



**CITY GOVERNMENT OF ADDIS ABABA EDUCATION AND
TRAINING QUALITY REGULATION AUTHORITY**

**AN ASSESSMENT OF EARLY LEARNING QUALITY AND
OUTCOMES IN ADDIS ABABA**

**A STUDY CARRIED OUT BY EDUCATIONAL ASSESSMENT
TEAM**

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Acronyms

CPD	Continues professional development
CDICP	Curriculum development and implementation core process
CTE	College of teacher education
ECCE	Early childhood care education
EDRI	Ethiopian Development Research Institute
ESDP	Education sector development program
ESC	Education strategy center
EGRA	Early grade reading assessment
EGMA	Early grade mathematics assessment
ELP	Early learning partnership
EC-SGD	Early childhood care for survival growth and development
ECD	Early childhood development
ECCD	Early childhood care and development
EFA	Education for all
ETP	Education training policy
FTI	Fast track initiative
GER	Gross enrolment rate
GOV	Government
GEQIP	General Education Quality Improvement Program
KG	Kindergarten
MOE	Ministry of education
MO WA	Ministry of women, children and youth affairs
MOH	Ministry of health
MELQO	Measuring early learning quality and outcome

MODEL	Measure of Development of Early Learning
MELE	Measuring early learning environment
NGOs	Non-governmental organization
NECCEPF	National early child care and education policy frame work
OECD	Organization of economic cooperation for development
PRSPs	Poverty reduction strategy papers
PRI	Private
REAL	Research for Equitable Access and Learning
RISE	Research on Improving Systems of Education
RTI	Research triangle institute
REB	Regional education bureau
SABER	System Approach for Better Education Results
UNESCO	United nation education and science culture organization
UNICEF	united Nations Children’s Fund
UKG	Upper kindergarten

Executive summary

Pre-school education is the first step in the child's educational journey. Early childhood experts have the opinion that attending pre-school program, helps to promote children's social and emotional development and prepare them for primary education (Justice & Vulkelick, 2008). The first five years of life are highly significant, what children learn and feel during this time, particularly about themselves will be foundational to the rest of their life. At this stage a child develops good relationship with people around him (Hightower, 1999). Early childhood is defined as the period from birth to eight years old. This early period is considered to be the most important developmental phase throughout the lifespan. Healthy early child development includes the physical, social-emotional, and language-cognitive domains of development, each equally important –strongly influences well-being, throughout life (Hightower, 1999)

Early child hood education is curial to the future well-being of children, and establishes the foundation for the acquisition of knowledge and skills that will affect later learning and behavior Suivant (2006:17). In addition, according to Mialarent (1976:33) Pre-school education is a crucial stage in the life span of human beings needing care and proper influence. The writer also explains that this is not without reason. This is the stage at which rapid physical and mental development takes place. Children are said to be achieved half adult stature and greatest development during this stage. In line with this, Bloom (1964:14) suggested that there is also much development in the intellectual growth in the first four or five years of life as the next thirteen years. One third of the child's school attainment potential has been determined by the time she/he enters primary school.

The emergence of the comprehensive National Early Child Care and Education Policy Framework (NECCEPF) (Moe, 2010) which was endorsed and signed by the Ministry of Education, Ministry of Health and the then Ministry of Women, Children and Youth Affairs was considered phenomenal in the history of preprimary education in the country.

The goal of kindergarten education is to help children develop their emotional, cognitive, physical and social domains, thus encouraging their ability and enthusiasm to continue to learn in both informal and formal environments and develop their social and educational skills. (CDICP, Ministry of Education, December 2010).

The purpose of this research is an important baseline for school readiness and quality of pre-primary education, as well as an evidence base for future planning and investments in pre-primary education in city government of Addis Ababa.

Methodology

To achieve the purpose mixed methods design (qualitative and quantitative) was employed as far as the sample size are concerned 11 sub cities and 43 government and 43 private school totally 86 schools were involved in this research. Specifically, 3440 Upper kindergarten children's, 238 teachers, caregivers and 172 school principals, representatives' and kindergarten facilitators. Were included in the study. the samples were taken using two stage stratified cluster sampling and simple randomly sampling techniques are used 100 % of upper kg children's direct assessment,92.24% of teachers ,caregiver questioners and interview and 89.53% of school principals, representatives' and kg facilitators questioners' and interview were completed and returned. Data were analyzed using descriptive and inferential statistics. Moreover, quantitative data collection is children's direct assessment of the given thematic area and qualitative data from teachers, caregiver, principals, representatives', kg facilitators was collected using questioners, observation and interview and also used document analysis methods. The data obtained through qualitative and quantitative methods were analyzed and triangulated in line with research questions raised.

Major finding

The objective of this study to assess Pre-primary learning outcomes or school readiness can be measured through the MELQO school readiness assessment, which measures pupil's abilities in the area of pre-literacy, pre-numeracy, motor skill development, socio-emotional development and environment. Pupil performance on these measures provides an indication of their pre-primary learning outcomes as they began primary school and their preparedness to be successful.

The administration of MELQO in Addis Ababa provides use full information for the officials, experts, curriculum developers and policy makers on the status of children's school readiness and they can make decisions on how the regional state best utilized for effective delivery of quality of pre-primary education available. In addition, it is also useful for monitoring the whole system of pre- primary education by helping educational leaders and teachers to direct their efforts towards more focused on learning and development of children's. Moreover, it makes all stakeholders (teachers, parents, educational leaders and institutions) accountable to their jobs

and aware of the status of the children's learning and development setting a realistic target of educational achievement. Hence the data analysis and findings of the study led to draw the following conclusions.

Over all children's have not mastered school readiness skill as outlined in the pre-primary curriculum.

Children's in Addis Ababa showed particularly low performance on motor skill development (71.32 %) and environment (77.3 %) competencies, though some promise is shown in the relatively higher performance on pre-numeracy(85.46 %), pre-literacy(84.64 %) and social emotional well-being(81.13 %) respectively.

Among five thematic areas pre-numeracy (85.46%) was comparatively the highest of all domains, however children's in motor skill development (71.32%) was the least of all.

Regarding sex girl's performance was significantly better than boy's performance in four thematic areas. But in motor skill development boys and girls have no significant difference.

When we look at government pre-primary schools from the point of view of private schools, the data shows that there is no significant difference in the three thematic areas of pre-numeracy, pre-literacy and social emotional well-being in the two educational institutions. But in the two thematic areas such as motor skill development and environment the government schools are better than the private school.

Regarding the achievement of sub-cities across the domains/thematic areas children's from kolfakeranyo in pre-literacy (88.67%) and social emotional well-being (86.66%) as well as gulela in pre – numeracy (89.2%), Addis Ketma in motor skill development (78.79%) and environment (82.42%) performed better. On the contrary, students from ledeta in pre-literacy (78%), Arada in motor skill development (64.98%), nefaselklafito in Social emotional well-being (74.5%) as well as kirkose in pre-numeracy (80.59%) and Environment (72.61%) had the lowest performance relatively.

Measuring early learning environment (MELE)

Teacher's attitude, training and support

- (24.1%) of teachers un trained and un skilled such as grade 10 and 12 complete, first degree in any filed such as secretarial science, accounting , nurse, economics, marketing management, electric city, engineering , management , heritage study , computer science, journalism , literature, Amharic language, English language, civic and ethical education.
- School principal facilitate short term training in school for teachers to improve professions once and twice in a year. Training on teaching aids, lesson plan, how to manage childe, classroom management, how to use play, CPD, active learning, assessment, syllabus etc.
- Teachers supervise by cluster supervisors frequently, school principals, and inbuilt supervision.
- 77.7 % of Teachers participate CPD.

Teaching and learning materials

- In school provide teaching materials
94.78%, 83.91 % and 81.19 % of teachers Syllabus, teacher guide, and supplementary material for teachers available in schools respectively but 58.47 % of teachers there is no sufficient text for students in government school.
- Majority (43.6%) of teacher stated that the pre-primary syllabus is partially and 40.03 % of teachers are appropriate related to the age of the students.
- 98.31% of teachers stated that teachers prepare lesson plan.

Pedagogy

- 99.58 % of pre-primary school teachers apply the teaching learning method through play.
- Most pre-primary teachers use storytelling, group play, individual play, role play, demonstration, oral report, song/music, individual work, practice, drawing and paint, cutting and pasting, craft and tan gram.
- Compared to other teaching methods, the information shows that there is a gap between field trip, flash card and tangram among those respondents.
- 92.24 % of teachers use written tests, observation of children's activities, oral questions, and practical assessments to measure children's learning and development/progress.

- 99.58 % of the teachers use teaching aid properly in the class room, but 60.16 % of government schools principals partial fulfill inputs and financial to produce teaching aid.
- 90.34 % of pre-primary school teachers have the habit of making and using teaching aid with west materials./improvisations/
- pre-primary teachers respect children (100%), empathy (99.6%) ,help with patient(97.9%), take care of(100%), children give special love (99.2%), appreciate (98.3%), accept with a smile(97.9%), spank children(22.7%), understand children's feeling's(99.2%), have a special love for the profession(94.1%) and encourage children(99.6%), but 41.2% of teachers, children show angry and irritable.
- Inputs needed for learning and teaching in pre-primary schools, the information indicates that there are toys, play ball in different size(81.9%), children's books and newspapers(77.3%), alphabet and language flash cards(99.2%), animal shapes(86.1%), number flash cards (98.7%) and related materials, toys and learning corners(91.6%), pictures and project(68.9%) materials in the required order. In some ways, the information indicates that video/computer (35.3%), playground (31.1%) and musical instruments (34%) are not available at the required level in schools.

Child parents' and community participation

- Children's parents and guardian's about children's learning and development as well as the daily situation contact by different mechanisms such as communication books, letters, telephone, meeting and different types of technology etc. but 65.12 % of the parents of the children sometimes meet the school teachers about the children's learning and development.
- 73.53 % of Pre- primary schools involve school community and hold discussions about the quality of pre-primary education. At least twice a year.

Infrastructure

- 57.56 % of pre-primary school grounds are adequate and comfortable for children's general activities, compared for private school 64.23 % of government pre-primary school grounds are not suitable for children.

- 61.76 % of pre-primary school class rooms are adequate and comfortable for children's general activity. Compared for private school 51.21 % of the classrooms of government schools are not conducive for the general movement of children.
- 68.49 % pre-primary schools have adequate and clean water supply for the number of children. Compared to private schools, 51.21 % government schools do not have adequate and clean water supply for the number of children.
- 57.14 % pre-primary schools have clean, gender-separated toilets commensurate with the number of students. Compared to private schools, 66.7 % government schools do not have clean, gender- separated toilets commensurate with the number of students.
- 80.67 % of pre-primary School compounds internally and their surrounding are not free of things that affect children's health and safety.

Recommendation

In light of this study, what actions can be taken to improve quality and outcomes for children's?

Below are recommendations highlighting ways in which efforts can now be enhanced to improve pre-primary quality and pre-primary learning outcomes to improve children's success early in school and beyond?

- In school

Pre-primary school teachers, principals, supervisors and educational experts should design a strategy that will help children to improve their motor skill development and the observed gap in interacting with their environment.

- portfolio

Develop an information exchange system as city that will allow teaching to understand the child's general learning and development status/progress of pre-primary schools, especially the child's character, development level, and prepare the gap for future formal education.

- Teachers

To make the teachers who are not trained in the field and do not have the appropriate educational preparation in the pre-primary education system to acquire basic knowledge and skills through short term training. They should work with higher education in situations to meet the lack of trained teachers and educational preparation in the sector.

The 21st century can set up a training center to become competent, it should also set up a training center for teachers with onsite training.

- Curriculum

The curriculum should be adapted to the city's situation and the children's level of age and there should be prepared teachers and student's text for the children to practice.

The proper implementation of the programs prepared by Addis Ababa education bureau, continuous monitoring, support and measures should be taken.

Addis Ababa City Administration Education Bureau should solve the problems of resources, finance and separation from regular education in the government pre-primary schools. In addition, educational institutions should be allowed to have independent budgets and administration system.

- Infrastructure

Pre-primary school grounds, class rooms should be made comfortable, interesting and attractive for the children to feel safe, in addition, they should be provided with enough clean water according to the number of children and gender separated toilets should be built.

They need to work with other stakeholders to ensure that the campus is free from harmful issues that harm children.

1. Background of the study

1.1. Introduction

Pre-school education is the first step in the child's educational journey. Early childhood experts have the opinion that attending pre-school program, helps to promote children's social and emotional development and prepare them for primary education (Justice&Vulkelick, 2008). The first five years of life are highly significant, what children learn and feel during this time, particularly about themselves will be foundational to the rest of their life. At this stage a child develops good relationship with people around him (Hightower, 1999). Early childhood is defined as the period from birth to eight years old. This early period is considered to be the most important developmental phase throughout the lifespan. Healthy early child development includes the physical, social-emotional, and language-cognitive domains of development, each equally important –strongly influences well-being, throughout life (Hightower, 1999)

Early child hood education is curial to the future well-being of children, and establishes the foundation for the acquisition of knowledge and skills that will affect later learning and behavior Suivant (2006:17). In addition, according to Mialarent (1976:33) Pre-school education is a crucial stage in the life span of human beings needing care and proper influence. The writer also explains that this is not without reason. This is the stage at which rapid physical and mental development takes place. Children are said to be achieved half adult stature and greatest development during this stage. In line with this, Bloom (1964:14) suggested that there is also much development in the intellectual growth in the first four or five years of life as the next thirteen years. One third of the child's school attainment potential has been determined by the time she/he enters primary school.

Moreover, early childhood age is a time of remarkable transformation and extreme vulnerability (Chowdhury & Choudhury, 2002). A child's life represents crucial period of growth and change. Programs that support young children during the years before they go to primary school provide strong foundations for subsequent learning and development. Such programs also compensate for disadvantage, disability and exclusion, offering a way out of poverty. That is the main intention of special needs education. In relation with this, 'World Declaration on Education for All' stressed that learning begins at birth. Systematic development of basic learning tools and concepts therefore requires that due attention should be given to care young children and their initial education, which can be delivered via arrangements that involve parents, teachers, caregivers, institutions and the community at large. If proper attention is not given to the early childhood care and education of children, our country's crime rate and school dropouts will go up, self-employment will go down, our work force will negatively be affected and extra millions of dollars will be spent to solve the problems which otherwise could have been easily prevented by providing proper attention and Early Childhood Care and Education (ECCE) during these vital years (Chowdhury & Choudhury, 2002).

The emergence of the comprehensive National Early Child Care and Education Policy Framework (NECCEPF) (Moe, 2010) which was endorsed and signed by the Ministry of Education, Ministry of Health and the then Ministry of Women, Children and Youth Affairs was considered phenomenal in the history of preprimary education in the country.

There is strong evidence that provision of early childhood education through structured pre-school institutions play a positive role on the learning potential of the children. A comprehensive pre-school

program, focusing on the cognitive as well as physical and health needs of the child, enhances its ability to perform and increases the survival rate of the child in the primary school.

In Ethiopia, the demand for preschool programs is increasing. In 2000/2001, a total of 109,358 children were enrolled in 964 Kindergartens. This is an increase of 9.6% in enrollment and 15.6% in the number of Kindergartens from the previous year. Still, the coverage of pre-primary education in the country remains miniscule. Only 2% of the children between the ages of 4 and 6 were enrolled in the pre-schools in the same year.

There are significant regional disparities in access to pre-primary education, with very high pre-primary GERs in the capital regions of AddisAbaba (97.6%) and Harari (91.2%), and much lower enrolment in BenishangulGumuz (36.7%) Oromia (28.4%), Afar (12.9%) and Somali (7.9%) regions.

The private sector, NGOs and the community usually invest in the development of pre-school programs and facilities. The parents support the children through payment of tuition fees and provision of educational materials.

The Government plays the crucial role in policy development and standard setting. It develops the curriculum, provides supervision, sets standards for facilities, and issues licenses for the institutions. The Government also promotes the sector through appropriate policies on investment in pre-primary programs by the private sector, NGO's, and the communities (MOE, ESDP II).

Despite some promising opportunities, the Early Childhood Education is still fettered by challenges and problems that span from problems related to governance, curriculum, teachers' qualification, location, facilities and budget. Ethiopian Education Development Roadmap (2018-30) Ministry of Education Educational Strategy Center (ESC) July 2018 Addis Ababa.

Kindergarten (KG) education focuses on the all-round development of children encouraging their curiosity to learn and helping them to make sense of the world around them in preparation for a full life both in and out of school (life skills and educational). (Curriculum Frame work for Ethiopian Education (KG-Grade 12) December 2010).

The goal of kindergarten education is to help children develop their emotional, cognitive, physical and social domains, thus encouraging their ability and enthusiasm to continue to learn in both informal and formal environments and develop their social and educational skills. (CDICP, Ministry of Education, December 2010).

This study is an important baseline for school readiness and quality of pre-primary education, as well as an evidence base for future planning and investments in pre-primary education in city government of Addis Ababa.

1.2. Statement of the problem

Education has been an important center of society's interest throughout history. It is viewed as an important instrument for economic and social development. Educational provision in general and formal schooling in particular had been a topic of discussion for a long period of time. Today education as a fundamental human right for all children has been accepted by almost all nations. However, many

countries are confronting a number of challenges in creating conducive atmosphere in addressing educational needs of their citizens in the state's public schools (World Bank, 1995).

Second Ethiopia EGRA Result (2014) showed that a high number of Grade 2 and Grade 3 children were not able to read a single word, which meant that the students were far below benchmark of reading fluency (i.e., 60 words per minute). In Sidama the percentage of non-readers was 69.2 percent, and in Oromiya it was 41.2 percent. Only Harari (17.9 percent) and Addis Ababa (10.1 percent) had percentages of 0 scores less than 20 percent, with the largest regions (SNNP, Oromiya, Tigray, and Amhara) all having Grade 2 zero scores above 25 percent. Even in Grade 3, significant percentages of children remained nonreaders. The percentage of nonreaders included: Somali (21.4 percent), Amhara (17.0 percent), Sidama (54.0 percent), and Oromiya (20.6 percent). In all eight regions, more than 80 percent of children were not reading at expected fluency benchmarks in 2010 (RTI, 2010). The above result from second EGRA result shows how much contribution of the Pre-school education in Ethiopia is important.

The basis for this study is the performance of grade 2 and 3 Early Grade Reading Assessment (EGRA) and Early Grade Mathematics Assessment (EGMA) report presented at the national and city level by looking at **the zero scores**. General education quality & relevance regulatory agency (GEQRR) Grade 2 and 3 Early Grade Reading Assessment Report, 2010 Addis Ababa in grade 2 (1.2% spelling knowledge, 1.6% common vocabulary reading, 2.2% creative vocabulary, 2.4% reading comprehension, 4.7% understanding, 0.9% listening comprehension) in 3rd grade (0.3% spelling knowledge, 1.2% common vocabulary reading, creativity Vocabulary Reading 1.5%, Reading 1.2%, understanding 2.6%, Listening comprehension 0.7%) Similarly, City Government of Addis Ababa Education And Training Quality Occupational Competency Assurance Authority Early Grade Mathematical Assessment (EGMA) Findings Reporting the **Zero Score**, 2013 Addis Ababa (Number Identification 0.38%, Quantity discrimination 0.59%, Missing number 3.97%, Addition level 1.94%, Subtraction level 1.26%, Word problem 3.3%) It is important to study the quality of early childhood education.

Pre-school education system has suffered from a failure to deal with the proper development of children. Hence, early Childhood Care and Education in Ethiopia has faced a number of problems. For Hamelmal (2015), early Childhood Care and Education is the most neglected areas in Ethiopia; and for Yigzaw and Abdurrahman (2017), referring to Jigjiga City Administration, preschool practices were found to be below standard. In specifying the problem, Sisay (2016) stressed that the physical environment of the kindergarten is less conducive to children's development and the outdoor materials of the kindergarten were not appropriate to their age. With regard to the qualification of teachers, Yigzaw and Abdurrahman (2017) found out that 82.4 % of the preschool teachers had no early childhood care and education training.

The pre-school teacher training, Kassahun (2006) citing UNESCO (2005) stated that early childhood care and education in Ethiopia lacked an answerable body. A distinctive curriculum, guidelines or quality assurance systems were also part of the major problems in preschools' teacher training scheme. These studies have made special contribution for early childhood care and education in Addis Ababa.

1.3. Basic Research Question

This study has attempted to answer the following basic research questions:

1. What are the average levels of pre-primary learning outcomes of pupils?
2. To what extent average levels of pre-primary learning outcomes among sub cities, gender and school type?
3. What is the overall level of quality in pre-primary classrooms?
4. What elements of quality are associated with pre-primary learning outcomes?

1.4. General objective

The general objective of this study is an important baseline for school readiness and quality of pre-primary education, as well as an evidence base for future planning and investments in pre-primary education in city government of Addis Ababa.

1.4.1. Specific Objective

This study has been intended to attain the following specific research objectives:

1. To assess the status of pre-primary learning outcomes of pupils in Addis Ababa.
2. Compare pupil's performance of pre-primary learning outcomes among sub cities, gender and school type.
3. To identify factors that influenced on pre-primary learning outcomes in Addis Ababa KG schools.

1.5. Significance of the study

This study is an important for providing information on readiness and quality of pre-primary education, child learning and development as well as an evidence base for future planning and investments in pre-primary education in city government of Addis Ababa. For education experts and institutions, policy makers, curriculum developers, teachers and all concerned bodies regarding child learning and development to take appropriate interventions measures on the basis of their authority and responsibility.

1.6. Limitation of the study

The limitation of this study is that children's with physical disability have been excluded during the process of sample selection due to difficulty to fulfill inputs to assess them. Therefore, the result of this study might not work for them. And covid protocol also difficult to measure some school.

2. Review of related literature

2.1. Introduction

In 2017, the united republic of Tanzania was the first country in the world to launch a national measuring early learning quality and outcomes (MELQO) study, and conducted separate studies for mainland Tanzania and Zanzibar, this report -and the complementary report for mainland Tanzania -is the product of that process, and presents nationally representative data on pre-primary learning outcomes, and the quality of pre-primary education in Tanzania.

2.1.1. The concepts of ECCE

Depending on the emphasis given to different aspects of the concept, different agencies and countries have given it different designations. A list of the most common terms used is provided as follows:

1. Early Childhood Care and Education (ECCE) by UNESCO.
2. Early Childhood Education and Care (ECEC) by OECD.
3. Early Childhood Care for Survival, Growth and Development (EC-SGD) by UNICEF.
4. Early Childhood Development (ECD) by the World Bank.
5. Early Childhood Care and Development (ECCD) by the Consultative Group on ECCD.

Today there is no clear international agreement on the nature and scope of ECCE as a discipline because of its holistic approach. This makes international comparisons difficult. Drawing on this holistic approach, UNESCO (2006:15) uses the following definition:

Early childhood care and education supports children's survival growth, development and learning – including health, nutrition and hygiene, and cognitive, social, physical and emotional development – from birth to entry into primary school in formal, informal and non-formal settings.

ECCE policies and provision vary according to the agenda development of the child, and can be organized informal, non-formal and informal arrangements (e.g. The Ethiopian Education Sector Development Program -ESDP IV). This paper however takes specific approach to the monitoring of ECCE related to the education aspect. It looks at the institutions, the programs and the policies that affect children's learning and well-being.

Ethiopia is one of the signatories to the United Nations Convention on the Rights of the Child, signed in December 1991. In addition, the need for children's development has been duly recognized in the country's education, health, and social welfare policies.

The Ethiopian health policy has also proclaimed the need to facilitate children's and family health care in order to combat childhood diseases. Parallel to this, the Ethiopian Education and Training Policy (1994) highlights the need for children's overall development during the preschool years. Likewise, the nation's social welfare policy (1996) outlines the country's commitment to fulfilling various social services targeting the care and security of children.

The earliest years of a child's life represent a crucial period of the biological, psychological, social, and emotional growth and change. The first year of life represent a critical window of opportunity in the

healthy development of young children; what children learn and feel during this time will be foundational to the rest of their life (Bibi, 2013).

Piaget (1978) envisaged these psychological stages as driven by a process of equilibration. He suggested that children develop schemata to represent their understanding of the world, and that they try to assimilate the world to these schemata until too much external contradiction forces a change and re-equilibration of their world view. The implication of seeing child development as a series of progressive psychological transformations, from one stage to the next, from infancy to maturity, is that these stages become crucial reference points for discussing optimal timing for transitions, e.g., from home to Pre-school or from more informal to more formal curriculum.

Vygotsky theory breaks from traditional developmental psychology by focusing on the importance of social interaction. It emphasizes activity, rather than the individual, as the basic unit of analysis. This more dynamic vision of child development offers a relational view on transitions. In this view, children are actively involved in the timing and quality of their transition experiences. Vygotskian socio-cultural psychology has the advantage of recognizing all aspects of childhood as shaped by social, cultural, and economic processes. This also applies to children's environments, whether these are within the home, the farm, or a preschool setting (Vygotsky, 1998)

In 2014, the global gross enrolment ratio was 44%, considerably lower than in 2012 as a result of a large downward adjustment to the estimate for India. Indeed, southern Asia is the region with the lowest participation rate at 18.5%, followed by sub-Saharan Africa (21.5%) and northern Africa and western Asia (29%). Much higher rates are observed in Latin America and the Caribbean (37%), eastern and south-eastern Asia (76%) and Europe and northern America (85%) (UNESCO, 2016) between 1999 and 2012, pre-primary enrolment in sub-Saharan African countries rose by almost two and half times, but the average gross enrolment ratio (GER) was still very low at only 20% in 2012. The ratio ranges from less than 2% in Mali to around 100% in Ghana, Mauritius, and Seychelles. Many countries, including Angola, Cameroon, equatorial guinea, Ghana, Lesotho and south Africa, have substantially increased enrolment ratio, albeit some starting from extremely low baselines in 1999.(UNESCO, 2015).

Twenty six countries in Sub-Saharan African Countries had included ECCE in multi-sectorial and sectorial policies and strategic plans, such as Poverty Reduction Strategy Papers (PRSPs), EFA goals, targets for education, and health sector-wide programs or national plans for education, health, nutrition, and protection. Eleven countries have included ECCE in their Fast Track Initiative (FTI) Action Plans (UNESCO, 2010).

Ethiopia is one of the twenty six countries in Sub-Saharan African which has developed ECCE Policy Framework in collaboration with UNICEF and other non-governmental organizations (NGOs). In addition to the ECCE strategic operation plan and guidelines, the new ECCE framework has also been developed that consists of four pillars; 1) Parental education, 2) Health and Early Stimulation Program (Parental to 3+ years), 3) Preschools: community-based kindergartens (4 to 6+ years) and 4) Community-based Non-formal school readiness ((MOE, 2010)

The developed and established Strategic Operational Plan and Guideline for ECCE in the first year of ESDP IV encouraged private investors, faith-based organizations, and Non-Governmental Organizations (NGOs) into delivery of ECCE. The government of Ethiopia has prioritized ECCE in the last years of ESDP IV by establishing of a national steering committee, regional councils, and woreda technical committee (ESDP V, 2015). These efforts have paved the way to high increment of the Gross Enrolment Rate (GER) for pre-primary in Ethiopia to reach 34% in 2013/14, of which around a quarter is in three-year kindergarten and the remaining was one-year O-Class and Child-to-Child instruction. This is above the ESDP IV target for ECCE which was 20% (from a baseline of 6.9% at the start of the plan (ESDP V,

2015). The new ECCE Framework offers a real opportunity to provide universal, low-cost, and quality ECCE in Ethiopia in a long term. However, the Framework is implemented without sufficient extra

Resources, it is likely to place a significant additional burden on an already overstretched primary education system. (Orkin, et al., 2012)

The Study on the feasibility of ECCE after commencement of ECCE policy that was conducted in SNNPR, Oromia, Tigray, Amhara, Addis Ababa and Benishangul Gumuz has revealed that teachers training (lack of accessible training institute, lack of teachers' trainee and low incentive for ECCE teachers), infrastructure (young children housed in environment that do not meet their developmental needs), awareness at the system level (vary stakeholders appreciation of the importance of ECCE investment , poor dissemination of emerging ECCE framework and action plan), Caregivers perception (poor quality of ECCE lower beneficiary uptake, poor participation paralyzes community and demand and lower awareness of benefit of enrolment), were indicated as major threat and challenges of ECCE supply and demand in Ethiopia (Orkin et al.,2012)

At the national level, 19% of pupils enrolled in grade 1, in 2006 E.C. (2013/14), have left school before reaching grade 2 in 2007 E.C. (2014/15). Therefore, to decrease the dropout rate at primary school (grades 1 to 8), the Ethiopian education system should focus on decreasing the number of grade 1 students who dropout, as if grade 1 students are kept in the system the probability of the student dropping out in future grades is less (Moe, 2014/15) resources, and it is likely to place a significant additional burden on an already overstretched primary education system. (Orkin, et al., 2012)

One of the main reason why such huge of number of grade 1 drop rate at national level (19%) is contributed to lack of access of any form of early childhood education program before starting in Ethiopia (Moe, 201/15). Despite of the rapid expansion pre-primary education in Ethiopia that is contributed to introduction of the new ECCE policy framework and its implementation guideline, only 2,958,803 pre-primary school children are enrolled out of the 7,522,942 School age children in Ethiopia, which makes out of the pre-primary school age children, 4,564,139 (MOE, 2014/15). Similarly, Ethiopia Somali Regional Education Bureau has also given due attention to the expansion of the ECCE centers that have improved Gross Enrollment Rate from 1.7 % in 2009/10 to 12 % in 2014/15 G.C. (Somali REB EMIS, 2014/13).

However, Somali Regional State still has huge number of pre-primary school age children who are out of school. As stated in 2014/15 National Educational Statistical abstract, out of the 490,945 children of appropriate age (4-6) about 60,920 children have only access to preprimary education all over the region while 430,025 children of appropriate age (4-6) are out of the school in the region. Primary school in both urban and rural areas in Somali Region. As stated by some research studies which have been made by different scholars, for instance Among Asfaw Eshete (2014) Recently there is considerable expansion of ECCE centers particularly O'classess attached with studied on the impact of attending pre-school education on later academic achievement of students in Dessie, Andualem Tesfay (2014) explored the contribution of community based Early Childhood Care and Education Centers in creating access and delivering quality education for orphan and vulnerable children in Addis Ababa, Rahel Gashaw (2014) focused on quality of Early Childhood Care and Education in Government ECCE centers in Bole and Kirkos Sub-cities in Addis Ababa, Girma Lemna (2014) emphasized on quality of Early Childhood Care and Education in Addis Ababa from the caregiver child interaction, parental perception, and social competence of children (Input-Process-Output Approach) angle. Yizaw and Srinivas (2015) has conducted a similar study focusing on Practice, benefits and challenges of Early Childhood Care and Education in Government and Private center of Jijiga City Administration. Most of the above mentioned researches have not focused on the practice and challenges in relation with established policy framework and strategic operational guideline.

2.2. HISTORY

Programs that support young children during the years before they go to primary school provide strong foundations for subsequent learning and development. Such programs also compensate for disadvantage, disability and exclusion, offering a way out of poverty. That is the main intention of special needs education. In relation with this, 'World Declaration on Education for All' stressed that learning begins at birth. Systematic development of basic learning tools and concepts therefore requires that due attention should be given to care young children and their initial education, which can be delivered via arrangements that involve parents, teachers, caregivers, institutions and the community at large. If proper attention is not given to the early childhood care and education of children, our country's crime rate and school dropouts will go up, self-employment will go down, our work force will negatively be affected and extra millions of dollars will be spent to solve the problems which otherwise could have been easily prevented by providing proper attention and Early Childhood Care and Education (ECCE) during these vital years (Chowdhury & Choudhury, 2002). Considering these realities one may not have doubt on the fact that early (ECCE) is valuable in light of later schooling adjustment and a child's holistic development. Besides, it is also the first stage of education where the foundation for life-long learning and all round development is laid and its contribution is to build a sustainable society. According to Boren and Pickett (1954: 8), pre-school education seeks to cultivate proper habit of living to develop social cooperation and individual responsibility to stimulate initiative and resourcefulness and to develop the ability to solve the daily problems of group life. In addition, Brudenell (2004) states that Early Childhood education (ECE) is a roadmap that helps children of today to be prepared for the vastly complex and rapidly changing world of tomorrow. Even though preschool education has different development stages at different time in the globe May H., Kaur, B., Prochner, L. (2006) stated that Preschool education has expanded by the European colonization to the rest of the world by their religious missionaries.

In Ethiopia, the pre-school education was established in 1908E.C. in Dire-Dawa to provide necessary caring services for the children of the French consultants who were assisting in the building of first railroad in Ethiopia (Demeke cited in Demeke, 2007:181). However, since then there were poor efforts exerted to facilitate the opportunity for providing the program for the pre-school age group and improve the whole practices. As a result, the coverage and the quality of the program still remained considerably limited. But according to Education International (2008), National Policy Frame Work for ECCE in Ethiopia (2010), education, including early childhood education (ECE), is enshrined in the United Nations Universal Declaration of Human Rights as well as the UN Convention on the Rights of the Child. Similarly, Wood head, M. (2006) asserted that, the enhancement of the quality of young children's live is a national and international priority, expressed through research and policy initiatives, Early childhood is the period of life when humans are most dependent on secure, responsive relationships with others (adults, siblings and peers), not just to ensure their survival, but also their emotional security, social integration and cognitive and cultural competencies (National Policy Frame Work for ECCE in Ethiopia, 2010). According to the Education Sector Development Program V (ESDP V): *In the final year of ESDP IV, 7 out of 36 colleges of teacher education (CTEs) began a multi-year diploma specifically for pre-primary teachers. Among these, one has skilled teacher educators for ECCE*

Programmed development and advocacy and during ESDP V activities will seek to improve teacher educators' knowledge, skills and experience for ECCE instruction across all CTEs. In addition, standards for learning materials in O-Classes and a specific curriculum are under development, along with the preparation of a one-year certificate training curriculum. These activities, along with pilots of accelerated child readiness programs, evaluations of Child-to-Child and assessments of O-Class provision will provide valuable inputs to improve the quality of pre-primary education during ESDP V.

Hence, in this study, the researchers make an effort to document the current practices and challenges of ECCE in woldia town private owned KG schools. This is done by compartmentalizing the preschool education in to educational inputs, processes and outputs.

Moreover, the very essence of conducting this study is to document practices of ECCE among the KGs so as to minimize and fulfill the observed educational gaps (if any). As a result, pre-school children will get appropriate educational services in an environment which is conducive for teaching learning processes.

2.3.WHY IS IT IMPORTANT TO MEASURE CHILD DEVELOPMENT?

In response to convincing evidence on the benefits of supporting young children's cognitive and emotional development, investment in early childhood programming is increasing. Parents, policy makers, and funders are increasingly interested in measuring and tracking children's development to understand whether programs are having intended impacts and if children are developing adequately. Achieving reliable and regular measures of young children's development, as well as measures of the quality of their early learning environment and experience, is essential to address the problem of poor learning outcomes in countries around the world.

2.4.HOW DO YOU MEASURE YOUNG CHILDREN'S DEVELOPMENT?

There are several domains of young children's development that are considered important to measure. These can be conceptualized in different ways, but generally include the following areas: cognitive, language, motor, socio-emotional, and executive function/self-regulation.² these domains contribute to children's long-term well-being and are overlapping and mutually influencing. For example, self-regulation is thought to be relevant across all domains because it is central to what children learn and experience; likewise, language skills influence cognitive and socio emotional development in addition to the ability to communicate.

Key domains to be considered when measuring young children's development include these³:

1. **Cognitive:** This includes pre-literacy, problem solving, measurement and comparison, analytical thinking, memory, and early mathematical and number sense.
2. **Language:** This includes a child's knowledge and use of words, both in print and in oral form.
3. **Motor development:** This includes fine and gross motor skills and measures a child's capacity to control his or her body movements to perform everyday tasks, such as walking, running, or jumping, as well as drawing, writing, holding utensils and picking up objects.
4. **Socio-emotional:** This includes a child's awareness of his other own feelings and those of others. It also measures children's social interactions and how children manage their behaviors.
5. **Executive function/self-regulation:** This includes self-control (inhibition and delaying gratification), persistence, and the ability to initiate action and sustain attention.

3. Research Methodology

3.1. Design of the study

This has been conducted to provide full information about upper KG children's measuring early learning and quality outcomes in 2022 school year. Both qualitative and quantitative approaches are used. In the quantitative approach, a child-direct assessment are used to determine the pre-primary learning outcomes among children entering standard and comparing students' scores across sub cities, school type and gender. Particularly, frequency, percentage, means t-test and one-way analysis of variance (ANOVA) school type have been employed.

3.2. Source of data

The target population of the study was upper KG class children's who are learning of Addis Ababa in the year 2014 (2022 G.C) academic year.

The researchers are used the MELQO study employed a suite of instruments via two modules, MODEL and MELE, to measure pre-primary learning outcomes and quality:

1. The Measure of Development and Early learning (MODEL) measures pre-primary learning outcomes (also known as school readiness) through three tools: a child-direct assessment, teacher interview, and parent/caregiver interview, and
2. The Measure of Early Learning Environments (MELE) measures the quality of the pre-primary classroom through three tools: a classroom observation, teacher interview, and a head teacher interview.

3.3. Data collection Instruments

The MELQO instruments were adapt for the Ethiopian curriculum and standards through several rounds of testing and piloting starts in 2014, final pilot was conducted in both six private and government schools 240 child's and 30 pre-primary school teachers are involved and final set instruments.

To collect the research data, 172 UKG teachers selected from 86 pre-primary schools were trained in two rounds of data collection tools. In addition, 43 supervision and 4 educational assessment experts were given one round of data collection tools and data collection training. Information has been carefully collected.

3.4. Sampling technique

In city government of Addis Ababa there were 1010 government and private pre-schools. Thus, the target population of the study was upper KG students' who are learning in government & private schools of Addis Ababa in the year 2014 (2022 G.C) academic year. To select the students involve in the study, two-stage stratified sampling procedure has been employed. In first stage, numbers of school randomly have been taken considering each sub city. At the second stage, 40 children have been taken from each sampled school. On this basis, 3440 students have been selected and sit direct assessment for the development and learning of children's in five thematic areas. In addition to direct assessment, students' field questionnaires in relation to their personal characteristics, home, background and school related conditions.

Teachers, caregiver and directors of the sample schools filled questionnaires related to factors affecting students' academic achievement.

Table 1 Sample Distribution of the participation in the study

No	Sub city	school		Total No of school	No of Students	Teachers	Directors
		Gov	Priv				
1	Addis ketema	4	3	7	280	19	12
2	AkakiKaliti	4	4	8	320	14	10
3	Arada	3	4	7	280	26	13
4	Bole	4	4	8	320	22	16
5	Gulele	4	3	7	280	18	14
6	Kirkos	3	4	7	280	18	12
7	KolfeKeranyo	4	5	9	360	26	18
8	Lideta	4	3	7	280	22	14
9	Nifas Silk Lafto	5	4	9	360	27	17
10	Yeka	4	4	8	320	22	13
11	Lemikura	4	5	9	360	24	15
	Total	43	43	86	3440	238	154
				86	3440	258	172
				100 %	100 %	92.24 %	89.53 %

3.5. Collection and organization of data

Training was given to the data collections before collecting the data and close supervision and support to conduct during the collection of data and direct assessment. Observation and interview was managed by learning assessment other educational experts. MS access is going to be used to capture the tests and questionnaires, MS Excel 2007 and SPSS v-25 were be used for cleaning and analyzing the quantitative data. Data obtained from interview and observation was categorized and refined in relation to the research questions.

3.6. Data Analysis

Both raw and scaled scores are going to be used to interpret score and learning and development differences between gender and among sub city. Descriptive summary statistics have general idea of central tendencies. Tests of statistical significances such as t-test analysis of variances, variance homogeneous sub groupings, and statistical tests of significance were applied to detect relationships and differences. Statistical analyses were computed using SPSS v-25.

4. Major Finding

Pre-primary learning outcomes or school readiness can be measured through the MELQO school readiness assessment, which measures pupil's abilities in the area of pre-literacy, pre-numeracy, motor skill development, socio-emotional development and environment. Pupil performance on these measures provides an indication of their pre-primary learning outcomes as they began primary school and their preparedness to be successful.

Certain demographic characteristics, such as pupil age, gender, sub-city and school type are known to be strong predictors of children's emergent skills and later school success.

In Ethiopia pre – primary curriculum has five thematic areas which align well with the domains assessed in the MODEL child-direct assessment. Those learning areas are

- Pre – Literacy
- Pre – Numeracy
- Motor skill development
- Socio – emotional development
- Environment

This section presents the MODEL child-direct assessment scores according to each learning area and additional Model assessed skill. Each sub-section is devoted to curriculum learning area and MODEL domain and presents the mean percentage scores, age, gender, and sub-city and school type.

4.1. Performance of pupils on pre-primary learning outcomes

Table 2 Performance of pupils on pre-primary learning outcomes

	Domain/Thematic Area	N	Mean percent (%)	Remark
1	Pre – Literacy	3441	84.64	
1.1	Expressive	3441	92.26	
1.2	Fidel knowledge	3441	88.75	
1.3	Receptive knowledge	3441	72.39	
2	Pre – Numeracy	3441	85.46	
2.1	Mathematical operation	3441	86.58	
2.2	Mathematical measurement	3441	91.64	
2.3	Mathematical spatial	3441	78.14	
3	Motor skills development	3441	71.32	
3.1	Fine motor skill development	3441	78.95	
3.2	Gross motor skill development	3441	63.69	
4	Socio – emotional development	3441	81.13	

4.1	Social understanding	3441	79.9	
4.2	Social competence	3441	78.42	
4.3	Social self-regulation	3441	73.24	
4.4	Social well being	3441	92.98	
5	Environment	3441	77.3	

In Table 2 overall pupil performance on the MODEL school readiness assessment is presented by domain, with subtask scores

In this assessment pupils scored better on pre-numeracy (85.46 %) and motor skill development (71.32%) is least than other domains. Pupils score 85.46 % on the pre- numeracy domain and closer look at the subtasks within it shows pupils excelling in mathematical measurement, mathematical operation and struggling in mathematical spatial. In the Pre- literacy domain (84.64%), pupils excelled in Expressive, Fidel knowledge but struggling in receptive knowledge. Receptive knowledge particularly low scores, which is concerning because these are foundational skills of future literacy, Pupils scored (81.13%) in socio-emotional development, pupil's excelled in social well-being but struggling social self-regulation, social competence and social understanding. Particularly social self-regulation low scores. Pupils scored (77.3 %) in environment and (71.32%) in motor skill development lest score compared with other task in Addis look at the sub task excelling fine motor skill development but struggling on gross motor skill development.

Table 3 Performance of pupils on pre-primary learning outcomes

	Domain /Thematic Area	N	Median	Mean	Std. Error	Std.Dev	Skewness
1	Pre – Literacy	3441	85.71	84.64	0.32	19.03	-1.216
2	Pre – Numeracy	3441	88.88	85.46	0.298	17.49	-1.672
3	Motor skills development	3441	80	71.32	0.61	35.67	-0.844
4	Socio – emotional development	3441	84.62	81.13	0.36	21.53	-1.336
5	Environment	3441	77.77	77.3	0.38	22.62	-1.04

From the table 3 above The mean score of pre-literacy were 84.64%,pre-numeracy were 85.46%,socio-emotional development were 81.13%,environment were 77.3% and motor skill development was 71.32%. The highest performing domain is pre-numeracy and the least performing domain is motor skill development.

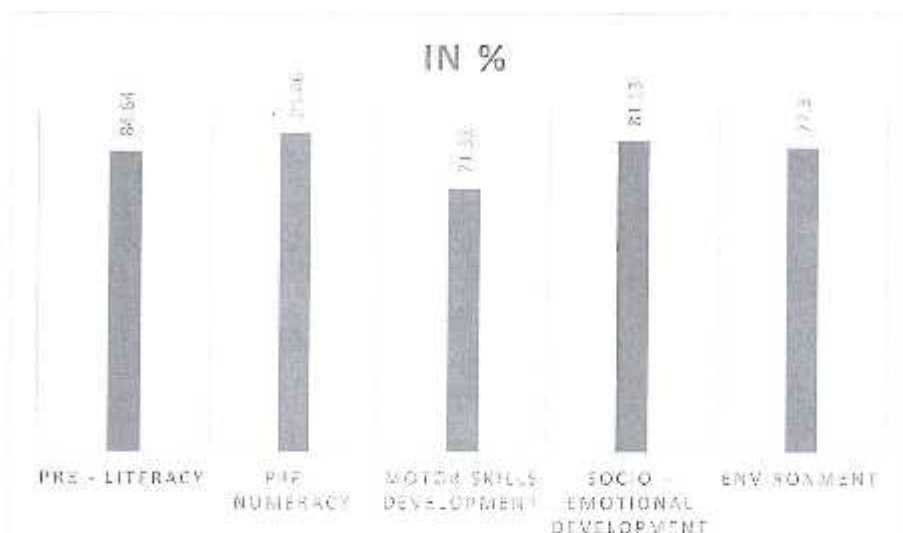


Fig 1 performance of pupils on pre-primary learning outcomes

4.2. Domain summary scores by Age

Table 4 Domain summary scores by Age

Age		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	5	74	2.2	2.2	2.2
	6	2700	78.5	78.5	80.6
	7	653	19.0	19.0	99.6
	99	14	.4	.4	100.0
	Total	3441	100.0	100.0	

From the above data age was used in the analysis and categories were determined by the targeted age outlined in policy for entry into i.e. under age = 5 years or younger (2.2%), targeted age = 6 (78.5%), overage=7 or older (19%).

Group Statistics

	Age	N	Mean	Std. Deviation	Std. Error Mean
Average	5	74	71.77	18.72	2.17
	6	2700	80.69	17.24	.331

Independent Samples Test

		Levene's Test for Equality of Variances		t-Test for Equality of Means						
		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
									Lower	Upper
Average	Equal variances assumed	2.173	.141	-4.381	2772	.000	-8.920	2.036	-12.91	-4.928
	Equal variances not assumed			-4.051	76.430	.000	-8.920	2.202	-13.30	-4.535

- $P < 0.05$ A significant difference between under age and targeted age

Group Statistics

	Age	N	Mean	Std. Deviation	Std. Error Mean
Average	6	2700	80.69	17.24	.33
	7	653	81.42	16.39	.64

Independent Samples Test

		Levene's Test for Equality of Variances		t-test for Equality of Means						
		F	Sig.	t	Df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
									Lower	Upper
Average	Equal variances assumed	3.757	.053	-.983	3351	.326	-.732	.744	-2.19	.72
	Equal variances not assumed			-1.014	1029.41	.311	-.732	.722	-2.14	.68

- $P > 0.05$ there is no significant difference between targeted age and over age.

Under age and targeted age

No	Thematic area/Domain	Age	N	Mean	t	Df	Sig(2-tailed)
1	Pre – Literacy	5	74	77.16	-3.538	2772	0.000
		6	2700	84.75			
2	Pre – Numeracy	5	74	80.93	-2.16	2772	0.031
		6	2700	85.41			
3	Motor skills development	5	74	61.35	-2.267	2772	0.023
		6	2700	70.93			
4	Socio – emotional development	5	74	72.29	-3.159	2772	0.002
		6	2700	80.7			
5	Environment	5	74	62.31	-5.637	2772	0.000
		6	2700	77.46			

* $\alpha < 0.05$, significant difference between targeted age and under age

Targeted age and over age

No	Thematic area/Domain	Age	N	Mean	t	Df	Sig(2-tailed)
1	Pre – Literacy	6	2700	84.75	-0.767	3284	0.443
		7	586	85.38			
2	Pre – Numeracy	6	2700	85.41	-1.403	3284	0.161
		7	586	86.51			
3	Motor skills development	6	2700	70.93	-1.678	3284	0.094
		7	586	73.65			
4	Socio – emotional development	6	2700	80.7	-0.442	3284	0.658
		7	586	81.15			
5	Environment	6	2700	77.46	-1.183	3284	0.237
		7	586	78.66			

* $\alpha > 0.05$, there is no significant difference between targeted age and over age

No	Domain /Thematic Area	Under Age	Target Age	Over Age
1	Pre – Literacy	77.16 (74)	84.75 (2700)	85.38 (653)
2	Pre – Numeracy	80.93 (74)	85.41 (2700)	86.51 (653)
3	Motor skills development	61.35 (74)	70.92 (2700)	73.65 (653)
4	Socio – emotional development	72.29 (74)	80.7 (2700)	81.20 (653)
5	Environment	62.31 (74)	77.46 (2700)	78.36 (653)

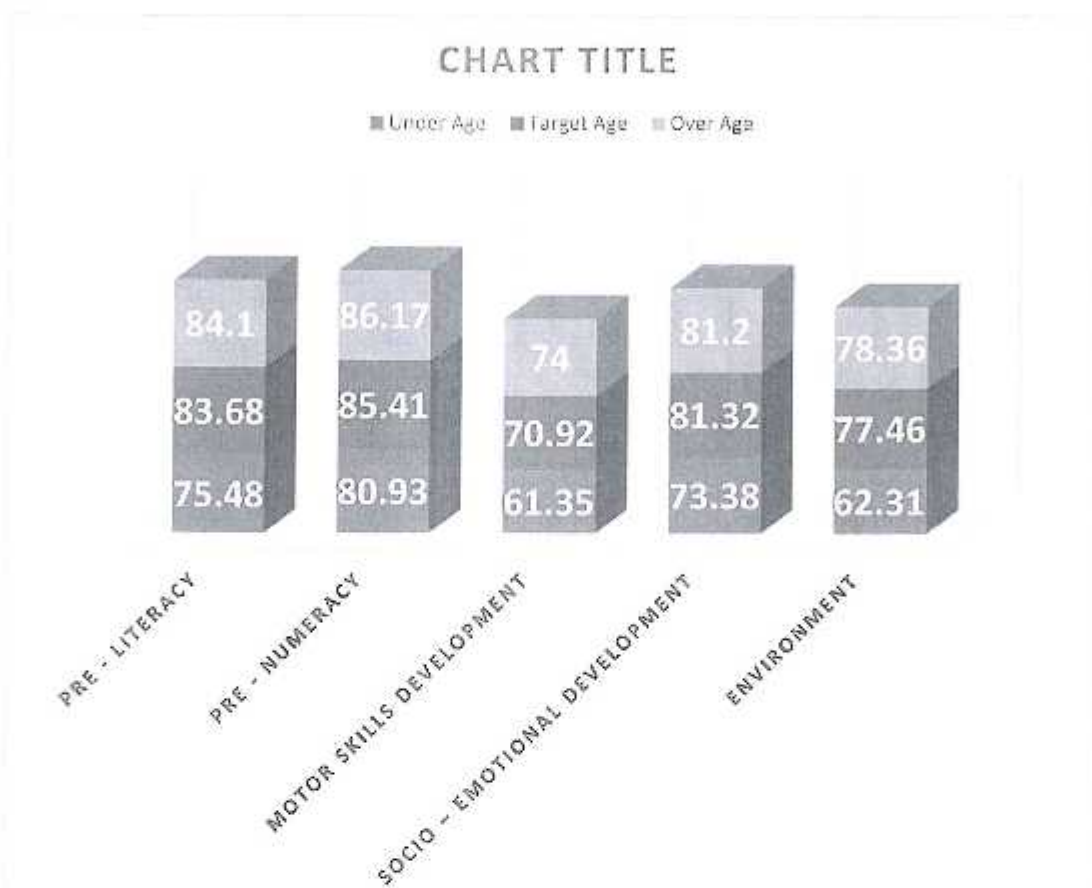


Fig 2 Domain summary scores by Age

4.3. Domain summary scores by gender

Table 5 Domain summary scores by gender

	Domain /Thematic Area	Male	Female	Total
1	Pre - Literacy	82.77	86.57	84.64
2	Pre - Numeracy	84.74	86.20	85.46
3	Motor skills development	70.34	72.33	71.32
4	Socio – emotional development	78.29	84.07	81.13
5	Environment	75.79	78.88	77.30

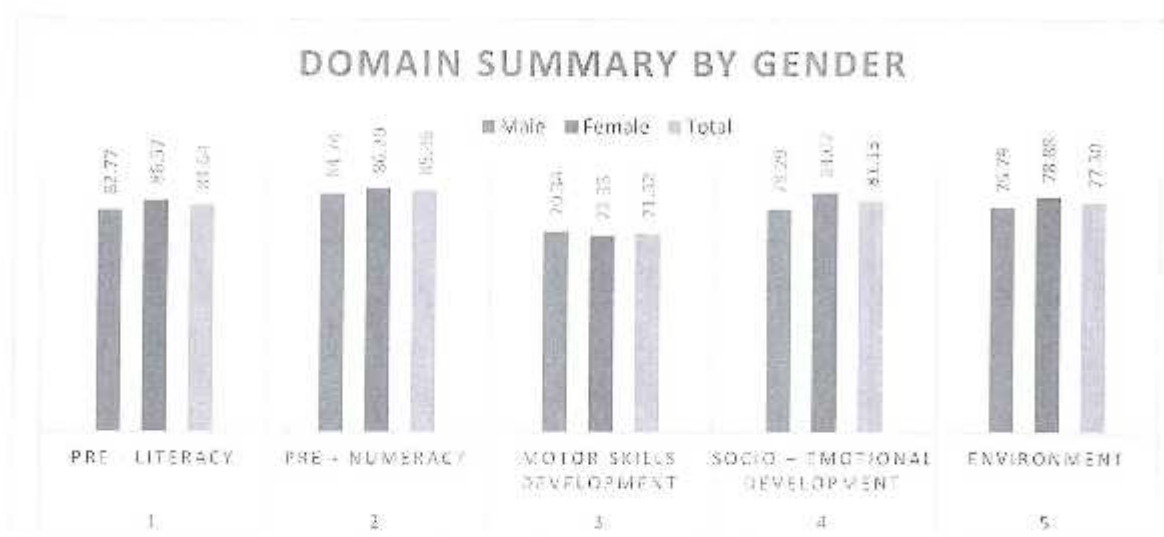


Fig 3 Domain summary by gender

Table 6 Independent sample t-test for equality of means between male and females

No	Thematic Area	Gender	N	Mean	T	df	MD	sig(2-tailed)
1	Pre - literacy	M	1753	82.77	-6.189	3439	-3.8	0.000
		F	1688	86.57				
2	Mathematics	M	1753	84.74	-2.459	3439	-1.46	0.014
		F	1688	86.20				
3	Motor skill development	M	1753	70.34	-1.642	3439	-1.99	0.10
		F	1688	72.33				
4	Social emotional development	M	1753	78.29	-7.855	3439	-5.78	0.000
		F	1688	84.07				
5	Environment	M	1753	75.79	-4.014	3439	-3.09	0.000
		F	1688	78.88				

* $P < 0.05$ there is significant difference between male and female in four Domain i.e. Pre-literacy, Pre-numeracy, Social emotional development and environment but there is no significant difference between male and female in motor skill development. * $p > 0.05$.

4.4. Domain summary by school type

Table 7 Domain summary by school type

	Domain /Thematic Area	Gov	Priv	Total
1	Pre - Literacy	84.74	84.51	84.64
2	Pre - Numeracy	85.32	85.62	85.46
3	Motor skills development	72.54	69.91	71.32
4	Socio – emotional development	81.38	80.83	81.13
5	Environment	79.37	74.93	77.30

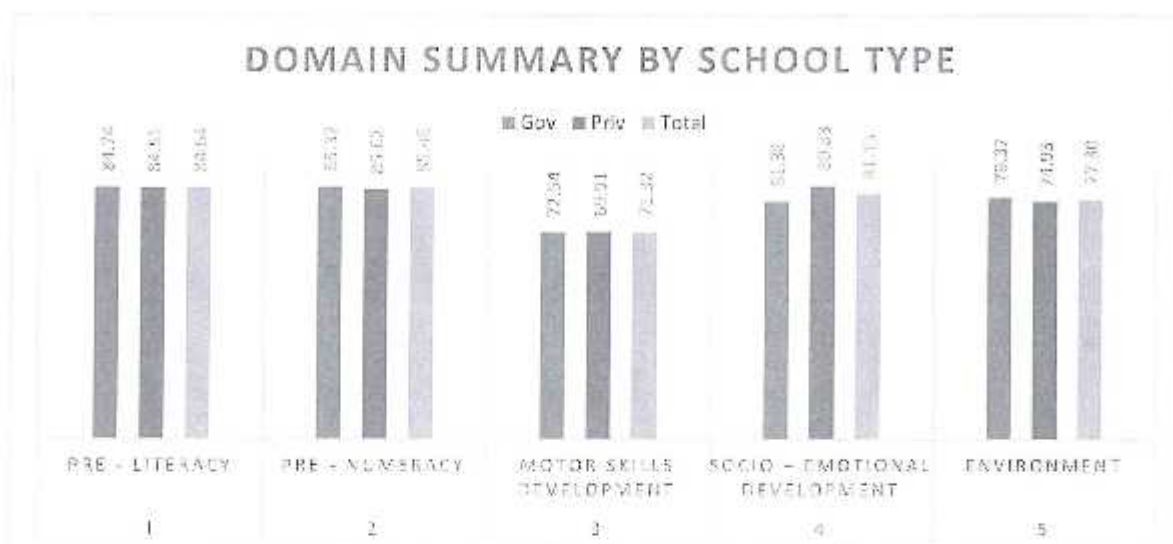


Fig 4 Domain summary by school type
Table 8 domain summary score by school type

No	Thematic Area	School Type	N	Mean	T	df	MD	sig(2-tailed)
1	Pre- literacy	Gov	1842	84.74	0.38	3439	0.236	0.703
		Priv	1599	84.51				
2	Mathematics	Gov	1842	85.32	-0.50	3439	-0.299	0.617
		Priv	1599	85.62				
3	Motor skill development	Gov	1842	72.54	2.162	3439	2.635	0.031
		Priv	1599	69.91				
4	Social emotional development	Gov	1842	80.61	0.327	3439	0.25	0.744
		Priv	1599	80.36				
5	Environment	Gov	1842	79.37	5.762	3439	4.434	0.000
		Priv	1599	74.93				

* $p > 0.05$ there is no significant difference between government and private school in pre-literacy ,Pre – numeracy and social emotional development .on the other hand there is a significant difference between government school and private school in motor skill development and Environment.* $p > 0.05$.

4.5. Domains and sub task mean score

4.5.1. Pre – Literacy sub task mean scores

As shown table 9 below pre-literacy sub task mean score in expressive language were 92.26%, Fidel knowledge were 88.75% and Receptive language mean score were 72.39%. In the Pre-literacy domain (84.64%), pupils excelled in Expressive, Fidel knowledge but struggling in

receptive knowledge. Receptive knowledge particularly low scores, which is concerning because these are foundational skills of future literacy.

Table 9 pre – literacy sub task mean score

No	Pre-Literacy	Total (%)
1	Expressive	92.26
2	Fidel knowledge	88.75
3	Receptive	72.39
	Average	84.46

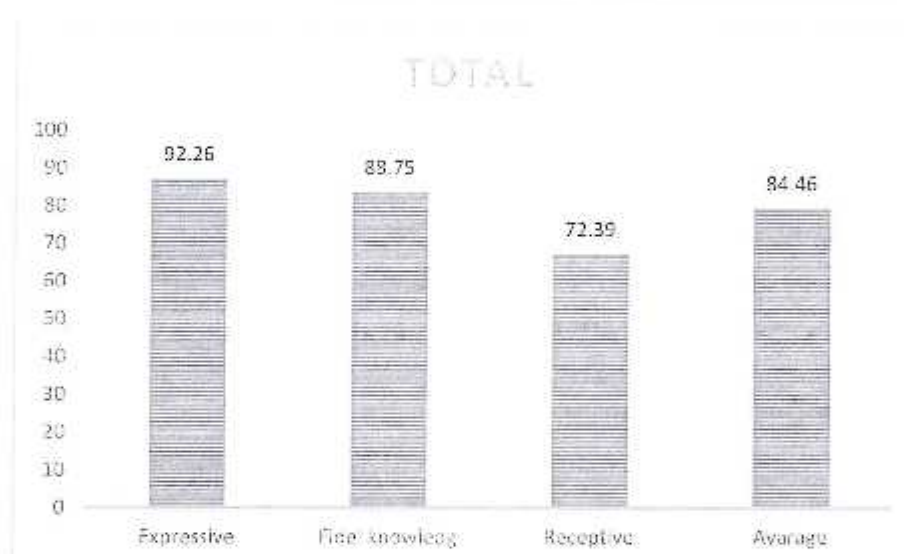


Fig 5 Pre – literacy sub task mean score

In pre-literacy sub task expressive mean score from government school were 93.9% and private school was 90.75%. In Fidel knowledge mean score from government school were 88.14% and private school is 89.77%. In receptive language mean score from government school were 72.19% and private school is 73.02%. (See table 10 below)

4.5.1.1. pre – literacy sub task mean score by school Type

Table 10 pre – literacy sub task mean score by school Type

	Pre - Literacy	Gov	Pri	Total
1	Expressive	93.9	90.75	92.32
2	Fidel knowledge	88.14	89.77	88.95
3	Receptive	72.19	73.02	72.60
	Average	84.74	84.51	84.63



Fig 6 pre – literacy sub task mean score by school Type

In pre-literacy sub task expressive mean score for male children's were 90.41% and female children's is 94.06%.in Fidel knowledge mean score for male children's were 86.31% and female children's is 91.39%. In receptive language mean score for male children's were 71.39% and female children's is 73.65%. (See table 7 below)

4.5.1.2. pre – literacy sub task mean score by Gender

Table 11 pre – literacy sub task mean score by Gender

No	Pre - Literacy	M	F	Total
1	Expressive	90.41	94.06	92.23
2	Fidel knowledge	86.31	91.39	88.85
3	Receptive	71.39	73.65	72.52
	Average	82.70	86.36	84.53



Fig 7 pre – literacy sub task mean score by Gender

4.5.2. Pre – Numeracy sub task mean score

As shown table 12 below the average means score in mathematical operation were 86.58%, mathematical measurements were 91.64% and mathematical spatial mean score were 78.14%. Pupils score 85.46 % on the pre- numeracy domain and closer look at the subtasks within it shows pupils excelling in mathematical measurement, mathematical operation and struggling in mathematical spatial.

Table 12 pre – numeracy sub task mean score

	Mathematics	Total
1	Mathematical operation	86.58
2	Mathematical measurement	91.64
3	Mathematical spatial	78.14
	Average	85.45

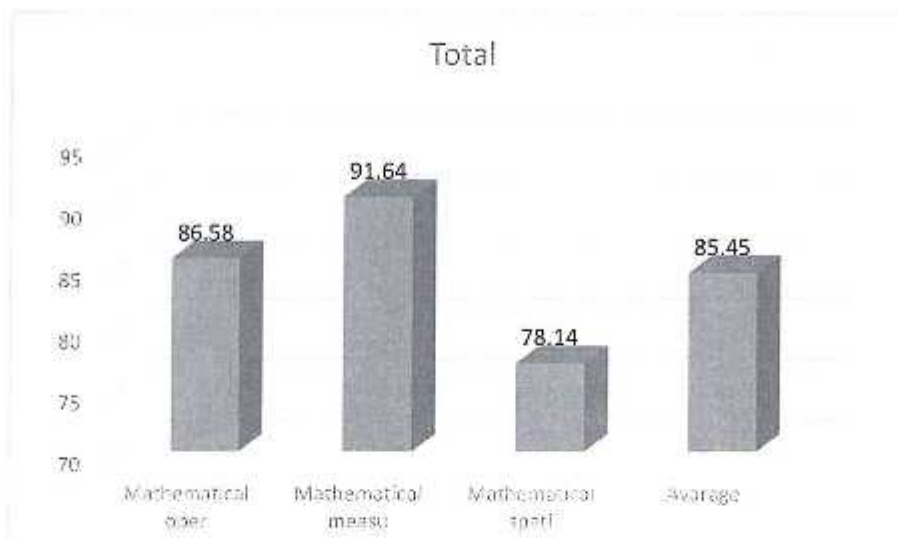


Fig 8 pre – numeracy sub task mean score

In pre-numeracy sub task mathematical operation mean score for male children's were 86.08% and female children's is 87.09%. In mathematical measurement mean score for male children's were 91.09% and female children's is 92.21%. In mathematical spatial mean score for male children's were 76.69% and female children's is 79.59%. (See table 9 below)

4.5.2.1. pre – numeracy sub task mean score by Gender

Table 13 pre – numeracy sub task mean score by Gender

	Mathematics	Male	Female	Total
1	Mathematical operation	86.08	87.09	86.58
2	Mathematical measurement	91.09	92.21	91.65
3	Mathematical spatial	76.69	79.59	78.14
	Average	84.62	86.29	85.46

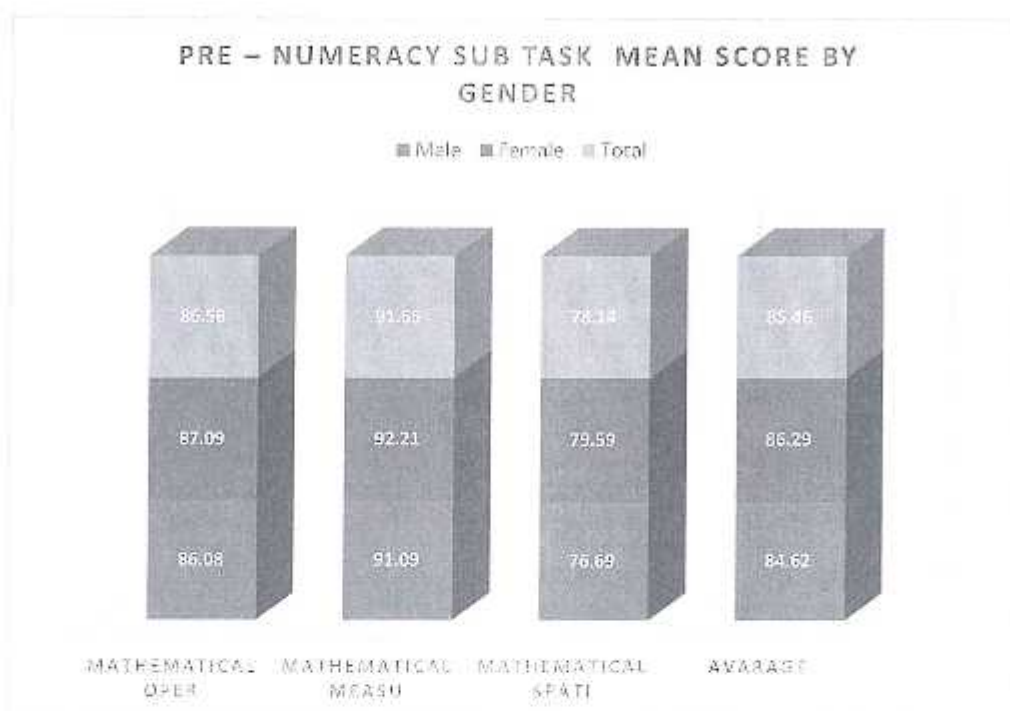


Fig 9 pre – numeracy sub task mean score by Gender

In pre-numeracy sub task mathematical operation mean score from government school were 85.52% and private school was 87.64%. In mathematical measurement mean score from government school were 89.87% and private school was 93.44%. In mathematical spatial mean score from government school were 82.26% and private school is 74.14%. (See table 10 below)

4.5.2.2. pre – numeracy sub task mean score by School type

Table 14 pre – numeracy sub task mean score by School type

No	Mathematics	Gov	Pri	Total
1	Mathematical operation	85.52	87.64	86.58
2	Mathematical measurement	89.87	93.44	91.65
3	Mathematical spatial	82.26	74.02	78.14
	Average	85.88	85.03	85.46

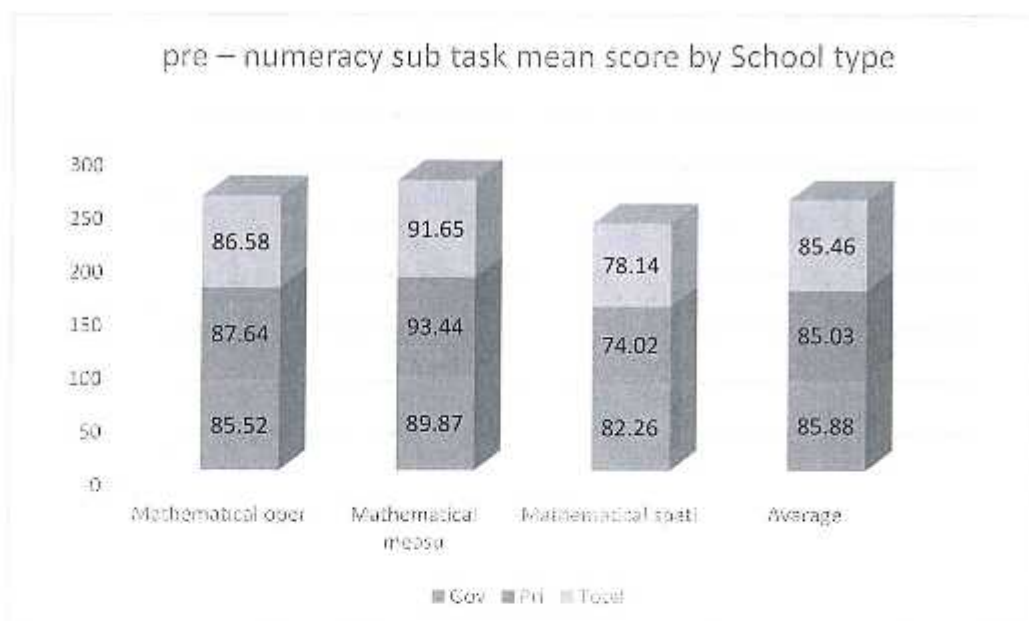


Fig 10 pre – numeracy sub task mean score by School type

4.5.3. Motor skill development subtask mean score

As shown table 15 below the average mean in gross motor skill development were 63.69%, and fine motor skill development mean score were 78.95%. (71.32%) in motor skill development test score compared with other task. look at the sub task excelling fine motor skill development but struggling on gross motor skill development.

Table 15 Motor skill development sub task mean score

No	MOTER skill development	Total
1	Gross Motor Skill	63.69
2	Fine Motor Skill	78.95
	Average	71.32



Fig 11 Motor skill development sub task mean score

In motor skill development sub task gross motor skill development mean score for male children's were 62.58% and female children's is 64.89%. In fine motor skill development mean score for male children's were 78.1% and female children's is 79.77%. (See table 16 below)

4.5.3.1. Motor skill development domain score by Gender

Table 16 Motor skill development domain score by Gender

No	motor skill development	Male	Female	Total
1	Gross motor skill development (G.M)	62.58	64.89	63.73
2	Fine motor skill development (F.M)	78.1	79.77	78.93
	Average	70.34	72.33	71.33

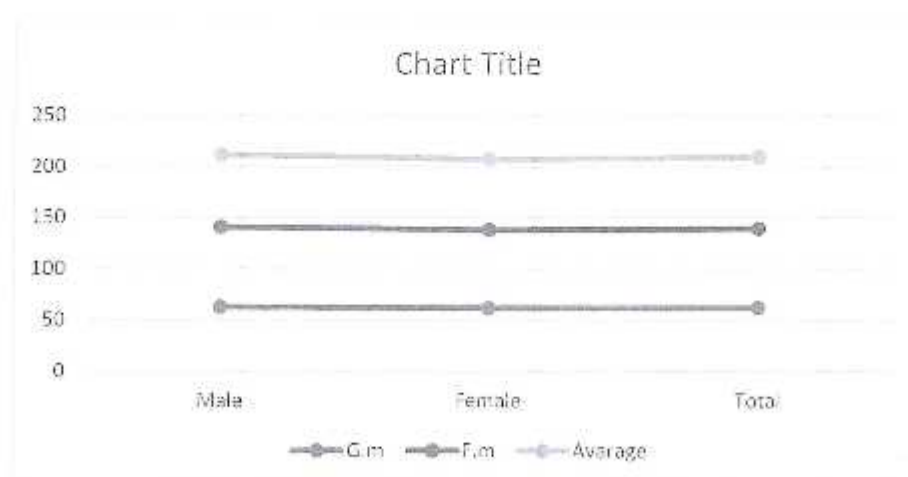


Fig 12 Motor skill development sub task mean score by Gender

In motor skill development sub task gross motor skill development mean score from government school were 66.82% and private school was 60.21%. In fine motor skill development mean score from government school were 78.23% and private school is 79.62%. (See table 17 below)

4.5.3.2. Motor skill development sub task mean score by school type

Table 17 Motor skill development sub task mean score by school type

	motor skill development	Gov	Piv	Total
1	Gross motor skill development (G.M)	66.82	60.21	63.51
2	Fine motor skill development (F.M)	78.23	79.62	78.9
	Average	72.52	69.91	71.32

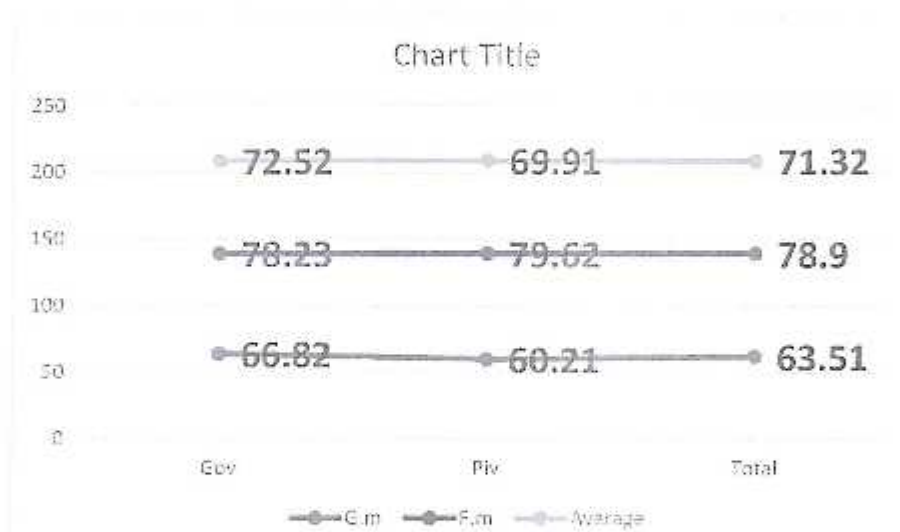


Fig 13 Motor skill development sub task mean score by school type

4.5.4. Socio Emotional development domain score

As shown table 18 below socio emotional development sub task mean score in social understanding were 79.9 %, social competency were 78.42%, social self-regulation 73.24% and social well-being mean score were 92.98%. Pupils scored (81.13%) in socio-emotional development, pupil's excelled in social well-being but struggling social self -regulation, social competence and social understanding. Particularly social self -regulation low scores.

Table 18. Socio Emotional development sub task mean score

No	Socio Emotional development domain	Total
1	social Understanding	79.9
2	Social Competency	78.42
3	Social Self-regulation	73.24
4	Social well-being	92.98
	Average	81.13

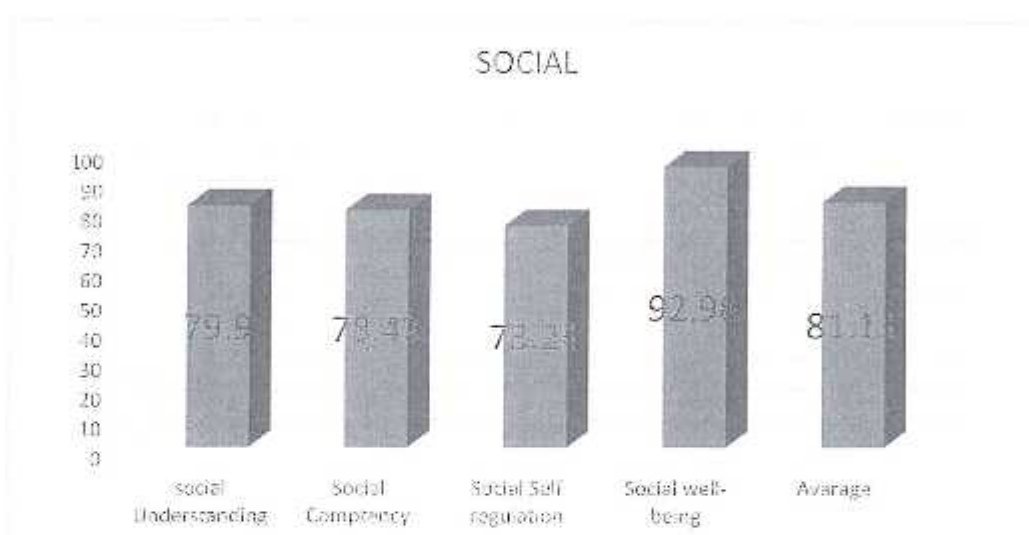


Fig 14 Socio Emotional development sub task mean score

In socio emotional development sub task social understanding mean score for male children's were 76.71% and female children's is 83.19%. In social competency mean score for male children's were 74.78% and female children's is 82.18%. In social self-regulation mean score for male children's were 69.47% and female children's is 77.13%. In social well-being mean score for male children's were 92.2% and female children's is 93.78 %. (See table 19 below)

4.5.4.1. Socio Emotional development sub task mean score by Gender

Table 19 Socio Emotional development sub task mean score by Gender

	Socio Emotional development sub task	Male	Female	Total
1	social Understanding	76.71	83.19	79.95
2	Social Competency	74.78	82.18	78.48
3	Social Self-regulation	69.47	77.13	73.3
4	Social well-being	92.2	93.78	92.99
	Average	78.29	84.07	81.18

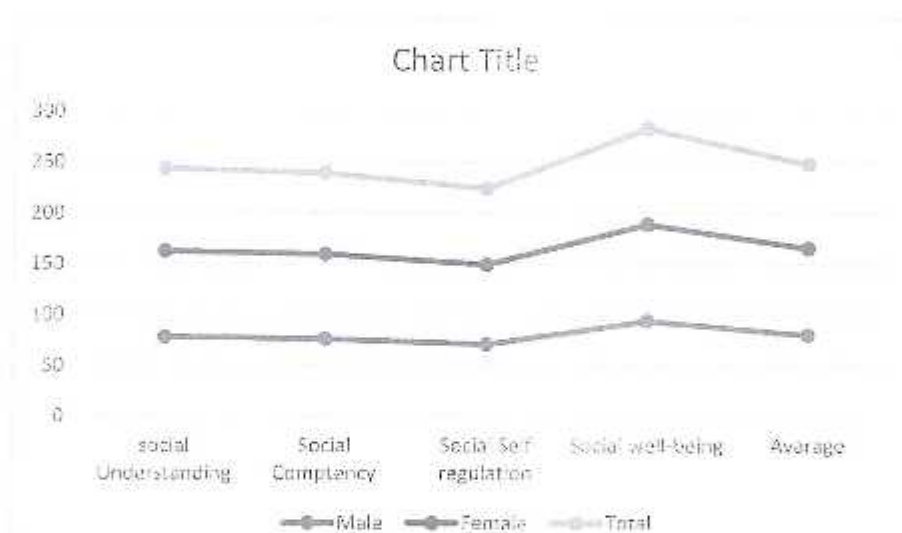


Fig 15 Socio Emotional development sub task mean score by Gender

In social emotional development sub task social understanding mean score from government school were 79.44 % and private school is 79.07%. In social competency mean score from government school were 79.56% and private school was 75.75%. In social self-regulation mean score from government school were 72.11% and private school is 73.18%. In social well-being mean score from government school were 91.33% and private school is 93.53%. (See table 20 below)

4.5.4.2. Socio Emotional development sub task mean score by school Type

Table 20 Socio Emotional development sub task mean score by school Type

No	Socio Emotional development sub task	Gov	Pri	Total
1	social Understanding	79.44	79.07	79.9
2	Social Competency	79.56	75.75	77.65
3	Social Self-regulation	72.11	73.18	72.65
4	Social well-being	91.33	93.53	92.43
	Average	81.21	80.98	81

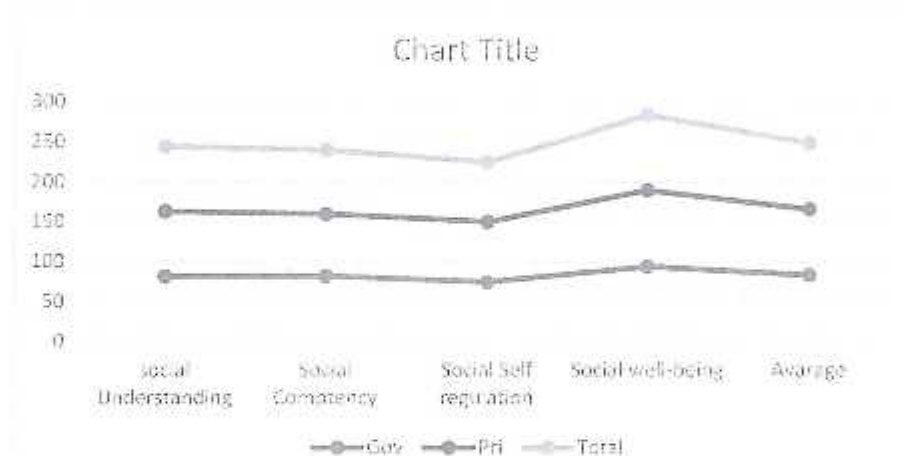


Fig 16 Socio Emotional development sub task mean score by school Type

4.6. Overall performance pulp's by sub city

Table 21 overall performance children's mean score by sub city

No	sub - city	Pre - Litercy	Pre- Numercy	Motor skill dev	Social emotional dev	Environment
1	Yeka	84.86	86.72	67.44	81.22	77
2	Lemikura	87.44	86.14	76.11	80.69	78.45
3	Ledeta	78	82.77	67.36	77.08	76.19
4	Addis ketma	86.89	87.77	78.79	81.63	82.42
5	Akaki	84.5	86.77	75.5	79.89	76.94
6	Kirkose	80.61	80.59	67.86	78.12	72.61
7	Arada	81.99	83.59	64.98	80.81	73.54
8	Bole	84.94	84.27	72.25	78.54	75.65
9	Gulele	87.25	89.2	70.07	85.53	80.35
10	Kolfa	88.67	88.7	72.17	86.66	80.37
11	Nefaseselke	83.91	82.46	70.81	74.5	76.18
	Average	84.64	85.46	71.32	81.13	77.3

As indicated above table the average scores of children's from kolfa keranyo with average score 88.67% was relatively better in pre-literacy and ledeta with average score 78% least.

In pre-numeracy gulele (with average score 89.2%) was relatively better and kirkose (with average score 80.59%) least.

In motor skill development Addis ketma relatively better with average 78.79% and Arada least (with average score 64.98%).

In social emotional development kolfa keranyo relatively better with average 86.66% and nefase seleklafto least with average 74.5%.

In environment Addis ketma relatively better with average 82.42% and kirkose sub-city least with average 72.61%.

4.7. The significant level of children's performance in each domain and sub-city

In the table 22 below the one –way analysis of variance (ANOVA) for pre-literacy performance across sub-cities revealed the presence of statistically significant mean differences ($F_{(10, 3430)} = 9.741, p=.000$)

Table 22 One – way Analysis of variance on Pre-literacy mean score across sub city

ANOVA					
	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	31089.338	10	3108.934	9.741	.000
Within Groups	1094677.939	3430	319.148		
Total	1125767.277	3440			

The homogeneous subsets grouping revealed performance in pre-literacy children's from kolfa keranyo were relatively better. On the other hand children's from ledeta performed least than others (see table 23)

Table 23 One – way Analysis of variance on Pre-literacy mean score across sub city

sub-city code	N	Subset for alpha = 0.05			
		1	2	3	4
Ledeta	280	78.00			
Kirkose	280	80.61	80.61		

Arada	281	81.99	81.99		
Nefaseselk	320		83.91	83.91	
Akaki	320		84.50	84.50	84.50
Yeka	360		84.86	84.86	84.86
Bole	320		84.94	84.94	84.94
Addis ketma	280			86.89	86.89
Gulele	280			87.25	87.25
Lemikura	360			87.44	87.44
Kolfa	360				88.67

In the table 24 below the one –way analysis of variance (ANOVA) for social emotional development performance across sub-cities revealed the presence of statistically significant mean differences($F_{(10, 3430)} = 7.900, p=.000$).

Table 24 one – way Analysis of variance on Social Emotional Development mean score across sub city

ANOVA					
	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	39075.535	10	3907.554	7.900	.000
Within Groups	1696470.253	3430	494.598		
Total	1735545.788	3440			

The homogeneous subset grouping revealed performance in social emotional development children's from kolfakeranyo were relatively better. On the other hand children's from Nefaseselktafto sub-city performed least than others (see table 25)

Table 25 One – way Analysis of variance on social emotional development mean score across sub city

sub-city code	N	Subset for alpha = 0.05			
		1	2	3	4
Nefaseselk	320	74.50			
Ledeta	280	77.08	77.08		
Kirkose	280	78.12	78.12		
Bole	320	78.54	78.54		
Akaki	320		79.89		
lemikura	360		80.69	80.69	
Arada	281		80.81	80.81	
Yeka	360		81.22	81.22	
Addis ketma	280		81.63	81.63	

Gulele	280			85.53	85.53
Kolfa	360				86.66

In the table 26 below the one –way analysis of variance (ANOVA) for pre-numeracy performance across sub-cities revealed the presence of statistically significant mean differences($F_{(10, 3430)} = 7.817, p=.000$).

Table 26 One – way Analysis of variance on Pre – Numeracy mean score across sub city

ANOVA					
	Sum of Squares	df	Mean Square	F	Sig
Between Groups	23463.752	10	2346.375	7.817	.000
Within Groups	1029604.227	3430	300.176		
Total	1053067.978	3440			

Table 27 below showed five homogeneous sub set groups in which their performance in pre-numeracy score was significantly different. gulela ,kolfakeranyo and Addis ketma were highest performing subset grouping significantly differing from the others. On the other hand, kirkose, nefaselklafo and ledeta were the least performance subset grouping.

Table 27 One – way Analysis of variance on Pre-numeracy mean score across sub city						
sub-city code	N	Subset for alpha = 0.05				
		1	2	3	4	5
Kirkose	280	80.59				
Nefaseselk	320	82.46	82.46			
ledeta	280	82.77	82.77	82.77		
Arada	281	83.59	83.59	83.59	83.59	
Bole	320	84.27	84.27	84.27	84.27	
Lemikura	360		86.14	86.14	86.14	86.14
Yeka	360			86.72	86.72	86.72
Akaki	320			86.77	86.77	86.77
Addis kotema	280				87.77	87.77
Kolfa	360					88.70
Gulele	280					89.20

In the table 28 below the one –way analysis of variance (ANOVA) for Environment performance across sub-cities revealed the presence of statistically significant mean differences($F_{(10, 3430)} = 5.063, p=.000$).

Table 28 one – way Analysis of variance on Environment score by sub city

ANOVA					
	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	25605.532	10	2560.553	5.063	.000
Within Groups	1734751.240	3430	505.758		
Total	1760356.773	3440			

The homogeneous subset grouping revealed performance in Environment children's from Addis ketma, kolfakeranyo and gulela were relatively better. On the other hand children's from kirkose and Aradasub city performed least than others (see table 29)

Table 29 One – way Analysis of variance on Environment mean score across sub city

sub-city code	N	Subset for alpha = 0.05			
		1	2	3	4
Kirkose	280	72.61			
Arada	281	73.54	73.54		
Bole	320	75.65	75.65	75.65	
Nefaseselke	320	76.18	76.18	76.18	
Ledata	280	76.19	76.19	76.19	
Akaki	320	76.94	76.94	76.94	76.94
Yeka	360	77.00	77.00	77.00	77.00
Lemikura	360		78.45	78.45	78.45
Gulele	280			80.35	80.35
Kolfa	360			80.37	80.37
Addis ketma	280				82.42

In the table 30 below the one –way analysis of variance (ANOVA) for Motor skill development performance across sub-cities revealed the presence of statistically significant mean differences($F_{(10, 3430)} = 4.361, p=.000$).

Table 30 one – way Analysis of variance on Motor skill development score by sub city

ANOVA					
	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	54963.965	10	5496.396	4.361	.000
Within Groups	4323172.391	3430	1260.400		
Total	4378136.356	3440			

The homogeneous subset grouping revealed performance in motor skill development children's from Addis ketma were relatively better. On the other hand children's from Arada sub city performed least than others (see table 31)

Table 31 One – way Analysis of variance on Motor skill development mean score across sub city				
sub-city code	N	Subset for alpha = 0.05		
		1	2	3
Arada	281	64.98		
Ledeta	280	67.36	67.36	
Yeka	360	67.44	67.44	
Kirkose	280	67.86	67.86	
Gulele	280	70.07	70.07	70.07
Nefasesek	320	70.81	70.81	70.81
Kolfa	360	72.17	72.17	72.17
Bole	320	72.25	72.25	72.25
Akaki	320		75.50	75.50
Lemikura	360		76.11	76.11
Addis ketma	280			78.79

4.8. Variable related with pupils and their performance

4.8.1. Teachers background variables and views

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Gov	123	51.7	51.7	51.7
	Priv	115	48.3	48.3	100.0
	Total	238	100.0	100.0	

The teachers of sampled schools asked to respond to the questionnaires designed about themselves, the school and their students. As shown in table 33 below about 238 teachers were participated in the study. Out of them 95% were female and the remaining 2.1% were male. In table 32 Shown above 51.7 % in government and 48.3 % of them were private school teachers. Regarding their experience in table 34 shown below 40.3 % (79) of them were one to five years, 40.3 % (79) were six to ten year, 11.73 % (23) were eleven to fifteen years' experience and the remaining 7.65 % were (more than fifteen years') experience from the data below well experienced teachers not sustain on system .

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Male	5	2.1	2.1	2.1
	Female	226	95.0	95.0	97.1
	Missing	7	2.9	2.9	100.0
	Total	238	100.0	100.0	

Table 34 Teachers Experience

No	Teachers Experience	Frequency	Percent	Remark
1	1 - 5 year	79	40.30	
2	6 - 10 year	79	40.30	
3	11 - 15 year	23	11.73	
4	More than 15 year	15	7.65	
	Total	196		

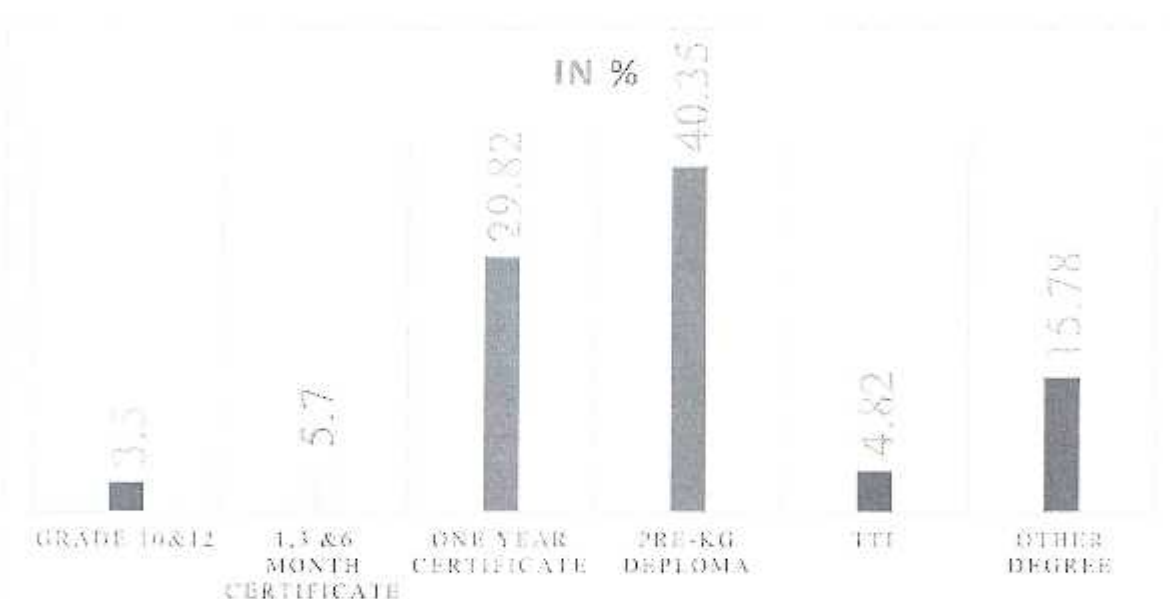
Teacher's qualification/profile

On the other hand regarding the qualification of teachers, 3.5 % (8) were grade 10 & 12 complete, 5.7% (13) were 1,3 & 6 month certificate in pre kg, 28.57%(68) were one year certificate in pre kg ,40.35% (92) were pre-kg diploma ,4.82 % (11) were teacher training institution /TTI/ and 15.78% (36) were degree holders in any field such as accounting ,clinical nurse, marketing management, electric city, engineering, management , truism management, computer science, journalism ,literature, Amharic language, English language, civic and ethical

education. From the above data 24.1% of teachers UN trained and Unskilled in pre – kg teaching (see table below 35)

Table 35 Teachers qualification /profile

No	Teachers qualification	frequency	Percent	Remark
1	Grade 10 & 12 complete	8	3.5	
2	1,3 & 6 month certificate	13	5.7	
3	one year certificate	68	29.82	
4	Pre-kg diploma	92	40.35	
5	TTI	11	4.82	
6	Degree in any field	36	15.78	
	Total	228		



Majority of teachers 180(75.63%) respond school design short term training for teachers in school level in different areas such as teaching aids, lesson plan, how to manage child, classroom management, how to use play, CPD, active learning, assessment, syllabus etc. And also school principal facilitate training for teachers .once and two ways in a year.

Table 36 Short term training

School type		Q1.3			Total
		Yes	No	99	
Gov	Priv	84	36	3	123
	Gov	96	15	4	115
Total		180	51	7	238

Table 37 Provision of curriculum materials

No		school Type	Frequency			Percent		Remark
			Yes	No	Total			
1	Syllabus	Gov	109	9	118	94.78 %		
		Priv	109	3	112			
2	teacher guide	Gov	93	25	118	83.91%		
		Priv	100	12	112			
3	supplementary for teachers	Gov	95	27	122	81.19%		
		Priv	95	17	112			
4	Student Text	Gov	49	69	118	41.52%	58.47%	
		Priv	78	35	113	69.03%	30.97%	

Teachers from the sample schools asked about the provision of curriculum materials. As a consequence, most 218(94.78%) of the teachers responded that they provided a syllabus for the subject they were teaching. Nevertheless, 12 (5.23%) of them replied that not provided with the syllabus for the subject they were teaching. Regarding to the question do you have a teacher's guide for the subject you teach? 193(83.91%) and 37(16.08%) of teachers said respectively "Yes" we had and "No" we did not have any teacher's guide books. Majority 190 (82.61%) of the teachers indicated that they were provided with supplementary material for teachers. However, 44(19.13%) of them responded that they did not have any supplementary materials. Majority 127(55.2%) of teachers indicated that they were provide with students text. However, 104(45.22%) of them responded that they did not have any students text for child development.

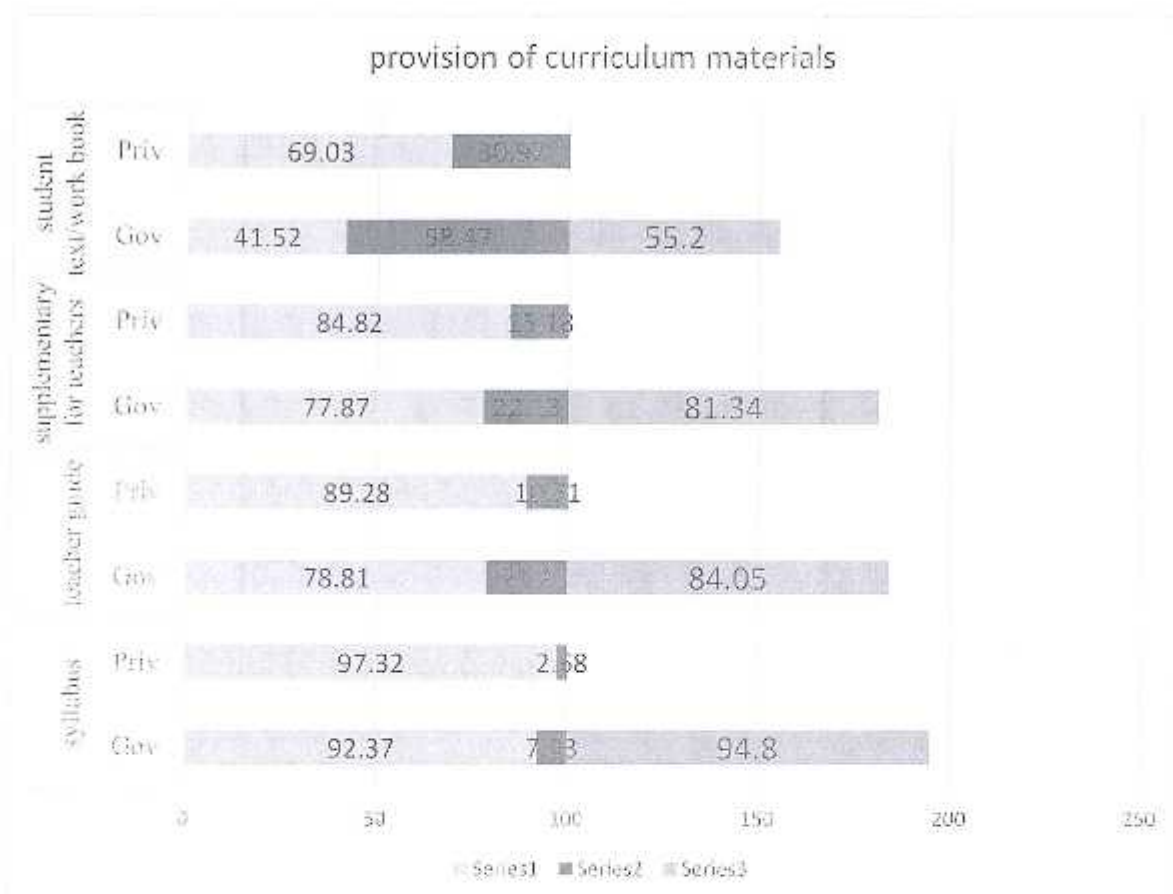


Table 38 Is it appropriate preparation of syllables on childe age level							
		QII.13				99	Total
		yes	partial	not appropriate	Not decided		
School type	Gov	45	57	14	3	4	123
	Priv	50	47	13	4	1	115
Total		95	104	27	7	5	238

From the above table 38 Majority of teacher (43.7%) 104 kinder garden syllabus partially appropriate from age level , (39.92%) 95 kinder garden syllabus are appropriate and (11.34%) 27 respondent not decide wither appropriate or not . and also majority of school apply syllabus.

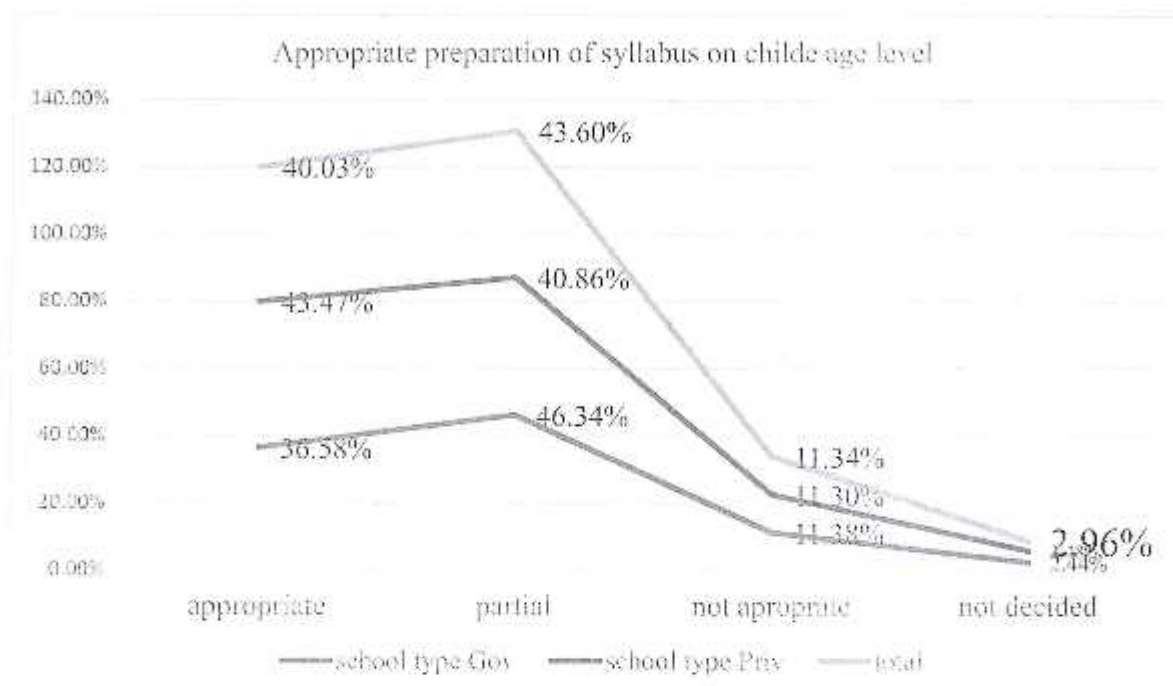


		Table 39 QII.15 Can you apply syllabus			Total
		yes	no	99	
School type	Gov	105	6	12	123
	Priv	105	7	3	115
Total		210	13	15	238

From data below (98.31%) 234 and (1.68%) 4 of them not prepare lesson plan in school there for majority of kinder garden school teachers prepare lesson plan in school.

		Table 40 QII.16 can you prepare lesson plan		Total
		Yes	99	
School type	Gov	121	2	123
	Priv	113	2	115
Total		234	4	238

Table 41 Q 17 Can you support by cluster supervisors, school principal and inbuilt supervision

No		yes	no	Missing	Total
1	cluster supervisor	226	10	2	238
2	school principals	209	19	10	238
3	inbuilt supervision	230	6	2	238
	Total	665	35	14	714

From the above data (93.14%) 665 teachers support by cluster supervisors , school principals and inbuilt supervision ,(4.9%) 35 teachers not supported by cluster supervisors , school principals and inbuilt supervision. from the data majority of teachers supported by cluster supervisors , school principals and inbuilt supervision in schools.

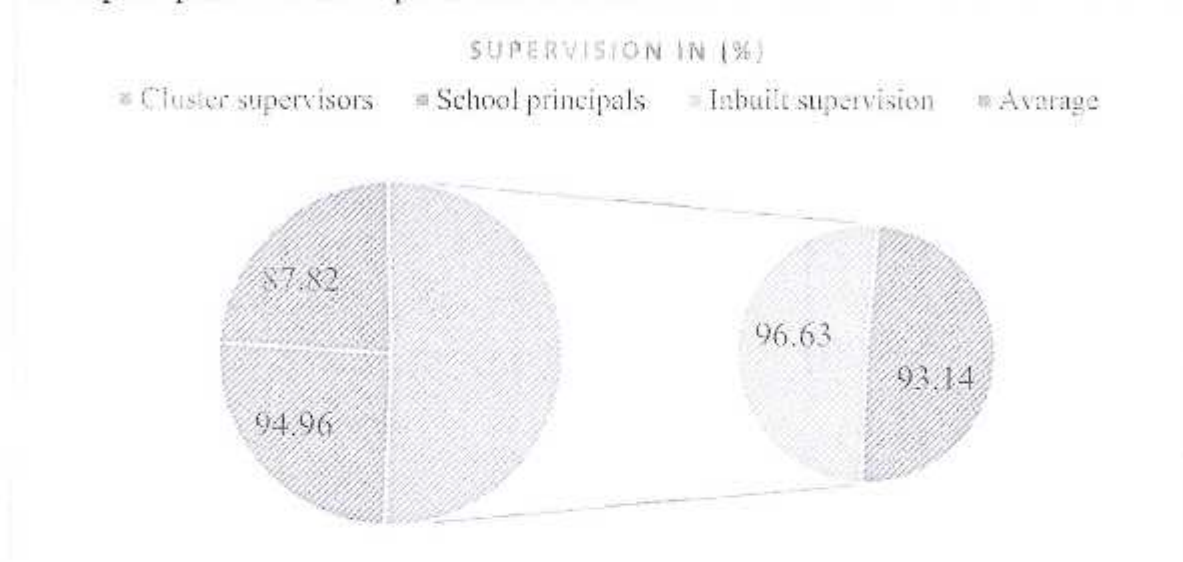


Table 42 QII.23 participation of CPD

		yes	no	99	Total
School type	Gov	108	11	4	123
	Priv	77	32	6	115
Total		185	43	10	238

From the above data (77.73%) 185 of respondent participate continues professional development in school and (18.07%) 43 of respondent not participate continues professional development in school from the data majority of teachers participate continues professional development (CPD) in school.

Table 43 QII.25.4 curriculum follow up by MOE,REB,SUB-CITY AND WORDA

No		Always		Some times		Infrequently		Never	
		Frequency	%	Frequency	%	Frequency	%	Frequency	%
1	MOE	3	1.3	9	3.8	21	8.8	162	68.1
2	REB	10	4.2	28	11.8	66	27.7	97	40.8
3	Sub city	22	9.2	71	29.8	88	37	33	13.9
4	Woreda	97	40.8	66	27.7	40	16.8	18	7.6

		QIII.26		Total
		yes	99	
School type	Gov	122	1	123
	Priv	115	0	115
Total		237	1	238

From the above data (99.58%) 237 of respondents apply teaching learning method through by playing Always.

Table 45 QIII.28 which method use in a class

No	method	use		Not use	
		Frequency	%	Frequency	%
1	story	233	97.9	3	1.3
2	Group play	231	97.1	2	0.8
3	Individual play	212	89.1	18	7.6
4	Role play	176	73.9	42	17.6
5	Demonstration	230	96.6	4	1.7
6	Field trip	121	50.8	105	44.1
7	Oral report	218	91.6	13	5.5
8	song/music	234	98.3	2	0.8
9	Individual work	218	91.6	8	3.4
10	practice	222	93.3	9	3.8
11	Flash card/የጥያቄዎች	127	53.4	85	35.7
12	Drawing and paint	233	97.9	3	1.3
13	Cutting and pasting	193	81.1	36	15.1
14	craft	144	60.5	74	31.1
15	tangram	50	21	116	48.7

From the above data pre-primary teachers use (97.9%) 233 storytelling, (97.1%) 231 group play, (89.1%) 212 individual play, (73.9%) 176 role play, (96.6%) 230 demonstration, (91.6%) 218 oral report, (98.3%) 234 song/music, (91.6 %) 218 individual work, (93.3 %) 222 practice, (97.9 %) 233 drawing and paint, (81.1 %) 193 cutting and pasting, (60.5 %) 144 craft and (21%) 50 tangram. Compared to other teaching methods, the information shows that there is a gap between field trip, flash card and tangram among those respondents.

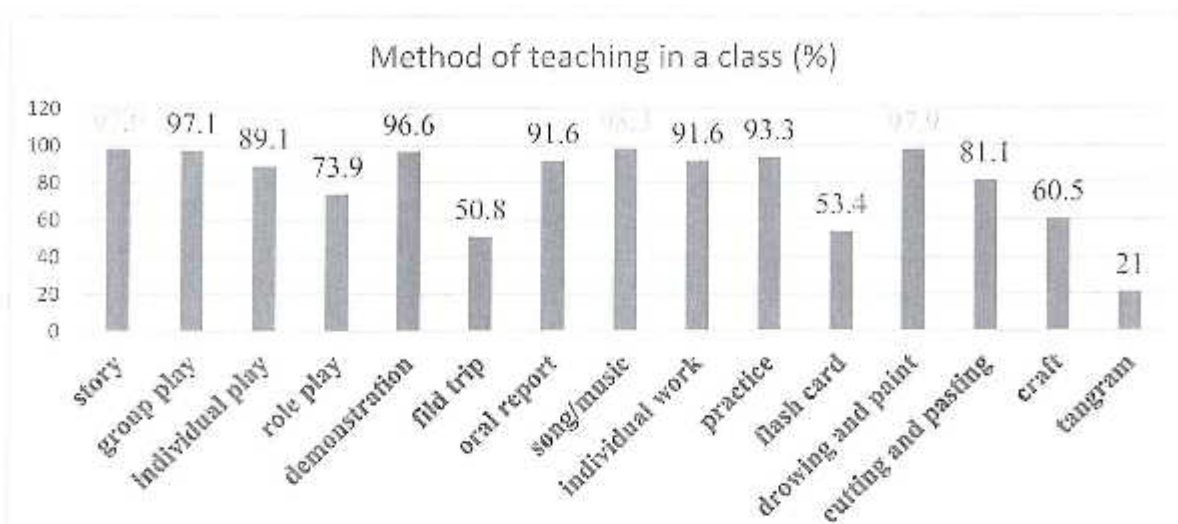


Table 46 Q29 Assessment techniques

No	Assessment techniques	frequency	%
1	Written test	4	1.72
2	Observation	3	1.29
3	Interview/oral question	0	0
4	Practical work	0	0
5	All assessment are used	214	92.24
6	Only 1st,2nd and 3 rd	2	0.86
7	Only 1st & 2nd and 4 th	3	1.29
8	Only 1st and 3 rd	1	0.43
9	Only 2nd & 3rd and 4 th	2	0.86
10	Only 2nd and 3 rd	3	1.29
	TOTAL	232	

From the above data teachers evaluate student development and learning progress by (1.72%) 4 only written test, (1.29%) 3 only observation, (0%) only oral questions/interview and (0%) only practical work. teachers evaluate student progress written test, observation and oral questions/interview (0.86%) 2, (1.29%) 3 written test, observation and practical work, (0.43%) 1 only written test, and oral questions/interview, (0.86%) 2 observation, oral questions/interview and practical work, (1.29%) 3 observation and oral questions/interview.

(92.24%) 214 teachers evaluate student progress by using written tests, observation of children's activities, oral questions, and practical work to measure children's learning and development/progress.

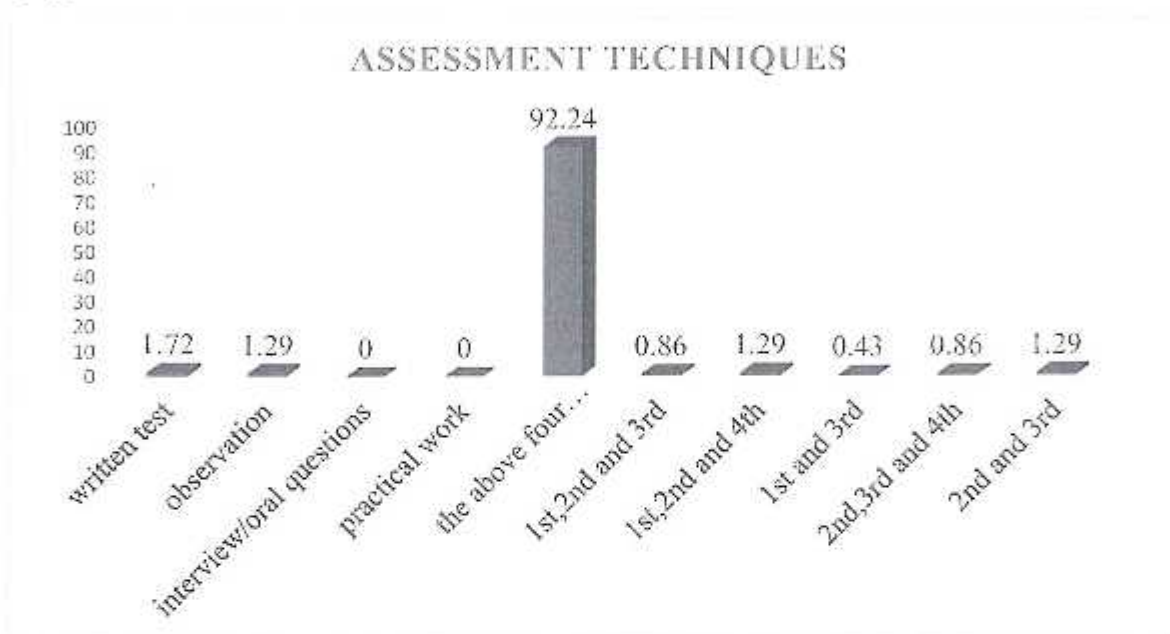


Table 47 QIII.31 Can you use teaching aid?

Count		QIII.31		Total
		yes	missing	
School type	Gov	122	1	123
	Priv	115	0	115
Total		237	1	238

From the above data pre-primary teachers (99.58%) 237 use teaching aids and also (90.34%) 215 of respondents prepare teaching aid by local materials in school (improvisations).

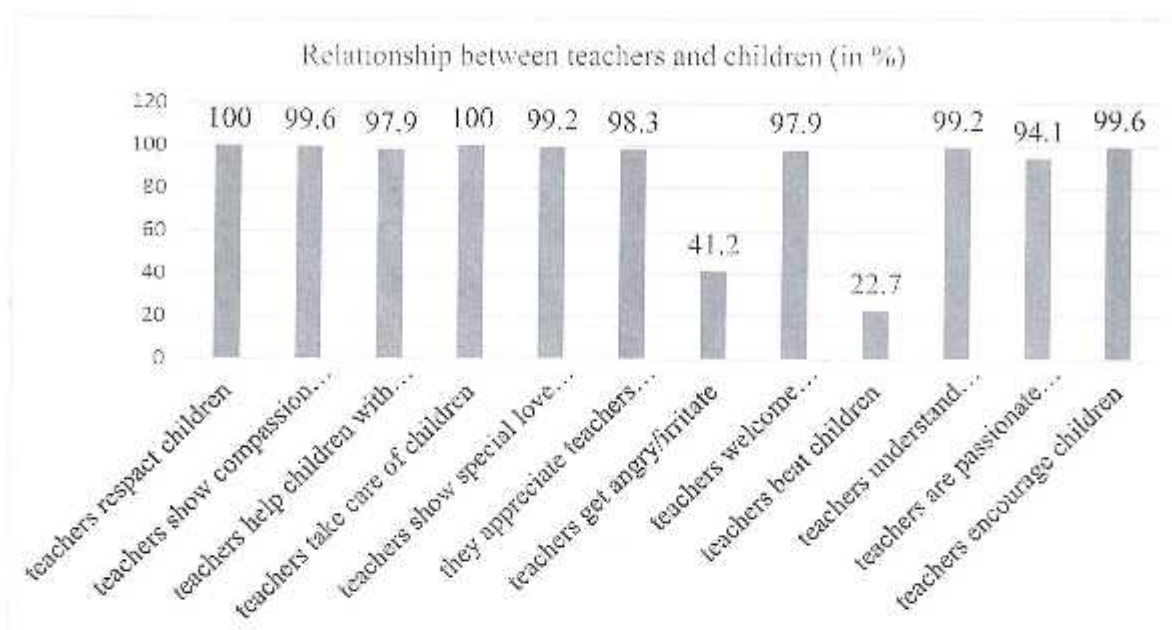
Table 48 QIII.33 school principal helps to facilitate to prepare Teaching aid

Count		QIII.33				Total
		yes	partial	not	missing	
School type	Gov	39	74	10	0	123
	Priv	97	16	0	2	115
Total		136	90	10	2	238

From the data below the relationship between teachers and child in school (100%) 238 teachers respect children, (99.6 %) 237 empathy ,(97.9%) 233 help with patient, (100%) 238 take care of, (99.2 %) 236 children give special love, (98.3%) 234 appreciate, (97.9 %) 233 accept with a smile, (22.7 %) 54 spank children, (99.2%) 236 understand children's falling's, (94.1 %) 224 have a special love for the profession , (99.6 %) 237 encourage children and (41.2 %) 98 angry and irritable.

Table 49 Q. 36 Relationship between teachers and pulp's

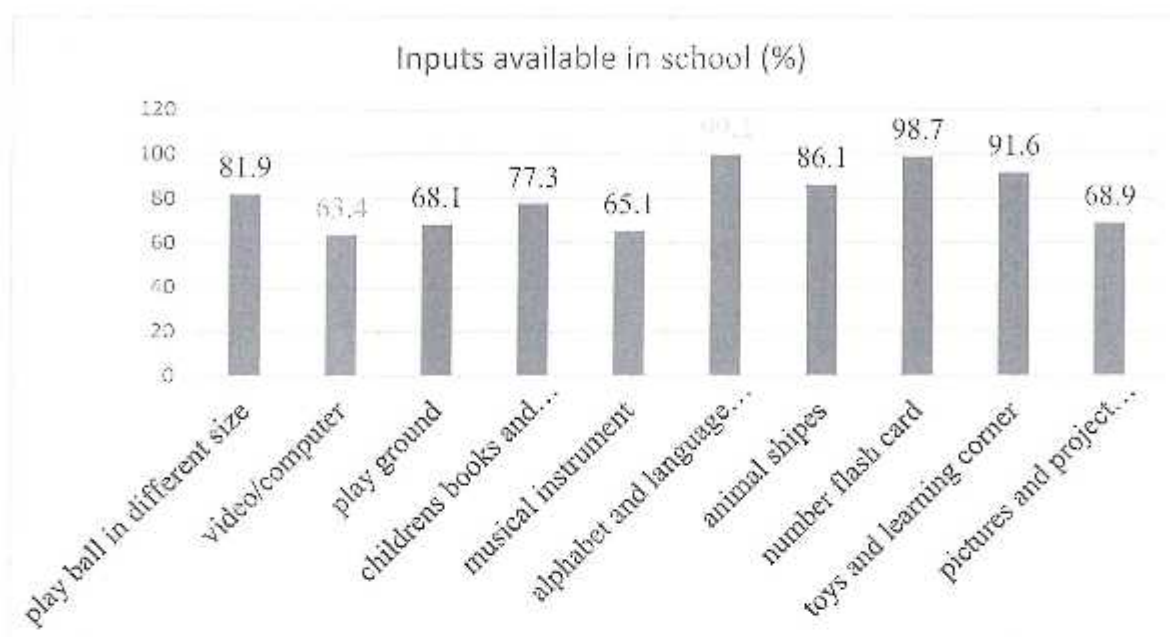
No	Kindergarten teachers	yes		no	
		Frequency	%	Frequency	%
1	Teachers respect children	238	100		
2	Teachers show compassion to children /empathy	237	99.6		
3	Teachers help children with patience	233	97.9	4	1.7
4	Teachers take care of children	238	100		
5	Teachers show special love to children	236	99.2	1	0.4
6	They appreciate teachers and children	234	98.3	2	0.8
7	Teachers get angry/irritate	98	41.2	135	56.7
8	Teachers welcome children's with a smile	233	97.9	3	1.3
9	Teachers beat children	54	22.7	180	75.6
10	Teachers understand children's feelings	236	99.2	2	0.8
11	Teachers are passionate about their profession	224	94.1	12	5
12	Teachers encourage children	237	99.6		



From the data below Inputs needed for learning and teaching in pre-primary schools, the information indicates that there are toy, (81.9 %) 195 play ball in different size,(77.3%) 184 children's books and newspapers, (99.2%) 236 alphabet and language flash cards, (86.1%) 205 animal shapes, (98.7%) 235 number flash cards and related materials, (91.6%) 218 toys and learning corners, (68.9%) 164 pictures and project materials in the required order, (63.4 %) 151 video/computer, (68.1 %) 162 playground and (65.1%) 155 musical instruments. Are available in schools?

Table 50 Q.37 Input in schools

No		Yes		No	
		Frequency	%	Frequency	%
1	Play ball in different size	195	81.9	40	16.8
2	video/tape/computer	151	63.4	84	35.3
3	Play ground	162	68.1	74	31.1
4	Children's books and news paper	184	77.3	51	21.4
5	Musical instrument	155	65.1	81	34
6	Alphabet and language flash card	236	99.2	2	0.8
7	Animal shapes	205	86.1	31	13
8	Number flash card	235	98.7	2	0.8
9	Toys and learning corner	218	91.6	18	7.6
10	Pictures and project materials	164	68.9	63	26.5



The data below shows (65.12%) 155 parents of the children some times and (33.2 %) 99 always meet the school teachers about the children's learning and development.

Children's parents and guardian's about children's learning and development as well as the daily situation contact by different mechanisms such as communication books, letters, telephone, meeting and different types of technology etc. (73.53%) 175 Pre- primary schools involve school community and hold discussions about the quality of pre-primary education. At least twice a year most schools perform.

Table 51 QIV.38. School environment

Count		QIV.38					Total
		Always	Some times	Never	other	Missing	
School type	Gov	32	89	0	0	2	123
	Priv	47	66	1	1	0	115
Total		79	155	1	1	2	238

Table 52 Q45. Are the school grounds adequate and comfortable for children's general activities?

		yes	No	Total
School type	Gov	44	79	123
	Priv	93	22	115
Total		137	101	238

From the above data school ground adequate and comfortable for children's general activity(57.56%) 137 of school compounds comfortable /safe for student's general movements but 101(42.44%) not conferrable for students. from these data(64.23%) 79teachersrespond government school and 19.13% (22) is not comfort/safe for the development of childe.

Table 52 QV.47 children's class room is adequate and comfortable for children's general activity?

		Count			Total
		QV.47			
		yes	no	missing	
School type	Gov	56	63	4	123
	Priv	91	21	3	115
Total		147	84	7	238

From the above data children's class room is adequate and comfortable for children general activity (61.76%) 147 of respondent class room comfortable but (35.29%) 84 respondents not comfortable for childe ,as compared with private schools (51.21%) 63 of respondent government schools class room not comfortable for children's general activity.

Table 53 QV.48 In school there is a water supply that is suitable for the number of children.

		Count			Total
		QV.48			
		yes	no	Missing	
School type	Gov	56	63	4	123
	Priv	107	6	2	115
Total		163	69	6	238

From the above data there is a water supply that is suitable for the number of children's in school (68.49%) 163 of respondent suitable water supply in a school but (28.99%) 69 respondents not suitable water in school. as compared with private schools (51.21%) 63 of respondent government schools there is no water supply that is suitable for the number of children's.

Table 54 QV.49 There is gender-separated toilets in the school, which are proportionate to the number of students?

Count					
		QV.49			Total
		yes	no	Missing	
School type	Gov	38	82	3	123
	Priv	98	15	2	115
Total		136	97	5	238

From the above data there is gender-separated toilets in the school which are proportionate to the number of students in school (57.14 %) 136 of respondent there is gender-separated toilets in the school which are proportionate to the number of students in a school but (40.77%) 97 respondents there is no gender-separated toilets in the school which are proportionate to the number of students in school. as compared with private schools (66.7%) 82 of respondent government schools there is no gender-separated toilets in the school which are proportionate to the number of children's.

Table 55 QV.50 in the school premises have things that can cause harm to children.

Count					
		QV.50			Total
		1	2	99	
School type	Gov	37	79	7	123
	Priv	0	113	2	115
Total		37	192	9	238

From the above data (80.67%) 192 of respondents' pre-primary school premises contain harmful things that cause harm to children or cause discomfort for children's activities or cause health problems.

4.8.2. Variable related with principals, representatives ,kindergarten facilitators and vies principals

The schools principals, kinder garden facilitators, representatives and vies principals were asked to indicate their views, perceptions and opinions concerning certain factors related to teachers, schools and children's.

As indicate in table below concerning sex, (35.71%) of school directors were male and (64.28%) were females. Among participants 13.64 % of them held second degree, 42.21 % of them first degree, 32.47 % diploma and 10.39 % of them responded certificate. Directors were also asked

their experience as school directors as result, majority 44.81 % of them had 1-5 year, 22.73 % had 6-10 years, 16.23 % had 11-15 year and 14.94 % had more than 16 years' experience.

Table 56 school principals, vise principals, representatives' and kinder garden facilitators back ground information

No	Variable	Number of response	%
1	SEX		
	A. Male	55	35.71
	B. Female	99	64.28
2.	QUALIFICATION		
	A. 2 nd Degree	21	13.64
	B. Degree	65	42.21
	C. Diploma	50	32.47
	D. Certificate	16	10.39
3	EXPERIANCE		
	A. 1-5 years	69	44.81
	B. 6-10 years	35	22.73
	C. 11- 15 years	25	16.23
	D. More than 16 years	23	14.94

From the table below school principals and kinder garden facilitators respond 80.52 % of teachers are trained in kinder garden education and 16.9 % of them are not trained in kinder garden education.

		Q1.5			Total
		Yes	No	Missing	
school type	Gov	75	6	3	84
	Priv	49	20	1	70
Total		124	26	4	154

Principals and facilitators from sample schools asked about the provision of curriculum materials. As consequence, most 97.4 % of the principals and facilitators responded that they were provided syllabus. Nevertheless, 0.65 % of them replied that not provided with the syllabus.

Regarding to teacher guide 88.96% and 9.1 % of the school principal and facilitators' said respectively "Yes" and "No" we did not have any teachers guide books. Concerning the availability of supplementary materials for teacher's majority 89.61 % of the school principal and facilitators' indicated that they were provided with supplementary material for teachers. However 7.8 % of them responded that they did not have any supplementary materials for teachers. On the other hand 57.14 % of respondents' have provided student text/practice materials but 38.31 % of respondents' not have student text /practice materials in school.

Table 58 provision of curriculum materials according to school principals and kinder garden facilitators

No	variable	Number of response	%
1.	Provided syllabus		
	a. Yes	150	97.4
	b. No	1	0.65
2.	Provided teachers guide		
	a. Yes	137	88.96
	b. No	14	9.1
3.	Provided supplementary material for teachers		
	a. Yes	138	89.61
	b. No	12	7.8
4.	Provided student text/practice		
	a. Yes	88	57.14
	b. No	59	38.31

As shown in the table below, 72.73 % of respondents said that the curriculum prepared for pre-primary level is convenient for learning and teaching, while 22.72 % respondents responded that teaching for learning is not convenient.

		QII.8			Total
		Yes	No	Missing	
school type	gov	61	20	3	84
	priv	51	15	4	70
Total		112	35	7	154

As shown in the table below, 38.96 % respondents responded that the preparation of the pre-school syllabus is well prepared according to the age level of the children, 51.95 % of respondents said that it is partially related to the age of the children, 5.84 % of respondents said that it is not related to the age of the children, and the remaining 1.2 % of respondents responded that they are not decided.

		Count					Total
		QII.10					
		Yes	partial	not	Not decide	Missing	
school type	Gove	31	49	2	2	0	84
	Priv	29	31	7	0	3	70
Total		60	80	9	2	3	154

As shown in the table below, 65.58 percent of the respondents stated that they had received training at the school level during the syllabus, while 32.47 percent of them had not received any training.

		Count			Total
		QII.11			
		Yes	No	Missing	
school type	Gov	53	30	1	84
	priv	48	20	2	70
Total		101	50	3	154

As shown in the table below, 89.61 percent of the respondents stated that they implement the pre-primary education curriculum in schools, while 5.84 percent of the respondents stated that they do not implement it in their schools.

		Count			
		QII.12			Total
		Yes	No	Missing	
school type	Gov	77	5	2	84
	Priv	61	4	5	70
Total		138	9	7	154

As indicated in the table below, 99.35 % of pre-primary teachers prepare a daily lesson plan and 0.65 % do not prepare a daily lesson plan. 94.81 % of respondents said that we are supervised by cluster supervisors and 3.89% of respondent not supervised by cluster supervisor, 89.61 % of respondents said that teachers support by school principals but 7.79 % of the respondents said that we were not supervised by the school principals, 96.10 % of the respondents said that we did inbuilt supervision, 1.95 % of the respondents said that we did not supervise each other, 74.68 % of the respondents said that they participate in continuous professional development program in school , but 23.37 % of the respondents said that they do not participate.

Table 63 Teacher's activity in school

No	Activity	Number of response	%
1.	Teachers prepare lesson plan		
	a. yes	153	99.35
	b. no	1	0.65
2.	Cluster supervisors supervise teachers		
	a. yes	146	94.81
	b. no	6	3.89
3.	School principals supervise teachers		
	a. yes	138	89.61
	b. no	12	7.79
4.	Inbuilt supervision		
	a. yes	148	96.10
	b. no	3	1.95
5	Teachers participate CPD		
	a. yes	115	74.68
	b. no	36	23.37

As shown in the table below, at ministry of education level (MOE), 68.18 % of the respondents said that they have never seen the implementation of the pre-primary curriculum, 12.34 % said that they have seen it repeatedly, 3.89 % of the respondents said that they sometimes and 2.59 % of the respondents said that they always receive support for the implementation.

At the regional education bureau level, 36.36 % of the respondents said that we have never been seen at REB level, 38.96 % of the respondents said that we have been seen more than once, 12.99 % of the respondents said that sometimes and 2.59 % of the respondents said that we always get the implementation monitoring support.

At the sub-city education office level, 10.38 % of the respondents said that we have never been seen at the sub city educational office level, 31.81 % of the respondents said that we have been seen more than once, 46.10 % of the respondents said that sometimes and 7.79 % of the respondents said that they always get support for the implementation.

At the woreda level ,2.59 % of respondents said that they have never been seen at the woreda level 12.99 % of the respondents said that they have been seen more than once, 27.27 % of the respondents said that sometimes and 54.54 % of the respondents said that they always get support for the implementation.

No		Always		Some times		Infrequently		Never	
		Frequency	%	Frequency	%	Frequency	%	Frequency	%
1	MOE	4	2.59	6	3.89	19	12.34	105	68.18
2	REB	4	2.59	20	12.99	60	38.96	56	36.36
3	Sub city	12	7.79	71	46.10	49	31.81	16	10.38
4	Woreda	84	54.54	42	27.27	20	12.99	4	2.59

Table 64 QIII.33 school principal helps to facilitate to prepare Teaching aide

Count

	QIII.33				Total
	yes	partial	not	missing	
Total	94	55	4	1	154

As pointed out above, 61.04% of respondents said that the principals and the school leaders will meet the financial and resource provision, 35.71% of the respondents responded that we partially meet the teachers and the remaining 2.59 % of the respondents responded that we do not provide any support.

As shown the table below 82.47% of school principals involves school community and hold discussions about the quality of pre-primary education the remaining of 14.29% of respondent's not participate community.

Table 65 QIV.36 community involvement

Count		QIV.36			Total
		Yes	No	Missing	
school type	Gov	71	11	2	84
	Private	56	11	3	70
Total		127	22	5	154

As shown in the table below, 51.95 % of the respondents said that the pre-primary school grounds are comfortable for the children, while the remaining 46.10 % of the respondents said that they are not comfortable. Regarding children's classrooms, 66.23 % of the respondents said that the classrooms are comfortable, while the remaining 31.81 % of the respondents said that the classrooms are not convenient for children's general activities. Regarding the supply of clean water suitable for the number of children in the school, 70.77 % of the respondents said that there is sufficient and clean water supply, while the remaining 24.67 % stated that there is no water supply. Regarding the cleanliness of toilet, 59.09 % of the respondents said that there are enough toilet rooms for the number of children, while the remaining 39.61 % of the respondents said that there are not enough toilet rooms. 19.48 % of the respondents stated that there are things that can cause harm to children/inconvenient for children's movement/health impairment in the school premises, while 79.87 % of the respondents stated that there are no things that can cause harm to children.

Table 66 school environment

No	Activity	Number of response	%
1.	School compound		
	c. yes	80	51.95
	d. no	71	46.10
2.	Class room		
	c. yes	102	66.23
	d. no	49	31.81
3.	Water supply		
	c. yes	109	70.77

	d. no	38	24.67
4.	Toilet		
	c. yes	91	59.09
	d. no	61	39.61
5	School compound free from harmful things		
	c. yes	30	19.48
	d. no	123	79.87

5. CONCLUSIONS AND RECOMMENDATIONS

5.1. CONCLUSIONS

The administration of MELQO in Addis Ababa provides use full information for the officials, experts, curriculum developers and policy makers on the status of children's school readiness and they can make decisions on how the regional state best utilized for effective delivery of quality of pre-primary education available. In addition, it is also useful for monitoring the whole system of pre- primary education by helping educational leaders and teachers to direct their efforts towards more focused on learning and development of children's. Moreover, it makes all stakeholders (teachers, parents, educational leaders and institutions) accountable to their jobs and aware of the status of the children's learning and development setting a realistic target of educational achievement. Hence the data analyses and findings of the study lead to draw the following conclusions.

Over all children's have not mastered school readiness skill as outlined in the pre-primary curriculum.

Children's in Addis Ababa showed particularly low performance on motor skill development and environment competencies, though some promise is shown in the relatively higher performance on pre-numeracy, pre-literacy and social emotional well-being respectively.

Among five thematic areas pre-numeracy (85.46%) was comparatively the highest of all domains, however children's in motor skill development (71.32%) was the least of all.

Regarding sex girl's performance was significantly better than boy's performance in four thematic areas. But in motor skill development boys and girls have no significant difference.

When we look at government pre-primary schools from the point of view of private schools, the data shows that there is no significant difference in the three thematic areas of pre-numeracy, pre-literacy and social emotional well-being in the two educational institutions. But in the two thematic areas such as motor skill development and environment the government schools are better than the private school.

Regarding the achievement of sub-cities across the domains/thematic areas children's from kolfakeranyo in pre-literacy (88.67%) and social emotional well-being (86.66%) as well as gulela in pre – numeracy (89.2%), Addisketma in motor skill development (78.79%) and

environment (82.42%) performed better. On the contrary, students from ledeta in pre-literacy (78%), Arada in motor skill development (64.98%), nefasclklaflo in Social emotional well-being (74.5%) as well as kirkose in pre-numeracy (80.59%) and Environment (72.61%) had the lowest performance relatively.

Teacher's attitude, training and support

- (24.1%) of teachers un trained and un skilled such as grade 10 and 12 complete, first degree in any filed such as secretarial science, accounting , nurse, economics, marketing management, electric city, engineering , management , heritage study , computer science, journalism , literature, Amharic language, English language, civic and ethical education.
- School principal facilitate short term training in school for teachers to improve professions once and twice in a year. Training on teaching aids, lesson plan, how to manage childe, classroom management, how to use play, CPD, active learning, assessment, syllabus etc.
- Teachers supervise by cluster supervisors frequently, school principals, and inbuilt supervision.
- 77.7 % of Teachers participate CPD.

Teaching and learning materials

- In school provide teaching materials
94.78 %, 83.91 % and 81.19 % of teachers Syllabus, teacher guide, and supplementary material for teachers available in schools but 58.47 % of teachers there is no sufficient text for students in government school.
- Majority (43.6 %) of teacher stated that the pre-primary syllabus is partially and 40.03 % of teachers are related to the age of the students.
- 98.31 % of teachers stated that teachers prepare lesson plan.

Pedagogy

- 99.58 % of pre-primary school teachers apply the teaching learning method through play.
- Most pre-primary teachers use storytelling, group play, individual play, role play, demonstration, oral report, song/music, individual work, practice, drawing and paint, cutting and pasting, craft and tan gram.

- Compared to other teaching methods, the information shows that there is a gap between field trip, flash card and tangrama among those respondents.
- 92.24 % of teachers use written tests, observation of children's activities, oral questions, and practical assessments to measure children's learning and development/progress.
- 99.58 % of the teachers use teaching aid properly in the class room, but 60.16 % of government schools principals partial fulfill inputs and financial to produce teaching aid.
- 90.34 % of pre-primary school teachers have the habit of making and using teaching aid with west materials./improvisations/
- pre-primary teachers respect children (100%), empathy (99.6%) ,help with patient(97.9%), take care of(100%), children give special love (99.2%), appreciate (98.3%), accept with a smile(97.9%), spank children(22.7%), understand children's feeling's(99.2%), have a special love for the profession(94.1%) and encourage children(99.6%), but 41.2% of teachers, children show angry and irritable.
- Inputs needed for learning and teaching in pre-primary schools, the information indicates that there are toys, play ball in different size(81.9%), children's books and newspapers(77.3%), alphabet and language flash cards(99.2%), animal shapes(86.1%), number flash cards (98.7%) and related materials, toys and learning corners(91.6%), pictures and project(68.9%) materials in the required order. In some ways, the information indicates that video/computer (35.3%), playground (31.1%) and musical instruments (34%) are not available at the required level in schools.

Child parents' and community participation

- Children's parents and guardian's about children's learning and development as well as the daily situation contact by different mechanisms such as communication books, letters, telephone, meeting and different types of technology etc. but 65.12 % of the parents of the children sometimes meet the school teachers about the children's learning and development.
- 73.53 % of Pre- primary schools involve school community and hold discussions about the quality of pre-primary education. At least twice a year.

Infrastructure

- 57.56 % of pre-primary school grounds are adequate and comfortable for children's general activities, compared for private school 64.23 % of government pre-primary school grounds are not suitable for children.
- 61.76 % of pre-primary school class rooms are adequate and comfortable for children's general activity. Compared for private school 51.21 % of the classrooms of government schools are not conducive for the general movement of children.

- 68.49 % pre-primary schools have adequate and clean water supply for the number of children. Compared to private schools, 51.21 % government schools do not have adequate and clean water supply for the number of children.
- 57.14 % pre-primary schools have clean, gender-separated toilets commensurate with the number of students. Compared to private schools, 66.7 % government schools do not have clean, gender-separated toilets commensurate with the number of students.
- 80.67 % of pre-primary School compounds internally and their surrounding are not free of things that affect children's health and safety.

5.2. Recommendation

In light of this study, what actions can be taken to improve quality and outcomes for children's?

Below are recommendations highlighting ways in which efforts can now be enhanced to improve pre-primary quality and pre-primary learning outcomes to improve children's success early in school and beyond?

- In school

Pre-primary school teachers, principals, supervisors and educational experts should design a strategy that will help children to improve their motor skill development and the observed gap in interacting with their environment.

- portfolio

Develop an information exchange system as city that will allow teaching to understand the child's general learning and development status/progress of pre-primary schools, especially the child's character, development level, and prepare the gap for future formal education.

- Teachers

To make the teachers who are not trained in the field and do not have the appropriate educational preparation in the pre-primary education system to acquire basic knowledge and skills through short term training. They should work with higher education in situations to meet the lack of trained teachers and educational preparation in the sector.

The 21st century can set up a training center to become competent, it should also set up a training center for teachers with onsite training.

- Curriculum

The curriculum should be adapted to the city's situation and the children's level of age and there should be prepared teachers and student's text for the children to practice.

The proper implementation of the programs prepared by Addis Ababa education bureau, continuous monitoring, support and measures should be taken.

Addis Ababa City Administration Education Bureau should solve the problems of resources, finance and separation from regular education in the government pre-primary schools. In addition, educational institutions should be allowed to have independent budgets and administration system.

- **Infrastructure**

Pre-primary school grounds, class rooms should be made comfortable, interesting and attractive for the children to feel safe, in addition, they should be provided with enough clean water according to the number of children and gender separated toilets should be built.

They need to work with other stakeholders to ensure that the campus is free from harmful issues that harm children.

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