Freedom for the next generation
CHRISTIANNA FOUNDATION

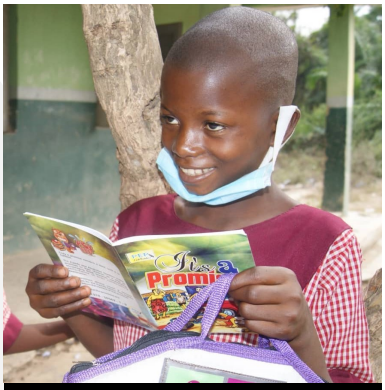
TRUSTEE REPORT

END OF YEAR DECEMBER 2021



2021

WWW.CHRISTIANNAFOUNDATION.ORG



METHODIST PRY ARE-ALASA



IDC SCHOOL OLODE



ISLAMIC MISSION AKANRAN



ST JOSEPH'S GBEDUN



ST JAMES OLORUNDA

Q1 JANUARY—MARCH

BBLC LAUNCH IN FIVE NEW SCHOOLS

HEN AND FRIENDS PHONICS READERS

January 2021 marked the beginning of second term for primary schools in Nigeria and we began to see the schools in Ona-Ara, Oyo State, settle after a tentative start to the academic year. With a late start to the year and many new procedures in place for teachers after returning from closures due to the Covid pandemic, there where limitations in first term to what outside organisations such as Christianna Foundation could do.

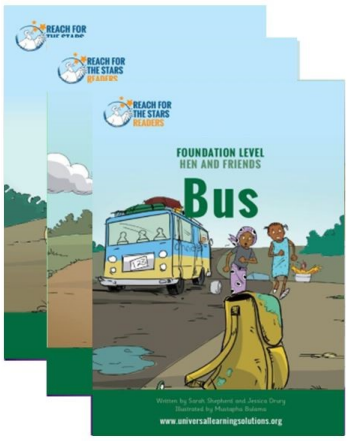
We used the months of November—December to recover the books that we had left in the community back in March 2020 and spend time receiving feedback from pupils and teachers about how Book Box Library Club (BBLC) could improve.

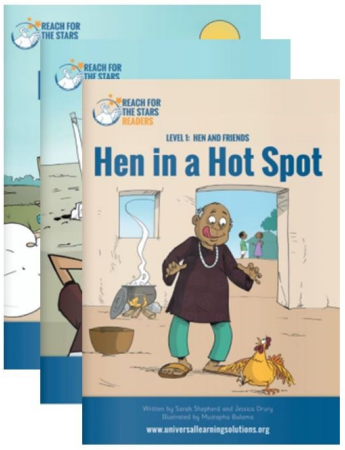
Overwhelmingly the feedback was that even the simplest storybooks in English were too difficult for a large number of pupils and they needed books for beginner readers. The storybooks we had provided in Yoruba where being well used and enjoyed.

The beginning of second term saw BBLC launch in 5 new schools, taking our total of schools serviced by our mobile library service to 10 with a reach of over 2000 children. To service the 5 new schools, and the 5 existing schools, we purchased 800 new story books and printed 640 books from a set of levelled early readers that are available free online and have been written specifically for Nigeria by Jolly Phonics and Reach For The Stars.

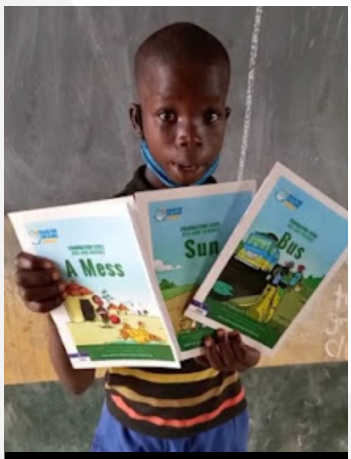
Feedback from teachers and pupils was extremely positive in regards to the Jolly Phonics levelled readers and all schools requested more books like this. Oyo State had previously hosted Jolly Phonics workshops for teachers and they were keen to have materials that allowed them to use this knowledge of phonics instruction.

We scoured the bookstores for more high quality phonics books for beginner readers in Nigeria and found the market wanting. As a result Christianna Foundation has been working with Telling Our Tales, a children's book publishing initiative that was started by Rebecca Farmer in late 2019, to respond to the needs of the Nigerian market. Telling Our Tales had already been working on producing early literacy books for Nigeria and have been able to respond to the needs of BBLC by producing a series of books for complete beginners of reading in English, that begin from a position of no assumed knowledge.









JOLLY PHONICS BOOKS

Q2 APRIL—JUNE

TRUSTEE MEETING

PILOT READING MADE EASY BOOKS IN CAC, AKINKEMI

ANNUAL TRAINING ON CARE OF BOOKS FOR ALL SCHOOLS

April/May was a time to focus on the new 5 schools who needed extra attention to get the most out of Book Box Library Club. Some teachers in the original cohort of 5 schools where beginning to get more involved and were demonstrating a desire to use the resource to the best of their ability. Some teachers were spending their break times doing one-to-one mentoring with pupils who needed extra support and were proving very helpful to the BBLC team when it came to reminding children about book return dates and how to care for books. John and Mr Olasupo were keen to develop this same level of engagement in the 5 new schools and spent time developing relationships with teachers and pupils.

Annual refresher training on how to care for books was conducted in all 10 schools in June. Repetition of this message is important in an community that has little exposure to books and how they need to be treated. This is all part of 'changing the culture' around reading and books.

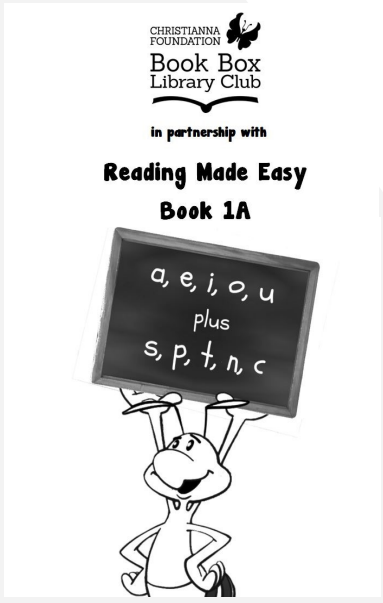
June saw a Trustee Meeting held where future plans were discussed and the need for Trustees to get involved in fundraising efforts highlighted.

Also by June, the Telling Our Tales team had developed the first book in the series of levelled readers for trial in schools. With 6 weeks left before exams began we decided to choose one small school and have John and Mr Olasupo take responsibility for the teaching of the materials. They would conduct 3 workshops, one every two weeks to see how the children would respond to the new materials and phonics instruction. Feedback from these workshops would help us shape the new books, ensuring they were the right books at the right level for the children they were aimed at.

We decided to choose the one of the two most remote schools with the poorest achievement in reading in English. The workshops were held at CAC Akinkemi, a school where only 14 pupils had returned after Covid closures and none of the children in any year group could read anything in English. If these children could progress in English literacy due to these workshops and materials, then anyone could.

The outcome of this very short trial was encouraging. By the end of the 6 weeks the children could read simple 3 letter words by decoding rather than sight. They had also learnt an additional 11 sight words so that they could independently read the first 2 stories in the book, 'The Ant And The Nut' and 'Cat Nap'.

John and Mr Olasupo strongly recommended that we offer these materials and workshops to all 10 schools, focusing on the children who needed it the most. We decided that starting in September we would work with all pupils in the 3 smallest schools and then a select number of students in the other 7 large schools, reaching approximately 300 pupils in total.

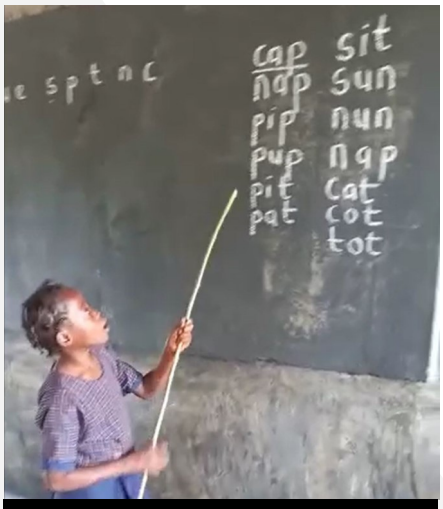




MR OLASUPO AT CAC, AKINKEMI



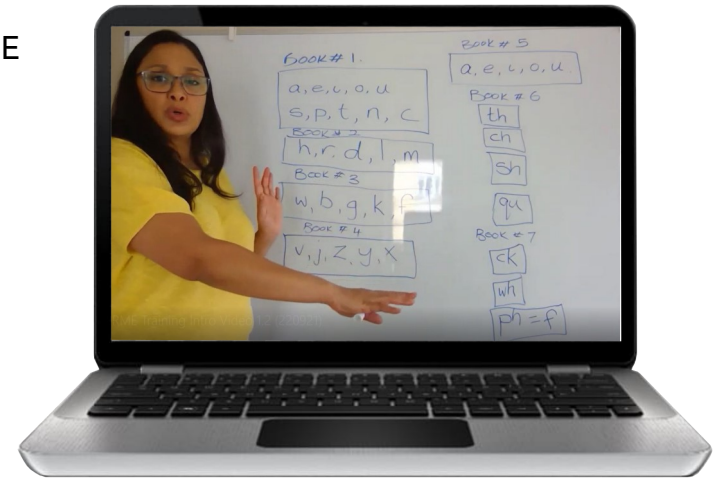
A 64 PAGE LEVEL 1A PHONICS BOOKLET FOR EVERY PUPIL



DECODING WORDS USING PHONICS

Q4 JULY—SEPTEMBER

UNITED PRIMARY OGBO LIBRARY MAINTANANCE PHONICS WORKSHOP FACILITATOR TRAINING DEVELOPMENT OF RESEARCH TRIAL



The August holiday period was once again used for maintenance on existing libraries. This year we repainted United Primary School Ogbo's library and did minor repairs to furniture.

Ahead of launching the Reading Made Easy Workshops in all 10 schools, John and Mr Olasupo received some further training via video on phonics instruction. They were trained on the building block approach of the Reading Made Easy materials and ran through core elements of the full curriculum. We hope to go through 7 out of 16 books during the year, attending each school once per fortnight.

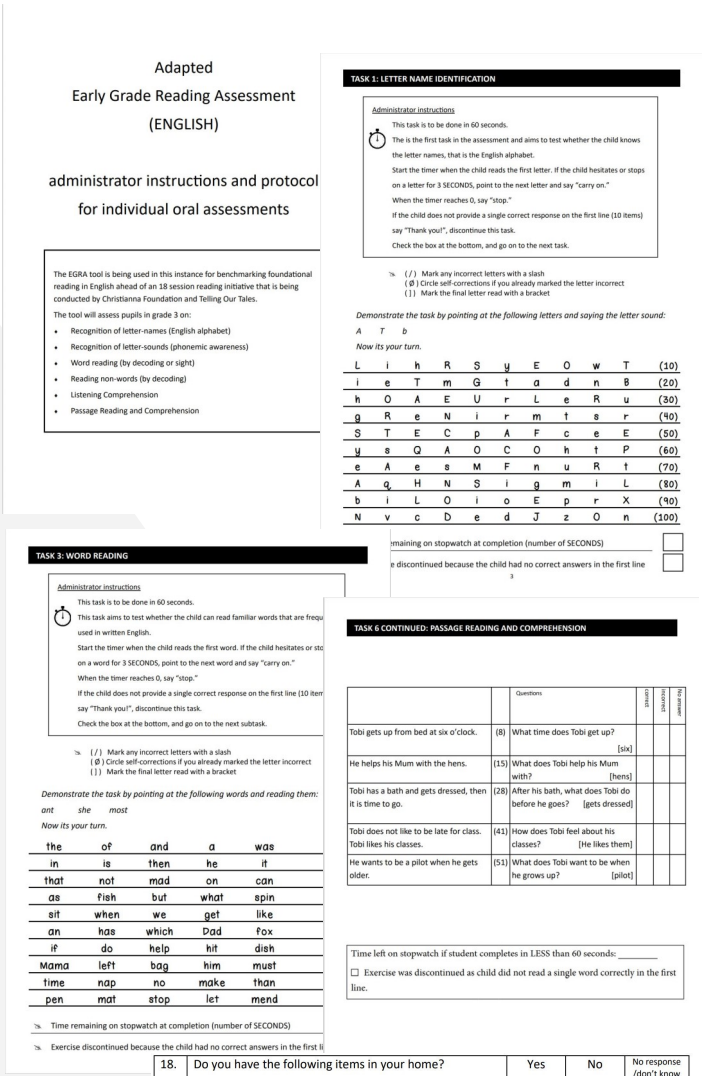
As with any new programme measuring the outcomes of the initiative are key to understanding which programmes are worth further investment in the future. With the help of volunteers from the UK, an academically sound research trial was developed. The trial involved English literacy testing of 55 pupils prior to the first workshop and the taking of a survey about access to reading materials, reading behaviours and household data. The literacy assessment were conducted using an adapted version of the USAID Early Grade Reading Assessment that was developed for a joint project with the Sokoto Education Board in 2013. The same assessment will be conducted in July 2022 after we have completed the series of 17 workshops.

The research is being assisted by volunteer researchers, Dr Linda Baines, Research Fellow at the Centre for Inclusive and Sustainable Entrepreneurship at Southampton University UK and Joseph Venezia, formerly Senior Data Analyst for the US Army, now UK based.



All 55 pupils assessed received zero scores for word reading and zero for passage reading and comprehension.

We are only measuring and teaching English language acquisition as the schools are progressing well with Yoruba.



Adapted
Early Grade Reading Assessment
(ENGLISH)

administrator instructions and protocol
for individual oral assessments

The EGRA tool is being used in this instance for benchmarking foundational reading in English ahead of an 18 session reading initiative that is being conducted by Christianna Foundation and Telling Our Tales.

The tool will assess pupils in grade 3 on:

- Recognition of letter-names (English alphabet)
- Recognition of letter-sounds (phonemic awareness)
- Word reading (by decoding or sight)
- Reading non-words (by decoding)
- Listening Comprehension
- Passage Reading and Comprehension

TASK 1: LETTER NAME IDENTIFICATION

Administrator instructions

This task is to be done in 60 seconds.
The is the first task in the assessment and aims to test whether the child knows the letter names, that is the English alphabet.
Start the timer when the child reads the first letter. If the child hesitates or stops on a letter for 3 SECONDS, point to the next letter and say "carry on."
When the timer reaches 0, say "stop."
If the child does not provide a single correct response on the first line (10 items) say "Thank you!", discontinue this task.
Check the box at the bottom, and go on to the next task.

(/) Mark any incorrect letters with a slash
(Ø) Circle self-corrections if you already marked the letter incorrect
( ) Mark the final letter read with a bracket

Demonstrate the task by pointing at the following letters and saying the letter sound:

A T b

Now its your turn.

L	i	h	R	S	u	E	O	w	T	(10)
i	e	T	m	G	t	a	d	n	B	(20)
h	O	A	E	U	r	L	e	R	u	(30)
g	R	e	N	i	r	m	t	s	r	(40)
S	T	E	C	p	A	F	c	e	E	(50)
u	s	Q	A	O	C	O	h	t	P	(60)
e	A	e	s	M	F	n	u	R	t	(70)
A	q	H	N	S	i	g	m	i	L	(80)
b	i	L	O	i	o	E	p	r	X	(90)
N	v	c	D	e	d	J	z	O	n	(100)

Time remaining on stopwatch at completion (number of SECONDS) ☐

Exercise discontinued because the child had no correct answers in the first line ☐

TASK 3: WORD READING

Administrator instructions

This task is to be done in 60 seconds.
This task aims to test whether the child can read familiar words that are frequ used in written English.
Start the timer when the child reads the first word. If the child hesitates or sto on a word for 3 SECONDS, point to the next word and say "carry on."
When the timer reaches 0, say "stop."
If the child does not provide a single correct response on the first line (10 iter say "Thank you!", discontinue this task.
Check the box at the bottom, and go on to the next subtask.

(/) Mark any incorrect letters with a slash
(Ø) Circle self-corrections if you already marked the letter incorrect
( ) Mark the final letter read with a bracket

Demonstrate the task by pointing at the following words and reading them:

ant she most

Now its your turn.

the	of	and	a	was
in	is	then	he	it
that	not	mad	on	can
as	fish	but	what	spin
sit	when	we	get	like
an	has	which	Dad	fox
if	do	help	hit	dish
Mama	left	bag	him	must
time	nap	no	make	than
pen	mat	stop	let	mend

Time remaining on stopwatch at completion (number of SECONDS)

Exercise discontinued because the child had no correct answers in the first li

TASK 6 CONTINUED: PASSAGE READING AND COMPREHENSION

		Questions	Correct	Incorrect	No answer
Tobi gets up from bed at six o'clock.	(8)	What time does Tobi get up? [six]			
He helps his Mum with the hens.	(15)	What does Tobi help his Mum with? [hens]			
Tobi has a bath and gets dressed, then it is time to go.	(28)	After his bath, what does Tobi do before he goes? [gets dressed]			
Tobi does not like to be late for class. Tobi likes his classes.	(41)	How does Tobi feel about his classes? [He likes them]			
He wants to be a pilot when he gets older.	(51)	What does Tobi want to be when he grows up? [pilot]			

Time left on stopwatch if student completes in LESS than 60 seconds: _____

☐ Exercise was discontinued as child did not read a single word correctly in the first line.

18.	Do you have the following items in your home?	Yes	No	No response /don't know
a	A radio?			
b	A telephone?			
c	A cell phone?			
d	Electricity?			
e	A television?			
f	A refrigerator?			
g	A bicycle?			
h	A motorbike?			
i	A car or truck?			
j	A canoe?			
k	A boat with a motor?			
l	A animal drawn cart?			
m	A generator?			
n	A computer or tablet?			

"At St. James, Olohunda, we met a session of the PTA meeting. The headmaster introduced us into the gathering where we received a resounding applause." John Okeleye

Q4 OCTOBER—DECEMBER

LAUNCH READING MADE EASY WORKSHOPS

LAUNCH OF TEACHER INCENTIVE SCHEME

We launched both Reading Made Easy workshops and our 'Super Mentor' teacher incentive scheme in all 10 schools in October 2021, with the first prizes awarded to teachers in December.

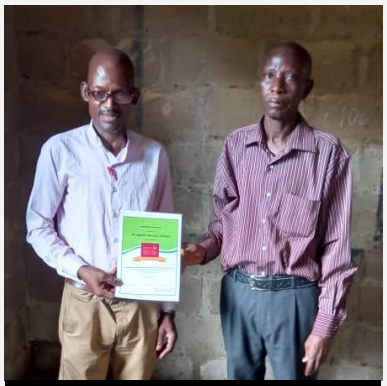
Incentive scheme prizes begin at ₦5000 and the same teachers can be awarded multiple prizes with the potential to win ₦25,000 in a year. An information document about the scheme is attached.



MRS OJEWALE ATUNNI OYENIKE
ST JAMES OLOHUNDA



MR OLUGBENGA ODUNAYO
ST JOSEPH'S GBEDUN



MR AJELABI OLUTOYIN ADENIYI
ST JOHN'S IDI-OSE

FEEDBACK FROM ONA-ARA REGARDING OUR PROGRAMMES IN 2021

(submitted by John Okeleye)

Reach For The Starts Books by Jolly Phonics:

The effectiveness of these books was highly noted when a teacher, Mrs Abiodun, called to beg us to start giving her Basic 1 class the Hen And Friends series by Jolly Phonics. We tested the series in her class and now many of her pupils are capable of reading the Hen And Friends books.

The books have also proved useful in more remote schools, some Basic 2 & 3 pupils were given the Hen And Friends books to practice reading together with their Reading Made Easy books.

Reading Made Easy Phonics Readers:

This innovation brings a lot of changes as many of the pupils work on these books even during their break. It has really proven to be a good teaching and learning aid.

This scheme was applauded by teachers, parents and pupils.

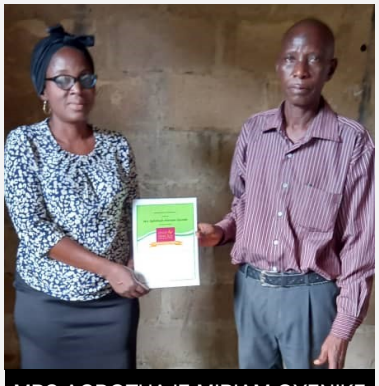
"Easy to understand both 3 & 5 letter-words " Mr Makinde, CAC, Akinkemi.

We granted the teacher's request of getting a copy each to use in their reading classes during curriculum time.

"I gave the booklet to my son in private school, his teacher used the book to teach in her class and my son was able to finish the whole exercise within 3 weeks" Mrs Sangogade, St. John Basic school, Idi-Ose.

Teachers Incentive Scheme:

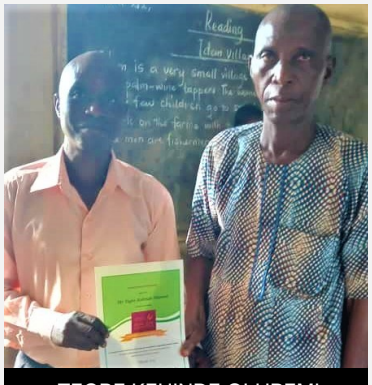
This scheme adds to teacher's involvement/participation of BBLC. They all see it as a motivation. Some of teachers who were not helpful in the last session now help with coordinating pupils even between BBLC visits. All 7 awardee's are appreciative of Christianna Foundation.



MRS AGBOTUAJE MIRIAM OYENIKE
ST JOHN'S IDI-OSE



MRS ADEGOTE ABOSEDE JANET
IDC OLOHUNDA



TEGBE KEHINDE OLUREMI
IDC OLOHUNDA



MR OPATADE TOKUNBO
ST JAMES OLOHUNDA

BOOK BOX LIBRARY CLUB

'SUPER READING MENTORS' TEACHER INCENTIVE SCHEME 2021/22 ACADEMIC YEAR

Christianna Foundation will be running a 'Super Mentor' teacher incentive scheme in 2021/22.

There will be:

- 7 prizes of ₦5000 awarded across all schools at the beginning of the year for teachers who were 'BBLC Super Mentors' in the 2020/21 year
- 10 prizes of ₦5000 awarded across all schools at the end of each term for teachers who were 'BBLC Champion Mentors' that term
- 10 prizes of ₦10,000 across all schools at the end of the year for teachers who were 'BBLC Super Mentors' throughout the year

The same teachers can be awarded multiple prizes with the potential to win ₦25,000 in a year.

We will be awarding point for:

Support in increasing AWARENESS of the benefits of reading in both Yoruba and English by:
⇒ Informing children about how reading can be fun and useful ⇒ Promoting a love of books and reading amongst pupils
Support in increasing the ACCESS to books for pupils by:
⇒ Help with the smooth running of BBLC in your school ⇒ Reminding children about their library book return date the day before BBLC comes to your school. ⇒ Help collecting library book returns on the day of BBLC ⇒ Familiarity with the BBLC book collection so you can help guide pupils book choices. ⇒ Feedback given to BBLC during the year that helps us improve what we do
Support in encouraging POSITIVE BEHAVIOURS and habits around books and reading by:
⇒ Help with reminding children about safe handling of books. ⇒ Providing time to read storybooks in the school day ⇒ Encouraging pupils to read at home
Support in increasing MOTIVATION to read by:
⇒ Making reading fun for children ⇒ Encouragement by fun and support, not punishment. BBLC want children associate reading with positive feelings and not negative ones. Our activities should not be forced but should be encouraged with a smile and positive reinforcement. We are different from regular school with is mandatory, participating in BBLC is a choice
Support increasing children's CONFIDENCE with reading by:
⇒ Knowing your pupils and what they need as a next step to help them with reading ⇒ Making reading fun for children ⇒ Provide extra encouragement and support for those who need it
Help to increase LITERACY SKILLS of pupils.
⇒ Give extra reading assistance to pupils who need it during break times ⇒ Support with the 'Reading Made Easy' programme
Support encouraging parent and COMMUNITY INVOLVEMENT in promoting reading.
⇒ Encourage parents to encourage their children to read at home ⇒ Help parents understand the importance of reading and its benefits ⇒ Help parents know how to support their children's reading

Freedom for the next generation
CHRISTIANNA FOUNDATION

THANK YOU TO ALL OF THE TEAM AND SUPPORTERS FOR YOUR VALUABLE CONTRIBUTION IN 2021

