

Jolly Futures



Report on the Jolly Phonics Training Conducted in Assam, India from 7th August to 10th August (1st phase) 24th and 25th Jan (2nd Phase) as part of the Jolly Futures Programme

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www.jollyfutures.org



Appreciation

The success of this rollout of Jolly Phonics in Guwahati, Assam India was due to partnerships between Education Department, Jolly Futures CIC and the Ministry of Education and Training in Assam, India.

I would like to extend my gratitude to all who have supported us to implement Jolly Phonics in the two districts of Guwahati, Assam.

In particular;

- Mr. Ramesh Chandra Jain, Chairman SEBA
- Mr. Sanjay Dutta Executive Director, Samagra Sikhsha, Assam
- Mr. Swapnanil Barua Retired Commissioner Secretary, Industry and Commerce
- Mr. Apurba Thakuria, Inspector of Schools and DMC, Kamrup
- Mr. Reboti Mohan Kakoti, SPO, Samagra Shiksha
- Mr. Mazafar Ali, State Consultant, Samagra Siksha
- Mrs. Sangita Goswami, DPO(TT), Samagra Shiksha Kamrup
- Dr. Pankaja Baruah, Principal DIET Kamrup
- Manas Saikia Foundation
- Jolly Learning Ltd; Dr Chris Jolly
- Jolly Futures CIC; Sian Summers Issa
- The Jolly Phonics trainers
- All participating teachers

Thank you everyone above for helping us achieving our objectives



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Introduction

Ms. Komal Goenka, in partnership with the SEBA (Secondary Education Board of Assam) and Jolly Futures, have been working towards a rollout of Jolly Phonics since 2022.

Jolly Phonics, an early literacy English programme for reading and writing was successfully piloted in Guwahati in 6 Primary schools in 2022.

In 2023, after seeing the successful implementation of Jolly Phonics in the pilot study, Samagra Siksha, Assam approved to roll out this programme in 400 schools.

The project aimed to revolutionise early education by introducing innovative and effective teaching techniques. Through the Jolly Phonics approach, teachers were equipped with valuable tools to engage young learners in a dynamic and enjoyable learning experience for reading and writing in English.

During the training sessions, educators learned how to integrate phonics – the relationship between sounds and letters – into their teaching methods.

As the 400 teachers completed their training, they became ambassadors of the Jolly Phonics methodology, ready to impart their knowledge to the children in their care. The classrooms transformed into vibrant spaces where learning became an exciting adventure.





Project Aim, Objectives & Beneficiaries



Project Aim

The overall aim of this project was to ensure that early grade pupils in government primary schools acquired essential foundational English literacy skills that will facilitate future academic achievement, amongst other benefits. Jolly Phonics aims to make the process of learning to read and write enjoyable and engaging for Government school children. The program often targets improving literacy outcomes by incorporating interactive and hands-on activities that cater to various learning styles.

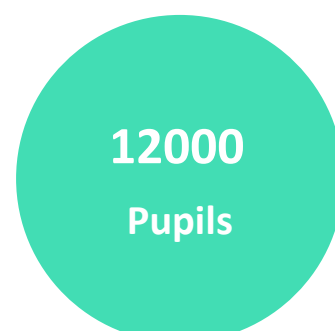
Project Objectives



- To provide teachers with the knowledge and skills to effectively teach children to read and write in English using Jolly Phonics.
- To provide teachers with high quality Jolly Phonics teaching and learning materials.
- To train and equip 400 primary teachers on how to teach phonics effectively.
- To help children broaden their vocabulary and general knowledge.
- To develop a complete understanding of the English language among children.
- To help children to become more confident readers and writers.

Beneficiaries

This Jolly Phonics training and the donated materials benefited the following schools, teachers, and learners:





Description of the Training

Training Plan

As can be seen from the table below, the training programme was designed to last for 4 days across 3 locations. Each teacher was invited to attend the training for 2 days in total. Teachers were trained in group sizes of 50 teachers per batch.

Phase 1

Location	Training Venue	Dates	No. of Teachers	No. of groups of training
Kamrup Metro	Kamrup Academy TC Govt Girls School	7-8 and 9-10 th August 2023	200	4
Kamrup Rural	DIET	7-8 and 9-10 th August 2023	200	4
		Total	400	8

Phase 2

Location	Training Venue	Dates	No. of Teachers	No. of groups of training
Kamrup Metro	Gopal Boro Govt.HS School	24 and 25 th January 2024	200	4
Kamrup Rural	DIET	24 and 25 th January 2024	200	4
		Total	400	8



Training Venues

The training venues were provided by Samagra Sikhsha, Assam for these training events. The table below provides a brief description of each of the venues in terms of their suitability for the training. This information will be useful when planning future training events.

Phase 1

Training Venue Name/Location	Access to Venue	Building Quality	Venue Facilities	Electricity, light, etc.
DIET, Kamrup Rural	Travel of 1hr from the hotel	Good	The venue had arranged lunch and tea. Projectors were provided.	The light was fluctuating frequently. Mic was not available.
Kamrup Metro (Kamrup Academy and TC Govt Girls School)	It was 5 kms from the hotel	Good	The venue had arranged lunch and tea. Projectors were provided.	Light was fluctuating frequently.

Phase 2

Training Venue Name/Location	Access to Venue	Building Quality	Venue Facilities	Electricity, light, etc.
DIET, Kamrup Rural	Travel of 1 hr from the hotel	Good	The venue had arranged lunch and tea. Projectors were provided.	No issues at all
Kamrup Metro (Gopal Boro Govt. HS School)	It was 5 kms from the hotel	Good	The venue had arranged lunch and tea. Projectors were provided.	No issues at all



Trainers

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

No.	Name of Trainer	Gender	From	No of Trainings Delivered
1	Ms. Komal Goenka, Project Manager and Lead Trainer	Female	Mumbai	6
2	Ms. Shweta Modi	Female	Jodhpur	6
3	Ms. Dipti Shah	Female	Mumbai	6
4	Ms. Daksha Suryavanshi	Female	Mumbai	6



Preparing for the Training

Assam's education sector, Dr Ranoj Pegu, recognised the need for continuous professional development for teachers to support the improvement of the delivery of quality of education. The initiative, organised over a four-day period in Phase 1 and a two-day period in Phase 2, focused on equipping educators with effective teaching strategies and enhancing their understanding of the curriculum.

Jolly Futures played a crucial role in facilitating the training rounds. Their expertise and guidance were instrumental in helping potential trainers gain a comprehensive understanding of the training content. The Programmes Manager actively engaged with trainers to ensure they were well-versed in the material. This ensured that the trainers had a solid grasp of the material before the training enhancing their confidence and effectiveness during the training.

Recognising the importance of visual aids and supplementary materials in effective teaching, the teachers engaged in collaborative efforts to prepare teaching aids. Over the four-day training period in Phase 1 and two-day training period in Phase 2, educators pooled their skills and resources to create a variety of materials that would enhance the learning experience for both trainers and trainees.

Health and Safety Considerations

A detailed document was shared with the team outlining clear guidelines and procedures for travel, health and safety during training. No cases of injury and illness were reported during the rollout.



Training Registration

Training Registration went very smoothly as Government officials structured the process well.



Attendance

The table below shows the expected and actual attendance at each of the training venues, as well as the percentage that attended. It shows that the attendance was very high at 97.5% for each of the two day trainings in phase one.

Phase 1

Training Venue	Expected Attendance	Actual Attendance	Attendance Percentage
DIET	200	193	96.5%
KAMRUP Academy	100	99	99%
TC Govt Girls School	100	98	98%
Totals:	400	390	97.5%

The table below shows the expected and actual attendance at each of the training venue, as well as the percentage that attended. It shows that the attendance was consistent and satisfactory for each group of teachers attending the 1 day training in phase 2.

Phase 2

Training Venue	Expected Attendance	Actual Attendance	Attendance Percentage
DIET	200	195	97.5%
(Gopal Boro Govt. HS School)	200	190	95%
Totals:	400	385	96.2%



Trainer Transport & Accommodation

Trainer's Transport and accommodation was well managed by the officials. Transport was on time every day and trainers were safe with the team of drivers. Food and other things were also managed well in both of the phases of training.



Teacher Transport and Lunches

The government was responsible for providing transport and lunch for the trainers and it was well arranged in both the districts.



The Training Content and Equipment Used

The Jolly Phonics training was very interactive. Participants were engaged in activities throughout the training module. The training team used of PowerPoint presentations for both phases of the training. These presentations included videos, simple guidance, pictures and examples of the materials. Participants enjoyed hands on activities executed by the trainers.



The trainers were able to model the 5 basic skills for reading and writing as well as each of the 8 steps for teaching the 42 letter sounds. Group work was encouraged during the training that resulted in the confidence which was displayed by the teachers.

Participants found learning the sounds through actions and blending the most effective strategies. They enjoyed the teaching aids and found the Jolly Phonics lessons app to be an excellent tool.

The content delivered was broken into two phases to align with the progression in the Jolly Phonics programme and the transition from teaching with Pupil Book 1 to Pupil Book 2.

Phase 1	Pupil Book 1	5 skills 8 steps for teaching 42 basic sounds
Phase 2	Pupil Book 2	Alternative spellings Capitals Reading and writing fluency

In Phase 2 the training the methodology of visual storytelling to teach spelling rules to children was also introduced.



The Training Delivery

Training was delivered to a high standard and with consistency across different centres. Teachers showed great interest, involvement, commitment, willingness to learn, positive energy and active participation.

District Education Officers were co-operative in disseminating invitations to school and were able to attend in some centres. Further, great organisational skills from trainers contributed to effective delivery of materials in all centres.

Power-outage was one of the challenges which was faced by the trainers, but they could manage well at the end of the day in the first phase but it was sorted in the second phase of training.



Training Costs

The trainers' travel costs and training fees were donated by the Manas Saikia Foundation for this training event. The Manas Saikia Foundation was a partner in the philanthropic Jolly Futures programme in both the phases.

All other costs like accommodation, local transport and meals were covered by the government, including teachers' transport and lunch costs, as well as costs associated with the venues and administration of the training in both phases.



Training Pictures



Phase 1 - Sound Storytelling



Phase 1-Blending techniques



Phase 2- Alternative sounds



Phase 2- Pupil Book 2 Practice

Materials



The Donated Materials

Extensive materials were donated by Jolly Learning Ltd to the government, to give to teachers and pupils, under the philanthropic Jolly Futures Programme. The table below sets out the materials that were donated and the value of these donations:

The licence to print the black and white pupil books was given to the Government. They printed these books for the first cohort of pupils and will continue to be able to do so for future grade 1 cohorts of pupils. The licence is worth 1.4 million Indian Rupees.



Material	Number Donated	Value Per Unit	Total Value of Donation
Jolly Phonics Pupil Book 1	Printed by Govt.		
Jolly Phonics Pupil Book 2	Printed by Govt.		
Jolly Phonics Teachers Book	600	196	117,600 INR
Jolly Phonics Letter Sounds Poster Set	600	3043	1,521,500 INR

Jolly Phonics Tricky Words Poster Set	600		
Jolly Phonics Big Books Set	600		
Totals:		---	1,639,100 INR



Material Delivery and Distribution

Material orders were made in good time in February 2023, printing rights of Pupil Book 1 and 2 was given to the government. The materials were received by the government in the month of June'23.

District officials were of great assistance offloading the materials and arranging for the teacher materials to be at most training venue under tight turn around. Pupil Books were printed in advance by the Government. We distributed only Pupil Book 1 in the first phase and Pupil book 2 in the second phase of training.



Evaluation



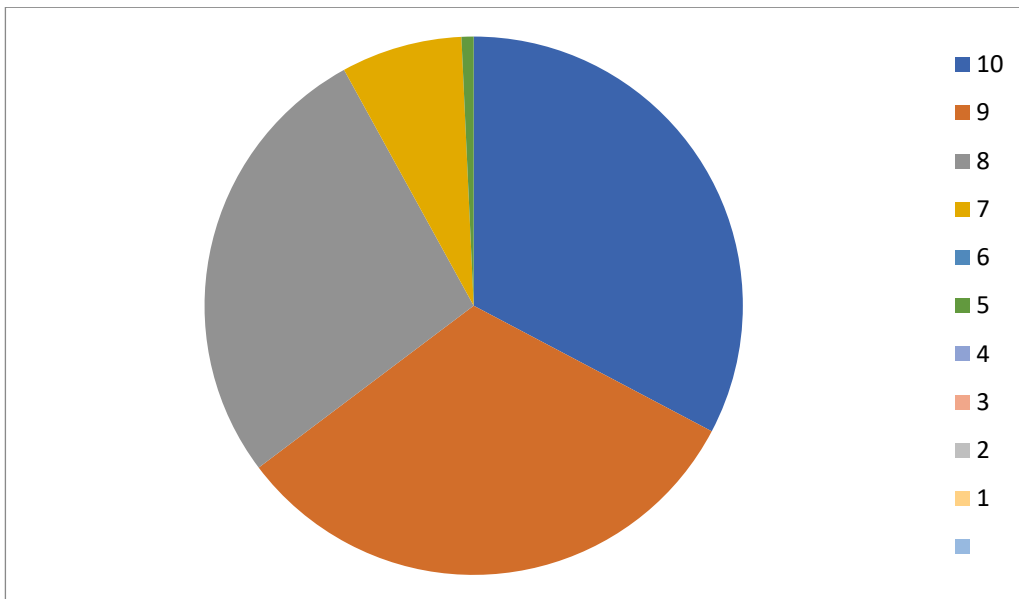
Feedback From Teachers

At the end of the training, a sample of 20 teachers from each batch were provided with a feedback questionnaire to complete. This section provides an analysis of the answers provided by the teachers. A total of 100 teachers completed these evaluations.

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

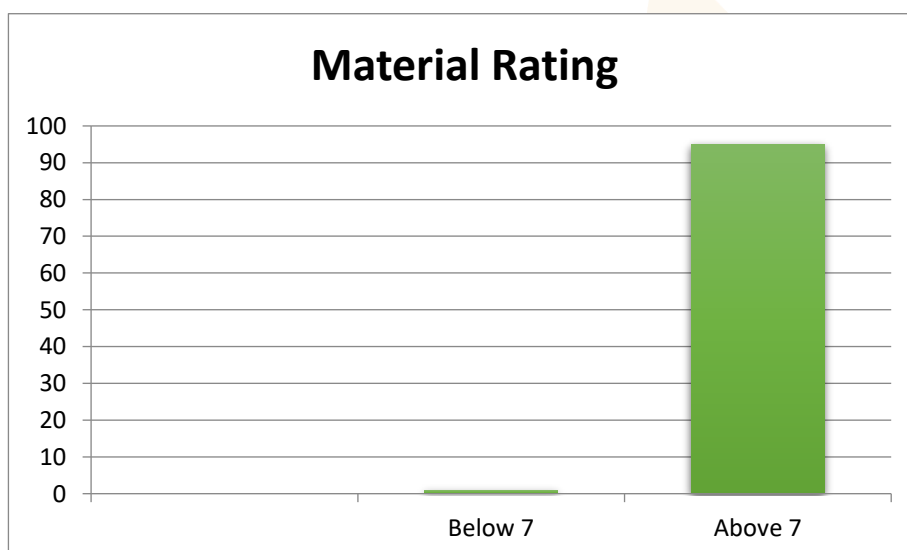
The chart below indicates how the teachers rated the training on a scale of 1 to 10. It shows that 96% of the teachers from the training in 2 districts rated the training as valuable as their scores range from 7 and above on a scale of 1 to 10.

This is a clear indication that Assam teachers were very positive about this training.



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

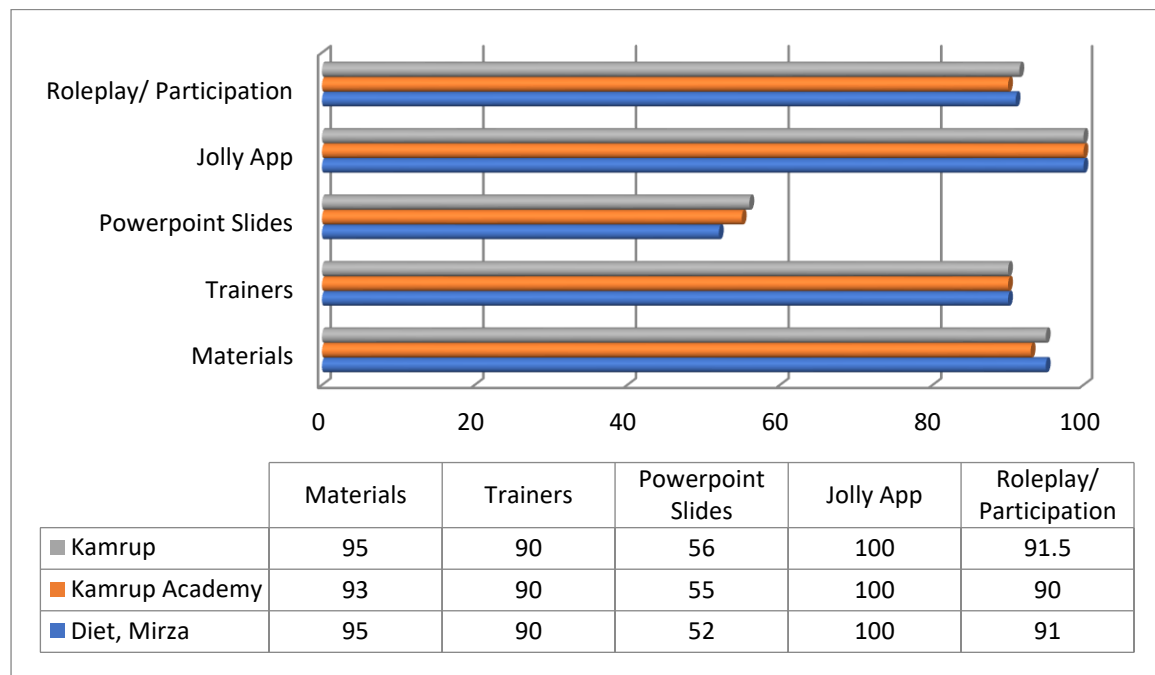
The chart below indicates how the teachers rated the Jolly Phonics materials on a scale of 1 to 10. It shows that the majority of the teachers were very pleased with the materials provided for the training. Results indicate that 95% of the teachers from Assam were contented with the training materials provided as notable scores were above 7 on a scale of 1 to 10.



3. What did you find most helpful?

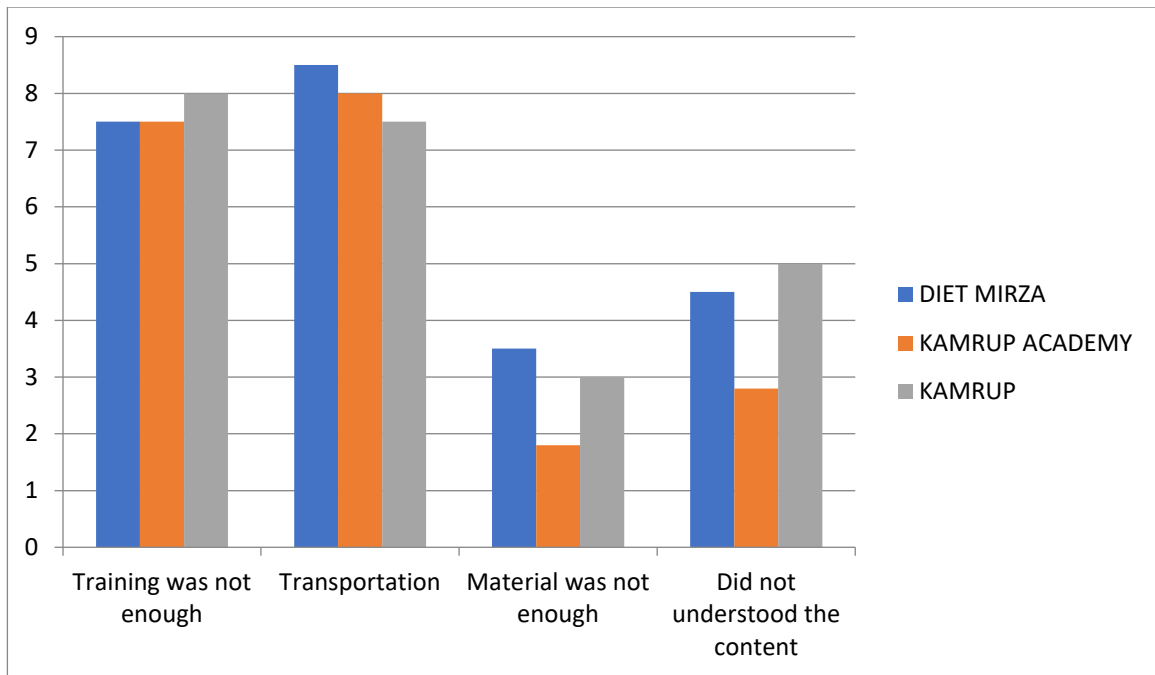
The chart below details the number of teachers that ticked each of the listed answers concerning what they found to be most helpful at the training. It shows that the teachers found trainer’s demonstrations to be the most helpful.

However, in terms of the “other” things listed, the answers included that the participants were overwhelmed by the trainers’ enthusiasm, their passion for Jolly Phonics, their energy and pro-activeness. They also enjoyed the songs, games as well as group presentations.



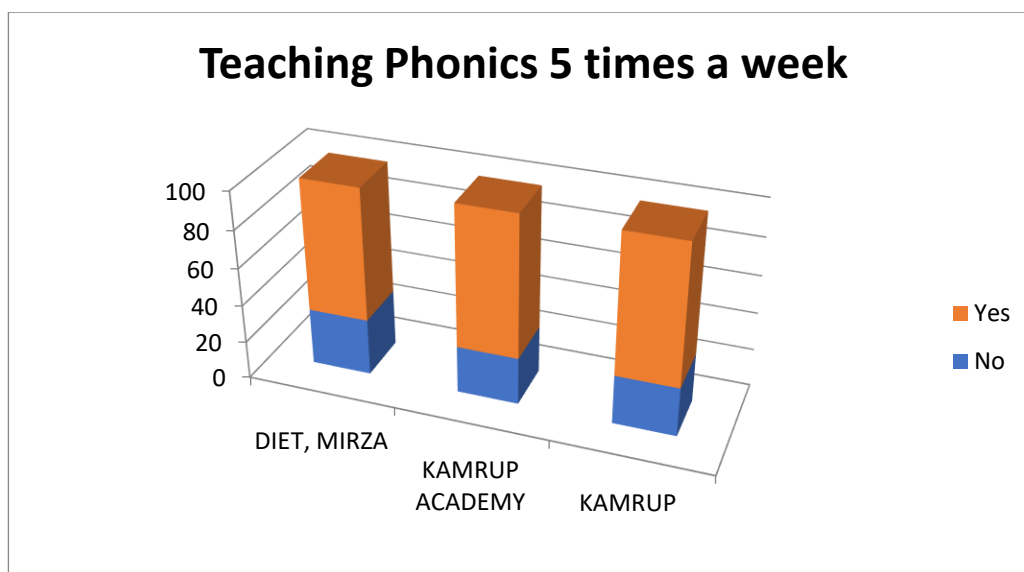
4. What were the challenges?

The chart below details the number of teachers that ticked each of the listed answers concerning what they found to be challenging at the training. It shows that more than 70 % of the teachers found the time allocated for training was not enough, and the next challenge that was rated second was in relation to travelling that was also difficult. In terms of the “other” things listed, the answers included that the pronunciation of some words was tricky and that they did not understand different sounds. However, it should be indicated that some things listed were just a repetition and not very significant to the content of the training.



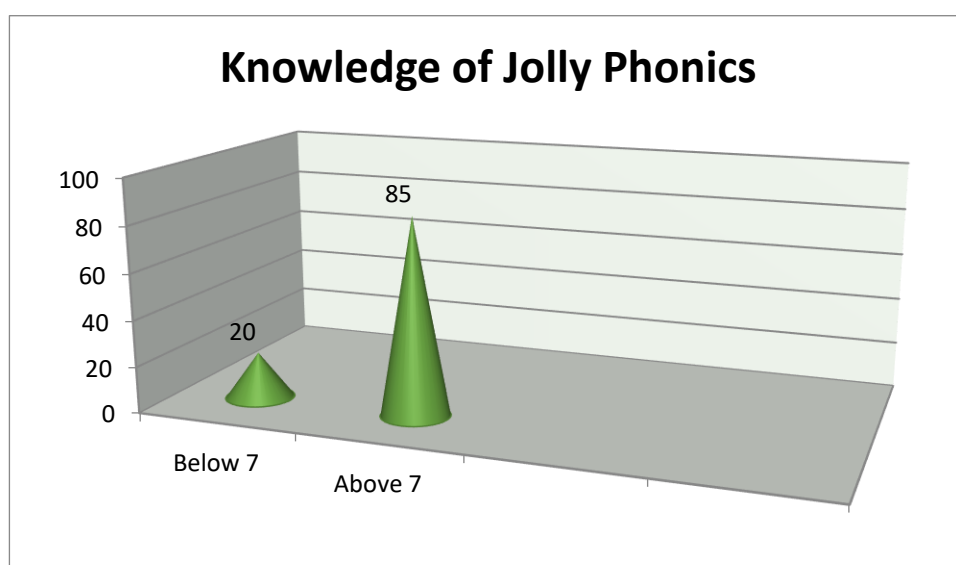
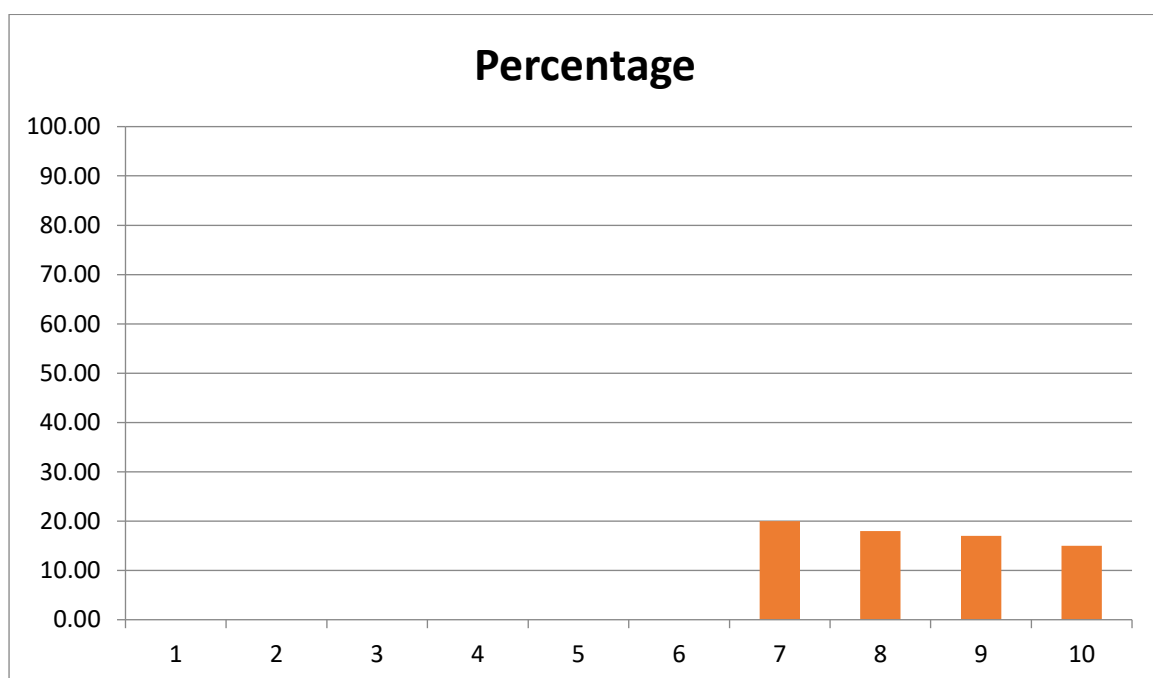
5. Will Jolly Phonics be taught 5 times a week in your school?

The chart below shows the maximum teachers from different venues stated that they would teach Jolly Phonics 5 times each week where as some of them stated that they would not. It shows that 96% of the teachers said that they would teach Jolly Phonics 5 times each week. The reasons provided by those that said they would not teach Jolly Phonics 5 times each week included that they are engaged with multiple classes, lack of time as other subjects also takes time, shortage of teachers and Jolly Phonics will add more to the load they already are dealing with.



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

The chart below indicates how the teachers rated their own knowledge of Jolly Phonics after the training on a scale of 1 to 10. The results indicate that 85.25% of the teachers from the training are confident with the knowledge they gained from Jolly Phonics' training as their scores range from 7 and above on scale of 1 to 10. However, only 15% of teachers from the 10 districts rated their knowledge of Jolly Phonics not enough as their scores range from 6 and below. This is a clear indication that the majority of the teachers countrywide felt that they are very much contented with Jolly Phonics.



7. Other Comments

- Such trainings should be for at least 3 days for each batch.
- After few months Trainers should visit at least for a day for follow ups and for their doubts and challenges and for a revision.
- Training venue could have some better facilities in terms of lights, fans and wash rooms
- Training was fruitful
- They enjoyed and learned thoroughly
- This training will enhance their personal development.
- Learning with sounds will enhance pupil's interest in reading.
- Pupil will develop more knowledge and will develop their self confidence

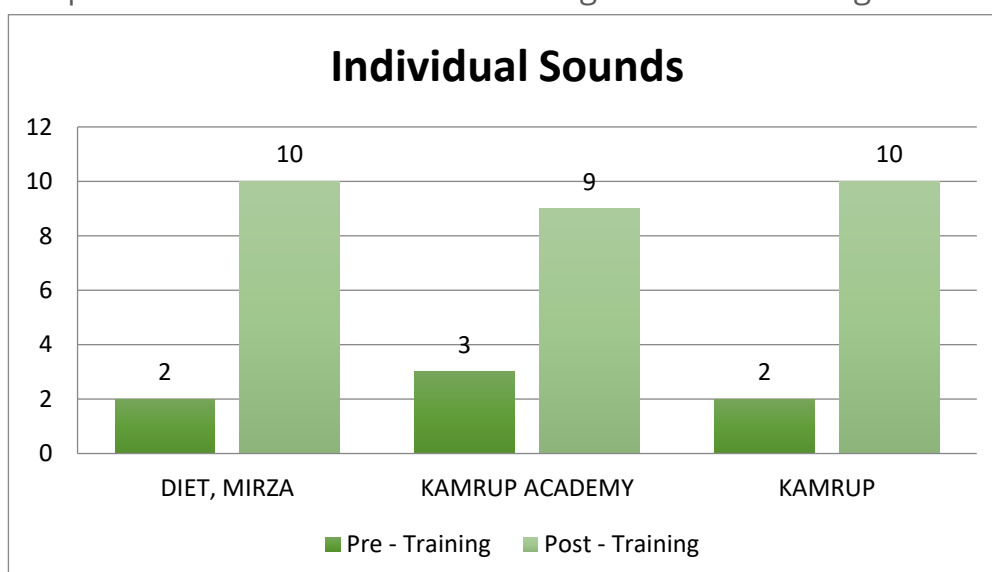


Teacher Skills Tests

20 teachers were selected to undertake skills tests before and after the training. In total 100 teachers completed both the pre and post skills tests. This section provides an analysis of their results.

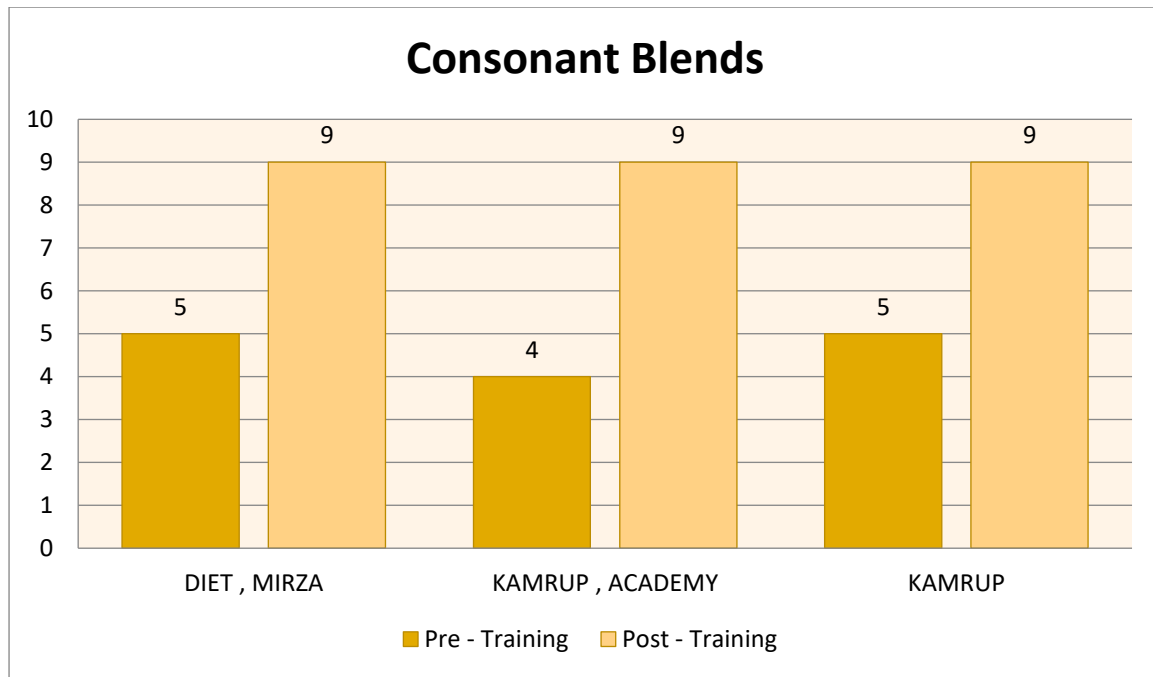
1. Individual Sounds

Firstly, teachers were asked to circle the letters on a list that represent an individual sound in the English language. They were provided with one point for each one answered correctly. The chart below compares the mean scores on this question before and after the training. It shows that there has been a significant positive improvement on the level of knowledge after the training was conducted.



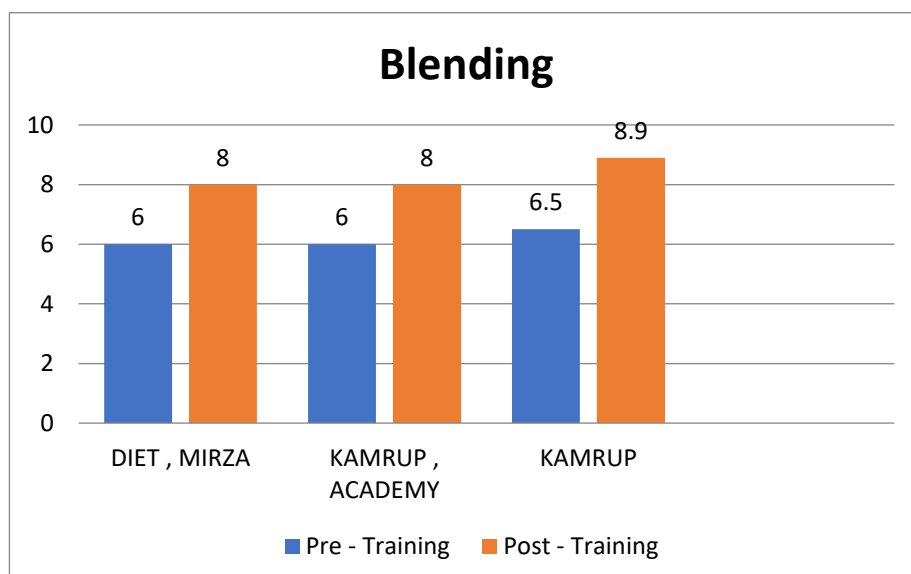
2. Consonant Blends

The chart below indicates the overall performance in correctly identifying consonant blends. Results show that there has been growth in the post-training test which reflects a positive improvement in Jolly Phonics knowledge.



3. The Skill of Blending

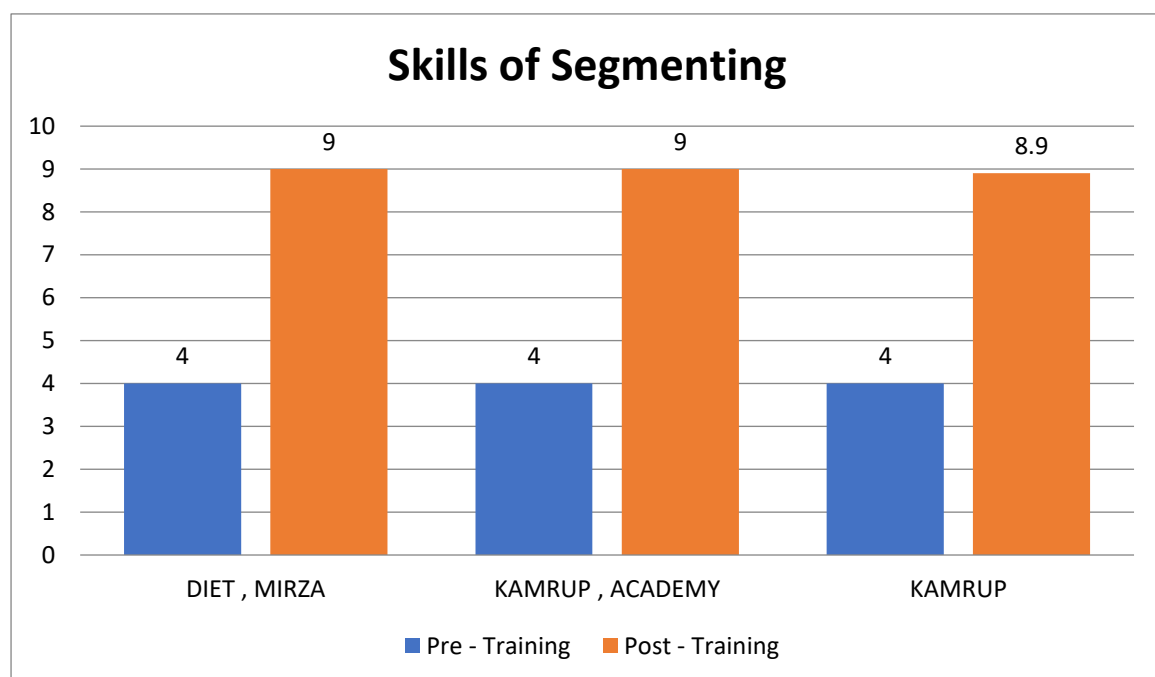
Third, teachers were asked what the skill of connecting individual sounds together to read words is known as. The correct answer is "blending". The chart below compares the number of teachers that answered this question correctly before and after the training. It shows that overall teachers were able to respond to this question correctly after they have completed Jolly Phonics training. Below chart shows the progress of the teachers post training.



4. The Skill of Segmenting

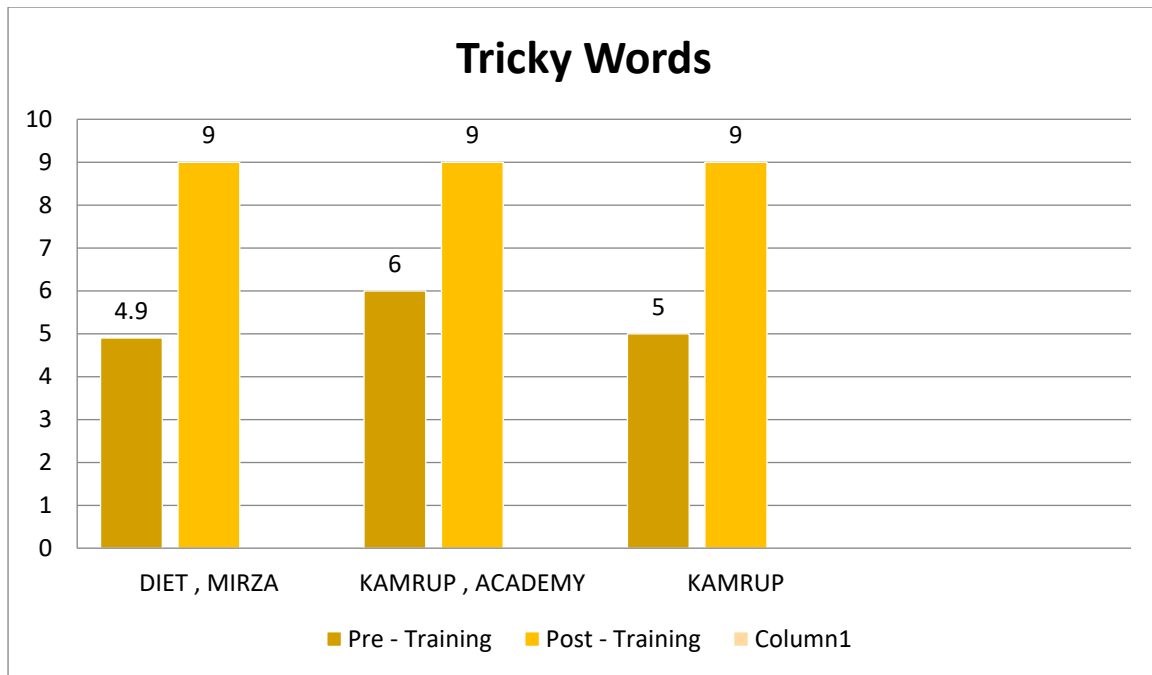
Fourth, teachers were asked what the skill of identifying/hearing the individual sounds in words to write and spell them is known as. The correct answer is “segmenting”. The chart below compares the number of teachers that answered this question correctly before and after the training. It indicates that the level of understanding of teachers on segmenting increased at the end of the training because in all venues they were able to respond to the question correctly unlike before they attended the training.

The chart below indicates the overall performance in the Assam. Results show that there has been a remarkable performance in the post-training test from 40.50% in the Pre-training test to 71.8%.



5. Tricky Words

Fifth, teachers were asked to circle words on a list that contained irregular spellings (known as “tricky words”). They were provided with one point for each one answered correctly. The chart below compares the mean scores on this question before and after Segmenting Skills. The results show that teachers gained knowledge after the training because they scored more points during the post-test.



Discussion of Results

The results clearly show there have been significant improvements in teachers' knowledge and confidence post training. These improvements will ensure that the teachers are able to implement Jolly Phonics with fidelity to the programme which will in turn have a positive impact on grade 1 pupils literacy skills.

Conclusion and Recommendations



Successes:

All Teachers and District officials who completed feedback surveys indicated the rollout was successful.

- The pre and post tests showed a significant increase in knowledge and confidence in both the districts.
- All teachers were able to join the WhatsApp support groups for on going mentoring.
- The Trainer's reported the training was a positive experience which has further impacted their knowledge, skills and confidence. Whereby they feel capable as leaders and consider it a huge milestone in their careers.

Challenges:

There were few challenges throughout the two phases of the rollout.

- Only 1 teacher is trained from one school, due to which if the respective teacher is busy then other teacher is not able to take Phonics classes.
- Teachers are not able to take classes thrice a week as they are busy with other trainings under FLN.
- Due to many public holidays, teachers are not getting enough time to complete the curriculum.



Conclusion

This report has highlighted how the Jolly Phonics training was a success in both the districts in Phase 1 and Phase 2. The post training evaluation feedback indicated that the teachers have embraced the methodology of teaching phonics.

Participants found it the training practical and interesting. They were excited to implement it in their classrooms. The dedication from the whole team, the support from the Samagra Sikhsha, Assam and the generous donations of materials and training from Chris Jolly and Manas Saikia Foundation provided the opportunity for every grade 1 pupil in Guwahati, Assam to have access to high quality literacy education.



Recommendations

Following the completion of the trainings, key members involved in the rollout through the planning and implementation in both the districts were asked to share their recommendations to address the challenges that have been stated above.

In addition, they have suggested strategies that would sustain the impact of the Jolly Phonics training. Below is a combination of recommendations from teachers, trainers, managers, and officials.

For further workshops:

- The number of days for the workshops should be increased, the workshop should be for a duration of 3 days at least.
- Training should not be done for teachers in Grade 1 only, for it would be more productive for all early grade teachers.
- Teachers should be given enough time to execute Jolly Phonics in their classrooms.

- At least 2-3 teachers from one school should be sent for the training so if one teacher is absent others can take the class.

-

For the Ministry of Education:

- Immediate budget allocation for the printing of Jolly materials for all schools new Grade 1 in 2024.
- Mandate all currently trained teachers to stay in their Grade 1 roles so new learners are introduced to the programme in 2024.
- Allocate budget for refresher workshops to be held in 2024 led by Jolly Phonics trainers and suitably trained District Resource Teachers.

For the Districts:

- District Officials have been trained on using the Jolly Monitor App to report on progress and impact of the programme in schools through lesson observations and learner assessments.
- Monitor the implementation of Jolly Phonics in schools with support from district coordinators to identify training needs and evaluate impact.
- Mentor school leaders to encourage co-teaching and skill-sharing to upskill other teachers in the early grades
- Mandate District school clusters to identify literacy leaders to share good practice in teaching, assessment and inclusive practices.
- It should be made clear to schools if they will get support with materials in the coming years such as pupil books and other resources.

Following on from this it is recommended that the Samagra Sikhsha, Assam look to rollout Jolly Phonics in more districts in Assam in 2024.

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