

National Preschool Curriculum Implementation Assessment in Ethiopia



**The Federal Democratic Republic of
Ethiopia, Ministry of Education (MoE)**



Christian Children's Fund of Canada

National Preschool Curriculum
Implementation Assessment in Ethiopia

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Curriculum Development and Implementation Directorate
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Executive Summary

The general objective of this assessment was to evaluate the national Preschool curriculum implementation practices and recommend appropriate action, if any, to enrich it. Hence, the assessment has the following specific objectives:

- 1. To investigate if the Preschool facilitators/ center heads are in the first place familiar with the national Preschool curriculum;*
- 2. To identify the comprehensiveness and limitations of the national Preschool curriculum and gaps in implementing it;*
- 3. To examine the extent to which the curriculum is implemented ensuring children aged 3 to 6 learn through play (LTP) and if traditional plays are employed;*
- 4. To identify the challenges faced by Preschool facilitators in implementing the curriculum;*
- 5. To see best experiences and inconsistencies if there are any; and*
- 6. To draw recommendations for its improvement.*

The ultimate objective being helping all children ages 3 to 6 develop and learn to full potential and warrant school readiness through effective and harmonized Preschool curriculum and support. In short, this assessment was committed in finding out the reality how the national curriculum is implemented and in identifying gaps of the existing curriculum and inconsistencies in implementation which ultimately give input/feedback for revision of the existing curriculum if deemed necessary.

To this end, a mixed methods research approach was used and both qualitative and quantitative data were collected from study participants of 105 Preschool facilitators, 29 curriculum/ education experts and 46 Preschool centers selected using both probability and non-probability sampling techniques. The data collected were analyzed using quantitative and qualitative methods of data analysis.

The results and analysis of quantitative and qualitative data shows a positive result on the familiarity of Preschool Facilitators/ center heads about the National Preschool curriculum. From these findings, it could be understood that most Preschool facilitators/ center heads are familiar both with the national Preschool curriculum, its contents and goals to be achieved

despite the fact that most regional centers except those in Addis Ababa fall short of having the curriculum, a guiding principle and training which helps them how to implement it in the actual Preschool centers. Their familiarity could be while they were in facilitator training centers or getting information from friends.

In relation to using the national Preschool curriculum, most Preschool facilitators (60%) confessed that they do not use it for their perceived reasons of either they fall short of having it and training as well as guideline on how to implement it in the actual Preschool centers or having a better curriculum.

There were only GO (Preschool like O-classes) in Rural settings. However, the rest types of Preschool centers were not unfortunately found in rural settings.*

The findings of KII with KIs on Availability of Preschool Syllabus or other curricular materials developed and disseminated by MOE revealed different responses. Some had it without any training on how to implement it and still others confessed that they had never seen it. This shows that there were inconsistencies on the type of Preschool centers in rural- urban setting and on availability of curricular materials. Moreover, many inconsistencies among Preschool centers in implementing the national Preschool curriculum were mentioned by key informant interviews. Among others are:

- ◆ *The use of LTP in Preschool centers: two Preschool centers which are intervened by NGOs given training and play materials use LTP in teaching while others use LTP as a mere play outside the classroom.*
- ◆ *The language they use (local, national as well as English): most private Preschool centers use English as a major language while governmental ones use more local language.*
- ◆ *The text books they are using: text books are diverse from one Preschool Center to the other.*
- ◆ *The payment and qualification of Preschool facilitators: GO Preschool centers pay less than privates and NGOs. However, some private ones pay even less. Their qualification also ranges from a simple certificate to college diploma. Inter and intra Preschool center*

inconsistencies were also seen regarding in-service trainings offered to facilitators, those working in private Preschool centers were denied totally.

- ◆ *The Preschool fee by parents time children spend in Preschool centers: parents pay a lot in private Preschool centers than in FBOs. Moreover, children stay in GO centers for a half day and in private and FBOs till 03:00 pm. Still GOs two semesters and others private and FBOs three to four semesters. What is more, the FBO Preschool centers mix pray than play in teaching children.*
- ◆ *The quality of the Preschool classes and compounds and availability of local and bought play materials: some GO centers were observed with child appropriate seats, toilets and clean Preschool compounds. Play materials are also of diverse quality some being from locally made materials and others form modern materials which are bought.*

This implies that the national Preschool curriculum and its implementation is not harmonized. Hence, its implementation is not compatible and lacks uniformity.

The study also examined the status of children ages 4 to 5 on the motor, language, cognitive and socio-emotional aspects of development. Accordingly, the results of the study, most children accomplished more than 80% of the developmental milestones set for their physical and emotional developments however they failed to achieve important cognitive, language and social developmental milestones (Draws a person with body, Tells longer stories, Shows more independence and may even visit next door neighbor by herself). The reason for achieving most of the physical developmental milestones can be justified as the developmental task that can be achieved even outside the Preschool compound in the home and the community context. It can be developed as children in our context are engaged in small house hold chores.

In relation to the CIPP (Context, Input, Process and Product) model: Context as Preschool center classes/compound, Facilitators/ Center heads, Curriculum/ Education experts were given emphasis. Regarding the Input , availability of the National Preschool curriculum and other curriculum materials , familiarity of the National Preschool curriculum, availability of indoor and outdoor learning/play materials, play grounds, child appropriate toilets, chairs, tables were

focused. Moreover, Classroom interaction, the use of LTP indoor and outdoor using traditional play materials, Preparing child portfolio, training of Preschool facilitators implementing the National Preschool curriculum and the child developmental milestones regarding the physical, cognitive, language and socio-emotional developments were seen as Processes and Product respectively.

The results of the study in relation to the CIPP model as observed in the context of Preschool center classes/compound, Facilitators/ center heads, curriculum/ education experts revealed that despite the fact that a positive response on the familiarity of both the goal and content the curriculum was shown, the Preschool Center facilitators/ heads fall short of getting the material as well as training on how to implement it which was seen as the input in the assessment study. Inconsistencies were also seen in the input among Preschool centers. Concerning the process, constraints and inconsistencies in the use of LTP indoor and outdoor, using traditional play materials, preparing child portfolio were found. Moreover, regarding the product, the results of the study show that most children accomplished more than 80% of the developmental milestones set for their physical and emotional developments however they failed to achieve important cognitive, language and social developmental milestone.

Observation of Preschool centers and qualitative data collected through KII from KIs generally revealed low level of participation of children with disabilities in Preschool program.

Conclusions

There is little high quality government Preschool program in most Woreda and the Preschool programs run by the government hardly meet the minimum requirement to be considered as quality Preschool program as mentioned by the KIs. However, it was noted that in some Woredas, former O-classes run by the government are in a tendency to be changed to formal Preschool programs. The experience in using LTP in one Woreda which is remarkable should be replicated to other Woredas as well. Facilitators have knowledge about the national Preschool curriculum designed in terms of the physical, cognitive, language and socio-emotional development of children ages 3-6. Their knowledge toward key areas of Preschool program is favorable although not supported by active involvement in Preschool program like participation on the designing of the curriculum and on training how to implement it. However, this does not

guarantee the implementation of the curriculum for various reasons as pointed by the participants like uneven distribution and absence of curricular materials, lack of training and guideline and children's books to implement the curriculum as well as inconsistencies in Preschool centers.

Regarding learning through play (LTP), Preschool centers which are intervened by NGOs given training and play materials use LTP in teaching while others use LTP as a mere play outside the classroom. Yet play is understood in most of the Preschool centers as outdoor play only. Training on LTP for Preschool facilitators and Woreda education experts as well as changing former 0-classes to full-fledged Preschool centers are best experience to be mentioned.

Absence of accountable office other than focal persons at all levels of regional education bureau and Woreda education offices is a concern mentioned by most KIIs which deters the effective implementation of the national Preschool curriculum .

Recommendations

Some of the recommendations forwarded are:

There is a strong need of preparing facilitator's guide and children's book. There is also a need for introducing high quality Preschool program by organizing members of the Preschool center heads and facilitators including the curriculum specialists which can be called the Preschool curriculum implementers so that the needs of children can be addressed effectively. These Preschool curriculum implementers should be ready to collaborate with stakeholders do whatever they can in terms creating favorable environment for the introduction of learning through play in the Preschool programs in their community.

There is a need to develop locally-adapted curricular materials including facilitators' guide (where learning competencies of the syllabus can be broken down in to lessons which consists of detailed lesson using all forms of play culturally relevant and sensitive stories, songs, and games that help facilitators directly use in teaching children), Children's books and manuals for Preschool program which should be evenly distributed.

There is also a need to integrate LTP in facilitators' training to effectively implement LTP as prescribed in the curriculum. Given the scarcity in resource FMOE in collaboration with stakeholders has to develop a short term training package that can address knowledge and skill gaps among facilitators in teaching children using LTP approach.

There is also a need to develop Preschool development package that can focus on the close follow up and ownership of the program. The Preschool development package that focuses on early childhood care and education should be comprehensive in its nature. That is, the package should include: the provision of school materials for children, address the issue that children learn through play, health, nutrition, sanitation and hygiene component and creating safe and secure environment for children in Preschool centers that can be handled in collaboration with Health Office/ health extension workers and Women, Children and Youth Affairs Office. The provision of facilitators continuous professional development program (FCPDP) that offers in-service training and organizing parent facilitator association (PFA) collaboration to support the implementation, and to participate in the Preschool curriculum revision programs should also be included in the package.

As absence of accountable office other than focal persons at all levels of regional education bureau and Woreda education offices regarding Preschool is a concern mentioned by most KIIs, The government should take prompt action in assigning professionals specifically for Preschool than assigning as curriculum/ education experts and be given Preschool as an extra task.

As lack of training and uneven distribution of the curricular materials were given weight, stakeholders should work hand-in-hand in offering trainings on how to implement and the MOE should confirm the even distribution of the curricular materials.

What is more, as many inconsistencies as possible were revealed among Preschool center types, Regions and even in Woredas in different aspect of the national Preschool curriculum implementation, harmonization of the curriculum, i.e. standardization of it based on the context

of the Preschool centers will play a major role in ensuring quality Preschool which in turn will lie foundation for the later development of the child.

The best experiences mentioned as in-service training on LTP in one Woreda of Tigray and the changing of 0-classes to Preschool centers in one Woreda of SNNP should be duplicated to the rest of the regions and city administrations.

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Acronyms

APA	American Psychological Association
C-C	Child to Child
CCFC	Christian Children's Fund of Canada
CIPP	Context Input Process Product
ECCE	Early Childhood Care and Education
FBO	Faith Based Organization
GO	Governmental Organization
KG	Kindergarten
KII	Key Informant Interview
LTP	Learning Through Play
M	Mean
MOE	Ministry of Education
NGO	Nongovernmental Organization
SD	Standard Deviation
SNNPRS	Southern Nations, Nationalities and Peoples Regional State
TOR	Term of Reference
UNICEF	United Nations Children's Fund

1. Introduction

1.1 Background

The expression Early Childhood Care and Education (ECCE) is used interchangeably with other terms such as Early Childhood Care and Development (ECCD), Early Childhood and Education (ECE) and Early Childhood and Development (ECD). Nonetheless, Ethiopian government decided for ECCE. ECCD encompasses all and is a general classification that refers to the processes by which children from birth to six/seven years of age grow and flourish socially, physically, mentally, emotionally and morally.

In the traditional schooling system, children's learning and their interaction with the environment was based on the theoretical assumption that rejects their active participation. Until the 1950s, one of the main conceptions of how children learn was characterized by the perception that children are passive receptors of information from the world around them. However, advances in science and technology gave way to the emergence of concepts which included (Piaget, 1952 cited in Wadsworth, 2004), who contributed to a revolution in the understanding of children's cognitive development. In this new concept of children's learning about the world around them, it is assumed that children actively comprehend, organize, select, and process their experiences with the surrounding environment and they eventually would be able to take their knowledge and use it to solve problems and adapt to their environments (Crain, 2000; Rye, 2001). Relying on this principle, the Government of Ethiopia recognizes the importance of Preschool as a critical period that requires due attention and a great deal of investment and as a mechanism in accelerating the attainment of Education for All (EFA) and Millennium Development Goal (MDG) (MOE, 2010).

The Ministry of Education underlined that the education systems which were implemented before 1991 were highly centralized and poor in terms of quality, showed low enrolment ratio, low access and lacked curricular relevance and responsiveness to the developmental needs of the learner and the society. After the overthrow of the Derg regime, the first measures that had been taken by the Ministry were the formulation and implementation of a new Education and Training Policy (1994) aimed at solving the aforementioned problems. Thus, taking the advantages of political, economic and social changes that took place in the Country, curricula change which included Preschool was made to serve its purpose.

At the onset of the implementation of the Policy (1994), due to lack of adequate resources in the country, the focus of the Ministry was on access and equity which forced the Ministry to give low attention to Preschool. The implementation of Preschool then was left to private investors and non-government organizations (NGO).

However, surprising this may appear, the Ministry has achieved the Global commitment of access in education before 2015. Currently, the Ministry is committed to achieve the desired result in ensuring quality education in the country. To actualize its objectives, the Ministry has designed and implemented general education quality improvement program phase I (GEQIP I). The first step that was taken under GEQIP was the development of policy (2010), operational strategy as well as curriculum framework, which outlined the vision, principles, values and key competencies for Preschool.

In the last four years alone, syllabi and teacher guides have been developed and distributed to regular Preschool and non-formal school readiness attached to primary schools ("O" class programs). Along with these, the implementation of child to child program is underway.

Generally, it is a widely accepted fact that quality Preschool has the potential to break inter-generational poverty cycles. As one of those International Non-Governmental Organizations working towards ensuring the Education for All (EFA) with the philosophy of Lead for Education Achievement and Progress (LEAP), Christian Children's Fund of Canada (CCFC) has taken several initiatives in the country since it started its operation about 50 years ago. CCFC has made it a vital issue to contribute its share to raise the quality education in Ethiopia through its Quality Education Program which strives to ensure that all children access and receive quality education so that they can realize their full potentials. In relation to this, the Dakar Frame Work of Action indicated that working in Preschools education has to be the major concern of all nations of the world (WEF, 2000).

As such, CCFC has initiated a program which is structured aiming increased quality for Preschool with its LEAP Project and Learning Through Play (LTP) (that match with developmental stages) thematic areas which are dedicated to address the minimal access to

Preschool programs and the insufficient quality of pre-primary education. LTP is a concept used in education and psychology to describe how children can learn to make sense of the world around them. Through play children can develop social and cognitive skills, mature emotionally, and gain the self-confidence required to engage in new experiences and environment create images in their minds to do with their feelings, thoughts and ideas (Bruce, 2011). As clearly depicted in the TOR, these approaches focus on promoting development of children aged 3-6; assessing and strengthening community managed, GO, NGO, Faith based ECCD centers; eventually improving the quality of pre-primary education by working closely with local communities and organizations.

Thus, FMOE would like to conduct a National curriculum implementation assessment research with the rationale of Early Childhood Care and Education (Preschool) has the potential to break inter-generational poverty cycles focusing on children aged 3 to 6 years in critical years for later development through Quality Preschool education sector. Hence,

Preschool curriculum Implementation Assessment is Mandatory. Regarding curriculum assessment,

Gay (1985) argues that the aim of curriculum evaluation is to identify its weaknesses and strengths as well as problems encountered in implementation; to improve the curriculum development process; to determine the effectiveness of the curriculum. Similarly, McNeil (1977) states that “curriculum evaluation is an attempt to throw light on two questions: Do planned learning opportunities, programmes, courses and activities as developed and organized actually produce desired results? How can the curriculum offerings best be improved?” (p.134).

By doing so, if the goals of the national Preschool curriculum are achieved and if children learn through play was given emphasis. It should also be noted that according to (MoE,2006), the National Preschool curriculum was first prepared in 1997 and revised again in 2006 after 9 years of service. Moreover, the curriculum was designed with the principle of competency-based and development-based approaches making children the main focus. Preschool (Pre-primary) education in Ethiopia is part of the general education subsector (MOE, 2010) which encompasses three years of pre-primary education (3 to 4 years, 4 to 5 years and 5 to 6 years) for children aged 3 to 6 (MOE, 2006/7).

Thus, this study is intended to identify what really exists at the implementation stage of Preschool curricula as good experiences and challenges and to indicate important recommendations in relation to the guiding operational strategy.

1.2 Objectives of the Preschool curriculum Implementation Assessment

The purpose of the Preschool curriculum Implementation Assessment is to establish empirical data related to the indicators of the project objectives by assessing and reviewing current practices of curriculum implementation in Preschool/ Kindergartens by all players including community, private, NGOs and government initiatives to identify best practices, gaps and inconsistencies. Moreover, to propose a strategy to bring on boards all stakeholders in the enrichments of the Preschool curriculum when deemed necessary in line with the recently issued Preschool policy framework.

Hence, the overall objective of the assessment is to evaluate the curriculum implementation practices and recommend appropriate action, if any, to enrich the curriculum. To this end, the following are the major questions to be addressed in the assessment:

- Do the Preschool centers use the national Preschool curriculum developed for the country?
- To what extent the curriculum is implemented ensuring children aged 3 to 6 learn through play?
- To what extent traditional plays are employed in teaching children in Preschool?
- What challenges encountered by Preschool facilitators in implementing the curriculum?
- What gaps are there between what is planned and actually implemented?
- What best experiences and inconsistencies are there?

1.3 Significance of the Study

The Global commitment of development is aiming at achieving its objectives by 2015 through addressing the diverse needs of the world's poorest and most marginalized people, and are supposed to include education for all (EFA). As one of the ratified countries, the Government of Ethiopia has taken education as one of the pillars of growth to be achieved.

To this effect, Preschool is given highest consideration to be expanded and strengthened in formal and non -formal delivery mechanisms and facilitate policy based services, such as, supervision of quality, support of materials, development and provision of curriculum, standards, guidelines, provision of Preschool classrooms, and space within formal primary schools for community driven programs, etc (GTP, 2010). Toward this end, Preschool is mainstreamed in the General Education Quality Improvement Package Phase II (GEQIP II) and implementation is underway which shall serve as inputs to further enhance Preschool and achieve access to quality education for all.

1.4 Major Activities for the National Preschool curriculum Assessment

The major activities of the National Preschool curriculum Implementation Assessment included the following.

- ❖ Visiting and observing center based Preschool services and collect relevant data based on the prepared data collection tools;
- ❖ Conducting interviews with the pertinent education sector curriculum specialists or experts;
- ❖ Administering questionnaires to Preschool center facilitators and center heads.
- ❖ Assessing the relevant Preschool documents at the center level (guidance for caregivers, safety instruction, child protections, etc);
- ❖ Reviewing the available policies, guidelines, curriculum, syllabus, strategies, procedures and legal grounds on Preschool.

1.5 Scope of the of the National Preschool curriculum Implementation Assessment

1.5.1 Geographic Area of the Study

The National Preschool curriculum Implementation Assessment was conducted geographically in all the regions and city administrations of the country in which urban and rural setting was considered.

1.5.2 Key Conceptual Areas of Investigation

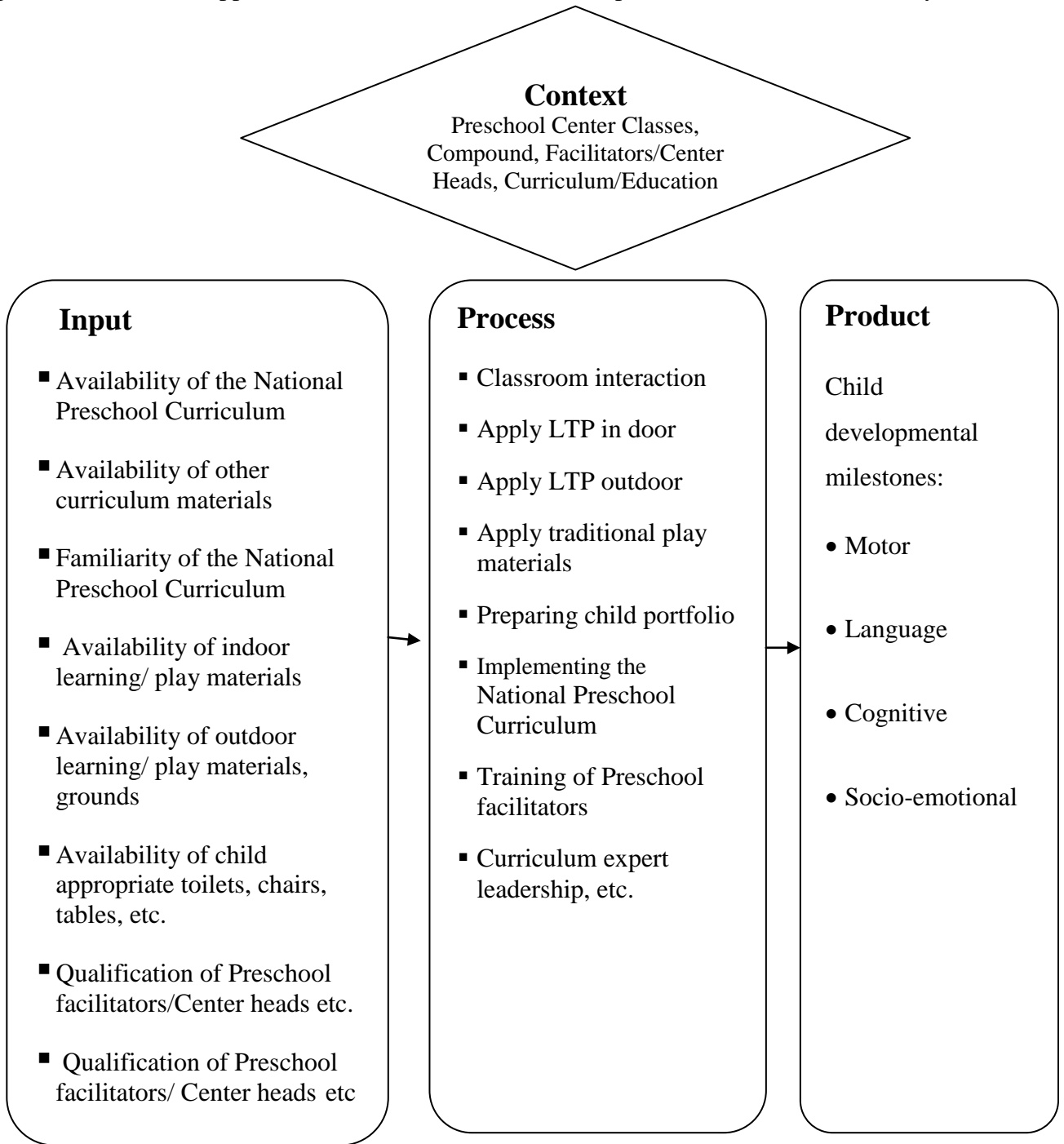
The major thematic areas of investigation under the National Preschool curriculum Implementation Assessment include:

- Assessing Preschool centers capacity gaps and identifying challenges for them in achieving the goals of the national Preschool curriculum of the country. Moreover, their best practices and if they have inconsistencies or there is harmonized (standardized) approach by different kinds of Preschool centers in implementing what is actually planned by the national Preschool curriculum.
- Highlighting the curriculum implementation using learning through play in Preschool centers of children aged 3 to 6.

1.6 Theoretical Framework of the National Preschool curriculum Implementation Assessment

Context, Input, Process, Product Model (CIPP Model) was used in the National Preschool curriculum Assessment study. The approach when applied to education aimed to determine if a particular educational effort has resulted in a positive change in school, college, university or training organization which in this case in Preschool centers. A widely cited model of evaluation known as the CIPP (Context, Input, Process and Product) model was introduced since Daniel L. Stufflebeam (1971). See the figure below.

Figure 1: CIPP model applied in the Preschool curriculum implementation assessment study.



In the above figure it can be understood that Preschool center classes, compound, Facilitators/center heads, curriculum/ education experts are contexts of the assessment; and availability of the National Preschool curriculum or other curriculum materials, indoor and outdoor learning/play materials, playground child appropriate toilets, chairs, tables s, familiarity with the National Preschool curriculum as inputs in the implementation; Classroom interaction , applying LTP in and out door, using traditional play materials, preparing child portfolio, training of Preschool facilitators as processes in the implementation of the curriculum and the child's motor, language, cognitive and socio-emotional developmental milestones as outputs of the implementation.

1.7 Delimitation of the Study

This is a study conducted to explore the status of the implementation of Preschool curriculum at national level. The study was delimited to identify the responses of facilitators/ heads of Preschool centers, Woreda Preschool curriculum/ education experts, focal persons and observation of Preschool centers/ school compounds.

1.8 Limitations of the Study

The major limitation of the work can be seen on its budget constraint which pushed the team to dwell on sample size smaller than what was planned but with significant representation. For the same reason, only developmental milestones of children ages 4 to 5 were focused. Children from 3-4 were on the beginning phase of their schooling, and hence, were excluded from the study. Regional curriculum/ education experts were not included in the study with the assumption that the first hand implementers of the national Preschool curriculum are the ones who participated in the study which may be considered as a limitation.

1.9 Terms of Reference (TOR)

The assessment team investigated current practices of curriculum implementation in Preschool/Kindergartens by all players including community, private, NGOs and government initiatives to identify best practices, gaps and inconsistencies. The consulting Preschool curriculum Specialist has worked rigorously as to the TOR. The overall objective of the assessment is to evaluate the curriculum implementation practices and recommend appropriate action, if any, to enrich the curriculum by answering the questions stated in 1.2 above scientifically.

1.10 Operational Definition of Terms

Familiarity: knowledge of Preschool Facilitators/ Center heads about the National Preschool curriculum.

Preschool Centers: centers that use the curriculum for children 3-4, 4-5 and 5-6 years separately. It does not include 0-classes.

Learning through Play (LTP): using both indoor and outdoor plays for teaching children. Describes how children can learn to make sense of the world around them through play.

Inconsistencies: differences in the availability, implementation, understanding, etc. among Preschool centers, Woredas or Regions.

Harmonized: Compatibility or uniformity of the national Preschool curriculum implementation in the country with little or no inconsistencies.

1.11 Organization of the Report

The report of the national Preschool curriculum implementation assessment has been organized under four sections. The introduction section highlights the objectives, the scope of the study and major activities accomplished. The second section of the report deals with the methodology employed to carry out the study. It touches upon the sampling techniques, data collection tools, and data analysis techniques and procedures. The third section of the report presents the major findings of the national Preschool curriculum implementation assessment. It describes the major findings by classifying into eleven subsections namely:

- Demographic situations of the participants of the study,
- Knowledge of Preschool Facilitators/ Center heads on the national Preschool curriculum,
- Whether the Preschool centers use the national Preschool curriculum developed for the country,
- If there are other materials other than the national Preschool curriculum developed for the country used by Preschool centers,
- The extent of the curriculum implementation ensuring children aged 3 to 6 learn through play,

- To what extent traditional plays are employed in teaching children in Preschool,
- The developmental milestones of children ages 4 to 5,
- The Status of Preschool Centers,
- Challenges encountered by Preschool facilitators in implementing the national Preschool curriculum,
- Gaps between what is planned and actually implemented, and
- Best experiences and inconsistencies in implementing the national Preschool curriculum.

The last section of this report deals with the conclusion and the way forward.

2. Methodology

2.1 Research Design

This assessment survey was conducted on the basis of research methodology and ethics recommended by American Psychological Association (APA). It consists of nine regional states and two city administrations significant representative schools were included in the sample to give acceptable representation of the whole population. Both quantitative and qualitative research designs were mixed and employed. As it serves the purpose of breadth and depth of understanding and corroboration (Creswell and Clark, 2011).

2.2 Population and Sampling Techniques

The population of the national Preschool curriculum assessment study included all facilitators and directors of private Preschool Centres in all the nine regional states and the two chartered city administrations of Ethiopia.

A *multistage sampling procedure* was employed in the selection of the National Preschool curriculum Implementation Assessment participants. The main sampling units of the National Preschool curriculum Implementation Assessment were Preschool Centers where the actual practice of the implementation takes place. According to the Ethiopian Education Statistics Annual Abstract (2011/2012), there are 3,580 Preschool Centers in the country distributed around the 9 regions and the 2 city administrations.

The National Preschool curriculum Implementation Assessment is conducted in all the Preschool centers of the regions and city administrations to give unbiased opportunity of being included in the Preschool national assessment study applying purposive and availability sampling clustered by each region. Hence, attempt was made to consider all the available regions and city administrations employing availability and cluster sampling technique as far as the resource allows. Then among the sample size 96 Preschool centers (calculated with precision level sampling error of 0.1), quota sampling was employed as shown in the following table. Finally, convenience and simple random sampling was done to reach the actual sample size of each region for time and financial reasons.

Table 1: Kindergarten (KG) Population by Regions and City Administrations.

Regions	No. of KGs (population)	Sample Size (+/- 10%)	Actual Sample Size
Tigray	170	4.55	4
Afar	25	0.67	1
Amhara	384	10.29	10
Oromia	1282	34.37	34
Somali	0	0	1
Benishangul Gumuz	35	0.93	1
SNNPR	554	14.85	15
Gambella	16	0.42	1
Harari	30	0.80	1
Addis Ababa	1013	27.16	27
Dire Dawa	71	1.93	2
Total	3580	95.97	97

Source: Ethiopian Education Statistics Annual Abstract (2011/2012).

All the available Preschool facilitators and center heads at the time of data collection in the sampled Preschool centers were the respondents of the national Preschool curriculum Assessment where each center compound and one randomly chosen Preschool class was also observed. Moreover, one Woreda curriculum expert KII was conducted for each region in the nearby Preschool centers. The case studies best experiences were chosen by using snow ball sampling technique and based on the observations made in the actual setting.

Summary of Samples and Sampling Technique

A multi- stage sampling procedure was followed as summarized in Table 2 below.

Table 2: Summary of Samples and Sampling Technique

Stages of sampling	Sample Space	Sample	Sampling Technique
Stage1	All regions	Tigray, Afar, Amhara, Oromia, SNNPR, BenishangulGumuz, Gambella, Harrari, Somali, Afar, Addis Ababa City Administration, Dire Dawa City Administration,	Purposive and availability sampling
Stage 2	All regions	96 Preschool centers	Stratified and quota/ proportionate sampling (precision level of sampling error of 0.1)
Stage 3	Preschool centers	Tigray (4), Afar(1), Amhara(10), Oromiya(34),Somali(01),BenishangulGumuz(1), SNNPR(15), Gambella(1), Harari(1), Addis Ababa(27), Dire Dawa(2)	quota/ proportionate sampling
Stage 4	Preschool center facilitators/heads	All the sampled centers	Availability and convenience sampling
Stage 5	Each Preschool center compound & one randomly chosen class	All the sampled centers	Availability and simple random sampling
Stage 6	One Education /Curriculum experts in the nearby Woreda/ region/city administration.	11 regional/zonal/Woreda Education /Curriculum experts in the nearby Woreda/region/city administration to the Preschool centers	Purposive and Availability
Stage 7	Case studies	Case studies (extra ordinary cases)	Snow ball sampling and actual observations

Moreover, the study areas are clustered into five convenient survey areas (Survey area I-IV) (see the geographical map of the roots in the appendix) which incorporate all the regions and city administrations and the pilot study was conducted in one randomly selected Woreda of SNNPR out of the study areas and was excluded in the main study.

2.3 Sources of Data and Instruments

Data were collected from both primary and secondary sources. The primary data were generated from children, Preschool facilitators/center heads, curriculum/education experts, Preschool focal persons, etc. Besides existing studies, rules and regulations, policies, strategies, international frameworks, etc. were used as secondary sources of information for the study. The National Curriculum Implementation Assessment employed both quantitative and qualitative tools for primary and secondary data collection.

2.3.1 Instruments for Quantitative Data Collection

Quantitative data necessary for the Curriculum Implementation Assessment was collected mainly using structured questionnaires.

Structured questionnaires: for Preschool facilitators/ center heads were used to collect valuable information for evaluation study.

2.3.2 Instrument for Qualitative Data Collection

The qualitative information was collected through, key-informant interview guides, observation checklists and document analysis.

Key Informants' Interview: This was conducted through face-to-face interviews with key survey team members. Key informants who could provide the needed information were Woreda Preschool/curriculum experts or Preschool focal persons

Observation Checklists: observation checklists were prepared to collect relevant data through observing the Preschool centers and services, observing Preschool centers physical statues which includes but not limited to: the set-up of the Preschool compound, indoor and outdoor play materials, play grounds/ field and other related Preschool environments.

Document Analysis: document analysis was employed to: Preschool documents to assess the relevant educational documents at center level (guidance for caregivers, safety instruction, child protections, etc.), and review the available policies, strategies, procedures and legal grounds on Preschool education in the district/schools for the Preschool centers. Some of the documents include; Annual Reports, CLAC programming guides (Parenting, Early Learning and Transitions to Primary Guide), GQEIP documents, ESDP IV, GTP documents, School Annual Consolidated Reports, Region/ Woreda Education Office Reports.

Case study: Case study was used to see if there are best experiences (extraordinary experiences) of individuals or institutions in the study areas in relation to the National Preschool curriculum Implementation and LTP under consideration.

Summary of Type of Respondents by Data Collection Instruments

Table 3: Summary of respondents and instruments used.

SN	Type of Respondents	Data Collection Instrument
1	Preschool facilitators/ Center heads	Structured Questionnaires
2	Woreda Preschool Experts or Preschool focal Persons	Key Informants' Interview
3	Preschool compounds/ classrooms, children	Observation checklists
4	Experiences/extraordinary experiences	Observation and Snowballing

2.3.3 Procedures of Data Collection

As indicated earlier the study required the use of both quantitative and qualitative design. Therefore, different procedures were employed to gather the required data from the Preschool Centers and Woreda education offices.

The types of instruments had been developed and used in this study were facilitators' and center heads' questionnaire, key informant interview guide and classroom and school environment observation checklist. To secure the validity and reliability of the work, these instruments were pre-tested at two levels; first in the field and second during joint in house validation meeting

which can be seen in section 2.6 (the pilot study) below. The main field work was conducted after making the necessary modifications on the instruments.

2.4 Data Entry and Analysis

The major activity that should be done before undertaking any analysis is to check the quality of data. For this reason, training for encoders, pretesting, supervision, data verification and data cleaning (before and after data entry) was given strong attention for ensuring data quality.

The steps to be followed in preparing the data for analysis and interpretation differ, depending on the type of data. The interpretation of qualitative data may in some cases be limited to descriptive narratives, but other quantitative data may lend themselves to systematic analyses through the use of quantitative approaches such as thematic coding or content analysis.

Analysis steps that the consulting Curriculum Specialist followed include:

- Checking the raw data and prepare them for analysis: The first step in quantitative data analysis is the verification of data for responses that may be out of line or unlikely;
- Conducting initial analysis based on the study plan: data entry, cleaning and analysis were proceeded with the help of statistical programs and conduct comparative analysis to draw out patterns and tendencies in the studied variables;
- Conducting additional analyses based on the initial results; and
- Integrating and synthesizing findings.

2.5 Ethical Consideration of the Study

Our research team took care of ethical consideration as the usual work. Bearing this in mind, before interviewing targeted population, the research team asked permission from respondents: Preschool facilitators/heads, School principals, and local authorities and curriculum experts, etc. accordingly. The APA standard was followed in dealing with ethical considerations.

2.6 The Pilot Study and Reliability of the Instruments

The pilot study was conducted in Preschool centers of SNNPR region to see the face validity of the KII guide and the need for modifications of items in the questionnaire. Hence, the following conclusions were made from the pilot study; like a strong need for translating it to the local

language, time needed to fill the questionnaire demanded more time than planned. However, no ambiguity was found in the Key Informant Interview (KII) Guide.

To secure the validity and reliability of the work, these instruments were pre-tested at two levels. First, the instruments were tried out using some of the schools in Butajira (SNNP Regional State). The second was during joint in house validation meeting conducted by the team from Curriculum Development and Implementation Directorate (CDID) and Christian Children Fund of Canada (CCFC).

Moreover, Chronbach Alpha reliability test of the questionnaire and the observation checklist showed $\alpha = 0.98$ and 0.93 respectively which shows that the items are highly reliable. See Appendix E for the outputs.

3. Results and Discussion

The significance of early childhood experiences on the future development and schooling of children has been acknowledged both by researchers and practitioners. Psychologists in general and developmental psychologists in particular give due attention to the first few years of a child's life that establish the foundation upon which the child grows and develops. In this section, the data generated through this national Preschool curriculum implementation assessment are analyzed and discussed in such a way that the results would reflect the status of Preschool in the Woredas and the implementation of the national Preschool curriculum in the Preschool centers.

3.1 Demographic Characteristics of Respondents

3.1.1 Preschool Facilitators/ Center heads

A total of 105 (F = 91 (86.7%) and M = 14 (13.3%)) out of which 76 are facilitators participated in the study. The mean of years of experience of facilitators/center heads in the Preschool center of who took part in this study is 6.11 years. The minimum Preschool facilitators/center heads year of service is 1 year and the maximum one is 32 years (in the Preschool centers found in the school). In addition, the educational background of Preschool facilitators/center heads ranges from 10th grade complete to College KG diploma, more than 80% being KG Certificate and College Diploma as shown in Table 4 and Figure 2 below.

Table 4: Educational background of facilitators/center heads

Educational background		Frequency	%
	10th Complete	2	1.9
	12th complete	1	1.0
	KG certificate	46	43.8
	College Diploma	39	37.1
	Other	15	14.3
	Total	103	98.1
Missing	System	2	1.9
Total		105	100.0

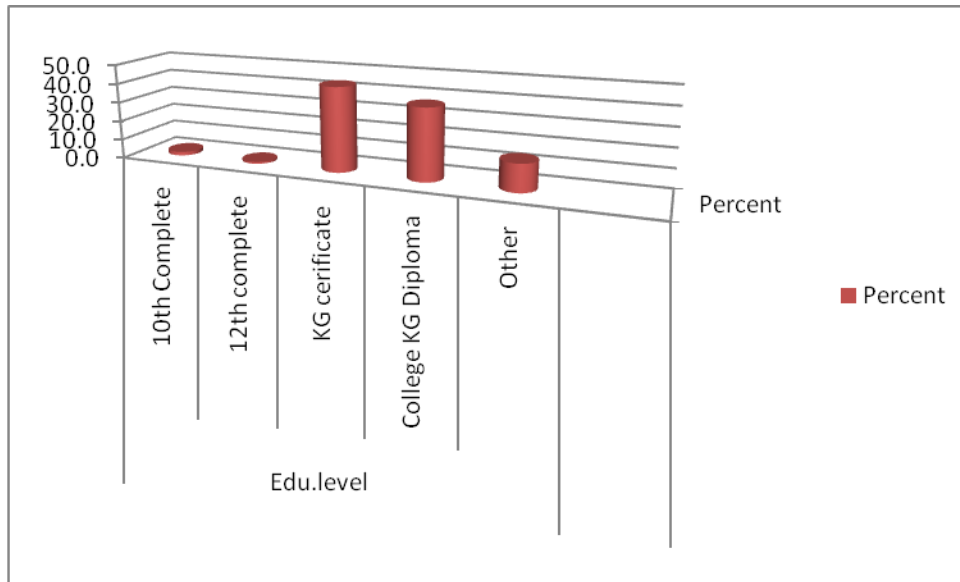


Figure 2: Educational background of facilitators/center heads

3.1.2 Demography of Woreda Curriculum Experts/ Specialists

Similarly, 29 Woreda curriculum/ education experts (24 Males and 5 Females) whose age ranges from 24 to 55 participated in the KII. The Curriculum Experts/ Specialists are named differently in different areas of the study which include Preschool focal person, Curriculum work process coordinator, Education Expert, Curriculum Expert, Teaching and Learning Expert, Teaching-Learning assessment coordinator and Curriculum implementation coordinator. Despite differences in naming all of them are working on curriculum related issues and it was informed that they were the ones who are working on Preschool as an additional task.

The KIs average years of service in their respective positions ranges from less than a year to 20 years. Similarly, their educational status varies from BA/BSC to MA/MSC under study levels in fields of curriculum, educational administration and science education who are working in positions named differently as mentioned above.

Interview of Key Informants based on Key Informant Interview (KII) guide has been conducted with curriculum/ education experts in SNNP, Amhara, and Oromia, Tigray, BenishngulGumuz, Gambella and Somalia regions as well as Dire Dawa and Addis Ababa city administrations. The

purpose of this interview was to generate data that would help MOE conduct national curriculum implementation assessment which will eventually assist all children ages 3 to 6 develop and learn to full potential and warrant school readiness through effective Preschool support like learning through play (LTP).

Hence, KII has been conducted with Woreda Curriculum/Education experts at:

1. Arsi Neggele, 2. Hawasa, 3. Halaba Qulito, 4. Welaita Sodo, 5. Yeka Woreda 6, 6. Adwa town, 7. Adwa rural, 8. Ahferom, 9. Axum 10. Laelay Maychow, 11. Arada Woreda 6, 12. Nifas Silk Woreda 6, 13. Wulinchiti, 14. Adama, 15. Ada'a, 16. Dera, 17. Meki, 18. Tarmaber, 19. Shoarobit, 20. Kawot, 21. Debrebrhan, 22. Sheno, 23. Kolfie Keranio Woreda 6, 24. Semera-Logia, 25. Assosa, 26. Diredawa, 27. Gambella, 28. Harar, and 29. Jigjiga. The background of key informants and major findings of the KIIs are summarized below.

Table 5: Demography of Curriculum Experts participated in the KII.

Woreda/Town/City Administration.	Region	Sex	Age	Educational Level	Position	Total Work Experience (years)	Work Experience in Current Position (years)
1. Arsi Neggele	Oromia	M	42	BA/BSC	Curriculum Work Process Coordinator	20 & above	1-5
2. Hawasa	SNNP	M	46	BA/BSC	Teaching-Learning Assessment Coordinator	20 & above	1-5
3. Halaba Qulito	SNNP	M	54	BA/BSC	Curriculum & Educational Materials Supply and Process	20 & above	1-5
4. Welaita Sodo	SNNP	M	55	BA/BSC	Curriculum Work Process Coordinator	20 & above	6-10
5. Yeka Woreda 6	AA	F	28	BA/BSC	Teaching-Learning Assessment Coordinator	1-5	1-5
6. Adwa town	Tigray	M	55	BA/BSc	Supervisor	20 & above	1-5
7. Adwa rural	Tigray	M	42	BA/BSc	Head of Woreda Education Office	20 & above	1-5
8. Ahferom	Tigray	M	42	BA/BSc	Curriculum	20 & above	1-5

					coordinator		
9.Axum	Tigray	M	53	BA/BSc	Standard& Quality	20 & above	1-5
10.LaelayMatchow	Tigray	M	39	BA/BSc	Curriculum Process	16-20	1-5
11.Arada Woreda 6	AA	M	27	BA/BSc	Assessment & Information Management Officer	6-10	1-5
12. Nifas Silk Woreda 6	AA	F	32	BA/BSC	Quality expert	6-10	3 months
13.Wulinchiti	Oromia	M	30	BA/BSC	Teacher Licensing Expert	11-15	1-5
14.Adama	Oromia	M	53	BA/BSC	Adult & Preschool Focal person	20 & above	1-5
15.Ada'a	Oromia	M	33	BA/BSC	Preschool Focal Person/Planning	16-20	1-5
16.Dera	Oromia	M	48	BA/BSC	Standards Expert	20 & above	1-5
17.Meki	Oromia	M	35	BA/BSC	Curriculum Expert	6-10	1-5
18.Tarmaber	Amhara	M	24	BA	Teaching and Learning Expert	1-5	1-5
19.Shoarobit	Amhara	M	42	BA	Preschool Focal Person	20 & above	1-5
20.Kawot	Amhara	F	49	College Diploma	Preschool Focal Person	20 & above	1-5
21.Debrebrhan	Amhara	M	45	BA	Curriculum Work process coordinator	20 & above	1-5
22.Sheno	Oromia	M	28	MA	Curriculum Expert	6-10	1-5
23.AA(KolfieKeranio Woreda 6)	Addis Ababa	M	28	BA	Cluster supervisor	6-10	1-5
24.Semera –Logia	Afar	M	47	BA/BSC	Education Department Head	16-20	11-15
25.Assosa	Benihangu IGumuz	M	42	BA/BSC	Curriculum Implementation Coordinator	20& above	1-5
26.Diredawa	Diredawa	F	38	BA/BSC	Preschool Focal Person	16-20	1-5
27.Gambella	Gambella	F	33	BA/BSC	Equity Process Owner	20& above	16-20
28.Harar	Harari	M	35	BA/BSC	Education Expert	20 & above	11-15
29.Jigjiga	Somali	M	40	BA/BSC	Curriculum Expert	20 & above	1-5

3.1.3 Preschool Centers by Type

The Preschool centers under study were diverse based on their ownership and their setting. They were; GO, NGO, Religious, Community, Private and others (any combination of these) as shown in Table 6 below. Based on their setting, there were Urban and Rural Preschool centers. There were only GO* (Preschool like O- classes) in Rural settings. However, the rest type of Preschool centers were not unfortunately found in rural settings.

Table 6: Demography of Preschool centers by type

Type of Preschool Center						
GO	NGO	Religious	Community	Private	Other	Total
37	6	13	5	42	2	105

3.2 Knowledge/Familiarity of Preschool Facilitators/Center Heads about the National Preschool curriculum

The results of the mean and standard deviation of familiarity of Preschool Facilitators/ Center heads about the National Preschool curriculum is shown in Table 7 below with a grand mean of 3.78 and standard deviation (SD) of 1.37 which shows a positive result on the familiarity of Preschool Facilitators/ Center heads about the National Preschool curriculum.

Table 7: Preschool facilitators/ center heads on familiarity/ knowledge of the national Preschool curriculum.

Themes on familiarity/ knowledge of the national Preschool curriculum	Mean	SD
1. I am familiar with the contents of current national Preschool curriculum	3.69	1.39
2. I am familiar with the methods of current national Preschool curriculum	3.90	1.29
3. I am familiar with the current national Preschool curriculum assessment method	3.86	1.33
4. I am familiar with the assessment technique	3.78	1.31
5. I am familiar with the goals of current national Preschool curriculum	3.87	1.34
6. 3 years of children's stay is enough to prepare them for grade 1	4.26	1.18

The facilitators/center heads familiarity on the contents of the national Preschool curriculum, showed favorable response. This might pose the question that how do they be familiar with it

when (section 3.3, 60% % don't have it) they were not having it in their centers? However, it was possible to note from informal talks that some became familiar when they were in the facilitator training centers and some got information from friends. This can on the contrary logically be understood that people may not be familiar with the contents of the book even if they have it on their shelf if they do not read it.

Table 8: Preschool facilitators/center heads on familiarity on the contents of the national Preschool curriculum

Themes on familiarity on the contents of the national Preschool curriculum	Mean	SD
1. The Current national Preschool curriculum helps children physical development	3.90	1.30
2. The Current national Preschool curriculum guides in selecting and implementing age appropriate play to facilitate children's language development	4.23	1.13
3. The Current national Preschool curriculum addresses the issue that children learn sense of self through play	4.24	1.06
4. The Current national Preschool curriculum guides in selecting and implementing child developmental area appropriate play to facilitate children's learning through play	4.04	1.19
5. The Current national Preschool curriculum guides in selecting and implementing age appropriate play to facilitate children's language developments	4.23	1.17
6. The Current national Preschool curriculum is made to be relevant to whole-child development	3.89	1.21
7. The Current national Preschool curriculum is made to be relevant to national & social needs	3.67	1.25
8. The Current national Preschool curriculum addresses gender and disability issues properly	3.85	1.25
9. The Current national Preschool curriculum has been developed with active participation of stakeholders	3.43	1.28
10. Curriculum evaluations are being conducted with active participation of stakeholders	3.56	1.25
11. The new national Preschool curriculum has been developed based on psychological and pedagogical principles	3.80	1.26
12. The current national Preschool curriculum addresses gender issues properly	3.68	1.33
13. The current national Preschool curriculum addresses Disability issues properly	3.08	1.46
14. The current national Preschool curriculum goes from simple to complex	3.70	1.36
15. The content of the syllabus is adequate enough to prepare them from one stage to the other ages 3-5, 4-5, and 5-6.	3.74	1.39
16. The current national Preschool curriculum is being reviewed and evaluated periodically	3.51	1.44

Similarly, the facilitators'/center heads' familiarity on the goals of the national Preschool curriculum, showed a grand mean of 4.1 and SD of 1.29 which still shows a positive response to

the familiarity to the goals of the national Preschool curriculum. From these findings, it could be understood that most Preschool facilitators/ center heads are familiar both with the national Preschool curriculum, its contents and goals to be achieved.

Table 9: Preschool facilitators/ center heads on familiarity on the goals of the national Preschool curriculum.

Themes on familiarity on the goals of the national Preschool curriculum	Mean	SD
1. The goals of the current Preschool curriculum to learn about their physical body and its protection are achieved	3.95	1.34
2. The goals of the current Preschool curriculum to learn about relationships are achieved	4.01	1.29
3. The goals of the current Preschool curriculum to learn about sense of self are achieved	4.00	1.30
4. The goals of the current Preschool curriculum to learn understanding are achieved	4.04	1.29
5. The goals of the current Preschool curriculum to learn communication/language performances are achieved	4.18	1.23

According to the quantitative data, it can be understood that Preschool facilitators/ center heads are familiar with the national Preschool curriculum, its content and goals despite the fact that 60 % of them fail to have it in their centers.

With a view of triangulating the findings of the quantitative data with regard to knowledge about national Preschool curriculum, KIs were also asked to respond to items that deal with their views of the most important Preschool knowledge and practices of Preschool centers. The analysis of the responses revealed that respondents have identified their familiarity with the national Preschool curriculum and its relevance as follows.

Major Findings on KII with Curriculum/Education Experts on National Curriculum Implementation

Familiarity of the National Preschool curriculum in the Woreda Context

Asked about familiarity and whether the Woreda has adapted the national Preschool curriculum to their Woreda context, most experts in SNNPR except in Addis Ababa (Yeka, Woreda 6) noted that their Woreda is aware of the fact that there was a mass mobilization document developed by the Woreda's administration which includes all policy issues including Preschool and further explained the opening of O-class Preschool centers "Kidmemebebegna" within the public primary schools in the last three years as a result of the adaptation of the Preschool policy and that a standard document on Preschool is used by the Woredas to guide the activities related to Preschool programs including those for licensing purposes.

The KII at Welaita Sodo however noted that no special policy or national Preschool curriculum was adapted in the Woreda. The only information he had is that the regional education bureaus (REB) is under process to adapt the national Preschool curriculum. Hence, All the KIIs except in Addis didn't deny that despite they are aware of the fact that there is a national Preschool curriculum, they couldn't get and adapt it to their context. They are simply waiting for their respective REB.

However, all KIs in SNNRP region are aware of the relevance of age appropriate Preschool curriculum and Preschool programs. Emphasizing its relevance, one of the KIIs indicated that:

I do not have a record or any research but from my own experience it is very important to have the background of Preschool to succeed in schooling and for their overall development. I think children who have got access to pre-school education/ "Kidmemebebegna" are likely to get access to be enrolled to Grade 1. I would finally say that there is no doubt that Preschool programs are vital for the overall development of our children in addition to preparing them for formal schooling. I think we should work hard together to adapt the national Preschool curriculum and I am ready to work with to strengthen the Preschool programs in our Woreda.

In Tigray, the Preschool program is promoted in three different approaches; formal Kindergarten (KG) in urban area, O-classes attached with primary schools and child to child (C to C) non-formal readiness for age 3 to 5 children in rural villages. The REB has prepared standard for Preschool centers/ formal KG that explicitly describe the program and administrative requirements to establish and run pre-primary education. In addition, teachers guide for O-classes and learning materials for child to child readiness are prepared and distributed to schools. All experts who have attended the KII are well aware and closely monitor the use of the materials. However, with regards to what curriculum materials private KGs in town are using are not known by districts officers. It was only in Axum town that the officer is aware the existence and the use of the syllabus which was prepared by MOE in KGs.

All the experts in Tigray also confirmed that they are using the standard to monitor KGs in town, but they gave little attention to the curriculum materials they use.

In Addis Ababa, the situation is different. Experts in the Woreda office are well informed that all KGs/ Preschool centers are using the curriculum material prepared by the government. Nevertheless, contrary to the curriculum, private KGs are using English language as instructional medium.

Asked about familiarity and whether the Woreda has adapted the national Preschool curriculum to their Woreda context, all experts in Oromia except in Dera and Addis Ababa noted that they are aware of the National Policy and Strategy of Preschool as designed and implemented by the Ministry of Education (MOE). The main challenges in all the Woredas is lack of the Policy and Strategy documents and the Syllabus. The expert in Addis Ababa noted that she is not aware of the existence of National Policy and Strategy of Preschool. Except in AA all agreed that they are adapting some Preschool programs such as child to child (C to C) supported by UNICEF and “O” class. The implementation of C to C is highly advanced in Dera Woreda. The expert from Wulinchiti told the researcher that children who passed through C to C programs have shown better performance (without rigorous research being applied). Finally, except the representative from AA, all agree the importance of age appropriate curriculum and programs such as C to C and “O” class. Given that it contributes for preparing children for formal schooling and for their physical, emotional, mental and social development.

With regard to the knowledge and adaptation of the national Preschool curriculum, all the KIs in Amhara region agreed that they are familiar with it. Out of the 6 targeted Woredas in Amhara region, only Debre Berhan Woreda confirmed that they have the Preschool National curriculum (Syllabus) and use it. Two Woredas, that do not have the National syllabus, agreed that they use curriculum materials adapted by their respective regions in place. One of the KIIs clearly indicated that:

Although we don't have the Preschool curriculum, we don't deny its importance in the sense that it helps children grow socially, emotionally, cognitively and physically. In addition, it is also significant in bringing quality education of the country as well as enabling children to familiarize themselves when they join primary school.

Another KII (Tarmaber Woreda) indicated that: *Our awareness of the national syllabus is very limited, though we do have it, for we don't have training on it that could help us to have more knowledge about it.* KIIs were also asked about familiarity and whether the Woreda has adapted the national Preschool curriculum to their Woreda context the KIIs in Semera- Logia, Assosa, Diredawa, Gambella, Harar, Jigjiga. Accordingly, all experts except in Jigjiga noted that they are aware of the National Policy and Strategy of Preschool as designed and implemented by the Ministry of Education (MOE).

3.3 Availability of Preschool curriculum/Syllabus or other Curricular Materials Developed and Disseminated by MOE.

Regarding the availability of the National Preschool curriculum, more than 60% responded that they do not have it. However, availability of Preschool curriculum/ Syllabus or other Curricular Materials developed and disseminated by MOE in the Preschool Centers varies from center to center. The results show in a descending order as; any other combination (35.2%), Preschool Text Books (17.1%) and Preschool national policy framework and Preschool Guideline (15.2%) each. The least was Preschool curriculum/ Syllabus (12.4%). This shows that there is uneven distribution of these materials.

Table 10: Available Preschool Syllabus or other Curricular Materials in the Preschool Centers

If Preschool center Have the National Preschool Curriculum or other Curricular materials developed & disseminated by MOE	Frequency	Percent
Yes	39	37.1
No	63	60.0
Total	102	97.1
Missing System	3	2.9
Total	105	100.0
Which of the following curriculum materials are Available in your Preschool center	Frequency	Percent
Preschool national policy framework	16	15.2
Preschool Guideline	16	15.2
Preschool Curriculum/ Syllabus	13	12.4
Preschool Text Book	18	17.1
Other	37	35.2
Total	100	95.2
Missing System	5	4.8
Total	105	100.0

The findings of KII with KIs on Availability of Preschool Syllabus or other Curricular Materials Developed and Disseminated by MOE revealed different responses. Some had it without any training on how to implement it, some had Preschool guideline without having the National Preschool curriculum first and still others confessed that they had never seen it.

3.4 Whether the Preschool Centers Use/ Apply the National Preschool curriculum Developed for the Country

Preschool facilitators/ center heads were also asked about if they are really using/ applying the curriculum. As can be seen from Table 11 below, 60 % of the participants responded that they failed to apply the National Preschool curriculum for various perceived reasons. The reasons for not using or applying the national curriculum are well dealt in section 3.5 below.

Table 11: If Preschool Centers Use/ Apply the National Preschool curriculum Developed for the Country

If they apply the national Preschool curriculum developed for the country	Frequency	Percent
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	Yes	17	16.2
	No	63	60.0
	Total	80	76.2
Missing	System	25	23.8
Total		105	100.0

With a view of triangulating the findings of the quantitative data with regard to the use of national Preschool curriculum, KIs were also asked to respond to items that deal with their views of the most important practices of Preschool centers. The analysis of the responses revealed that respondents have identified their understanding with the use of national Preschool curriculum as follows:

Asked about whether Preschool centers at their respective Woredas are using the national Preschool curriculum, all the KIIs in SNNPR noted that most Preschool centers are not using it. However, what they are using instead of it is explained differently. They use text copies given by NGO called CCFC (KII at Arsi Neggele), Manuals obtained from NGOs (Halaba Qulito), only guides and texts prepared by the SNNP REB (Hawassa) and the Welaita KII noted explaining the inconsistencies as follows:

The way Preschool centers use curricular materials and the way they deliver the program is not uniform rather it is mixed-up. I can say it is perplexed; some do buy books in private schools of Addis Ababa, some use the local language, others English dominated, and yet others mix prayer, some two semesters and others three semesters.

Similarly, all the KIIs in Tigray noted that all “O” classes are using the teachers’ guide prepared by the regional education bureau. Private KGs are also using the same material though they have the national Preschool syllabus at hand. They learn from their monitoring to the KGs that it is difficult for teachers to understand the syllabus and prepare lesson. For this reason in most KGs teachers use the guide for “O” class and other books from the market in teaching children.

The expert from Adama revealed that Preschool centers do not use the MOE syllabus, let alone the private ones the “O” class in Nazareth, despite their representation use the curriculum of private Preschools rather than the MOE’s. He added “we always receive informal information from Regional Education Bureau (REB) that they will send the necessary Preschool educational materials including play materials but nothing has arrived yet. Except the expert from Wulinchiti who has indicated that some are using and some are not, all respondents agree that the national syllabus does not exist in Preschool centers.

With respect to usage of the national Preschool curriculum, the responses in Amhara were not uniform. Those who have the curriculum even vary in using it. Some use it yet others don’t use it for the simple reason that they consider it as below the standard of the children cognitive development. One KII (AA- Kolfe Keranio) pointed out that:

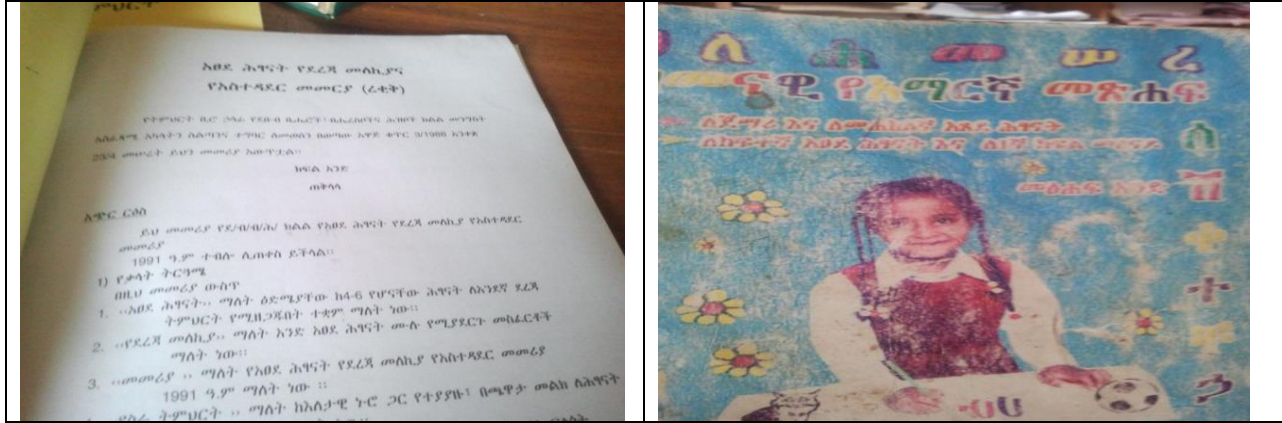
The government schools use it consistently. But, the private ones do not because, as to some centers, it is assumed to be below their capacity of learning, it is very easy. They, therefore, use it rarely. Instead, they use other materials available in the market as well as materials developed by themselves. Some others, however, use it.

Regarding the practice related to the National Preschool curriculum usage, most of KIs confirmed that they do not use it for two reasons, either they don’t have it, or they do not want to use it intentionally. One KI (AA) believed that:

There are some private schools that do not use the National Preschool curriculum. Although our Woreda recognizes this problem, it is beyond its capacity to stop the experience. It needs high involvement of the Federal and Addis Ababa City Administration Education Bureau. Therefore, unless an effort is made at the city level, the problem cannot be solved by one Woreda.

The focal person from Afar also indicated that he does not know whether the national curriculum is used or not by private centers. The focal persons from Harari indicated that some use and some are not. Most experts noticed that Preschool centers do not use the MOE curriculum/ syllabus.

Picture 1: Curriculum Materials Observed in Preschool Centers.



3.5 Reasons for those Preschool centers which are not using the National Preschool curriculum Developed for the Country

As can be seen in Table 12 below, Preschool facilitators were asked about their perceived reasons for not using the National Preschool curriculum developed for the country. The results elucidated that the major reason (50%) being they do not have the national Preschool curriculum, have other better Curriculum (13.3%), Lack of training (7.6%) and any combination of these (7.6%). However, very few, 1.9 % mentioned the inconveniency of the National Preschool curriculum for implementation.

Table 12: Reasons for not using the National Preschool curriculum

Reasons for not using the national Preschool curriculum	Frequency	Percent
1. Do not have the national Preschool curriculum	44	41.9
2. Have other better Curriculum	14	13.3
3. National Preschool curriculum is not convenient	2	1.9
4. Lack of training	8	7.6
5. Other	12	11.4
Total	80	76.2
Missing	25	23.8
Total	105	100.0

Preschool facilitators/ center heads were also asked about whether they were offered training on how to implement the National Preschool curriculum. The results show that more than 70% of them didn't get any training on how to implement it.

Table 13: If Preschool Facilitators/ heads got any training on how to implement the National Preschool curriculum

If they got any training on how to implement the National Preschool curriculum	Frequency	Percent
Yes	30	28.6
No	75	71.4
Total	105	100.0

From the above findings, it can be understood that most Preschool facilitators (60%) confessed that they do not use the national Preschool curriculum for their perceived reasons of either they fall short of having it and lack of training and guide line on how to implement it in the actual Preschool centers or having a better curriculum.

3.6 The Issue of Children ages 3 to 6 learn through play (LTP)

3.6.1 The Extent of the National Preschool curriculum Ensuring Children ages 3 to 6 learn through play (LTP) and If Traditional Plays are Used in Teaching

Facilitators/center heads were also asked about the extent to which the National Preschool curriculum ensures children ages 3 to 6 learn through play and employs traditional plays in teaching. The results reveal the majority (62.7%) with favorable response.

Table 14: The National Preschool curriculum Ensuring Children ages 3 to 6 learn through play (LTP)

The curriculum is ensuring children aged 3 to 6 LTP	Frequency	Percent
Missing	7	11.9
Yes	37	62.7
No	15	25.4
Total	59	100.0

Regarding the Extent of the National Preschool curriculum ensures children ages 3 to 6 learn through play (LTP) and employs traditional plays in teaching KIs mentioned their views as follows:

Asked about if the national Preschool curriculum addresses the issue that children learn through play (LTP), most experts in SNNPR agreed that LTP is very important for the child's development. However, they explained with a deep concern that they could get neither the national Preschool curriculum nor orientation and manuals how to use it. In the Arsi Neggele Woreda context, unlike the Woreda education expert in Halaba Qulito, explained that some centers like Lalisa intervened by NGO are using LTP. He added, despite the absence of the national Preschool curriculum, most facilitators are trained and apply LTP with the minimum play materials they have and traditionally made materials as well as traditional plays like story teller "Oduu Durii" and making lines on the ground for their physical and cognitive development "Lakkii Lakkicho". The Halaba expert noted that they do not have budget to buy play materials as the sector has no owner, no training on how to use LTP except the traditional outdoor plays and songs for the play classes. The KI at Welaita Sodo also mentioned that traditional play materials which are made of bamboo are used in centers. The case in Addis Ababa is different, most Preschool centers have the national Preschool curriculum despite they are not using it.

Similarly, in Tigray, the training on Learning through Play (LTP) for Preschool teachers and Woreda experts have created understanding of the importance and to some extent on practical use of play in teaching children. All KII in Adwa, Axum and Ahferom districts believe that visible change is witnessed in the use of play in teaching children ensuring the development of physical, emotional and cognitive skill of children.

Moreover, around Adwa including Ahferom and Axum, the concept of LTP is very popular and well bought idea because of the LTP project implemented by Adwa TTC. Everybody in office is at least well aware of the importance of the play in teaching young children in Preschool centers. Since, most of the KII involved in this interview have limited knowledge in curriculum; they are not confident if the curriculum materials addresses or not LTP. But, from their observation they know that teachers in Preschool/KG are using play in their teaching.

The KII from Axum town education office has commented that the syllabus prescribe play as a method, however, it doesn't indicate types of play appropriate to the competence children needs to develop in each area of domains. Neither does it show traditional plays.

Though the national Preschool syllabus does not give specific play activities, in Addis Ababa all centers (private, government or community owned) are using other teaching materials which are prepared based on the objective of the syllabus that gives appropriate plays for each specific learning competence.

Scarcity of indoor and outdoor playing materials is the most critical problem in government owned Preschool centers in Tigray.

Some of experts in Oromia also agreed that LTP is very important for the child's development. The expert from Wulinchiti Woreda indicated that play is included in the syllabus but not in sufficiently. The expert in Ada'a indicated that he knows about the development of syllabus at national level but no one sent this material to the Woreda. He further emphasized that curricular materials do not exist in Afan Oromo language, as well as he noted lack of budget to buy playing materials. The experts in Dera and Meki mentioned that they know nothing about play. The expert in Adama on the contrary said that he knows nothing about the syllabus.

The KIs in Amhara region, asked about the extent of implementing the curriculum in a way of ensuring learning through play indicated that play is more exercised in government schools than in private school. One KI pointed out that: "In government schools play is highly implemented. But, in the private schools more value is given to numeracy and literacy rather than to play because parents want to see their children read and write promptly."

As to employing traditional plays to teach children are concerned, all the KIs agreed that contextual dances songs are addressed. In line with this, one KI (Kawot Woreda -Rural) said that: "Yes we use traditional plays, songs dances because we do not have outdoor play materials. Hence, the children are made to learn through theses traditional songs, dances hide and seek, etc. in place."

The interviewees that do not have the National Preschool curriculum in Amhara region indicated that it is unfair to have a mention about whether it addresses play or not. On the other hand, the interviewees that confirmed the presence of the National Preschool curriculum in their Woreda believed that it is more of play other than education. One KI (AA- Kolfe Keranio) pointed out that:

Yes, it addresses play. But, its weakness is that it gives more weight to play than to education. And this has not been appreciated by the Preschool centers. The rationale is that it should have given more emphasis to education rather than to play.

Another KI (Debre Berhan) also pointed out that:

The National Preschool curriculum addresses play. This could be taken as a strong point of it. We, however, have a problem to fully implement it for there is shortage of play materials at the centers.

The experts from Gambella, Afar and Somali agreed that they don't know about the national syllabus and play. The experts from Benishangul Gumuz- Assosa, Dire Dawa and Harari agreed that LTP is very important for the child's development and indicated that play is included in the syllabus and the expert from Benishangul Gumuz- Assosa, further added that children exercise play through role play, peer play, drama, storytelling etc. Except the Afar's Expert who doesn't have the idea how it is implemented, all agree that children learn through play be it in private or government KGs. In Harari, Dire Dawa, Benishangul Gumuz- Assosa and Gambella it is indicated that children use traditional play.

3.6.2 How much of their time in a day Preschool Facilitators Spend for Play

As shown clearly in Table 15 below, inconsistent results were found regarding how much of their time facilitators spend for play in the center. However, about 27.8% of them noticed that they spend 50% of the day for play and 19.4% of them said that they spend 70% of their time. Play in this case is most of the time routines that are not usually directed for teaching. It could be dancing or singing for fun or enjoyment and sometimes learning letters and numbers by music.

Table 15: Percent of the Day Children play

Percent (%) of the Day Children play	Frequency	Percent
25	3	4.2
30	1	1.4

35	1	1.4
40	6	8.3
50	20	27.8
60	4	5.6
65	2	2.8
70	14	19.4
75	7	9.7
80	3	4.2
85	4	5.6
90	6	8.3
100	1	1.4
Total	72	100.0

3.7 The Developmental Milestones of Children ages 4 to 5

3.7.1 The Status of Children ages 4 to 5

The status of children 4-5 years have been assessed mainly by focusing on four important pillars (Gross and Fine Motor, Language, Cognitive, Social and Emotional).

As the results of the study show some children performed the milestones set for their age successfully while others did not.

Developmental tasks are tasks that are expected to be achieved by a child at a given stage of development in the areas of physical, socio- emotional and cognitive aspects of development. According to Psychologists, successful accomplishment of these tasks would enhance a child’s adjustment to the next stage of development. Hence, successful achievement of these developmental milestones becomes very crucial for young children since their future development and learning heavily rely on their earlier experiences. The study assessed the developmental status of children 4 to 5 years by focusing on the extent to which children have successfully accomplished these developmental milestones appropriate to their age. For this purpose 23 very important developmental milestones items that would represent the aspects of development were identified by the team of consultants and included in the Child Development

Assessment Observation Tool for the middle age category. The data collected are summarized on Table 15.

As clearly indicated in Table 15, most children who participated in the study indicated that they have achieved most physical developmental milestones set for their age except “Tells longer stories” where only 41.3% successfully achieved and few (26.1%) accomplished “Draws a person with body” followed by 13.0 % “shows more independence and may even visit next door neighbor by herself” in a descending order. The rest accomplishments range from 78.3% to 97.8% for “Uses future tense” and “Stands on one foot for ten seconds or longer” respectively. This shows that most children accomplished more than 80% of the developmental milestones set for their physical and emotional developments however they failed to achieve important cognitive, language and social developmental milestones (Draws a person with body, Tells longer stories, Shows more independence and may even visit next door neighbor by herself) as can be seen in Table 16 below.

The reason for achieving most of the physical developmental milestones can be justified as the developmental task that can be achieved even outside the Preschool compound in the home and community contexts. It can be developed as children in the home context are engaged in small house hold chores assisting parents.

Table 16: The Achievement of Developmental Milestones of Children Ages 4 to 5

Themes Child developmental Milestones for children ages 4 to 5	Yes		No		Missing	
	Frq.	%	Frq.	%	Frq.	%
1. Hops	44	95.7	2	4.3	-	-
2. Stands on one foot for ten seconds or longer	45	97.8	1	2.2	-	-
3. Swings, climbs	43	93.5	1	2.2	2	4.3
4. May be able to skip	40	87.0	4	8.7	2	4.3
6. Copies triangle and other geometric patterns	42	91.3	4	8.7	-	-
7. Draws a person with body	12	26.1	32	69.6	2	4.3
8. Prints some letters	40	87.0	5	10.9	1	2.2
9. Dresses and undresses without assistance	37	80.4	6	13.0	3	6.5

10. Recalls part of a story	41	89.1	4	8.7	1	2.2
11. Speaks sentences of more than five words	43	93.5	2	4.3	1	2.2
12. Uses future tense	36	78.3	8	17.4	2	4.3
13. Tells longer stories	19	41.3	25	54.3	2	4.3
14. Can count ten or more objects	42	91.3	1	2.2	3	6.5
15. Says name and address	41	89.1	2	4.3	3	6.5
16. Better understands the concept of time	42	91.3	4	8.7	-	-
17. Correctly names at least four colors	40	87.0	6	13.0	-	-
18. Knows about things used every day in the home(money, food, appliances)	39	84.8	7	15.2	-	-
19. Wants to be like friends	41	89.1	4	8.7	1	2.2
20. Wants to please friends	40	87.0	4	8.7	2	4.3
21. More likely to agree to rules	42	91.3	1	2.2	3	6.5
22. Likes to sing, dance, and act	42	91.3	3	6.5	1	2.2
23. Shows more independence and may even visit next door neighbor by herself	6	13.0	34	73.9	6	13.0
Total	46					
	100					

In addition, this was confirmed by key informants participated in the in-depth interview emphatically expressed the relevance of Preschool programs for improving children’s growth, development and learning. One of the KIs said that;

Preschool programs are very much relevant both for the optimal development of children and formal schooling. These programs will help children to socialize and get motivated for formal schooling. The programs will also prepare children very well for formal schooling than their counterparts without similar background.

3.7.2 Children with Additional Needs

The interviewer observed very few children with disabilities in some Preschool center who are older than the age group. In relation to this, when it comes to the issue of children with disabilities, the KIs stressed, little was done so far in the Woreda. They stay at home for fear of bully and tease by students without disabilities in the schools and centers. As far as the KI is concerned, parents of children with disabilities are aware of sending their children to school or to Preschool programs. However, for fear of being their children with disabilities teased at, for the inaccessibility of the centers, for lack of skilled human resource in Special Needs Education in the Woreda, children with disabilities are left behind. As noted by the KI, inclusion in the Preschool programs in this Woreda seems totally forgotten and the “School for All” issue is not well-thought-out. In addition to the general pits for Preschool mentioned above, lack of professionals and inability for facilitators to get short term trainings in Special Needs Education seems the main barrier. Children with disability agenda is of great concern according to the KIs. They finally concluded that NGOs and other concerned bodies should work hard to solve Preschool problems and to make them accessible for all children including children with disabilities or to establish a Preschool for all environment. Like the KI in Arsi Neggele, the KI in Welaita Sodo did not deny the idea of opening Preschool for children with disabilities in a separate setting if it is not possible/ takes time to accommodate them in regular programs. He emphasized that as it is a new trend, it demands team approach and engagement in the program.

3.8 The Status of Preschool Centers

Preschool class and compound observations were made using observation checklists. Their status varies from center to center as shown clearly below.

3.8.1 Results of Preschool Classroom/ Facilitator observation

The findings of the Classroom/ Facilitator observation checklist showed that more than 50% yes on the items; collects lesson plan copy and review and has indoor playing/learning materials each (54.3%), uses locally made learning/ play materials, uses indoor playing/learning material and uses play for daily routines 58.7%, 56.5% and, 71.7% respectively. Similarly, items like creates child friendly environment in the class (91.3%) uses local language while interacting (97.8%) and keeps the class clean (82.6%) were the most favored responses. However, items like; has posted class safety rules and uses it (10.9%), prepares child portfolio (17.4%), used curriculum

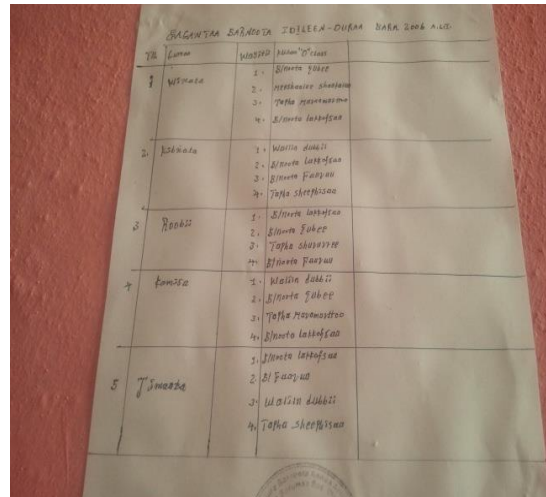
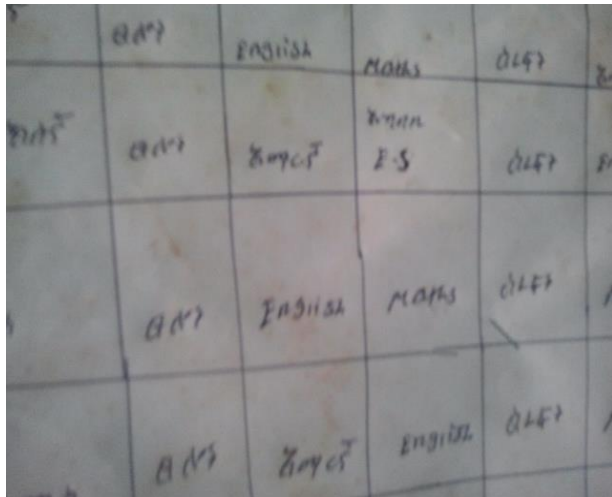
material in the classroom, used text books / story books delivered by MOE in the classroom (28.3%) each are the least favored responses which need to be addressed as shown in the Table 17 below.

Table 17: Results of the Classroom/ facilitator Observation Checklist.

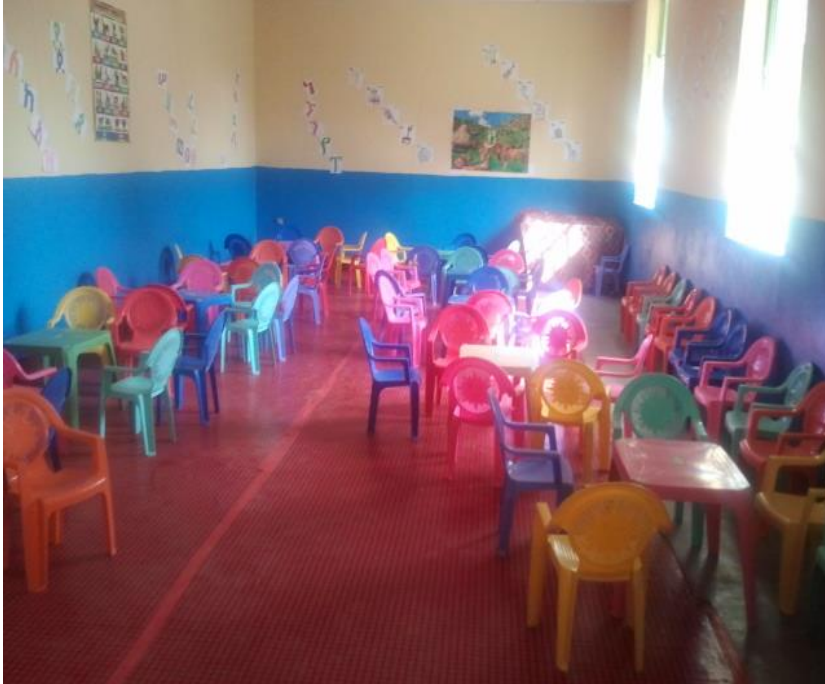
Observation Themes The facilitator/class:	Yes		No	
	Freq	%	Freq	%
prepares child portfolio	8	17.4	34	74
collects lesson plan copy and review	25	54.3	21	46
has the syllabus at hand and uses it	12	26.1	34	74
has indoor playing/learning materials	25	54.3	21	46
uses locally made learning/ play materials	27	58.7	19	41
uses indoor playing/learning material	26	56.5	20	44
uses play for daily routines	33	71.7	13	28
daily Routine- Greetings & Closing	38	82.6	8	17
creates child friendly environment in the class	42	91.3	4	8.7
uses play while teaching (applies Learning through play)	25	54.3	21	46
has posted class safety rules and uses it	5	10.9	41	89
has chairs and desks	39	84.8	7	15
has age appropriate chairs and desks	35	76.1	11	24
has first aid kits in the class	15	32.6	31	67
uses local language while interacting	45	97.8	1	2.3
uses English language while interacting	21	45.7	25	54
used curriculum material in the classroom	13	28.3	33	72
used text books/story books delivered by MOE in the classroom	13	28.3	33	72
used text books/story books in the classroom which are age appropriate	21	45.7	25	54
class size is appropriate for this age (max. 20/class)	24	52.2	22	48
keeps the class clean	38	82.6	8	17
Total	46 100%			

There was no need for triangulating the above themes as the National Preschool curriculum implementation assessment team was having actual information in the real setting. However, the KIs mentioned the inconsistencies of the Preschool centers (see Section 3.12).

Picture 2: Instead of Safety rules, class programs were posted on classroom walls of some Preschool centers.



Picture 3: GO Preschool Classroom which was kept clean and with age appropriate seats.



3.8.2 Results of Preschool Compound Observation

As it was for Preschool classroom observation, Preschool compound was also observed using observation checklist. The results revealed that more than 80% positive response to items Preschool Compound has toilets (80.4%), clean tap water (89.1%), outdoor playing field (82.6%) and fence and entrance with doors (91.3%). However, the results show that garden, nearby clinics/ health centers and Sport fields, 39% , 43.5% and 54.3% respectively which pose the idea that there is a need for these areas of improvement as both are vital for the healthy life of Preschool children. The frequency distribution is shown in Table 18 below.

Table 18: Results of the Preschool compound observation checklist

Observation Themes Preschool Compound has:	Yes		No	
	Freq.	%	Freq.	%
toilets	37	80.4	9	19.6
clean tap water	41	89.1	5	10.9
child age appropriate toilets	31	67.4	15	32.6
outdoor playing field	38	82.6	8	17.4
outdoor playing/learning materials	34	73.9	12	26.1

water to keep sanitation and hygiene	36	78.3	10	42.3
fence and entrance with doors	42	91.3	4	8.7
garden	18	39.1	28	60.9
enough offices	33	71.7	13	28.3
nearby clinics/ health centers	20	43.5	26	56.5
Sport fields	25	54.3	21	45.7
Total	46			100%

As can be seen in the picture below some of the Preschool centers even in rural Woredas have clean tap water and age appropriate toilets. A case in point is areas of intervention by NGO in Arsi Neggele.

Picture 4: Clean tap water and toilets observed in one of the Preschool centers



3.9 Challenges Encountered by Preschool facilitators in Implementing the National Preschool curriculum

Budgetary and material challenges: The KIs were asked about the challenges encountered by Preschool facilitators in implementing the national Preschool curriculum in their Woreda, all the KIs in SNNPR agreed on material and budget constraint, problem in distribution and adaptation of the national Preschool curriculum as well as training on how to use it, etc. as a challenge. Moreover, lack of harmonized Preschool curriculum material is the main challenge throughout the country as well as with in regions and among Woredas and Preschool centers. As per the KII perception in Tigray the major challenges encountered by Preschool facilitators includes; unavailability of teacher's guide and children books to practice the syllabus, lack of training and orientation to teachers on how to use the syllabus, material and budget limitation to fulfill the necessary playing materials and lack of skilled and well trained professionals at districts level to supervise and support Preschool teachers. Therefore, the lack of teachers' guide and children books, absence of playing materials and lack of professional support and follow up from the districts are the critical areas that need improvement to ensure quality of learning in most KG/Preschool centers.

Challenges of medium of instruction: In Addis Ababa, KGs are relatively better equipped with learning/playing materials. The availability of teaching materials which are further elaborating and enriching the national Preschool/KG syllabus are helping teachers prepare and deliver quality of learning. However, the use of English as instructional medium is a very serious area that needs serious attention in Addis Ababa. The KII stressed though they regularly monitor KGs, the use of English language as instructional medium is still exercised. This has been witnessed during our observation in one of the KGs in Arada, Woreda six.

Lack of awareness in LTP: The KIs in Oromia, asked about the challenges encountered by Preschool facilitators in implementing the national Preschool curriculum in their Woreda. Unlike Ada'a and Wulinchiti all the KIs agreed that they are unaware about the extent to which play is implemented. The expert from Wulinchiti Woreda indicated that despite the fact that play is not included in sufficient manner in the syllabus, facilitators try to implement the syllabus and play to the best of their capacities. Some Preschool centers and facilitators fully apply play in and out of the classroom and some use it in a limited manner. He commented that the issue of Play is based on the will of the Preschool centers. The focal person from Ada'a explains the implementation of play from two perspectives. The first one is from the LEAP project supported

by CCFC and according to him facilitators working in the project are trained in play and Preschool in a way that it is implemented adequately. The other ones are government Preschool centers in such a way that facilitators are low paid (the government doesn't allocate budget and the community is mainly responsible for their salary), do not have training on play and Preschool, no curricula materials lack of well trained professionals in Preschool in the Woreda.

Lack of qualified facilitators: Regarding challenges faced by Preschool facilitators, in government schools, in the course of implementing the curriculum, the KIs in Amhara region mentioned that shortage or lack of trained facilitators, play materials, national curriculum, and awareness on the part of educational leaders at all levels about the importance of Preschool as drawbacks to implement it effectively. In line with this one KI (Kawot Woreda-Rural) indicated that: "Since the children come to school without lunch or any type of food to eat, they resist learning and staying happily in the center for a long time."

The challenges, among, others are lack of trained teachers for Preschool level, scarcity of classrooms, low level of awareness of parents regarding the importance of Preschool, distance of schools from child home, shortage of materials such as -black board, chairs and tables, and budget to hire teachers. All experts in Oromia region agree that there are challenges in implementing Preschool curriculum. Lack of Preschool structure inspection to supervise Preschool centers, deception on the part of private Preschool centers at the time of supervision, the education and play are not based on local culture, stories are not contextual, lack of Preschool standards and guidelines, the Centers focus only on money, the non-availability of curricular materials on Afaan Oromo language, lack of curricular materials such as books and teacher guides in general, inability to prepare daily lesson plan, shortage of trained facilitators and Preschool focal persons (facilitators are only grade 10 complete), lack of budget, the delay of school grant (block grant), the involvement of politicians in the Private Preschool centers crippled the Woreda to control centers, facilitators are not local language speakers, poor assessment techniques and difficult subjects are imparted, lack of attention from the part of the government. When it comes to the society, the socially constructed belief is that children are not seen as matured enough to go to school and come back home safely. Lack of appropriate facility, shortage of clean water and facilitators' turnover are some of the challenges mentioned.

To sum up, all experts agree that there are challenges in implementing Preschool curriculum such as; lack of common Preschool curricular materials such as children’s books and teacher guides, shortage of trained facilitators and Preschool focal persons, budget constraint, shortage of conducive environment (compound) for Preschool, lack of playing materials, teachers’ turnover are the challenges faced.

3.10 Gaps between what is Planned and Actually Implemented

Regarding the gap between what is planned and actually implemented; most KIs in SNNPR focused on the enrolment rate of children to Preschool programs and said they do not have gaps with this regard. However, the KI in Welaita Sodo did not deny that their plan is to use the local language “Welaitigna” which they failed to implement to be used in all Preschool centers as they use “Amharic”, the national language and English.

Similarly, all the KIs in Amhara region said they have had a plan to open Preschool programs attached to their respective primary schools. However, due to varied shortcomings all of them were not up to their plan. The KIs from AA-Kolfe Keranio, Kawot Woreda, and Sheno Woreda confirmed that their achievements with regard to access in all their respective schools 50%, 25%, and 5% respectively.

Similarly, with respect to children enrollment KIs from Debre Berhan Woreda, Shoarobit Woreda, and Tarmabe Woreda said that their achievements are 50%, 60.49%, 40.6% according to their order.

3.11 Achievements and Areas of Improvement in Implementing the National Preschool curriculum

Finally, experts have been asked about the success stories of their respective Woreda schools under their leaderships and areas of improvement in the future. Accordingly, the following have been pointed out as achievements and areas of for improving. Governmental O-classes which were changed to formal KGs are mentioned below as success stories.

Success stories/ best experiences in Amhara region are:

- ◆ Enabling children enroll in Preschools: children of Preschool age were able to enroll to centers better than before through mass mobilization and awareness creation. Hence, Society Mobilization to send their children to Preschool centers was seen as an achievement in the region.
- ◆ Hiring teachers for the level: Preschool facilitators were also employed by GO Preschool centers to run the programs.
- ◆ Supports from stakeholders: Efforts made to get support from NGOs and other organizations like play materials, pledges to construct classrooms and supplementary books are also best experiences in the region.

In Tigray, the preparations of teaching learning materials for both O- class and C to C non-formal readiness program and the follow up and support system from the primary school teachers are best experiences which have to be further strengthened.

In Oromia, the success stories of their respective Woreda schools under their leaderships and areas of improvement in the future are pointed out as the number of children is increasing every year and in some Woredas, more students are admitted more than what has been planned before. Moreover, Conducting continuous awareness program for the community on Preschool, mass mobilization towards successful Preschool, cooperation between the community, GO's & NGO's, implementation of large scale Child to Child program with the support of UNICEF, Preschool curricular materials are translated into Afaan Oromo are some of the achievements in the region.

Moreover, the rural GO Preschool center supported by an NGO in Oromia having a resource corner in the class, with better indoor and outdoor play facilities and relatively better salary of facilitators can be seen as success story. However, it is worth mentioning that the infrastructure (the road) to and from the school to the Woreda town needs serious improvement.

In SNNP, the GO zero-classes which are changed to Preschool centers are best experiences that other regions should take a lesson. Availability of indoor and outdoor play facilities, clean and age appropriate toilets, classrooms and availability of clean tap water are the best experiences

observed which let the director to be awarded as a motivated female director. However, expanding the backyard of the Preschool center is the area of improvement observed.

3.12 Inconsistencies in Implementing the National Preschool curriculum

The Welaita KII noted explaining the inconsistencies as follows:

The way Preschool centers use curricular materials and the way they deliver the program is not uniform rather it is mixed-up. I can say it is perplexed; some do buy books in private schools of Addis Ababa, some use the local language, others English dominated, and yet others mix prayer, some two semesters, others three semesters, etc. It is of different color “buraburie”.

This implies that the national Preschool curriculum is not harmonized. The KIs in SNNPR generally listed many inconsistencies among Preschool centers in implementing the national Preschool curriculum. *Among others are:*

- ◆ *The use of LTP in Preschool centers: some Preschool centers which are intervened by NGOs and given in-service training and play materials use LTP in teaching while others use LTP as a mere play outside the classroom.*
- ◆ *The language they use (local, national as well as English): most private Preschool centers use English as a major language while governmental ones use more local language.*
- ◆ *The text books they are using: text books are diverse from one Preschool Center to the other.*
- ◆ *The payment and qualification of Preschool facilitators: GO Preschool centers pay less than privates and NGOs. However, some private ones pay even less. Their qualification also ranges from a simple certificate to college diploma. Inter and intra Preschool center inconsistencies were also seen regarding in-service trainings offered to facilitators, those working in private Preschool centers are denied totally.*

- ◆ *The Preschool fee by parents time children spend in Preschool centers: parents pay a lot in private Preschool centers than in FBOs. Moreover, children stay in GO centers for a half day and in private and FBOs till 03:00 pm.*
- ◆ *The quality of the Preschool classes and compounds and availability of local and bought play materials: some GO centers were observed with child appropriate seats, toilets and clean Preschool compounds. Play materials are also of diverse quality some being from locally made materials and others form modern materials which are bought.*

This implies that the national Preschool curriculum and its implementation are not harmonized.

As KIs in Tigray mentioned, the performance and use of curriculum materials varies on the experience and training of the Preschool teachers. Some are very creative and enthusiastic in teaching children using play. The types of play they use are wide in variety. Songs, stories, games and physical exercises are used that encompass the development of all five areas of competencies. But, such kind of skilled teachers are very rare that most classes are dominated by traditional teaching.

Similarly, the KIs in Amhara region, except Debre Berhan Woreda, believed in the existence of inconsistency in implementing the Preschool curriculum. Particularly, this is highly manifested in private schools (AA- Kolfe Karanio).

The KIs listed many inconsistencies among Preschool centers in implementing the national Preschool curriculum. Among others:

- ◆ Availability/ absence of the National Preschool curriculum: Some have the curriculum in their centers and others do not.
- ◆ Assignment of focal person for Preschool: in some places like Tarmaber Woreda, no focal person has been assigned for Preschool that could monitor and supervise its implementation.

Picture 5: Outdoor play in Preschool centers local A and Modern B



A



B

As it can be seen from picture 5 above, some Preschool centers use outdoor play materials which are hand-made from the locally available materials and yet others have bought outdoor play materials.

3.13 Summary of Findings on Problems Faced and Actions to be taken at Different Levels

Facilitator/ Center head were asked about their views on actions to be taken and the problem faced at federal, regional, Preschool center and community levels in open- ended items of the questionnaire. In addition, they were also asked about the strengths and weaknesses of the national Preschool curriculum and the recommendations they have as they are the basic stakeholders to implement the curriculum with children. Their responses are summarized in the following table below.

Table 20: Summary of Open- ended Items Response of Facilitator/ center heads

Level	Problems in the implementation of the National Preschool curriculum	Actions to be taken in the implementation of the National Preschool curriculum
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Federal	<ul style="list-style-type: none"> • Lack of facilitator’s guide with learning and play contents which is relevant to the context • Delay of distribution of Curricular materials prepared by the MOE • Lack of well-organized and even training of Preschool facilitators on how to implement the Preschool curriculum, guidelines, etc. prepared by the MOE. • Unbalanced focus by the government to the private and governmental Preschool centers. • Training of facilitators in a language different from the language of communication in the Preschool centers, e.g. take training in Amharic and facilitate in the Preschools in Oromifa language. 	<ul style="list-style-type: none"> • Preparing and distribution of facilitator’s guide with learning and play contents which is relevant to the context • Harmonization of the national Preschool curriculum in the country i.e., language of instruction, quality and equity, facilitators qualification, Preschool stay hours in a day, payment of facilitators, ill-marked budget of Preschools, etc. • To distribute the curriculum and syllabus evenly • To prepare additional books • Training well-qualified Preschool facilitators • Giving license for trainers • Improving the Preschool facilitator’s monthly salary • Engaging in research for the betterment of Preschool curriculum and its implementation • Policy revision by the MOE specially in issues of training of facilitators, standard and quality, medium of communication in the Preschool centers, etc.
Regional	<ul style="list-style-type: none"> • Inability to distribute the curricular materials evenly • The specific region’s culture, history, etc. is not addressed • Children’s mother tongue is not given emphasis 	<ul style="list-style-type: none"> • To send curricular materials, children’s books, etc. to Preschool centers • To organize trainings • Create CFDP (Continuous Facilitator Development Program) • To adapt the curricular materials to the regions context • Implementing policies, guidelines sent by the FMOE

Woreda level	<ul style="list-style-type: none"> • Delay/ absence of distribution of Curricular materials prepared by the Regions • Lack of training on as to implement the curriculum • Lack of training for curriculum/ education experts in the Woreda • Children’s mother tongue is not given emphasis. • Lack of networking and frequent meetings between the Regional and the Woreda education/ Preschool curriculum experts. 	<ul style="list-style-type: none"> • To adapt the curricular materials to the Woreda context. • Implementing policies, guidelines sent by the Regions. • Training and training of trainers for curriculum/ education experts in the Woreda about implementation of the curriculum, i.e., capacity building for Education / Preschool curriculum experts. • Culture and mother-tongue issues should be addressed nation-wide based on the interests of the community in the Woreda. • Community mobilization on how to work together and serve as a bridge between the Regional level stakeholders and the Community.
Preschool center	<ul style="list-style-type: none"> • Less experience exchange, complementing, culture. • More business oriented nature of private ones. • LTP is not effectively used. 	<ul style="list-style-type: none"> • To fulfill indoor and outdoor play materials, if not already and for a newly established centers • Commitment to implement the national Preschool curriculum and initiate parents to send them • Organize experience exchange programs among Preschool centers to duplicate best experiences • Community mobilization on how to work together • Create CFDP
Community	<ul style="list-style-type: none"> • Poor child handling and parents lack of close follow up of their children 	<ul style="list-style-type: none"> • Daily follow up of their children • To bring and take their children in time • Create PFC (Parent-facilitator committee) and work in close collaboration to the implementation of the curriculum • Parental training for the children on how to support and have affection after Preschool • To establish Preschool facilitators’ professional association and work for the betterment of it • Participating in research , designing/ reviewing of Preschool curriculum

The following points were also mentioned on the strengths and weaknesses of the National Preschool curriculum:

Strengths of the National Preschool curriculum	Weaknesses of the National Preschool curriculum
<ul style="list-style-type: none"> • Focus in play • Age appropriateness • Indicating Preschool as the foundation for later development 	<ul style="list-style-type: none"> • It doesn't have other relevant curriculum materials that help teachers prepare practical lessons. • Less/ no emphasis on Preschool center-home relationship. • No Cassettes or CDs recommended, attached, prepared, etc. • Less emphasis on how to teach children with additional needs

4 Conclusions and Recommendations

The objective of this assessment was to evaluate the national Preschool curriculum implementation practices and recommend appropriate action, if any, to enrich it.

To this effect, both qualitative and quantitative data were collected and analyzed using both quantitative and qualitative methods of data analysis. From the analysis and interpretation of the data, the following conclusion and recommendations were drawn.

4.1 Preschool facilitators/center heads are Familiar with the National Preschool curriculum

The mean and standard deviation showed a positive result on the familiarity of Preschool Facilitators/Center heads about the National Preschool curriculum. According to the quantitative data, it was understood that Preschool facilitators/center heads are familiar with the national Preschool curriculum, its content and goals despite the fact that 60% of them fail to have it in their centers. Hence, from this it can be concluded that Preschool facilitators/ center heads are familiar with the national Preschool curriculum (its content and goal). Hence, as familiarity doesn't guarantee on an effective implementation of the curriculum, training of the facilitators on how to implement it is recommended.

4.2 Availability of Preschool curriculum/ Syllabus or other Curricular Materials Developed and Disseminated by MOE.

Preschool curriculum/Syllabus or other Curricular Materials including children's books and facilitators' guide are lacking. As availability of Preschool curriculum/ Syllabus or other Curricular Materials developed and disseminated by MOE in the Preschool Centers varies from center to center which shows that there is uneven distribution of these materials and in the majority of the cases are lacking, development of facilitators' guide and children's books is vital in implementing the curriculum. Hence, the even distribution of the national preschool curriculum and developing facilitators' guide and children's books are highly recommended.

4.3 Whether the Preschool Centers use the National Preschool curriculum

According to the findings, the majority more than 60% do not use the national Preschool curriculum for their perceived reasons of either they fall short of having it and lack of training and guide line on how to implement it in the actual Preschool centers or having a better curriculum. From this finding, it is concluded that most Preschool centers fail to use it. Therefore, harmonization of the Preschool curriculum and training on how to implement it is recommended.

4.4 The Issue of Children Ages 3 to 6 Learn Through Play

Play in most of the cases is understood as the time of routines that are not usually directed for teaching. It could be dancing or singing for fun or enjoyment and sometimes learning letters and numbers by music. Despite the scarcity of indoor and outdoor playing materials being the most critical problem in most government owned Preschool centers, most of the facilitators and curriculum experts are aware of the importance of LTP and those who are familiar with the curriculum asserted that it ensures LTP. As indoor plays are the least understood and traditional or locally made play materials are less used, capacity building trainings on how to implement LTP and prepare and use traditional play materials from the locally available resources is recommended. Best experiences in this regard should be shared or duplicated. The FMOE can organize experience exchange programs and award those who are best examples in implementing the curriculum using LTP.

4.5 Inconsistency in Implementing the National Preschool curriculum

There is inconsistency in the input and process in implementing the National Preschool curriculum in the country. Hence, harmonizing without overlooking the specific context of each Woreda is crucial. Inconsistencies were also observed in the use of play for learning despite the fact that all are aware of its relevance. Therefore, learning through play has to be enhanced.

4.6 Developmental Milestones of Children from 4 to 5 Years

The majority of children, more than 80% children in the Preschool centers from 4 to 5years achieved developmental milestones set for their specific ages except for some of the cognitive and fine motor items. Moreover, there was no significant difference between children from place to place with regard to the achievement of developmental milestones. Hence, there is a need for developing their cognitive developmental milestones by applying different approaches of teaching like LTP effectively, i.e. reviewing the process is recommended.

The interviewers also observed very few children with disabilities in Preschool centers who are older than the age group. In relation to this, when it comes to the issue of children with disabilities, the KIs stressed, little was done so far in the Woreda. Hence, as one KI indicated, opening Preschool centers for children with disabilities is needed as it takes time to accommodate them in regular programs. He emphasized that as it is a new trend, it demands team approach and engagement in the program. In addition, the training program that would be organized to Preschool facilitators and their assistants should take into account topics that would specifically enhance the skill of the facilitators and their assistants to deal with children with additional needs. Moreover, awareness raising to welcome these children in Preschool centers should be done.

4.7 The Status of Preschool Centers

The findings of the Classroom/Facilitator observation checklist showed that about half of the facilitators collected lesson plan copy and review and had indoor playing/learning materials, used locally made learning/play materials and used play for daily routines. Similarly, the majority created child friendly environment in the class, used local language while interacting and kept the class clean. However, posting and using class safety rules, preparing child portfolio, using curriculum material in the classroom, using text books/story books delivered by MOE in the classroom are the least favored which need to be addressed. With this regard, stakeholders should work hand in hand in these gaps of the input and which has its impact on the process of implementing the curriculum. Similarly, garden, nearby clinics/health centers and Sport fields are lacking in most Preschool compounds which pose the idea that there is a need for these areas of improvement as both are vital for the healthy life of children. Therefore, equipping centers with children's books and filling the gaps mentioned above and training on the concept of play and LTP should be delivered as a facilitator development plan (FDP).

4.8 Challenges Encountered by Preschool facilitators in Implementing the National Preschool curriculum

Findings of this work showed that there were budgetary and material challenges, lack of conducive work conditions, challenges of medium of instruction, lack of awareness in LTP, lack of qualified facilitators which are also identified as inconsistencies among Preschool centers. To

this end, a system from FMOE to REB, ZEB and Woreda level as well as Preschool and Community level collaboration which demand strong commitment and accountability for Preschool program should be organized. To sum up, all experts agreed that there are challenges in implementing Preschool curriculum making bold statements on lack of common Preschool curricular materials such as children's books and facilitators' guide. The need for preparing and even distribution these materials are crucial.

4.9 Challenges in Implementing the National Preschool curriculum

The capacity of the Woreda Education Offices to run quality Preschool program is too low both technically and financially which is one the major challenge in monitoring and evaluation of the national Preschool curriculum implementation. The office is understaffed and suffers from lack of budget for running Preschool program. Hence, the NGOs working on Preschool in collaboration with the FMOE should offer capacity building training and lobby the government to make decisions regarding the ownership of the program and make follow ups in the implementation of the curriculum.

4.10 Gaps between what is Planned and Actually Implemented

Regarding the gap between what is planned and actually implemented the Woreda experts mentioned differently. For some it is their plan to adapt the curriculum using the mother tongue of their Woreda, for others it is their plan to increase the enrolment rate of Preschool children. However, Woredas who planned adaptation of the curriculum using mother tongue confessed that they failed to implement their plan. But those who planned the increase of child enrolment achieved. Moreover, those who had a plan to open Preschool programs attached to their respective primary schools were not up to their plan due to varied shortcomings. To this end, the concerned bodies should be beside the Woredas by fulfilling the above constraints so that they can achieve their plan.

4.11 Achievements and Areas of Improvement in Implementing the National Preschool curriculum

Different Woredas showed different success stories or areas of achievements differently. For some it is the tendency of changing GO zero-classes in to full-fledged Preschool centers. For others, it is the use of LTP better. Therefore, these areas of achievements should be duplicated in other Woredas of the country.

4.12 Inconsistencies in Implementing the National Preschool curriculum

There were many inconsistencies among Preschool centers in implementing the national Preschool curriculum. Among others are: use of LTP in Preschool centers, language they use, text books used, payment and qualification of Preschool facilitators, time children spend in Preschool centers and Preschool fee, quality of the Preschool classes and compounds and availability of local and bought play materials. Inconsistencies are seen both in the context, input, and process. This implies that the national Preschool curriculum and its implementation are not harmonized. Therefore, the FMOE and its stake holders should to their level best harmonize the curriculum.

General Recommendations

- There is a need to develop locally-adapted curricular materials including facilitators' guide (where learning competencies of the syllabus can be broken down in to lessons which consists of detailed lesson using all forms of play culturally relevant and sensitive stories, songs, and games that help facilitators directly use in teaching children), Children's books and manuals for Preschool program which should be evenly distributed.
- As the results of this study show, some of the O-classes are in a tendency to be changed to actual Preschool program. Thus, those O-classes in schools that do not fulfill the standards of quality Preschool programs should be supported so that healthy and safe environment can be created.
- It is also important to adapt early childhood care and development model to the local situation. The consultants believe that there are good practices here and there in the country. Using local knowledge and practices that would suit the peculiar situation of the communities will make Preschool program most effective. The role of FMOE in this

regard should be thought thoroughly. Hence, it is important to organize experience sharing program so that best experiences can be replicated.

- It is important to establish PFAs and/or CMCs that would mobilize the community to own the program by involving members of the community in the provision of land for establishing Preschool centers, creating access to children for clean water and sanitation where there isn't any and for monitoring the overall activities of Preschool program.
- There is also a need to integrate LTP in facilitators' training to effectively implement LTP as prescribed in the curriculum. Given the scarcity in resource FMOE in collaboration with stakeholders has to develop a short term training package that can address knowledge and skill gaps among facilitators in teaching children using LTP approach.
- There is a need to develop locally-adapted curriculum, manual and strategy for Preschool program which should be evenly distributed.
- It is also important to create and/or strengthen networking and collaboration in Preschool program among all development actors, i.e., both governmental and non-governmental organizations, in the Woreda. The FMOE with ZEBs, REBs with Woredas, and Woredas with Preschool centers and vice versa. Networking among each stakeholder is also crucial.

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**Federal Ministry of
Education (MoE)**



National Preschool Curriculum Implementation Assessment in Ethiopia

Appendices



**Federal Ministry of
Education (MoE)**



National Preschool Curriculum Implementation Assessment in Ethiopia

Appendix A:

Key Informant Interview (KII) Guide to Curriculum/Education Experts in Woreda Education Office

Instruction

Dear respondents, CCFC in Collaboration with MOE is currently conducting a National Preschool curriculum Implementation Assessment in the Ethiopian Preschool centers. The purpose of this KII is to collect information and opinions from Curriculum/ Education Experts in Woreda Education Office regarding the status of implementation of the National Preschool curriculum in Preschool centers in Ethiopia.

The information and opinions gathered from the respondents will be used only to assess the status of implementation of the National Preschool curriculum and forward recommendations for future policy directions and harmonization of the curriculum in Preschool programs. The success of the study relies on the honest information you are going to offer. Your identity will also be kept confidential and your response will be used only for research purpose. Consequently, you are kindly requested to provide your genuine opinions and suggestions. However, your participation in this research should be purely on voluntary basis. If you are not comfortable with the interview, you can break any time.

Many thanks in advance for your cooperation!

I. Background

1. Region: _____ Woreda/Administrative Town/ City Administration _____
2. Sex: Female Male
3. Position: _____
4. Age (in years): _____
5. Marital status: single married divorced widowed
6. Total work experience (in year) 1-5 6-10 11-15 16-20 20 & above
7. Years of work experience in this position: 1-5 6-10 11-15 16-20
20 & above If other, please specify _____
8. Education level: 12th grade complete Certificate College diploma
BA/MSC degree MA/MSC degree If other, please specify _____
9. Types of Preschool centers in your areas: GO NGO FBO Private
Religious If other, please specify _____
10. Number of Preschool centers in your areas: GO NGO FBO Religious
11. What is the current total number of children in your Woreda aged 3 to 6?
Female Male Total
12. Current number of children who get access to ECCD programs in your Woreda aged 3 to 6?
Female Male Total
13. Current number of children with additional needs who get access to ECCD programs in your
Woreda aged 3 to 6? Female Male Total

II. On National Curriculum Implementation

1. What do you understand by the National Preschool curriculum?
2. Do think that Preschool centers are using the national Preschool curriculum?
3. Do you think that the national Preschool curriculum addresses the issue that children learn through play? In what way?
4. To what extent the curriculum is implemented ensuring children learn through play?
5. Are there traditional plays employed in teaching children in Preschool centers in your area? To what extent?
6. What challenges do you think are encountered by Preschool facilitators in implementing the curriculum?
7. What gaps are there between what is planned and actually implemented in Preschool centers?
8. Are there any inconsistencies in implementing the national Preschool curriculum?
9. What best experiences are there in your area?
10. Are there any Preschool centers that are not using the national Preschool curriculum?
If yes, what do you think are the reasons? What other curricular materials are they using?

Appendix B:

National Preschool Curriculum Implementation Assessment in Ethiopia

Observation checklist to Preschool Classroom and its Compound

NB. The checklist has to be filled in consultation with at least one of the Preschool Facilitators.

I. Background

1. Region/ City Admin / Woreda / Town _____ Date: _____
2. Name of Preschool center: _____
3. Type of Preschool center: _____
4. Observer's Name _____ Observer's Signature _____
5. Facilitator's Name _____ Facilitator's Signature _____

II. Preschool Classroom and Compound Observation Checklist

Classroom Observation Checklist		Response		Remark
SN		Yes	No	
The facilitator/class:				
1	prepares child portfolio			
2	collects lesson plan copy and review			
3	has the syllabus at hand and uses it			
4	has indoor playing/learning materials			
5	uses locally made learning/ play materials			
6	uses indoor playing/learning material			
7	uses play for daily routines			
8	daily Routine- Greetings & Closing			
9	creates child friendly environment in the class			
10	uses play while teaching (applies Learning through play)			
11	has posted class safety rules and uses it			
12	has chairs and desks			

1

13	has age appropriate chairs and desks			
14	has first aid kits in the class			
15	uses English language while interacting			
16	uses local language while interacting			
17	used curriculum material in the classroom			
18	used text books/story books delivered by MoE in the classroom			
19	used text books/story books in the classroom which are age appropriate			
20	class size is appropriate for this age (max. 20/ class)			
21	keeps the class clean			
Preschool Compound Observation Checklist				
Preschool Compound has:				
1	Toilets			
2	clean tap water			
3	child age appropriate toilets			
4	outdoor playing field			
5	outdoor playing/learning materials			
6	water to keep sanitation and hygiene			
7	fence and entrance with doors			
8	garden			
9	nearby clinics/ health centers			
10	enough offices			
11	Sport fields			

III. Developmental Milestones Checklist

Following are lists of key developmental milestones in three (physical, cognitive, and psychosocial) developmental areas. Please note that each item has to be scored in terms of “Yes” which means the child has attained the milestone and “No” which means the child has not attained the milestone. Write in the remark if 10% of the children do not fulfill the developmental milestones.

Observation started at: _____

Observation ended at: _____

Checklist to 4 to 5 Years				
No.	The child:	Response		Remark
		Yes	No	
Gross motor				
1	Stands on one foot for ten seconds or longer			
2	Hops, somersaults			
3	Swings, climbs			
4	May be able to skip			
Fine motor				
8	Copies triangle and other geometric patterns			
9	Draws person with body			
10	Prints some letters			
11	Dresses and undresses without assistance			
Language				
12	Recalls part of a story			
13	Speaks sentences of more than five words			
14	Uses future tense			
15	Tells longer stories			
16	Says name and address			
Cognitive				
17	Can count ten or more objects			
18	Correctly names at least four colors			
19	Better understands the concept of time			
20	Knows about things used every day in the home (money, food, appliances)			
Social and emotional				
21	Wants to please friends			
22	Wants to be like her friends			
23	More likely to agree to rules			
24	Likes to sing, dance, and act			
25	Shows more independence and may even visit a next-door neighbor by herself			

Appendix C:

Questionnaire for Preschool Facilitators/Heads to Assess National

Instruction

Dear respondents, CCFC in Collaboration with MOE is currently conducting a National Preschool curriculum Implementation Assessment in the Ethiopian Preschool centers. The purpose of this questionnaire is to collect information and opinions from Preschool facilitators/ Heads regarding the status of implementation of the National Preschool curriculum in Preschool centers in Ethiopia.

The information and opinions gathered from the respondents will be used only to assess the status of implementation of the National Preschool curriculum and forward recommendations for future policy directions and harmonization of the curriculum in Preschool programs. The success of the study relies on the honest information you are going to offer. Your identity will also be kept confidential and your response will be used only for research purpose. Consequently, you are kindly requested to provide your genuine opinions and suggestions. However, your participation in this research should be purely on voluntary basis. If you are not comfortable with filling the questionnaire you can break any time.

Many thanks in advance for your cooperation!

General Instruction

1. Do not write your name.
2. For close-ended items, put a “√” mark in the box for responses that you think are appropriate.
3. For open-ended questions, write your responses on the space provided.

PART I: Personal Information of Respondents

1. Your Preschool center name _____
2. Position in the Preschool Center: Facilitator Head
3. Type of Preschool center: GO NGO FBO religious
If other, please specify _____
4. Region: _____ Woreda/Administrative Town/City Administration _____
5. Sex: Female Male
6. Age (in years) _____
7. Marital status: single married divorced widowed
8. Total work experience (in year) 1-5 6-10 11-15 16-20 20 & above
9. Years of work experience in this Preschool center: 1-5 6-10 11-15 16-20
20 & above
10. Education level: 8th grade complete 10th grade complete 12th Grade complete
KG certificate College KG diploma
If other, please specify _____

PART II: The National Preschool curriculum Implementation

Curricular materials:

2.1. Dear Respondents,

Please kindly put a “√” mark in front of the responses that you think are appropriate.

2.1.1 What do you understand about Preschool curriculum? _____

2.1.2 Is the center using the national Preschool curriculum in teaching children age 3 to 6?

Yes No

2.1.3 Does your Preschool center have Preschool Syllabus or other curricular materials developed and disseminated by the Ministry of Education (MOE)?

Yes No

2.1.4 If your answer for the question No. 2.1.3.above question is “Yes” do you apply the Ministry’s Syllabus/ curricular materials in the classroom?

Yes No

2.1.5 If the answer for question 2.1.3 is **No**, which of the following Curriculum materials are available in your Preschool center?

- a. Preschool National Policy Framework
- b. Preschool Guideline
- c. Preschool Syllabus
- d. Preschool Text Books
- e. Others, specify _____

2.1.5 If your answer for the question No. 2.1.4.above is “No” please indicate the curricular materials that the center uses to educate the learners(children)

2.1.6 If the answer for question 2.1.3 is **No**, what other curriculum material are you using?

Where do you get the other curriculum material/s from?

Why aren't you using the national Preschool curriculum?

- Do not have the national Preschool curriculum
- Have other better curriculum
- National Preschool curriculum is not convenient
- Lack of training
- Others, specify _____

PART III: The National Preschool curriculum Implementation

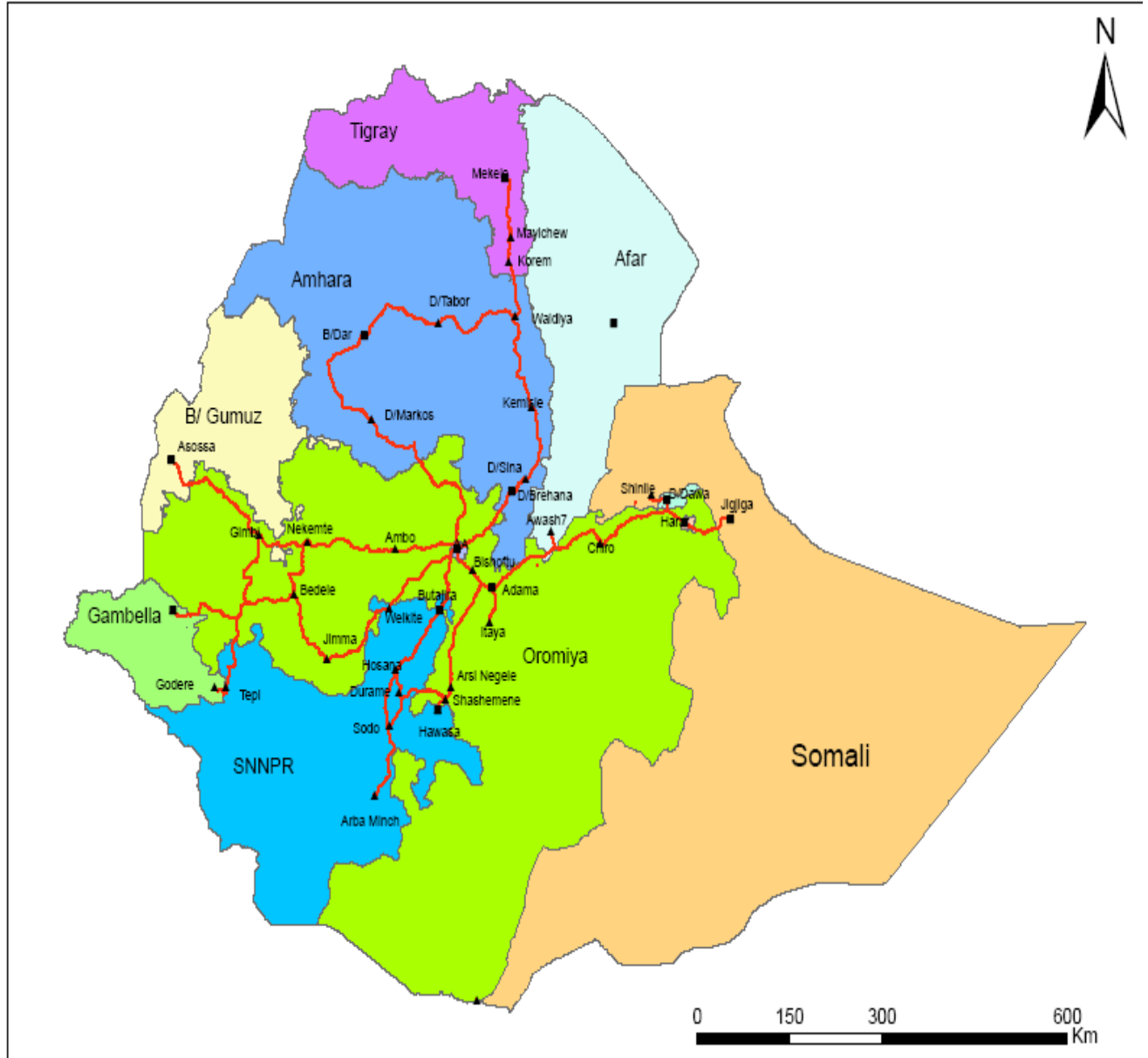
Being thoughtful of the national Preschool curriculum implementation for children aged 3 to 6 of which you, as a Preschool facilitator/head are in charge for ensuring its goals; kindly rate your degree of agreement on each of the following items set to show the status of implementation of the national Preschool curriculum by using the scale below:

1=Strongly Disagree 2=Disagree 3=Undecided 4=Agree 5=Strongly Agree

Items on familiarity of curriculum implementation (for children aged 3 to 6)	1	2	3	4	5
Curriculum					
The current Preschool curriculum addresses the issue that children learn sense of self through play					
The current Preschool curriculum helps children learn about their physical body and its protection through play					
The current Preschool curriculum helps children learn the concept of relationship through play					
The current Preschool curriculum helps children learn understanding through play					
The current Preschool curriculum helps children learn about communication through play					
The currently designed Preschool curriculum is made to be relevant to national & societal needs					
The currently designed Preschool curriculum is made to be relevant to life and world of work of children in the long run					
The currently designed Preschool curriculum is made to be relevant to whole-child development					
The current Preschool curriculum has been developed with active participation of stakeholders					
The current Preschool curriculum is being implemented with active participation of stakeholders					
Curriculum evaluations are being conducted with active participation of stakeholders					
The current Preschool curriculum addresses local issues (culture, religion, norms, traditions, special needs) properly					
The current Preschool curriculum addresses gender and disability issues properly					
The new Preschool curriculum has been developed based on psychological and pedagogical principles					
The current Preschool curriculum meets international standards					
The current Preschool curriculum has enabled to align education and training with research practice					
The current Preschool curriculum promotes the application of research outputs in children aged 3 to 6					
The current Preschool curriculum has enabled smooth transition from one level to another level of pre-school education and finally to primary education					
The current Preschool curriculum has enabled the alignment of Preschool education and research with development and societal needs					
The current Preschool curriculum is being reviewed and evaluated periodically					
Stakeholders take part in periodic Preschool curriculum review and evaluation					
Preschool curriculum goals achieved: The goals of the current Preschool curriculum are achieved					

Appendix D:

Study Area Map



Appendix E: Chronbach's Alpha Reliability Test of Items Output

Cronbach's Alpha	
	.981
	Cronbach's Alpha
q2_4_1_1_I am aware that the current national Preschool curriculum is available in the Preschool center	.981
q2_4_1_2_I am familiar with the contents of current national Preschool curriculum	.981
q2_4_1_3_I am familiar with the methods of current national Preschool curriculum	.980
q2_4_1_4_I am familiar with the current national Preschool curriculum assessment method	.980
q2_4_1_5_I am familiar with the assessment tech	.980
q2_4_1_6_I am familiar with the goals of current national Preschool curriculum	.980
q2_4_1_7_3 years of children's stay is enough to prepare them for grade1	.982
q2_4_2_1_The Current national Preschool curriculum helps children physical development	.980
q2_4_2_2_The Current national Preschool curriculum guides in selecting and implementing age appropriate play to facilitate children's language development	.980
q2_4_2_3_The Current national Preschool curriculum addresses the issue that children learn sense of self through play	.980
q2_4_2_4_The Current national Preschool curriculum guides in selecting and implementing child developmental area appropriate play to facilitate children's learning through play	.980
q2_4_2_5_The Current national Preschool curriculum guides in selecting and implementing age appropriate play to facilitate children's language developments	.980
q2_4_2_6_The Current national Preschool curriculum is made to be relevant to whole-child development	.980
q2_4_2_7_The Current national Preschool curriculum is made to be relevant to national & social needs	.980
q2_4_2_8_The Current national Preschool curriculum addresses gender and disability issues properly	.980
q2_4_2_9_The Current national Preschool curriculum has been developed with active participation of stakeholders	.980
q2_4_2_10_Curriculum evaluations are being conducted with active participation of stakeholders	.980
q2_4_2_11_The new national Preschool curriculum has been developed based on psychological and pedagogical principles	.980
q2_4_2_12_the current national Preschool curriculum addresses gender issues properly	.980
q2_4_2_13_the current national Preschool curriculum addresses Disability issues properly	.983
q2_4_2_14_the current national Preschool curriculum goes from simple to complex	.981
q2_4_2_15_the content of the syllabus is adequate enough to prepare them from one stage to the other 3-5,4-5,5-6	.980
q2_4_2_16_the current national Preschool curriculum is being reviewed and evaluated periodically	.981
q2_4_3_1_The goals of the current Preschool curriculum to learn about their physical body & its protection are achieved	.980
q2_4_3_2_The goals of the current Preschool curriculum to learn about relationships are achieved	.980
q2_4_3_3_The goals of the current Preschool curriculum to learn about sense of self are achieved	.980
q2_4_3_4_The goals of the current Preschool curriculum to learn understanding are achieved	.980
q2_4_3_5_The goals of the current Preschool curriculum to learn communication/language performances are achieved	.980