



World Vision Ethiopia
Early Childhood Education Experiences in Brief
For Ministry of Education

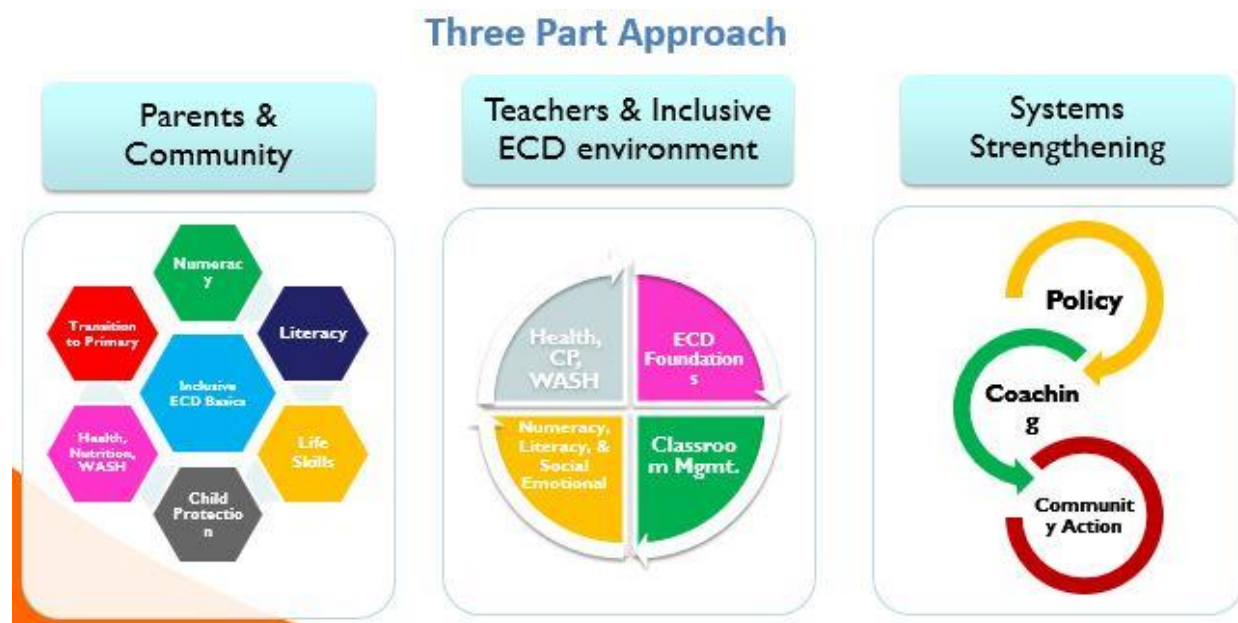


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Addis Ababa
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World Vision Ethiopia Early Childhood Education Practices

World Vision Ethiopia has committed itself to access and improve of education programmes in the country with a special focus on educating learners for life. World Vision Ethiopia contribution on education dates back to 1975 when the organization started its operation in Ethiopia. Since then, as data indicate until 2014, the organization reached and benefitted over 3.9 million children from the most marginalized communities making them educated for life in achieving their full potential.

World Vision Ethiopia follows the ECD model called “Learning Roots” that addresses the developmental needs of children from age three through six. The Learning Roots model aims to enhance the comprehensive development of children and improve parents’ skill to impart quality support for their children. It showcases and advocates community managed, cost effective and quality ECD programmes in order to address the needs of the most vulnerable children. The project model employing its three pillars namely parental support, strengthening learning environment and system strengthening uplifts the capacity of ECD actors to establish stimulating and friendly environment for children’s comprehensive development.



WVE has been implementing community managed, cost effective and quality ECD programmes in 36 Woredas via establishing or supporting 563 ECD centers which benefitted 35,776 (17740 girls) rural and vulnerable children in close collaboration with community, faith based organizations and government. Besides, 3,309 vibrant ECD teachers have been capacitated to enrich children’s holistic development. With the parenting empowerment program, WVE tries to enhance parents /caregivers ability to render quality care and support for their children. There are tested and well-tailored training manuals and guides for the program implementers. Most importantly, WVE utilizes locally available resources to produce stimulating and developmentally appropriate in-door and out-door play and learning materials which inspire other partners to

replicate ECD in such low cost with quality. This is what happens in few Woredas (Jabi Tehnan, Enemay in Amhara, Hula in SNNPR and Jeju & Bosset in Oromia) where FBOs, CBOs and Government partners are scaling up the model. Above all, WVE systematically enhanced ECD work forces through structured and connected to classroom short trainings and created a continuous learning and coaching platforms. A good number of ECD centers have been established in the inner villages with the strong coordination and connection among district education offices, primary schools, Faith Based Organizations and community members. All in all, our Learning Roots Model is well accepted due to its simplicity and well-defined structure; and acknowledged and awarded by local and regional government as well. Children's social interaction, academic performance, interest to attend school has grown which has been with the overflow of children in to WVE supported ECD centers due to its child friendly environment and engaging and playful teaching methods.

World Vision Ethiopia Early Childhood Education deli very Modalities

1. ECD centers attached to the primary schools
2. Satellite ECD centers in the inner villages
3. ECD centers in the churches
4. Informal ECD centers (flexible to all contexts - Under construction)

Satellite ECD centers in the villages at a Glance

Implementation Arrangements

The program facilitates the establishment of ECD centers in the villages

1. **Awareness raising:** in the first stage, the program raises the awareness of District education office, primary school leaders and selected first cycle teachers about the importance of ECD and how to support the establishment and management
2. **Community sensitization and mobilization:** the capacitated DEO and primary school leaders sensitize the community and work together on the way out how to avail early learning opportunities for their children
3. **Implementation:** Center Management Committee (CMC) facilitates the communication among community members, DEO and Primary schools for the smooth implementation and functioning of the Satellite. CMC identifies spaces for the ECD establishment and mobilizes resources for establishment of rehabilitation. A primary school is responsible to manage and administer the established 4 or 5 Satellite ECD centers in collaboration with CMC. DEO is responsible for enrolling ECD teachers/facilitators and paying their salaries/stipends. WVE provides selected industrial materials and builds the capacity of ECD teachers, CMC, DEO and school leaders.
4. **Graduation and post-graduation:** the ECD centers graduate after creating strong linkages with the existing formal system and have met a set of criteria regarding community involvement, teaching and learning environment, and management. Upon graduation, programs continue to receive support and training in order to ensure their sustainability.

Cost and Financing Arrangements

The centers are initiated by World vision Ethiopia along with a wide range of material and financial contribution of the community, government (DEO) and local partners.

CMC (Community)- provides land/spaces & labor to construct/rehabilitate the ECD centers and outdoor play materials. Agreed up on monthly contribution of parents to cover some running costs.

WVE – provide industrial materials for ECD establishment & capacity building costs

Primary schools- support some learning materials, coaching support and administration

DEO- paying salary and supervision

Monitoring and Evaluation tools:

1. Age & Stage Questionnaire (goal level measure)
2. ECD center quality checklist
3. System strengthening checklist



Results

Preschool participation: for instance in Jabi Tehnan Woreda, the participation among children aged 4-6 uplifted from 15% to 78% at Woreda level – specific to Wojet and Mankusa Kebele, the coverage is 100%.

Child development: Participating children had significantly higher school readiness compared to children who attended 0-class program.

Learning environment quality: The quality of the learning environment in the Satellites ECD centers was higher than in comparison with 0-classes.

What contributed to the program's success?

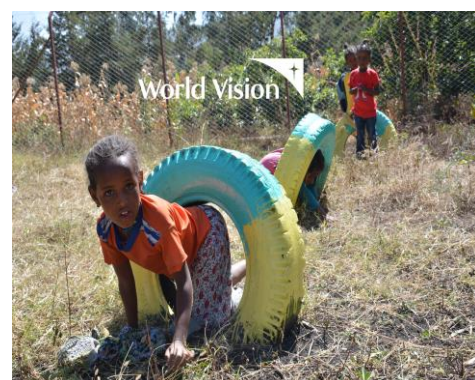
Engagement DEO and Primary School Leaders: the most trusted and close institutions in the villages are schools and DEO. And WVE enhances the capacity of the professionals in the DEO and Schools with evidence-based trainings. They in turn have shown their commitment by mobilizing resources from their offices and community to reach the unreached children in the villages. They are critical to ensure sustained quality change in the program.

Communities build capacity: This program model is based on communities being responsible for managing and sustaining the centers, including providing space for the construction of schools, building materials, and all associated labor costs, as well as creating a preschool supervisory committee. The Center management Committee's (CMC) responsibility is to help mobilize resources and draw in the support of parents through school meetings and activities.

Use of Locally made learning and Play Materials: locally available resources were creatively turned into children's learning and play materials. WVE trains teachers and community members in how to construct outdoor play materials and indoor corner materials.

Well-tailored training and coaching:

The program provides foundational training for teachers as well as ongoing mentoring and support. The training is brief but very focused and ready-made to apply on the spot. Facilitators and government partners help provide regular teacher support through visits. Learning Circles are designed to enable knowledge sharing among teachers working in different districts.



Testimonies

(1) ECD management Committee: A bridge between the community and ECD centers

Every early childhood development centre has one management committee elected from the community by the community to serve as a bridge between the community and the ECD centers. The committee meets with children's parents every month to discuss the overall performance of the centre. Sewnet Mola, Tsion ECD center management committee secretary says, "The committee supports the teaching learning process of the ECD centres, advise teachers, take disciplinary measures, if any, and mobilize resources and the communities to contribute their part and send their children to school."



The entire community have full trust and respect for ECD management committee and so do the teachers and the local governments. The community obeys the ECD management committee in every aspect of education issues. Sewnet says, "There is no community member that does not send preschool aged child to ECD centre. They community are now delighted in their children school performances and count us as the trustworthy leaders. They have also taken ownership of the ECD, contributing their part and working hard for better."

Sewnet is grateful to World Vision. He says, "World Vision is our reliable partner that stands with us in all of our challenges. World vision is the father of education for our little ones and a real partner to end poverty from our community."

(2) Capacitated partners boost ECD in Jabi

Access to pre-school programmes of any kind have historically been very low, and almost non-existent in rural areas of Ethiopia. Hence, the most disadvantaged children in rural and hard to reach communities are either coming to grade 1 without having the necessary preparation or are enrolling late. Anmut Yeneayehu, Jabi Tehnan District ECD focal person has this to say, "Our district had no pre-school programmes of any sort earlier. Parents had to keep their children at home up until they reached seven years. When they joined primary education at seven, they used to struggle to learn alphabets, face difficulties socializing themselves with the school environment, peers and teachers. For this reasons, many were forced to drop out of school."

In a bid to ease these challenges, World Vision started its ECD programme in the district. It capacitated 1,058 teachers on early childhood development, provided training on learning and play material development utilizing local resources, supported the community with industrial materials to construct ECD centres and created awareness on the importance of ECD. In the last three years, 42 ECD centre were opened through World Vision industrial materials support. 125 ECD centres



opened across the districts by the government and community participation. "Children's social skills, school performance, interest for education has improved significantly. The dropout rate at primary education has reduced from five percent to below one percent," Anmut happily explains

Anmut is very grateful to World Vision for introducing and supporting children development and learning at the district. He says, "World Vision has shown us the road map as to how to enhance our children's future potential. We will do all our best to sustainably run the early childhood development works going forward flourishing." It is true local level capacity building

Early Childhood Education Workforce

Implementation Arrangements

The ECE workforce development includes two main activities. First identifying core trainers and build their capacity as a ToT for the specific DEO employing WVE well-tailored and tested training manual. The ToTs cascaded the training for ECD teachers in two rounds and organized a separate training in abridged form for selected grade 1-4 teachers, DEO experts and primary school principals for larger advocacy and support. The ECD teachers will take 10 days of training in separate sessions which helps them to link the training activities with their classroom real realities where there are five corners in the classroom. During the raining, teachers were guided to develop sample materials for each corner and then the teachers are expected to produce and put ample materials in each corner. Along with this, there will be discussions and simulations how to support children's independent learning and motivation in the classroom following the daily routine posted at the wall.

Cost and Financing Arrangements

World Vision Ethiopia Covers the training cost for participants from t target Woreda. When other non-target Woreda seeks support, WVE shares only the contacts of the ToTs since WVE invests a lot to build the capacity of the ToTs to serve as core trainers for the country in general.

Monitoring and Evaluation tools:

1. Pre-test and Posttest during the training
2. Field observation checklist

Results

Child development: Participating children had significantly higher school readiness compared to children who attended 0-class program.

Teacher training: ECD teacher training, follow-up, and ongoing mentoring contributed to better classroom practices. Teachers engaged children in small groups and worked one-on-one with students.

Learning material production and environment quality: Teachers become very productive and creative in developing varieties of learning materials which they use it in rotation mode not to overwhelm with lots of materials. Selected materials will be on use to teach children in directly to wait their turn and respect learning materials. The quality of the learning environment in the Satellites ECD centers was higher than in comparison with 0-calsses.



What contributed to the program's success?

Core trainers presence and the training manual: the program seriously enhances the capacity of core trainers (ToTs) employing its well-tested and developed training manual in order to deliver quality support their respective Woreda ECD program.

The strong linkage b/n the training and the classroom teaching: The training is designed to capacitate teachers to utilize their learnt skills in the actual classroom environment. Besides, the training is giving in two separate rounds/sessions. Teachers will have time to experiment what they have learnt in the classrooms for some months and to come up with challenges and experiences to share in the second round training. This facilitates learning a lot.

The employment of learning corners: the ECD classroom is organized by 5 learning areas where children can access learning materials they choose for individual exploration and group work. The teacher facilitates this process and conducts other routine activities.

Coaching: A primary school assigned 1 trained grade 1-4 teacher as a coach to facilitate discussion and self-learning. The coach can identify gaps and report for the school principals for any assistance. Besides the coach facilitates ECD teachers to undertake learning circles for better learning and sharing.



Testimonies

(1) Quality training for quality results!

Selamawit Ferede is a diploma holder in preschool education and has been teaching at ECD center for the past couple of years.

She is one of the teachers that took World Vision ECD training and it brought about a progressive change on the way she teaches and manage classroom. She says, "The knowledge I had from my diploma course was theoretical. I was bored, sleepy and lacked interest to stay long in the classroom. Neither was I satisfied with the way I offer the teaching learning process."

Selamawit continues explaining its significance "World Vision ECD training is absolutely practical. The presence of structured daily routine and organized learning corners in the classroom makes the day very engaging, and exciting for children and me as well. Now Children no longer show a sign of tiredness and lack of interest. They rather wish to stay longer."

Yetsedaw Melesew, 6, is one of the student at this early childhood development centre. He says, "Our school is a good place to stay at. I am able to learn both Amharic and English Alphabet. I play various games. Our teachers are reading stories of animals and people to us. I always long to visit our school every day. I love to be here all day long."



(1) High Enrollment and Learning Interest with the launch of ECD

ECD started in Hulla District in 2014 and now the number of ECD has reached 21 benefiting more than 1,000 children. Before World Vision's ECD programme intervention, the local government was implementing "0" class in 13 Kebeles out of 31 kebeles in the district. More or less, about 200 children were attending '0' class in the district every year despite its hurdles, in this regard.

Speaking of the challenges of the "0" class, Abegaz Mihirka, Hulla District ECD Focal person says, "The teaching methodology was not student centered and teachers were not trained in a professional way. There were little or no games, reading materials, and other learning materials to attract children. For this reason, parents were unwilling to send their children to school neither were children interested to attend. The classrooms were dark, narrow exposing them to discomfort."

Abegaz witnessed that the ECD center is by far better and effective than the "0" class underlining that children are learning by touching, seeing and sensing the teaching materials .

Significant change has been seen since the ECD started in district. He says, "Children school performance has significantly increased. They are able to read and write. Number of children joining school has reached to 99 percent. All community member are willing to send their children to school. The children social interaction, result, and cooperation among themselves increased."

