics. 3. Jolly Phonics is not on the SUBEB timetable, so interested teachers have to create the time. 4. Children who cannot read are admitted into higher classes.
10	How can these challenges be tackled? How did/do you tackle them?	1. Jolly Phonics should be continued to Primary 6 because of transfer students. 2. Jolly Phonics teachers should be involved in the admission process. 3. SUBEB supervision should include inspection of Jolly Phonics notes.
11	What kind of support did you receive in tackling the challenges? Who provided the support?	Pupils' booklets and Lifeplayers have been provided by Stepping Stones Nigeria.

3. ST. GREGORY'S CATHOLIC PRIMARY SCHOOL, IKOT EBOK, EKET

S/No.	QUESTION	ANSWER
1	When did you start using the Jolly Phonics method?	2010
2	What method did you use before you were introduced to Jolly Phonics?	Orthodox method; Alphabet names
3	How does the old method compare with Jolly Phonics?	Jolly Phonics is superior. Helps pupils read with sounds and thus read with ease.
4	Would you say there are any gains of the Jolly Phonics method? If yes, what are they?	Jolly Phonics has helped me improve my pronunciation; I can teach reading with ease to both children and adults; Jolly Phonics makes the class time fun
5	Are there are any gains for the pupils? If yes, what are they?	Pupils can read and write; pupils begin to read before Primary 2. Previously children could not read two-letter words at Primary 4, 5 and 6; 3.

6	Are there any disadvantages of using the JP method? If yes, please tell me about them.	Jolly Phonics urriculum cannot be used at higher levels with children who have not been taught at lower levels; e.g. pupils' Book 2 is to be used with Primary 2 even for children who transferred into Primary 2.
7	Are there any disadvantages for the pupils? If yes, please tell me about them.	None
8	Do you think the Jolly Phonics method has been successful in helping the pupils learn how to read? Please explain	Yes; there are Jolly Phonics teachers, and materials are provided to guide them in teaching. Reading and writing are fun for children.
9	What challenges have you had in implementing the Jolly Phonics method? Please explain.	Insufficient pupil books in classes with large numbers of pupils. This affects the children.
10	How can these challenges be tackled? How did/do you tackle them?	The teacher writes on the board and children who do not have the pupil books write in exercise books.
11	What kind of support did you receive in tackling the challenges? Who provided the support?	1. The University of Uyo team has provided two additional packs of pupil books. The books are still not enough because of the large number of children.

4. QIC PRIMARY SCHOOL , OKON, EKET

There was no Jolly Phonics teacher in this school.

5. ANNANG PEOPLE'S SCHOOL, OBIO NDOK, ABAK

S/No.	QUESTION	ANSWER
1	When did you start using the Jolly Phonics method?	2011
2	What method did you use before you were introduced to Jolly Phonics?	The old method of teaching whole words to children

3	How does the old method compare with Jolly Phonics?	Letter names do not correspond with sounds, so it was difficult for children to read with the old method. With Jolly Phonics, pupils see the sounds and say them; they blend and read. Jolly Phonics is superior.
4	Would you say there are any gains of the Jolly Phonics method? If yes, what are they?	Jolly Phonics has helped to improve my handwriting as a teacher.
5	Are there any gains for the pupils? If yes, what are they?	Jolly Phonics improves the pronunciation, vocabulary and handwriting of pupils. Reading and writing are easy for the children
6	Are there any disadvantages of using the JP method? If yes, please tell me about them.	None
7	Are there any disadvantages for the pupils? If yes, please tell me about them.	None, if the teacher is sound.
8	Do you think the Jolly Phonics method has been successful in helping the pupils learn how to read? Please explain	Yes; pupils know the sounds and are able to read them.
9	What challenges have you had in implementing the Jolly Phonics method? Please explain.	1. The teacher and pupils have to be conversant with the sounds to pronounce them well. 2. There is often mother tongue interference 3. There is lack of motivation on the part of teachers, who consider it an additional burden to teach Jolly Phonics.
10	How can these challenges be tackled? How did/do you tackle them?	1. Continuous practice for teachers to become conversant with the sounds 2. Incentives should be given to encourage teachers.
11	What kind of support did you receive in tackling the challenges? Who provided the support?	Instructional materials are provided by the University of Uyo team. They also provide moral support by paying occasional visits.

6. GOVERNMENT SCHOOL, IKOT OBONG EDONG, IKOT EKPENE

S/No.	QUESTION	ANSWER
1	When did you start using the Jolly Phonics method?	2010
2	What method did you use before you were introduced to Jolly Phonics?	Alphabet method
3	How does the old method compare with Jolly Phonics?	Jolly Phonics is more useful for reading. It helps pupils to read.
4	Would you say there are any gains of the Jolly Phonics method? If yes, what are they?	Jolly Phonics has helped me achieve better knowledge of sounds and better reading skills. I use Jolly Phonics to teach my children at home.

5	Are there any gains for the pupils? If yes, what are they?	Pupils are able to read and write more easily.
6	Are there any disadvantages of using the JP method? If yes, please tell me about them.	Sometimes the children's interest shifts to the songs and the actions accompanying them rather than the sounds and reading.
7	Are there any disadvantages for the pupils? If yes, please tell me about them.	None
8	Do you think the Jolly Phonics method has been successful in helping the pupils learn how to read? Please explain	Yes; Jolly Phonics helps children achieve better letter formation and better handwriting. Blending helps them to read.
9	What challenges have you had in implementing the Jolly Phonics method? Please explain.	1. Insufficient pupil books in some classes 2. Some trained teachers do not want to teach Jolly Phonics because their transport allowance for four days of transportation to the training at Uyo has not been paid. As a result, teachers do not attend Jolly Phonics seminars. The last seminar organised for the zone was boycotted by the teachers. However, SUBEB does not have the moral right to supervise Jolly Phonics training or to check negligence of duty by teachers as it has delayed the payment of teachers' transport allowances.3. There are not enough Jolly Phonics teachers to teach all the classes.
10	How can these challenges be tackled? How did/do you tackle them?	1. Transfer the control of funds for the transport allowance of teachers from the SUBEB to University of Uyo. 2. Increase the number of Jolly Phonics teachers by introducing Jolly Phonics in the College of Education and University of Uyo curricula.
11	What kind of support did you receive in tackling the challenges? Who provided the support?	Pupil books are supplied by the team from University of Uyo.

Appendix 4: Summary of Teacher Interview Responses

S/No.	INTERVIEW ITEMS	RESPONDENTS: PRIMARY 1 JOLLY PHONICS TEACHERS (N – 5) ²	REMARK
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² Six focus schools were visited, but one had no Jolly Phonics teacher.

		YES	NO	
1	Teacher started using Jolly Phonics in:			
	2010	3	-	-
	2011	2	-	-
2	Teacher used alphabet method before Jolly Phonics	All	-	One respondent found the Ibibio alphabet more direct for teaching pupils to identify sounds and used it before receiving training in Jolly Phonics.
3	Jolly Phonics is superior to the old method of teaching children to read	All	-	THE ALPHABET METHOD was confusing to children; letter names do not correspond with sounds; it was difficult for pupils to identify the sounds and to read. JOLLY PHONICS is more effective; easier to use; pupils see the sounds, identify them, say them, blend them, and read; reading with sounds is easier; Jolly Phonics is more useful for reading.
4	There have been gains in using the Jolly Phonics method	All	-	Teachers achieve better reading skills; improved pronunciation; improved handwriting; teach reading with ease; have better knowledge of sounds; use Jolly Phonics to teach children at home. Jolly Phonics class time is more lively and fun. Parents testify of children's improvement.
5	There have been gains to the pupils in being taught with the Jolly Phonics method	All	-	Children achieve better reading ability; improved handwriting; improved pronunciation; increased vocabulary; ease in reading and writing; improved academic performance.

S/No.	INTERVIEW ITEMS	RESPONDENTS: PRIMARY 1 JOLLY PHONICS TEACHERS (N – 5)		REMARK
		YES		

			NO	
6	Jolly Phonics has no disadvantages as a method	3	2	Jolly Phonics cannot be used at higher levels with children who have not been taught at lower levels; children's interest sometimes shifts from sounds and reading to songs and actions.
7	Jolly Phonics has no disadvantages for the children	All	-	One respondent noted that the teacher must be sound for there to be no disadvantages for the pupils.
8	Jolly Phonics has been successful in helping pupils to read	All	-	Pupils are able to write their names; pupils know the sounds and say them; blending helps pupils to read words, reading and writing are fun for pupils; pupils are happy and lively; pupils understand reading rules; Jolly Phonics teachers are provided with materials; children achieve better letter formation and better handwriting
9	There have been challenges in implementing the Jolly Phonics method	4	1	Delay in the payment of teachers' training allowances; non-scheduling of Jolly Phonics on the lesson timetable; insufficient pupil books; need for teacher competence; mother tongue interference; insufficient number of Jolly Phonics teachers.
10	Challenges faced by teachers have been or can be tackled	All	-	Appropriate actions by teachers, school administration, University of Uyo team and SUBEB have addressed/will tackle challenges.
11	Teachers receive support in tackling challenges	All	-	More support is needed in addressing current challenges
12	Support is provided by Stepping Stones Nigeria/University of Uyo team	All	-	More support is needed in addressing current challenges

Appendix 5: Teacher Observation

1. LUTHERAN CHURCH SCHOOL, AFAHA OFFIONG

S/No.	Observation	No	Yes	Remark
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1	Does the teacher recap the sound using flash cards?		√	Very good
2	Does she/he tell the story in an interesting way?		√	Very good
3	Is the sound correct?		√	Very good
4	Is the letter formation correct?		√	Very good
5	Uses Workbook?		√	Very good
6	Whole class participating?		√	Very good
7	Teacher teaches with passion?		√	Very good
8	Does she/he praise the efforts of the pupils?		√	Very good

2. QIC GROUP SCHOOL, OKU, UYO

S/No.	Observation	No	Yes	Remark
1	Does the teacher recap the sound using flash cards?		√	Very good
2	Does she/he tell the story in an interesting way?		√	Very good
3	Is the sound correct?		√	Very good
4	Is the letter formation correct?		√	Very good
5	Uses Workbook?		√	Very good
6	Whole class participating?		√	Very good
7	Teacher teaches with passion?		√	Very good
8	Does she/he praise the efforts of the pupils?		√	Very good

3. ST. GREGORY'S CATHOLIC PRIMARY SHOOOL, IKOT EBOK, EKET

S/No.	Observation	No	Yes	Remark
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1	Does the teacher recap the sound using flash cards?		√	Very good
2	Does she/he tell the story in an interesting way?		√	Very good
3	Is the sound correct?		√	Very good
4	Is the letter formation correct?		√	Very good
5	Uses Workbook?		√	Insufficient number of pupil books
6	Whole class participating?		√	Very good
7	Teacher teaches with passion?		√	Very good
8	Does she/he praise the efforts of the pupils?		√	Very good

4. QIC PRIMARY SCHOOL, OKON, EKET

The two trained Jolly Phonics teachers in this school (for Primary 1 and 2) were transferred two weeks before the assessment visit.

5. ANNANG PEOPLE'S SCHOOL, OBIO NDOT, ABAK

S/No.	Observation	No	Yes	Remark
1	Does the teacher recap the sound using flash cards?		√	Very good
2	Does she/he tell the story in an interesting way?		√	Very good
3	Is the sound correct?		√	Very good
4	Is the letter formation correct?		√	Very good
5	Uses Workbook?		√	Very good
6	Whole class participating?		√	Very good
7	Teacher teaches with passion?		√	Very good
8	Does she/he praise the efforts of the pupils?		√	Very good

6. GOVERNMENT SCHOOL, IKOT OBONG EDONG, IKOT EKPENE

S/No.	Observation	No	Yes	Remark
1	Does the teacher recap the sound using flash cards?		√	Very good
2	Does she/he tell the story in an interesting way?		√	Very good
3	Is the sound correct?		√	Very good
4	Is the letter formation correct?		√	Very good
5	Uses Workbook?		√	Insufficient number of pupil books
6	Whole class participating?		√	Very good
7	Teacher teaches with passion?		√	Very good
8	Does she/he praise the efforts of the pupils?		√	Satisfactory

SUMMARY OF TEACHER OBSERVATION

S/No.	ITEMS	NUMBER OF TEACHERS OBSERVED ³	REMARK		
			VERY GOOD	GOOD	SATISFACTORY
1	Teacher recaps the sound using flash cards	5	5	-	-
2	Teacher tells the story in an interesting way	5	5	-	-

³ One of the six focus schools visited had no Jolly Phonics teacher.

3	The sound is correct	5	5	-	-
4	The letter formation is correct	5	5	-	-
5	Teacher uses Workbook ⁴	5	5	-	
6	The whole class is participating	5	5	-	-
7	Teacher teaches with passion	5	5	-	-
8	Teacher praises the efforts of pupils	5	4	-	1

Appendix 6: Jolly Phonics on the Timetable

S/No.	SCHOOL	SCHEDULE	REMARK
1	Lutheran Church School, Afaha Offiong (Focus School)	Four 30-minute periods a week. The fourth period is for revision	The slots used are those officially scheduled for Handwriting.
2	QIC Group School, Oku, Uyo (Focus School)	Three 30-minute periods a week	The slots used are those officially scheduled for Handwriting and Ibibio.

⁴ The number of Pupil Books was insufficient in two schools.

3	St. Gregory's Catholic Primary School, Ikot Ebok, Eket (Focus School)	Four 30-minute periods a week.	The slots used are those officially scheduled for Handwriting.
4	QIC Primary School, Okon, Eket (Focus School)	No Jolly Phonics teachers in the school.	-
5	Annang People's School, Obio Ndot, Abak (Focus School)	Four 30-minute periods a week	The slots used are those officially scheduled for Handwriting.
6	Government School, Ikot Obong Edong, Ikot Ekpene (Focus School)	Four 30-minute periods a week	The slots used are those officially scheduled for Handwriting and Agric Science.
7	St. Joseph's Primary School, Afaha-Oku, Uyo (Non-focus School)	Jolly Phonics is not taught at present. The trained Jolly Phonics teachers teach Primary 5 and 6.	-
8	Primary School, Ibiaku Itam (Non-focus School)	Four 30-minute periods a week	The slots used are those officially scheduled for Handwriting.
9	QIC Group School, Idoro, Uyo (Non-focus School)	No Jolly Phonics teachers in the school.	-
10	Salvation Army School, Ekom Inam (Non-focus School)	Four 30-minute periods a week	The slots used are those officially scheduled for Handwriting.

Appendix 7: Burt Reading Test Primary 5

SECTION VII: BURT TEST (PRIMARY 5)

1. QIC PRIMARY SCHOOL, OKON, EKET (JOLLY PHONICS FOCUS SCHOOL)

S/No.	GENDER	AGE	SCORE	READING AGE
1	M	10	10	5.7
2	F	11	13	5.9

3	M	11	49	8.2
4	M	12	4	5.4
5	M	11	8	5.6
6	M	12	11	5.8
7	M	13	15	5.11
8	F	12	18	6.10
9	M	11	12	5.9
10	F	11	50	8.3
11	M	9	24	6.5
12	F	10	14	5.10
13	F	12	13	5.9
14	M	13	20	6.2
15	F	9	28	6.8
16	F	10	22	6.3
17	F	13	42	7.7
18	F	12	50	8.3
19	F	11	39	7.5
20	F	11	14	5.10
21	F	10	6	5.5
22	F	11	50	8.3
23	F	11	49	8.2
24	M	10	27	6.7
25	M	8	50	8.3
26	M	14	21	6.2
27	M	8	50	8.3
28	M	8	50	8.3
29	M	9	28	6.8
30	F	9	40	7.5

AVERAGE READING AGE = 6.51

2. ANNANG PEOPLE'S SCHOOL, OBIO NDOT (JOLLY PHONICS FOCUS SCHOOL)

S/No.	GENDER	AGE	SCORE	READING AGE
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1	F	9	42	7.7
2	F	9	45	7.10
3	F	8	6	5.5
4	F	10	22	6.3
5	M	12	14	5.10
6	F	10	29	6.8
7	M	9	6	5.5
8	M	9	5	5.5
9	F	12	5	5.5
10	F	11	33	6.11
11	M	10	45	7.10
12	F	12	11	5.8
13	F	12	26	6.6
14	M	12	34	7.0
15	F	9	45	7.10
16	F	9	27	6.7
17	F	10	50	8.3
18	F	9	50	8.3
19	F	12	19	6.10
20	F	10	4	5.4
21	M	13	36	7.2
22	F	10	7	5.6
23	F	10	14	5.10
24	F	10	50	8.3
25	F	9	25	6.5
26	F	8	30	6.9
27	M	9	7	5.6
28	M	10	18	6.10
29	M	9	13	5.9
30	M	10	9	5.7
31	M	9	8	5.6
32	M	10	10	5.7
33	F	11	25	6.5

S/No.	GENDER	AGE	SCORE	READING AGE
34	F	9	18	6.10
35	M	11	8	5.6
36	M	9	38	7.4
37	F	8	50	8.3
38	F	10	45	7.10
39	M	10	14	5.10
40	F	8	11	5.8
41	M	9	7	5.6
42	F	10	22	6.3
43	F	9	19	6.10
44	F	10	18	6.10
45	F	12	40	7.5
46	M	10	26	6.6
47	M	10	10	5.7
48	F	9	44	7.9

AVERAGE READING AGE = 6.42

3. GOVERNMENT SCHOOL, OBOT INWANG (NO JOLLY PHONICS)

S/No.	GENDER	AGE	SCORE	READING AGE	REMARK
1	F	11	1	-	-
2	F	12	1	-	-
3	M	13	0	-	No reading ability
4	M	9	0	-	No reading ability
5	M	12	0	-	No reading ability
6	F	9	13	5.9	-
7	F	10	0	-	No reading ability
8	M	14	0	-	No reading ability
9	M	11	5	5.5	-
10	M	10	3	5.3	-
11	F	10	4	5.4	-
12	F	10	0	-	No reading ability

AVERAGE READING AGE = 0.15 (not quantifiable using Burt Test)

4. GOVERNMENT PRIMARY SCHOOL, EKEYA (NO JOLLY PHONICS)

1	M	12	5	5.5	-
2	M	14	8	5.6	-
3	M	12	9	5.7	-
4	M	9	0	-	No reading ability
5	M	12	20	6.2	-
6	M	8	1	-	-
7	M	9	6	5.5	-
8	M	9	4	5.4	-
9	M	9	2	5.3	-
10	M	9	33	6.11	-
11	M	9	5	5.5	-
12	M	11	0	-	No reading ability
13	F	13	10	5.7	-
14	F	13	3	5.3	-
15	M	11	5	5.5	-
16	M	13	3	5.3	-
17	F	9	6	5.5	-
18	F	9	11	5.8	-

19	M	10	0	-	No reading ability
20	M	10	13	5.9	-
21	M	10	1	-	-
22	M	10	0	-	No reading ability
23	M	10	0	-	No reading ability
24	M	10	0	-	No reading ability
25	M	11	2	5.3	-
26	M	15	0	-	No reading ability
27	M	11	17	6.0	-
28	F	9	0	-	No reading ability
29	M	10	9	5.7	-
30	M	12	17	6.0	-
31	M	10	4	5.4	-
32	F	9	4	5.4	-
33	F	13	32	6.10	-
34	M	13	15	5.11	-
35	F	10	1	-	-
36	M	10	17	6.0	-
37	M	14	13	5.9	-

AVERAGE READING AGE = 3.98