

# **LEADING CHANGE AND POLICY PRACTICE OF PRE-SCHOOL EDUCATION IN ADDIS ABABA**

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## **ABSTRACT**

The purpose of the study was to assess leading change and policy practice of pre-school education in Addis Ababa, the approach of the research was qualitative. Regarding preschool data were gathered from national early child hood education and preprimary strategic operational documents. Concerning the implementation data were collected from Experts from 2 MOE experts, 2 Ed. Bureau experts, 4 sub cities experts, 10 selected districts experts and 10 kindergarten principals. Four sub cities and 10 kindergartens were selected simple random sampling. The finding of the research reveals that through significant progress has been achieved, there are still continuing challenges that impede the implementation of the preschool education. Finally it is recommended that sub city or district education office can organizes training on method of teaching learning process in preschools, fulfilling necessary playing equipment's ( indoor and outdoor materials), allocating enough amount of budget for preschool, participating all relevant stakeholders and ensure self-management of preschools so that they decide on their own resources .

**Key words:** Preschool, leading, change, policy, kindergarten, ECCE

## **INTRODUCTION**

Early childhood is far more important than producing a bright and productive citizen over the next generation in the human life cycle. To achieve this, it is believed to require a significant flow of resources, with many developmental changes occurring in the pre-early childhood time and the base for the future achievement of the children.

Depending on the tangible state of Ethiopia , pre-childhood captures a period of development from the age of conception to 6 and it is the time for rapid physical, intellectual, psychological, social and emotional development. In this age bracket, many changes will occur and the success of the future of the children are laid, especially the first three years are crucial to mental development and brain growth at a much higher rate than ever before.

Failure to provide better food, health care, safety and education for children at this rapidly changing period will deter the children's right to be productive citizens, their right to a better life, and their contribution to the development of society and the development of their country in general.

To reach the advanced age level, children need a safe, comfortable environment, health services, adequate and balanced nutrition, opportunity and responsive care for pre-primary education, which requires the cooperation and organizational work of many sectors/organizational bodies to meet this need.

In Ethiopia, pre-primary education has been under the spotlight since 2005 and has been doing different of tasks to ensure the health, education and well-being of all children in pre-early childhood development and education, but for a variety of negative reasons, they have been recorded as child developmental changes.

In the sub-sector, all primary schools and pre-primary schools, O-classes are given in areas where it is impossible to provide in either of the above programs, pre-primary education is delivered in child-to-child delivery strategy and in accelerated school readiness program (ASRP). Accordingly, as a matter of academic quality and organizing problems, the overall enrolment of pre-primary education has risen from 4.2% to 45.4% in 2019/20.

The Ministry of Education, the Ministry of Health, the Ministry of women, children and youth, the Ministry of Labor and social Affairs, the Ministry of Finance, the Ministry of Culture and Tourism, Ministry of Water and Irrigation, Ministry of Peace, Bodies of Justice, Addis Ababa University, UNICEF, Save the Children, World Vision Ethiopia and USAID are part of the Review Committee has been revised the previous ECCE Policy Framework and drafted the new ECDE Policy Framework considering the feedback of senior leadership. Specifically, the Ministry of Education, the Ministry of Health, the Ministry of Women, Children and Youth, and the Ministry of Labor and Social Affairs, are believed to be conducting a follow-up monitoring and evaluation of the policy.

Thus, many tasks of coordination must be realized to accelerate and enrich children's physical, intellectual, emotional, and social development. It is also believed that implementation of the ECDE Policy Framework and Handbook in the country could change the lives of all children.

## **EARLY CHILDHOOD EDUCATION**

Early childhood education is intended to prepare children aged 4 to 6 years old for primary school.

Early childhood education is play-based, with curriculum that is contextualised to the local situation and delivered both inside and outside of schools. The goal of the play-focused approach is to ensure children's holistic development, which includes their physical, mental, social, emotional, and ethical development, so that children will have upright character development.

Since 2011, Ethiopia has prioritised pre-school education. Some notable accomplishments have been recorded in relative terms. All kindergartens and primary schools in the sub-system have pre-grade one ('O' class). A child-to-child learning programme is implemented in areas where there are no kindergartens. Another scheme is the "Accelerated School Readiness

Program," which involves Pre-school education will be available to children. As a result, overall participation in pre-school education has reached 44.2%, despite on-going access and quality issues.

Overall, various activities have been undertaken to promote early childhood development and education through health, education, and security services. However, due to the aforementioned challenges, the results are not up to the required standard. As a result, it is critical to engage in multifaceted and integrated activities to accelerate children's physical, mental, emotional, and social development as much as possible.

### **IMPORTANCE OF EARLY CHILD HOOD EDUCATION**

Early childhood is a remarkable time for a child to develop physically and mentally. It sets the foundation for, behaviour, health and lifelong learning. Early childhood education and care programme also paramount in a child's over all development. To this end, the role of the teacher (adult) and care givers in children development is seen as a role of the highest order and one to be taken seriously. This is because, children view teachers as a role model and take prompt from the ways that teachers behave and interact around and with them (Zigler& Stevenson, 1987). Many educators identified early childhood education as very fundamental time for any child. For instance, one third of children school attainment potential has been determined by the time he/ she enters preschool (Bloom, 1964).

His studies also support that first four or five years of a child is the period of greatest sensitivity to environmental influences. Nurturing and healthy environment can have far greater effects in improving the child's overall development. Unfavourable environments on the contrary havenegative and retarding influence on the child over all development. Bloom(1964) said that early childhood education helps the child to develop good physique, motor skills, personal adjustments, appreciation of the self and others and understanding the environment.

This means early experience weather home or school in child's early life has grand contribution on part of his/ her development now and in the future. In relation to this, Boren and Pickett(1954) cited that many of the failures in adult life, the poor adjustments made by individuals to their environments are accepted as being derived partly from "faulty training" or lack of opportunity for self-development in the early years. Besides, pre-school seeks to develop social interaction and individual responsibility to stimulate initiative and resourcefulness and to develop the ability to solve the daily problems of group life Boren and Pickett(1954). Early childhood education has lifelong effect in life.

Further studies on pre-school programs reveals that children who attended pre-school programs achieved markedly greater success in school and in their personal lives than comparable children who did not receive early childhood education. Pre-school intervention has also economic benefit for a society. It can reduce overall costs to schools, an expenditure on welfare and social services (Ziegler& Stevenson, 1987).

## **CURRICULUM OF EARLY CHILDHOOD EDUCATION**

According to UNESCO, (2010) a preschool curriculum is one of that delivers educational content through daily activities. And further a child's physical, cognitive and social development. Preschool curriculum is nothing but answering two basic questions and they are what young children should learn and what is the most effective way to teach children (Perry,2004) other study show that curriculum is everything that affects the child in leaning environment. It covers not only the activities, both indoors and outdoors, offered to young children, but the attitudes of the staff not only towards the children, but to each other., to parents and anyone who vists the setting(Curtis,1998). Child leaning starts before a child walks through the classroom door UNESCO, (2007:6). The concept of "all rounded learning" is depend on the accepted principle that learning should be always integrated in all areas of human growth and development. It is only for the purpose of learning one area or another in depth that such categories are formed. The different subjects based educations observed in our preschool are the product of these categories. The aim of early childhood curriculum is to support children gain the skills and behaviours that will encourage their optimal growth physically, socially, emotionally and intellectually. In fact, principals and teachers should consider a number of factors in developing a curriculum to provide maximum learning opportunities (Gordon and Browne,2011).

curriculum is an organized framework that describes the content that children are to learn, the process through which children attain the identified curricular goals, what teachers do to help children attain the goals, and the context in which teaching and learning occur (Ann and Kathryn,2011). But, as the curriculum is transmitted in the classroom it will be expressed or enacted through the teacher, hence, it is so-called expressed or enacted curriculum Dribssa (2004).

Preschools should incorporate, inclusive curriculum that reflects an awareness and sensitivity to diversity in all rounded areas of a child's life: social, cultural, language, gender, religion and capabilities and the inclusion of children with any and all varieties of disabilities and those who reflect various cultural backgrounds (Gorden and Browne, 2011: 331). Students with special needs and also their family need education and services that will support them succeed (George, 2004). Students with special educational needs include the more able, children from different linguistic backgrounds, those with disabilities and children from different ethnic and cultural group. Each of these groups of children will need to be offered planned opportunities that build on and extend their existing knowledge (Curtis and Hagan, 2003:141).

## **LEANING METHODOLOGY**

Young children are very eager to learn new things and they learn impulsively using play. For children to learn effectively and experience the world around them play is the most effective method. By using play and their senses children discover new knowledge and expand their idea (NACECE, 2003).

Developmentally appropriate teaching is based on predictable sequences of growth and change on the age children. It also requires the teacher to take account of the age of the child, his individuality, leaning style and family background. In the teaching process the role of the

teacher is to provide different activities, materials, and support whenever necessary (Curtis, 1998). According to the ministry of education (2009) to help children learn through play, the methodology should depend on children interest, thematic learning approach should be applied and teachers should use integrated learning approach.

## **HISTORY OF PRE-SCHOOL EDUCATION IN ETHIOPIA**

Early education in Ethiopia dates back to the early mediaeval period. Male children began attending church services around the age of four during that time period. Children began the first stage of priest school education at these services. The curriculum for children of this age consisted primarily of alphabet drill and practise (Negash, 1996, as cited in Tirussewet. al., 2007: p.14). Later in the twentieth century, Emperor Menelik II recognised that improved education was a critical requirement for modern Ethiopia.

In accordance with his ambitions, he founded the first public school, Menelik Primary and Secondary School, in 1908. Similarly, eight years after the establishment of the first public school, the first modern preschool (kindergarten) for French children was established in Dire Dawa.

Despite the fact that modern kindergartens have existed in Ethiopia for nearly a century, many Ethiopian children have not had the opportunity to attend pre-schools. Though early childhood education is recognised as an important part of a child's development, the government does not consider it a top priority, as stated in the Education and Training Policy and Its Implementation, because "the opening of kindergarten involving massive expenditure cannot be a top priority, as regular universal primary education has not yet been achieved."

Because regular universal primary education has not yet been achieved, it cannot be a top priority."

Thus, kindergarten investment has been left to private investors, religious organisations, and parents who can afford to pay the fees. As a result, Ethiopia failed to meet the educational standards set by UNICEF (1995) and Pankhurst et al. (1991), as cited in Gezahegn (2005). According to MoE (2010c), in 2010/11, only about 382, 741 children out of an estimated 7.31 million children of the appropriate age group (age 4-6) had access to pre-primary education in 3418 kindergartens across the country despite the fact that enrollment is low in comparison.

Additionally, local studies by Tirussew et al. (2007), Getnet (2013), and Ermias (2013) revealed that kindergartens in Ethiopia had a number of issues. There is a significant difference in the preschool curriculum between every preschool.

The majority of private preschools use educational materials that were imported from other nations. It appears that the government curriculum is just used as a tool for supervision and accreditation. According to Tirussew et al. statistical profile of preschool instructors, 19.7% of all teachers in Addis Ababa alone lack the requisite training to educate young children. Preschool education and management skills are rarely likely to be part of a preschool principal's professional experience given the absence of the field in the nation. Most parents and preschool owners prefer English as a language of instruction and communication. Although it's crucial to master English as a subject, using the language to teach and communicate with kids

This as a school policy on Ethiopian soil serves neither the kids nor the country in any way (Tirussew et al,2007).

### **CURRENT PRE- SCHOOL EDUCATION IN ETHIOPIA**

Early childhood education received a policy shift in 2010 through Approval of a ‘National Policy Framework for Early Childhood Care and Education (ECCE)’. During the period from 2010-15, the Government of Ethiopia, through the Ministry of Education and Regional Education Bureaus, has supported large-scale implementation of pre-primary education, in all areas of the country.

In 2015, Ethiopia’s Education Sector Development Program V prioritized government-led pre-primary education and the Ministry of Education has placed great emphasis on improving access and the quality of pre-primary education and has strongly encouraged primary schools to open O-classes within their premises across the country. Through such support, the number of pre-schools is increasing in the rural and urban areas. More children are enrolling in pre-primary schools although enrolment rates at this level show that a substantial proportion of children at pre-primary school going age are not enrolled.

In (2012/13) out of the estimated 7.71 million children of the appropriate age group (age 4 to 6) about 2.01 million children have been reported to have access to pre-primary education all over the country.

As of 2019/2020, Ethiopia’s gross enrollment rate for pre-primary was 45.4 percent, a massive increase from less than 2 percent in 2000. Yet, quality pre-primary education remains inaccessible for many Ethiopian children. Enrollment in these facilities is often high, resulting in overcrowded classrooms with a teacher–student ratio of 1:30 or greater.

### **DELIVERY MODALITIES OF PRE-SCHOOL EDUCATION**

The pre-primary education includes kindergartens, “O” class, child to child and Accelerated School Readiness programs. This level normally involves children of ages 4 to 6 enrolled in the pre-primary education. The four delivering modalities of pre-primary education in place are through formal and non-formal mechanisms.

#### **KINDERGARTEN**

Kindergarten is a preschool education program for 4 to 6 year old children. It is mainly a three-year program at nursery, lower kindergarten and upper kindergarten at ages 3-4, 4-5 and 5-6 years respectively. This program has its own curriculum, trained teachers, administrative staff, and school compounds. Most of the kindergarten schools are operated by non-governmental organizations such as communities, private institutions, and religious organizations (MoE, 2016) and hence attendance in this modality is low compared to the Government owned “O” class modality.

Modern preschool (kindergarten) was first established in Dire Dawa, a town in the eastern part of the country. This kindergarten was created for the children of French consultants who were helping build Ethiopia's first railroad. Development of such programs was very slow compared to kindergarten expansion in other nations during the same period of time. From 1908 to 1974, for example, only 77 kindergartens were established in Ethiopia. and provided education for only 7,573 out of the 3.5 million children aged 3-6. In addition, these kindergartens were limited to urban areas of the country and operated by missionaries, private organizations, and the then Ministry of Social Affairs and Development. The federal government at that time paid little attention to early education since it was felt that scarce resources should be directed toward crating literate adults to run the emerging modern state (Negash, 1996; Pankhurst, 1986).

According to MoE (1996), there were 678 kindergarten schools all over the country with a total enrollment of 70,255, while the total number of kindergarten teachers all over the country was 1,890 and with the total average of teacher-child ratio of 1:37. This figure, however, has greatly increased in the past years.

According to UNESCO Report (2015), only about 109,358 children in 964 kindergarten schools were reported to have had access out of the estimated total 5.5 million children of the relevant age group (i.e. 4-6 years old) in Ethiopia. By 2012/13, out of the estimated 7.3 million children of the appropriate age group, only 478,977 children were reported to have been enrolled in kindergarten in 15,137 centers. The development of Early Childhood Care and Education Frame work (ECCE} shift in 2010 significantly boosted access to preschools. After having put these programs in place, the practice of early childhood education in Ethiopia continues to grow in coverage and participation.

The above cited report evidence and other research findings obviously reveal that the expansion rate of kindergarten schools is by far behind the growth rate children population who has reached the age of kindergarten. As we have seen from the table below the gross enrollment of kindergarten attendance was decreasing because of government owned “O” class modality expansion in all primary schools in the country.

Despite the program is relevant to the expansion of pre-primary education in all the country especially in the urban areas, there were a number of challenges that limited the implementation and development of this modality. Some of them are:

- Preschools (KGs) use teaching learning materials (curriculum) developed by individual schools that are devoid of contents developed by MoE/REBs till recently
- Most of the KGs teachers and care takers are not well trained and qualified to the standard
- Inadequacy of the physical environment and facilities of the majority of KGs to the standard
- Monthly tuition fees for private kindergartens are highly exorbitant and would not allow the disadvantaged children to attend the program
- Lack of some basic in-and out-door play facilities and teaching materials.

- Absence of a systematic supervision and evaluation to gather feedback and provide timely support for the effective implementation of the kindergarten program.

### **O-CLASS**

O-class is a part of the pre-primary education system which involves children of age 6 that do not have access to kindergarten. It consists of a one-year preparatory program for children aged 6 in the year before entering grade one. O-Classes attached to primary schools have emerged as the most widely available and highest priority for government, mostly due to the relatively low cost of provision within an established school site and the ease with which preschool classes attached to primary schools can be managed within existing federal and regional government structures.

In the first academic year following the launch of the National Early Childhood Care and Education Policy Framework in 2011/12, O-Classes enrolled almost three times as many children as had access to ECCE through kindergarten centres the year before. The growth in O-Class has also shifted access in ways that strengthen equity, given the rural location of the majority of O-Classes. Enrolment continued to grow through 2014/15 with O-Class serving 1.9 million young children – two in every three that attend the pre-primary stage according to official statistics. The successes since 2010 in terms of enrolment figures – have encouraged greater ambition for early education in Ethiopia. In 2015, the Ministry of Education embarked on its Fifth Education Sector Development Program (ESDP V). ESDP V involves ‘a concentrated focus on a few select important policy priorities ... rather than on trying to spread limited resources across too many priorities. The boldest of these relates to ECCE access, with a proposed enrolment increase from 35 per cent of 4 to 6 year olds in 2015 to 80 per cent by 2020, which it is estimated will require training and recruitment of 100,000 teachers to work in the new O-Classes.

The rate of change in O-Class enrolment during the period to 2015, O-Class expansion had already been rapid (annual 25 per cent enrolment growth from 2011/12 to 2014/15) but very uneven across regions.

The four remote, rural, pastoralist regions (Afar, Somali, Benishangul-Gumuz, Gambella; collectively referred to as ‘emerging regions’ show the fastest growth, but these growth rates are from very low bases. Among the large regions, Amhara demonstrates the fastest expansion of O-Class. In contrast, Addis Ababa shows no change in enrolment, due to the already high enrolment rates and dominance of private kindergartens in the city.

The share of all primary schools that include O-Class by 2014/15 is that 74 per cent of schools (and these are predominantly rural) included an O-Class – up from 60 per cent in 2011/12. In all regions except Addis Ababa and SNNP, the share of schools offering an O-Class has increased over the period. Benishangul-Gumuz has shown the fastest increase, but five regions remain which have 50 per cent or fewer schools offering O-Class.

In the baseline year (2014/15) O-class had the highest GER (25%), Research conducted by Young Lives on the scaling up of O-class shows that there was a lack of human capacity,



both at the dedicated ECCE administrator level and at the regional level. Qualified teachers and classroom facilitators (Woodhead et al.,2017). The shortage of O-class teachers resulted in overcrowded classrooms, teachers on low-paid temporary contracts, inadequately trained teachers, and low overall teacher motivation. Inadequate O-class facilities and lack of learning resources have also been a concern (Pankhurst, 2019). Other challenges cited in the MTR included lack of adequate classrooms and facilities, lack of formal structure and personnel at the grassroots level responsible for pre-primary education, lack of clarity on the goals and modalities of pre-primary education among REBs and woredas, and limited budget (Jimma University, 2019).

### **CHILD-TO-CHILD**

Child- to Child is a non-formal community-based program that is designed by UNICEF with the support of MoE to provide a low-cost alternative for supporting young children in communities where formal pre-primary education is either nonexistent or unavailable to most families.

Child to Child pre-primary modality was piloted in the three pilot regions in Ethiopia (Harari, Oromia, and Tigray) in 2008 and later in 2009 extended to seven regions that include Benishangui-Gumuz, Southern Nations, Nationalities, and People's Region (SNNPR), Somali and Amhara region (in 3,345 schools, 2014). (2014, UNICEF)

In 2020, 8482 new children participated in non-formal pre-primary education and trained young facilitators. Since the beginning of the program, 45,040 children have benefitted from the initiative, and totally in 2020, 482,208 children in seven regions participated in this program (2020/21 ESSA, MoE).

Despite the program is relevant to the needs of Ethiopian communities, the program has a significant impact on school readiness, is easy to scale, and is enthusiastically supported by key stakeholders, parents and teachers, it has certain shortcomings which hinders its growth.

- Shortage of adequate resources to support and sustain the program which requires sufficient materials and training of teachers and young facilitators
- The program is not aligned and integrated with other pre-primary education (O-Class) and needs to cover the different developmental needs of children from ages 4 to 7
- Teachers were rarely engaged as program facilitators
- Lacks relevant local context and culture in teaching materials used/prepared (2014, University of Toronto)

### **ACCELERATED SCHOOL READINESS**

The accelerated school readiness Program is the first school readiness program of its kind in Ethiopia that has been developed with the support of the Ministry of Education and UNICEF. It is a non-formal community-based program designed by UNICEF to support young children to prepare for primary school in the summer months or at the beginning of the academic year. The ASR program was driven by a well-recognized problem in Ethiopia of limited pre-

primary access and quality. An accelerated SRP would essentially be a 40-day program undertaken before entering grade one. It would aim to build the competencies necessary for a child to adjust to a school environment and keep pace with the primary school curriculum.

The pilot program for ASR was launched in June 2015 in 13 of 19 woredas in Benishangul Gumuz. The program reached 9,267 of an intended 11,000 children across 208 schools, increasing pre-primary coverage from 38.1 per cent to 49.2 per cent in the region. Following the completion of the pilot in Benishangul-Gumuz, the program expanded to: Amhara (in 2017), Oromia (in 2016) and Southern Nations, Nationalities, and Peoples' Region.

Even though evidence on accelerated school readiness (ASR) program is limited, the literature available highlights that existing ASR programs have contributed to reducing the learning gap, it has Improved ability of teachers to reach children during lessons , increased support for ECCE in regions and woredas and reduced grade 1 dropout.

In 2020, in the four regions, a total of 53,421 beneficiary children participated since the beginning of the program.

Although it is clear that an ASR has the potential to be a low-cost solution that can bridge school readiness gaps in children at the start of grade one, there were a number of challenges that limited the implementation.

- No clear delineation of ownership of the program by regional government, including issues with timely distribution of materials and training of facilitators.
- Less commitment by the Government to scale up ASRP with the same fidelity and quality as UNICEF
- Absence of consistent and clear messaging to teachers, principals and supervisors to help them better understand the need for the program and their expected roles.
- Nonexistence of frequent monitoring of the sessions delivery by supervisors
- Limited resources for implementation of ASR at all relevant woredas

### **OBJECTIVE OF THE STUDY**

The main objective of the research was to assess leading change and policy practice of pre-school education in Addis Ababa.

### **SPECIFIC OBJECTIVE**

The specific objectives of the study were to:

1. To assess provision of pre-school program education policy
2. To assess the practice of change management in pre-school program
3. To identify challenges of pre-school program curriculum

### **SIGNIFICANCE OF THE STUDY**

- It is most important for policy makers to gain information about the practice of pre-school in Addis Ababa

- The study is also expected to identify the achievement through change management process.
- It helps to identify practice and challenges of pre-school curriculum

### POPULATION, SAMPLE AND SAMPLING TECHNIQUES

Addis Ababa is the capital city of Ethiopia and the head quarter many international organizations and also it is the head quarter of African union. The city administration has 10 sub cities . According to the statistical data of Addis Ababa city administration of education Bureau (2021/22) there were 1,066 pre-schools. From this Addis Ketema sub city 47, Akaki Kality scb city 127, Arada sub city 47, Bole sub city 90, Gullele sub city 72, Kirkos sub city 42, Kolfe Keranio sub city 186, Lemi kura sub city 108, Lideta sub city 59, Nifas Silk Lafto sub city 176 and Yeka sub city 112.

Since it was not manageable to study all sub cities, from 11 sub cities only four were selected using cluster sampling techniques. The four selected sub cities were Akaki-kality, Yeka , Arad and Bole.

### TARGET POPULATION AND SAMPLE OF THE STUDY

No	Respondents	Target population			Sample			Sample size in percent	Sampling technique
		M	F	T	M	F	T		
1	Experts from MOE	3	-	3	2	-	2	66	Purposive
2	Expert from Ed. Bureau	3	-	3	2	-	2	66	Purposive
3	Experts from selected sub cities	3	1	4	3	1	4	100	Purposive
4	Experts from selected districts	7	3	10	7	3	10	100	Purposive
5	Principals from kindergarten	-	10	10	-	10	10	100	Purposive

### INSTRUMENTS AND DATA COLLECTION PROCESS

In order to conduct the study, various instruments were employed for data collection. hence, data obtained through document analysis, interviews and observation.

### DATA PRESENTATION, ANALYSIS AND INTERPRETATION

Totally twenty experts from ministry of education, educational bureau, from sub city and districts and also 10 principals from kindergarten requested to give response to each interview posted, to experts and principals gave the following responses.

## **EARL CHILDHOOD CARE AND EDUCATION POLICY FRAME WORK AND PREPRIMARY STRATEGIC PLAN**

Regarding the first question about about ECCE policy frame work and pre- primary education strategic plan experts from ministry of education responded that for the last nine years 2010- 2019 although the Policy is in place, the achievements of the subsector in terms of ensuring the holistic development of children: expressed with the form of access and quality is minimal. Problem of ownership and lack of coordination among the various organizations also seem evident for the poor performance of the sector. In addition to ownership problem and lack of coordination between offices, it is also observed that ECCE in Ethiopia, particularly in the education sector budget for the pre-primary education sub sector couldn't be visible in the budget approval and utilization. This clearly pinpoint that the sector couldn't receive budget from the government as expected or no budget at all. Due to this, only a figure count of Public KG were available (only 10% of KG by government and the rest is privately operated KG), even those few public KG and other ECCE programs lacks permanent budget: classrooms were not convenient, there was lack of space for different services and many KGs ran short of teaching aids and resources.

It is also confirmed that the driving force for ECCE implementation the Policy and Guideline were not reached most of pre-primary school and above all it is highly made difficult the execution of this education sub-sector. But now days there is a great change management practice in the above issues for example the previous ECCE policy frame work revised by the participation of three ministerial sectors and also each sectors had prepared strategic operational plan to implement this policy frame work. In this policy many important issues were raised for instance school feeding program, safe school environment, plan and budget issues and family and community participations. And also the purpose of preschool strategic plan is to set a detail roadmap and framework for the MoE to effectively implement the ECDE policy framework. It will therefore ensure implementation of quality pre-primary education for all children, with a special emphasis on those living under difficult circumstances. The National Pre-primary Strategic Plan (NPSP) will serve as a benchmark and guide for the development of an annual plan at the national, regional, district and community level in the context of pre-primary education. It also provides a guide for effective use and mobilization of financial and human resources. The NPSP includes a costed operational plan required for implementing the policy. The plan also highlights the need for effective monitoring and evaluation in order to support the successful integration and implementation of the programme. Furthermore, it identifies potential stakeholders, partners and collaborators that will take part in the implementation of the NPSP.

## **PRACTICE OF LEADERSHIP STYLE IN THE PRESCHOOL EDUCATION**

Concerning the practice of leadership style in the pre-school education institutions looking up on the three types of leadership styles kindergarten principals responded that not practicing one specific leadership style. House's path goal theory they are employing several leadership style intentionally and unintentionally. It includes directive style, supportive style, participative style and achievement oriented style depending on performance and

satisfaction of staff and factors related personal factors such as experience and personal ability teachers and other staff members (House 1971) . it is also familiar with the idea of using facilitative leadership. As Adane (2003) point out facilitative leaders may direct, use democratic style of intentionally let the group provide its own leadership according the leaders formal role within the group, the size of the group, skill, experience motivation and goal of the group members. In addition most of preschools especially government preschools do not have their own administration, the majority of them are located in site that is not suitable for preschool children. Even though there is a variation from preschool to Pre School most of them are encountered with shortage of educational inputs and facility. Qualification and of teachers and care givers are some of problems in preschools.

### **PHYSICAL ENVIRONMENT OF THE PRE-SCHOOLS**

Concerning physical environment children need stimulating environment that has protection, safety, care and nurturing. To promote the growth and development of young children the physical environment should have: concrete materials that are appropriate and safe ( toys, books, blocks for construction, people to instruct with child, enough space for freedom of movement and adequate and high quality food.

Literature also shows that since the child learns to accumulate information from many important sources, it is the role of facilitators or teachers of preschools to prepare and continue to familiarize the environment to link the child to it through well planned lessons. Moreover, one of the most important features of environment is that it must be both physically and psychologically safe and secure. In addition to this, ideal equipment and materials are or little value if children do not feel emotionally safe and relaxed to explore and move around freely (Curtis, 1998).

Regarding the above issues sub city and district education experts responded that even if the size of the school guessed to be more than 500sq. meter, the size of the compound is very narrow. There is no enough space for outdoor games. The size of the compound and its building are not enough for all these children. It needs the support of all concerned bodies.

### **PRESCHOOL LEARNING MATERIALS**

In door learning materials for preschool education for example Puzzle, flash cards, different shapes, story books, construction blocks, toys and materials to equip different corners in the classrooms ( family corner, health, shopping, since, language and math's corner etc.) in the same case out door playing materials consists of balance, slide, Mary go round including some local some locally made playing materials. Furthermore, children develop their imaginative discovery and creative skill through the use of different materials.

Regarding the above issues different principals of preschools responded almost the same they said that there is no enough indoor and outdoor materials as per standard but in their schools most of facilitators or teachers produce different teaching materials by themselves. However, unless the school should allocate enough amount of budget for the production of teaching aid materials it is very difficult to do it. And they also responded that the quality and amount of

material produced depends on the capacity of facilitators. In addition most of facilitators not getting training on how to produce these materials.

### **SCHOOL FEEDING PROGRAM**

Concerning school feeding program it is clear that the main important of schools is to provide quality education for everyone. To achieve this aim it matters by different factors therefore, to help the success of this aim, different programs and projects were designed. Of this program the most important one is school feeding program.

Different studies put the views that school feeding brings more students in to school one particularly important issue to include in overall planning is to confirm that education provision is able to respond in quality and quantity to increase educational demand resulting from school feeding programs. This is the experience by many developed and developing countries of abolishing school fees and other financial problems to education. And having to respond to increase demands after the fact like(Kattan 2006 cited in Bundy et al, (2009). Likewise, there are many research findings shows that school feeding programs increase school attendance, cognition, and the achievement of education, especially if supported by complementary actions or supplementation. In most cases school feeding program have a strong gender dimension, especially where they target girls' education. And also be used to help especially the poorest and most vulnerable children.

Regarding school feeding program in Addis Ababa city administration, education bureau experts and sub city education office experts responded that before seven years the program targeted 20,135 school children and also it created 846 jobs for unemployed mothers. At that time the program highly dependent on local donors and led by Ethiopian first lady, her Excellency Roman Tesfaye as a board chair person. Furthermore, the program expand to some sub cities with the support of "Yenat Weg) and schools by own with the collaboration of district and sub city education office. But now day everything is totally changed by the commitment of the Addis Ababa city administration with the collaborations of regional education Bureau. In all Addis Ababa city administration governmental preprimary and primary schools there is organized feeding program not only this but also the city administration support teaching materials for all children in this schools. This is the great achievement or change management of the city administration and education sector. Because of this achievements Addis Ababa's school feeding program ranked top in the sustainable diet and nutrition category to win the 2022 Milan pact award, beating 133 cities in the world. The meal program was officially launched in October 2021 as part of an effort to stop students from dropping out of education. The program currently provides free meals and school materials for all pre-school children's and primary education students. This is one of change management activity in the city administration. Because this great change management the city administration allocate many million Ethiopian Birr for the procurement of teaching materials and school feeding program yearly.

## **CONCLUSIONS**

The main purpose of early childhood care and education policy is to deliver quality preschool education service to all children of the country. Since establishment, significant progress has been achieved in terms of access. For example 2010 the gross enrollment rate was below (5%). But now it has reached to more than 40%. However, there are still continuing challenges that impede specially the practice of the program. Though the policy is comprised of useful approaches to make the service available to all the children in the country, it fails to address on the quality part. One indicator in the document which states that the service is delivered by using the existing government resources. ( e.g Government elementary school)

Consequently, preschools do not have their own administration, the majority of them are located in the site that is not suitable for preschool children, and even though there is a variation from preschool to preschool all are encountered with shortage of educational inputs and facility. Qualification of teachers and care givers are below the requirements. Moreover, preschools of the city compiled to admit children beyond their capacity.

In addition in all city administration governmental preprimary and primary schools there is organized feeding program not only this but also the city administration support teaching materials for all children in this schools. This is the great achievement or change management of the city administration and education sector.

## **RECOMMENDATIONS**

- Strengthen horizontal and vertical coordination at all levels by clearly defining roles and responsibilities of all actors for effective planning and implementation.
- Engage decision makers at all levels for increased involvement and buy in.
- Identify and implement capacity development measures based on a capacity needs assessment.
- Allocation of adequate budget to bring the preprimary up the standards.
- Providing sufficient skill training for preprimary teachers to support children with special needs
- Raise awareness of government and community sectors on the importance of preschool education and their roles.
- Develop capacity building programs at all levels including training institutes on community engagement and parental involvement.
- Work to solve limited child friendly schools in the city with inadequate WASH facilities, play and learning materials, space and poor infrastructure to support curriculum implementation

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