

AN INVESTIGATION INTO THE MAJOR PROBLEMS  
THAT CONTRIBUTED TO THE FAILURE OF THE  
RECENTLY INNOVATED COMMUNITY-BASED  
PRESCHOOL PROGRAM IN  
RURAL ETHIOPIA



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Curriculum

By

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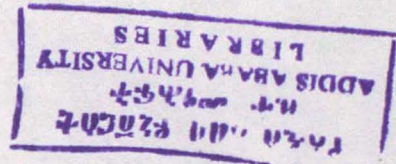


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ADDIS ABABA UNIVERSITY  
SCHOOL OF GRADUATE STUDIES

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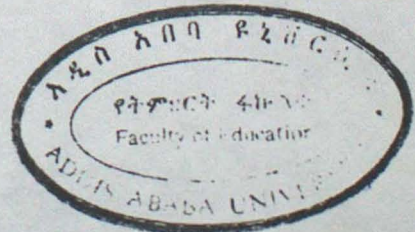
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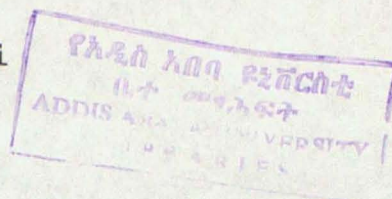
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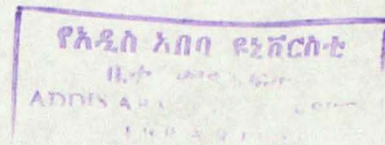
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ABSTRACT

Community-based preschool program (CBPP) was intended to provide care and educational services to rural preschool age children who were entirely devoid of the opportunity. The program was expected to address the stressful familial and extra-familial environment in which the children live through collective community action (community-based approach). This recent educational innovation to rural areas, however, failed to achieve its objective after consuming considerable size of the meagre resource available.

This study was therefore conducted to investigate into problems (factors) that account for the failure of the program by giving due emphasis to those related to the innovation process followed. They are (1) whether or not preliminary needs assessment has been made for innovating the program; (2) community's awareness of the significance of the program; (3) problems related to administrative coordination and resource input in implementing the programs and (4) whether or not follow up (evaluation) has been made for the program.

Questionnaires, interviews and observation checklist were employed for the purpose of data collection. Relevant documents have also been consulted to substantiate the information gathered through these instruments. The ex-coordinators of the program at various levels (National, Zonal and District), teachers, the ex-committees for preschool affairs and the randomly selected community members from rural villages were used as the subjects of the study. Such statistical means as percentage system, mean values, weighted ranking, and the t-test have been employed for analysing the data gathered.

After a thorough investigations have been made on the assumptions raised the findings obtained made clear (1) lack of appropriate needs assessment for innovating the program to rural areas; (2) community's lack of awareness about the significance of the program; (3) prevalence of administrative problems (e.g. absence of important administrative mechanisms for operating the program; lack of bottom-top-bottom coordination of activities; inability of different parties who were expected to promote the implementation of the program to carry out their tasks; inappropriate and inadequate human, material and financial resource inputs; and (4) lack of systematic follow up during the implementation of the program.

Finally, as a measure towards the revival of this failure program and also its diffusion to other rural areas of the country, some recommendations have been forwarded among which (a) priority attention be given to educate the rural community through possible means (e.g. adult education; mass media, etc.) before or parallel to the provision of preschool program, (b) encouragement of community participation in the evolution and growth of the program; (c) encouragement of private investors and organizations to take part in meeting the social and educational needs of preschool age rural children; (d) to practice such an educational innovation (as CBPP) on limited scale in some rural villages; are the main.

**CHAPTER ONE**  
**INTRODUCTION**

1.1 Background of the Study

Early childhood is a crucial stage in the life span of human beings needing care and proper influence. This is not without reason. It is the stage at which rapid physical and mental developments take place. Children are said to achieve half adult stature and greatest development during this stage (Mialaret, 1976, p.33). There is also much development in the intellectual growth in the first four or five years of life as in the next thirteen years. One third of the child's school attainment potential has been determined by the time he/she enters primary school (Bloom, 1964, p.14).

An issue germane to early years in the life of a child is the role of environment in stimulating or retarding development. Bloom's study (1964) in the USA delineated that the first four or five years is the period of greatest sensitivity to environmental influences. Extreme environments can have far greater effects in either improving or retarding the child's intellectual capacity. When children are moved from a deprived environment to a richer one "it was possible for many of them to increase their IQ as much as twenty points" (Ibid., p.15).

The early years thus seem to be spotlighted as a new frontier in education. It's been believed now-a-days that careful influence of children in their early years constitute to the base from which attitudes, habits, values, and later

abstract formal learnings grow (Gordon, 1972, pp. 33-34). Many of the failures in adult life and the poor adjustments made by individuals to their environments are accepted as being originated partly from "faulty training", or lack of opportunity for "self expression" and "self development" in the early years (Piaget, 1963, pp. 1-34; Widmer, 1970, p.xi).

Preschool program is thus, believed important to create an appropriate environment and experiences for desirable physical, social, emotional, and intellectual developments of children (Milaret, pp. 30-34; Decker and Decker, 1984; pp. 4-8).

Moreover, it's been recognized that preschool program is especially significant for children from low income families (Misels and Shankoff, 1990 p.46) Most of such families are found in the LDCs\*. These families, mostly have neither the understanding nor the knowledge of modern education in child growth and development. Lack of basic facilities, social isolation, and thus psychological maladjustments of children are common to such families (UNESCO, 1986, pp.6-9).

Despite such particular importances attached to the program for children of the LDCs the participation rate of children in preschool program in many of the low income countries is severely low; mainly due to absence of preschools. The few preschools that have been set up in such countries are also largely urban-oriented (Digest No. 18, p.69).

\*LDCs - Less Developed Countries.





## 1.2 Statement of the Problem

In Ethiopia, as is common in many LDCs, educational opportunity is both geographically and socially bounded. Urban centers than rural areas, central highlands than peripheries, men than women, urban women than rural women, urban children than rural children, etc seem to be relatively favoured. Rural children and women are the most neglected social groups, as far as any forms of intervention programs are concerned. The provision of preschool program is hardly an exception.

In the Ethiopian context, there are ample conditions that may call preschool program specifically for rural children. Currently, less than 2 percent of the 4-6 years age children are accommodated in preschool program (UNICEF, 1992, Annex F). Undoubtedly, the share of rural children from this number is almost nill for the reason that preschooling in the country is urban-oriented.

As regards educational provision, only 4 percent of the total school age rural children have got the opportunity. It is lamentable that even 50 percent of this small portion (4 percent) are obliged to drop-out before reaching grade 3 partly due to social and psychological maladjustments (Addis Zemen, Aug. 27, 1994, p.1).

Above all, in rural Ethiopia, child-care taking has been the responsibility of the woman. Changes in the mode of production and ecological degradation seem to have put excessive demands on her heavy and multiple duties such as collection of fuel wood and carrying water from distant sources, food preparation, tending cattle, and participation in agricultural activities. Children most of the time, are left in the less effective care of young siblings, older relatives, or neighbours (Kibebew, 1989, pp. 1-3). In short, inadequate care giving coupled with traditional cultural hazards, poor sanitation, inadequate food, inappropriate feeding, etc tend to severely affect the child's survival, development, and academic success. It thus follows, unless these problems related to rural children are solved, improvement in the current conditions of children in general, and their future school success in particular, cannot be achieved.

The solutions of such social bottle-necks obviously demand a huge capital outlay which a developing nation like Ethiopia cannot afford. The Rural Integrated Basic services (RIBS) project\* in rural Ethiopia since late 1970s thus as one of its component part of community development has been directed to meet the needs of rural children by innovating community-based preschool program (CBPP).

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\*The RIBS Project is currently operating as Wereda Integrated Basic service (WIBS) Project.



The innovated program had operated for some time. A report of RIBS project indicated that considerable capital outlay has been invested to train preschool teachers, to buy and distribute necessary educational materials and equipment and to help in setting up buildings for realizing the program in rural Ethiopia (UNICEF, 1989<sub>b</sub>, pp. 16-20; Kibebew pp. 13-14).

The current information, however, indicate that endeavors made in providing preschool program to rural children on community-based approach has failed. The writer's experience in one of the program's operational Zone and his informal contact with pertinent authorities connected with the operation of the program revealed that CB preschools in rural Ethiopia stopped functioning.

The objective of this study is, therefore, to investigate into the reasons as to why this community-based educational innovation has been a failure. In due course, the study examines whether or not the overall process of the innovation of the program has been carefully carried out.

Accordingly, as a general guiding force to attain its objective, the study attempts to search answers for the following basic questions:

1. How did the program begin to operate?
  - 1.1 was there a preliminary needs assesement for innovating the program to rural areas?

- 1.2 If there were any kinds of needs assesement were matters that are likely to affect the implementation of the program received significant attention ?
2. Is the community aware of the significances of the program?
3. What administrative problems were faced in the process of implementing the program?
  - 3.1 Was there a bottom-top-bottom administrative coordination for implementing the program?
  - 3.2 was the resource input (human, material, financial) for the program adequate?
4. Has there been a follow up (evaluation) of the implementation of the program?

### 1.3 Significance of the study

In Ethiopia, the provision of educational opportunity is limited both in coverage and quality. Preschool program is not an exception to this. The few preschools available are mainly confined to urban areas. Rural children, the majority, thus have no opportunity for pre-primary school educational service. With a limited economic base to support education in general, even the future of meeting such needs appears dim.

There lies the urge to encourage the innovation of educational programs on the basis of community support. Currently in support of such community-based educational initiatives the new Education and Training Policy of Ethiopia has to underline that:

The participation of the community will be encouraged and enhanced in building schools and provision of furniture on a voluntary self-help basis (EEP\* , Sept., 1994, p.19).

Community-based preschool program (CBPP) in rural Ethiopia thus had been an aspect of such initiatives.

This study is, therefore, believed to be significant for the following reasons:

- (1) It identifies major reasons (factors) that have bearings on the failurity of this community-based educational program. It investigates into pertinent problems that have led to the loss of meagre resource input made to operate the program in rural Ethiopia.
- (2) It serves as a base-line information for authorities concerned with care and education of preschool children.
- (3) It gives a clue to the possible feasibility of the program and other similar community-based educational projects.
- (4) The study also helps as a source or additional literature for further study in the area.

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\*EEP - Ethiopian Education Policy



#### 1.4 Delimitation of the Study

The study is confined to the three administrative zones where the RIBS project had been operating at "Zonal" and "Awraja" levels namely Bale, Illubabor and Western Gojjam (see Appendix 1). The currently "Wereda" Integrated Basic services (WIBS) project operational Zones are not encompassed in the study, for they are incomparable in both chronology and in their organizational structure with the formers.

#### 1.5 Limitation of the Study

Many factors of social, cultural, economic and political origin may affect the implementation of educational innovation (Havelock and Huberman, 1977, pp. 5-17; Nicholls, 1983, pp. 1-13). The process by which these factors affect the innovated program could also be a complex one. Shortage of time and resources present difficulties of assessing these complex factors, and dictate the writer to focus only on those factors related to the process of educational innovation.

Moreover, (a) the fact that some of the sample preschools had completely disappeared (destroyed); (b) some of the subjects of the study have been dislocated from the areas where the study was designed to be conducted; and (c) lack of adequate and comprehensive research work in the area under investigation count against the attempt of a more substantial research work.



## 1.6 Methods and procedures of the Study

The research is a descriptive survey. It is intended to investigate into the salient problems that the recently innovated community-based preschool program in rural Ethiopia faced. To this end, the following methods and procedures of data collection and analysis were employed.

### 1.6.1 Subjects and Sampling procedures\*

The selection of the sample preschools and subjects for the study has followed random sampling technique. In order to ensure equal level of representation of the sample preschools from each Zone, quota sampling technique has been used. Within each Zone also the same technique has been employed to involve preschools from different "Weredas" and localities\*\*. All in all 14 preschools, roughly 30 percent of the total (UNICEF, 1989a, p. 165) were selected as a sample for the study (see Appendix 2 for further details).

The maximum number of teachers per one community-based preschool was two. Sometimes one trained teacher and one teacher aide were meant to run a preschool (Ibid.). Hence, all the teachers of the sample preschools were taken to be

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\*Source of data:

(1) UNICEF-RIBS project Implementation Report of 1989.  
(2) Zonal Offices of Planning; Statistics; Ministry of Education; and Agricultural Development.

\*The remoteness of the location of a preschool has been taken into account.

part of the study without further selection, as their number is considered to be few. Accordingly, 23 trained teachers of the sample preschools were expected to be represented in the study. However, 2 of them were found unwilling to take part in the study; 4 of them were dislocated from the "Weredas" where the preschools were set up. Thus, only the remaining 17 teachers, (29 percent of the grand total) were represented in the study.

Zonal and "Wereda" (formerly Awraja) ex-coordinators of the program were also made to take part in the study as they are expected to give information regarding the innovation process of the educational program under consideration. Thus, all the RIBS project Zonal, and "Wereda" ex-coordinators; and Ministry of Education Zonal and "Wereda" officials who were related to the operation of the program were included in the study through availability sampling technique. In much the same manner, the current zonal and "Wereda" level preschool coordinators were made part of the subjects for this study as it is believed they could suggest some possible way for regenerating the program.

Undeniably, a relatively dependable information regarding the "why" and "how" of the innovation of CBPP and the awareness that the supporting community has about the program



can be obtained from the community itself. In an attempt to get these basic information thus each village community where a sample preschool was located had been made to be included in the study using random sampling technique. The lists of inhabitants of the villages were provided by Farmers Associations (FAs). One hundred and twelve households, about 14 percent of the total- well over the minimum sample size required for a descriptive research (Gay, 1987, p.114) were randomly selected. Of these, 81 percent were willing to take part in the structured interview designed for them.

Besides the sample house holds, community representatives for preschool affairs (preschool committees) were also made part of the study. All of the ex-committee members found in the locality of the sample preschools have been included as a subject for the study.

Furthermore, the UNICEF-RIBS project ex-coordinators at national level and a principal of preschool Teachers Training Institute (PTTI) in Addis Ababa, and related documents on the innovation of CBPP had been consulted in order to substantiate information obtained from other sources.

On the whole, the actual sample size for the study is amounted to 269 subjects (i.e. 17 teachers, 16 ex-coordinators of the program, 13 current preschool program coordinators, 23 village preschool committee members, 196 community members and 3 UNICEF-RIBS project officials related to the operation of community-based preschool program and 1 PTTI Principal).

### 1.6.2 Data collection Instruments

Three types of instruments, namely questionnaire, interview and observation check list were employed for the purpose of data collection.

Two types of questionnaires, one for the ex-coordinators of the program (EPC) and the other for teachers and the current preschool coordinators (CPC) were prepared. Ninety seven percent of them have filled and returned the questionnaires in accordance with the schedule for data collection fixed.

A semi-structured interview questions also been prepared for community members and the community representatives for preschool affairs. The questions were designed in such a way that they help to obtain community's reactions (awareness) of the significances of the program (CBPP); pertinent problems it faced and the possible way out. To this end, a total of 9 interviewers, all 12<sup>th</sup> grade graduates, were involved in the study. They were recruited from the three respective zones. They were given intensive orientations on what they were to do. Before going out for actual work they have pretested of what they were expected to do. As such no significant problem was observed that needed modifications in the approach to be followed.

The questionnaire for teachers and the CPC were prepared in Amaharic to facilitate communication. Interview questions

for community members were also prepared and conducted through Regional languages for similar reason. Curriculum experts and pertinent people related to the operation of CBPP were consulted to determine the validity of the instruments.

The researcher has also observed the current conditions of some selected sample preschools. For this purpose a check list describing some basic preschool facilities and equipment was employed.

Finally, attempt was made to analyze information obtained from reports, minutes and survey studies related to RIBS project in general, and that of CBPP in particular.

#### 1.6.3 Pretest of the Instruments

Prior to the main research work, a pilot study was carried out in four community-based preschools in Bale Administrative Zone. The selection of these preschools was arbitrary as the purpose at this stage was to seek familiarization with current state of the community-based preschools. The familiarization was necessary for the researcher to confirm or modify his research instruments which he had already designed following ideas expressed in the literature review. All the questionnaires were found to be useful for the purpose intended, except for some minor modifications.

Moreover, during the pilot test, opinions of some community members were obtained which later helped in the organization of the final interview questions.

#### 1.6.4 Methods of Data Analysis\*

In view of the descriptive nature of the study, the data analysis technique involved the use of percentage system; mean( $\bar{x}$ ) values; weighted ranking and t-test. The t-test was employed to test whether or not a statistically significant differences exist between different groups of community members about their awareness of the significances of CBPP. The existing differences were tested for statistical significance at 0.05 level.

#### 1.7 Definition of Key Terms and Concepts

- a) Preschool program:- an institution that consists of day care, nurseries and kindergartens with varying content and varying age group in different countries for children beginning from infancy up to the entry into primary school. But the kindergartens usually serve children of age 3-6 (Encyclopedia Britannica, Vol XIV, P.989, 1974). (Preschool program is preferred in this study, since literature related to the beginning of the program (CBPP) use preschool and day care center interchangeably).

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\*The procedures involved in computation and interpretation of weighted ranking and t-test are presented in Appendix "9".

- b) Early childhood Education:- refers to the educational program intended to provide for children from birth to 6 or 7 years, prior to their entry to primary school. (It has an equivalent meaning with preschool education or preschool program in this paper) (adopted from Fisher, 1991, pp. 1-2).
- c) Preschool age children:- children whose age group ranges from infancy to the entry of primary school. In this paper, it refers to those who can be provided with the care/education services rendered in community-based preschools (adopted from Decker & Decker, 1984, p.4).
- d) Innovation:- in this research work, the term has equivalent meaning to introduction of new idea or practice to rural area. It applies to introduction (innovation) of a preschool program, which was uncommon in rural areas (adopted from Havelock and Huberman, 1977, P.32; Good, 1973, p.302).
- e) Community: - a group of people living fairly close together in rural villages who are coming to act together in the chief concerns of life (adopted from Good, p.119).
- f) Bottom-top-Bottom administrative Coordination:- refers to the ease of communication and relationship between and among the overall activities of people at the bottom and top administrative hierarchy for implementing CBPP. It is meant to imply the process of unifying the activities

of the bottom (local level) with those at the top, and the latter with those at the bottom in an attempt to achieve the goal of the program.

- g) Community participation:- In the research work, the term has a meaning of "support" to be made by the local community in the form of financial, labour, material, moral etc for realizing CBPP. It on the whole, refers to the overall involvement of the community in decisions and actions related to the operation of the program (adopted from Davis, 1980, p.288).
- h) Needs Assessment: - implies a survey (assessment) of needs, problems, practices, etc, prevailing in a particular area; for the purpose of introducing a new program. The state of affairs and conditions that are likely to affect the implementation of the program are carefully gathered through such means as questionnaire, interview, observation, etc (adopted from Good, p. 577; UNICEF, 1987, P. 241).
- i) Recently innovated Community-based preschool program:- refers to the preschool program that has been introduced to rural areas beginning from 1980s with the intention of stimulating collective community action to meet the social and educational needs of rural preschool age children. (UNICEF, 1989b; Kibebew, 1989). It is a recent innovation interms of the approach followed and

chronology from the convectional preschool program in urban areas.

Abbreviations

CBPP - Community-based preschool program

CRPA - Community Representatives for Preschool Affairs

EPC - The ex-coordinators of the program

CPC - Current coordinators of Preschool program

1.8 Organization of the study

The study has been organized into four major chapters: chapter one deals with the Introduction of the study which contains the statement of the problem, significance of the study, delimitation, limitation, research methodology, and definition of key terms.

Chapter two deals with the Review of Literature. Chapter three is devoted to presentation and Interpretation of Data. Summary, Conclusion and Recommendations are presented under chapter four. Finally, Bibliography and relevant Appendices are placed towards the end.

## CHAPTER TWO

### REVIEW OF RELATED LITERATURE

The Review of Literature comprised two major parts. The first part defines the conceptual framework in which CBPP is examined. In here, the conceptions and assumptions behind the innovation of community-based projects in general, and that of CBPP in particular are described briefly. The second Section on the other hand, explores factors that affect the implementation of community-based educational innovations by giving due emphasis to the basic questions stated in part I of this study.

#### 2.1 Community-based Educational Innovation

##### 2.1.1 Innovation: The Concept

'Every one' and 'no one' can define innovation, says Hearn (1972, p.358). This is because the meaning of innovation is determined in the eye of the beholder. If a person has seen, heard, or tried something it is no longer new to him. What is new for some one may be familiar for the other. Thus, what is known to be an innovation in a certain area could be familiar in another. An innovation then is something-an idea, practice, or object, etc that is perceived as new by an individual at any given time in any community (Ibid.; Rogers and Shoemaker, 1971, p.19).

The concept of innovation has been employed in varied situations. In some cases it refers to an act of ammendment or a partial intervention in a given educational context. In the light of this, innovation is "efficacious" in accomplishing the goals of a system. It is meant to improve part of a given educational program, not the program as a whole (Miles, 1964, p.14). In others, innovation refers more to the intensity or "comprehensiveness" with which a measure is applied to change a system, not a partial intervention (Stromquist in IDRC\*, 1982, P.69).

The above specific and broader conceptions, "intervention to a system" and a "system transformation" attached to innovation had its root from the way the term is utilized between developed and developing nations. After examining literature on educational innovations in general, Stromquist (in IDRC, pp. 69-94) observed that educational innovations that have occurred in developing countries are quite different from those in developed nations. In developed countries, innovations have occurred primarily to improve the quality of instruction within the formal education system. The emphasis thus is on class-room instruction, school-age groups, curriculum content, methodology, and class room organizations. Such innovations attempt to explore "quality improvement with in the formal education system" (Ibid.).

In contrast, innovations in developing countries have been sought primarily for reasons of "equity, relevance, access to service, and costs" (Ibid.). Although several innovations attempt to improve the quality of schooling, many are being tried to expand the number of this service - to improve access to education for "disadvantaged groups" ( e.g rural children), and to make the contents of education more relevant to national development needs (Ibid.). The innovation of community-based preschool program in rural Ethiopia, therefore, has been considered from the stand point of innovations in developing countries. It is an aspect of strategies meant for ensuring rural children's 'access' to preschool program.

#### 2.1.2 Basic Conceptions of Community-based Educational Innovation

Community-based innovations are initiatives by which the efforts of local people are united with those of governmental and/or non-governmental agencies in order to improve the economic, social, and cultural conditions of communities (Biddle and Biddle, 1965, pp.74-76; Chekk, 1979, pp.22-25; Niturbi, 1982, pp. 107-108; UNESCO, 1983, pp. 296-318). They operate under "top-down support" and "bottom-up initiatives" (Alcock and Chirstensen, 1995, p.110). It means that the initiatives at any time is dependent up on the needs and interests of the community, and what comes from the top is the support for the initiative.



Community-based programs (whether educational or not) embrace community participation. The community identifies or is helped to identify its needs (problems), develops the confidence and will to work at these needs, finds the resources (internal or/and external) to meet the needs or solve the problems (King, 1965, p.44). They emphasize community participation in planning, management and all sorts of decision making related to the program (Ibid.).

The historical interpretation of community participation in the literature has located it within a paradigm of economic development. It stems from the failure of convectional economic models of post war years to benefit the majority of Third World's population ( Oakley and Marsden, 1984, pp.1-12). The increasing discontent with the existing strategies of development of those days led to a search for more appropriate styles of development, the outcome of which was a community development approach, which is synonymous with community participation (Moser as cited in Abbott, 1995, pp. 158-159). It was envisaged to be a process designed to create conditions of economic and social progress for the whole community with its active participation.

The approach to a very large extent rests on the assumption that all communities know their problems (needs), and if necessary will be helped to discover their problems. Once a community defined its problems, it takes stock of its resources, help leadership to emerge, provided external support (where necessary); and then things will start

happening which will improve the social, material and spiritual well-being of the community (Kotz, 1987, p.34).

This approach whose genesis was in the paradigm of economic development was later on advanced to other sectors such as intervention of social services including education (Oakley and Marsden, pp.5-13; Abbott, p.158).

### **2.1.3 Assumptions in Promoting Community-Based Educational Programs**

The first and perhaps the most conspicuous issue in the current developing countries as regards educational provision is how to close the enormous gap between the rural educational service that exists and what is needed. In most of these countries there is a wide gulf between the few relatively urban centers and the vast rural areas in the opportunity of social interventions including education (UNESCO, 1974, pp. 5-8; Coombs and Ahmed, 1983, pp. 57-58).

Many of the countries are, therefore, on a constant strive to meet this 'quantitative inadequacy' in providing educational services besides facing other complex education-related problems as shortcomings of quality, relevance, equity, and accessibility. Whatever the judgements against the allocation of scarce resources to certain levels and types of education, the political and ideological forces in favour of extension of educational services for rural community

(children and adults) appear overwhelming (UNESCO, 1974, Coombs, 1985, pp.34-60).

As a consequence, there is an increase in the number of rural children attending schooling. Nevertheless, the cost of education like other social services falls on governments of these countries (LDCs) with minimal foreign aids. As a result, the overall efforts made by these countries, in the aggregate, scarcely scratch the surface of the essential educational needs of millions of rural young people (Coombs and Ahmed, 1983, pp. 66-70).

In short, lack of adequate financial resource to support education, and thus absence of adequate schooling services for rural children has been 'a cause-effect type phenomenon' characterizing the educational systems of many of the developing countries (Adam and Bjork, 1972, p.4).

The innovation of community-based educational programs has been suggested as one of the possible way out of the problem (UNESCO, 1974, pp. 58-60; Coombs and Ahmed, 1974, pp. 67-70; Bray, 1986, p.169). In such community supported programs the community would have its own schools and would be free to decide on curricula and methods in accordance with its needs, and to finance and administer the school in accordance with its best interests.

Experience, has shown that community-based projects based on the needs of the people, planned and implemented with their active involvement will be effective because the beneficiaries will not only identify themselves with them but also entertain a sense of ownership (Mathur, 1986, pp. 15-18; UNICEF, 1987, p.36). And once successful experience of meeting community's needs by volunteer efforts is obtained, it will generally result in a chain reaction by which further needs are met by self-help, resulting in a more self-reliant community (King, 1965, p.61).

Now-a-days, there is a growing consensus that people every where have a basic human right to take part in decisions that affect their lives (in the spheres of social, economic, political etc). Consequently, participation in the Third World Countries is being encouraged by the United Nations agencies and the governments themselves (Grassie, 1974, pp. 19-23 ; Garcia-Zamor, 1985, pp. 3-6). It's been criticized that the planning methods in vogue (including education) were unmistakably a top-down one, in which central governments decide on projects which they believed were appropriate for people living in far off villages. It is thus of little wonder that such an effort fails to extend the intended benefit to the mass. Community-based programs (whether educational or not) are therefore considered as an ammendment to such top-down 'mechanical approach' (Mathur, pp. 15-18).

In short, there are several factors that have conspired to generate community-based approach in meeting the rampant educational needs in developing countries. First and foremost, there is a growing awareness among many developing nations that their greatest resource in the development process is their own people. Second, there is a belief that the demand or support for an innovation can only be realized when the intended beneficiaries take part in the project beginning from the planning stage. And thirdly, centralized patterns of decision making have usually found to be unable to accommodate local socio-economic variations or to mobilize needed local resource (Ibid., Bray, pp. 169-171; UNESCO, 1986, pp. 5-6).

#### 2.1.4 The Genesis of CBPP in Rural Ethiopia

##### 2.1.4.1 Brief Historical Back ground of Preschool Education in Ethiopia

The Ethiopian church had the longest history of church education that had involved preschool age children. It has been moulding the minds of children since the time of the introduction of Chirstianity into the country around the 4th century (Perham, 1947, p.12). Even today it is not uncommon to find groups of children under 7 years of age gathered in church yards or under shades of trees guided by a priest or someone with church background (Kibebew, p. 9). Moslem communities also have Qoranic schools in Mosque yards in a similar fashion (Ibid.).

Despite their contributions, however, such religious schools had obvious drawbacks particularly in their teaching methodology. Rote learning, corporal punishments, poor facilities such as furniture, play and educational materials, disregard for physical, social and emotional needs of children are few among the drawbacks (Teshome, 1979, pp. 19-21).

In Ethiopia, the concept of preschool children in a modern sense is a recent phenomenon. It's believed that the first kindergarten in the country was established in 1908 to cater for the children of the workers of Ethio-French railway lines in Dire Dawa, Hararghe (Bizunesh, 1983, P.4). Since then developments in this field were rather slow, to say the least (Kibebew, pp. 9-10). About seven decades later since the establishment of the first preschool, in 1974, there were only 77 preschool in the country with 7,573 children mainly in the cities (Ibid., p.10).

The last two decades, however, seem to have shown relatively, a steady progress in the spread of preschools (See Table 1 below).

Table 1: **Basic Figures on Preschool Education in Ethiopia**

	1974	1992
preschool	77	848
preschool instructors( teachers)	190	1,888
Number of preschool children	7,573	87,355

Source: UNICEF (1992, Annex, F)

Despite this seeming progress, as can be observed from Table 1 above, the achievements were insignificant when compared with the magnitude of preschool age children that seek the opportunity.

#### 2.1.4.2 The Innovation of Community-based Preschool Program (CBPP)

One basic problem that preschool education in Ethiopia faced was lack of budget (support) for operating the program. The fact that the Government's policy support could not be matched with adequate financial and material input was a serious problem in meeting the nation's children need for preschool program. As a result, the means devised to close the gulf between the rampant needs and the inadequacy of preschool to accommodate preschool age children was "focused on mobilization of the community and the local resources" (Kibebew, pp. 13-14).

The RIBS project in rural Ethiopia, as one of its component part has been directed to innovate "a comprehensive, community-based approach to meet the needs of rural children through community participation". It was assumed that such prechools "serve as entry points for various interventions that take into account the child's total environment" (Ibid., p.14). The preschools were also expected to promote the health, behavior and academic success of rural children besides releasing rural women for the tasks of child rearing which they were usually tied to, and enable them involve in a more productive activities (UNICEF, 1983, p.4).

2.1.4 Some Criticisms on community-based Educational Innovation

Despite the existence of numerous meritorious assumptions behind community-based educational innovations, there are still some scholars who seem to fore-see the limitations of such participative approach to reach educational opportunity.

One of the common problems often cited is that community-based educational program gives due consideration to the participation of local people in making decisions on educational affairs. Such an approach emphasized decentralization in decision making, and in the long run, is likely to encourage 'isolationism'. Local communities would create "their own environment" and concentrate on local needs. This practice, they believed, will endanger an ideal of

interdependence and is a threat to communalism (in King, 1967, p.iii).

Others also deny the feasibility of community-based educational program on the ground that it is inapplicable with illiterate communities. For this group, authoritative actions, for instance, use of directives, laws, rules, commands, procedural manual, negative sanctions for failure to conform with the directives, etc are recommended to bring an innovation to effective end. They feel that when few individuals are involved in decision making it is likely that the new program will be quickly implemented ( Rogers and shoemaker, pp. 301-303; Bishop, 1986, pp. 20-22).

Still some others criticize community-based educational programs from the stand point of problems of educational quality and equity. Wellings ( cited in Bray, 1986, p. 175) in referring to education provided in Kenya's harambee schools concludes that it "is of low, and quite often abysmally low, quality in both relative and absolute terms." These schools have suffered from low resource bases, untrained teachers, and academically weak students. Mkandawire also reported the situation in Malawi community-based schools and reached on similar conclusion:

Community financing of schools has indeed helped to expand the school system, but the variation in its financing has made it difficult to achieve acceptable standards...It would appear that unless there is an expansion in central government financing of schools, we shall live with a situation where high academic standards are hard to achieve (Ibid.).

Besides lack of quality, community self-help educational operation can also be expected to exacerbate regional inequalities, for the rich areas are in a better position to fund operations than poor ones. Again referring to Kenya, Keller (1975, pp. 4-5) has written that among the more educationally advanced and economically developed Kikuyu of the agriculturally rich central highlands, it is more likely that harambee community self-help programs can hope to acquire the support needed for a successful effort than it is among the Mijikenda of the agriculturally underdeveloped and educationally deprived coastal areas.

Despite these criticisms, the general consensus among scholars seems to be that community-based educational programs if 'carefully implemented' are more effective and longlasting. Especially in the current situation when many governments of developing countries find themselves financially 'hard-pressed', and admit that they cannot shoulder the total cost of education by themselves, encouragement of community-based educational programs is a no help alternative (Bray, p.169; Orata as cited in Bishop, p.19).

## 2.2 Some Factors Affecting the Feasibility of Community-Based Educational Innovation

### 2.2.1. Needs Assessment : A Precondition for Effective Innovation

#### 2.2.1.1. Brief Concept of Needs Assessment

Needs assessment is an essential precondition for innovating valid educational program to a given community. It

is a process of identifying, justifying and selecting needs to be met (Kaufman and English, 1979, p.8; Pratt, 1980, p.80). It supplies essential information for identifying priority needs and problems, and for proposing an appropriate program and activities to meet the needs. Put differently, needs assessment is a means that helps to understand better what the situation would be like before the program starts (Feuerstein, 1986, p.162).

#### 2.2.1.2 Significance of Needs Assessment

According to Havelock and Huberman, attempt to innovate an educational program to a given community is unsuccessful mainly because innovators fail to appreciate the necessary "process of educational innovation" which begins by identification of needs (p. 229). For Bishop (p.4), also this process of innovation follows what he calls "logical phases" of which the first and perhaps the most important phase is the existence of "some problem", "some dissatisfaction", "some need that requires attention". Bishop cautioned that before any new program begins to operate, "there must be some problem, some situation, which is causing dissatisfaction and which it is hoped the program will solve or at least ameliorate. Otherwise, why introduce any innovation?" (Ibid.).

It thus follows, needs assessment is a means to select an appropriate and a feasible program to meet a certain need. It provides the necessary information for identifying the felt

need. This appears why Tyler appreciates the importance of needs assessment before beginning a new educational program. For him needs assessment is "an essential precondition" for the success of an educational innovation. He emphasized that an educational program,

must be designed to operate effectively in a society where a number of constraints are present and with human beings who all have purposes, preferences, and dynamic mechanisms in operation. Hence, an essential early step (in the process of educational innovation) is to examine and analyze significant conditions that influence (the operation of the program) (cited in Giroux, 1980, p.18).

Implied in here is the fact that needs assessment is a means to detect the would be problems that the new program is to face.

Kaufman and English also uphold similar idea when saying that needs assessment is a means that keeps educational innovators "from running down more blind educational alleys, from using time, dollars, and people in attempted solutions which do not work" (p.31). Needs assessment for them helps to identify not only needs but also actual and potential community resources both human and material to be mobilized during program implementation (Ibid.). In other words, lack of needs assessment is likely to result in contradictory practices opposed to the rationales for which the program is initially designed. It yields in the incompatibility of the program's objectives and approaches with the problem to be solved (Havelock and Huberman, p.142).

### 2.2.1.3 Some Basic Considerations During Needs Assessment

Needs assessment cannot be carried out haphazardly. It requires farsightedness and imagination. The secret is that identification of real problem or need and then to recommend an appropriate program (innovation) that could resolve the need is not something that is obtained on trial and error basis. The sources of the need and the type of information to be gathered regarding the need or the problem, should be carefully thought over ( Lewy and Nevo, 1980, p. 483).

#### 2.2.1.3.1 Sources of needs

According to Roth, in the process of needs assessment for innovating a program, it is important to recognize the sources and types of needs to be addressed by the new program (cited in Lewy and Nevo, p. 492). Roth classified these sources of needs as (a) needs of the participants of the program (children in the case of CBPP); (b) needs of the implementers (teachers, community members in the case of CBPP); (c) needs of the institution (availability of materials, equipment, facilities, personnel, etc). Tyler also advanced similar idea (Tyler, 1949, pp. 4-38).

Particularly for innovating community-based programs, the needs and preferences of the community must be given priority attention. The community must express its reactions about the objectives, experiences, strategies, etc., that the new program would involve (UNESCO, 1986, pp. 2-6). The reason is

obvious: "communities are usually more interested and committed to future action plans that are based on information which they themselves have participated in collecting and analysing " (Feuerstein, p.163).

Moreover, the popular saying that it is the wearer who knows where the shoe pinches holds true in that it is only the community which can identify the felt problem of its own. According to Hailu (1995, p.7) community's involvement in problem definition and needs assessment meant for innovating community self-help projects can facilitate proper problem diagnosis and a clear definition of the problem in a number of ways. Such an approach would facilitate:

- a) the gathering of first-hand and appropriate data about local conditions;
- b) expression of the felt need and realistic assessment of community's needs and problems, and
- c) adequate exploration and comprehensive assessment of various issues which may have some relevance to the problem under consideration.

This appears why UNICEF in reference to intervention programs for preschool children emphasized that if they are to be effective and self sustaining "there must be active, willing and informed community participation." The programs must be responsive to people's felt needs and must empower them to analyze and solve their own problems (UNICEF, 1990, p. 33).

#### 2.1.3.2. Types of Information to be Assessed

Equally as the sources of needs, the types of information to be gathered are also essential needing consideration for innovating a given program. According to Lisk (1985, p. 117) attempts of innovating an intervention to rural areas is unlikely to be effective if it disregards information on the realities of rural conditions the socio-cultural impacts, the economic and natural (geographical) restraints, etc.

The innovation of preschool program is hardly an exception. Irrespective of geographical demarcation-whether rural or urban, such information have been recommended as worth probing before beginning preschool program: They are: information regarding the size (number), age, general characteristics of the children (their needs and problems); the economic status of the community; existing educational and other facilities (for example whether there is primary school in the vicinity of the would be preschool or not); cultural patterns and beliefs of the community (prevailing religion, traditions, beliefs, etc) and how these affect the learning behavior of children (UNICEF, 1989a, pp. 1-30). Decker and Decker (1984) in their analysis of planning and administering preschool program; and Mialaret (1976) in his survey of the status of preschool program in the world have acknowledged similar recommendations.

Heron (cited in UNESCO, 1979, pp. 17-20) also provides a list of basic information that are needed to be assessed for

innovating CBPP to rural areas of developing countries. They include information with respect to:

- the location (site) of the would be preschool;
- population of children;
- vicinity to primary school (1-2 kms);
- economic activities of mothers (family);
- an environment conducive to social, physical, and emotional development of children;
- sources (possibilities) of nutritional supplements;
- existence of primary health care centers;
- parental (community's) knowledge of the needs of preschool children, environmental sanitation, personal hygiene, balanced diet, child-rearing activities, stimulating experiences, etc;
- safe water (tap or well);
- clean garden space for play;
- basic equipment and materials (either locally produced or purchased).

In Ethiopia, the Ministry of Education (MOE) also forwards similar suggestions for setting up preschools whether in urban or rural areas (MOE, 1981, pp. 1-6).

In general, the type of information to be gathered (assessed) for innovating or beginning a given program must be comprehensive touching every possible sources that are expected to influence its (the program's) implementation. No single source and type of information is adequate to provide

a basis for wise decisions about a desired educational program (Tyler, p.4).

Lastly, it must not be forgotten that such a comprehensive survey of needs is costly and as well challenging. Above all, the difficulty lies in how to become aware of the felt needs and problems. It is believed by some writers that a systematic needs assessment has to involve a high degree of "empathy and rapport" with the potential users of the would be program. Such technique as 'informal probing' in interpersonal contact with members of the community is also valuable, besides conducting an open and well organized democratic public discussion on the need(s) to be adressed and measures to be taken to meet the need(s) (Kaufman and English, pp. 31-56; Pratt, pp. 81-85; Lewy and Nevo, pp. 489-493).

#### 2.2.2. Community's Awareness of the Significances of the program (CBPP)

##### 2.2.2.1. The Need for Raising Community's Awareness

It's believed that community's involvement in community-based projects such as CBPP, first and foremost, presupposes the participants to have access to relevant information about the program. They must have the chance to learn and appreciate and even contest the significances, practices and procedures of the intended program. In short, there is a need to raise their awareness about the program.

According to Franklin, if the community is to support a new program (an innovation) whether educational or not, it is necessary first to remove their "prejudices", "enlighten their ignorance", and convince them that the program is meant to solve their problems (cited in Rogers, 1983, p.1). In the same manner, Havelock and Huberman (p.203) capitalized that awareness is a kind of "gate-way" to higher levels of community's participation in educational innovation; and concluded that "without awareness there can be no participation".

Rogers and Shoemaker have thoroughly dealt on this issue, and gave a hierarchial sequence of the innovation decision process. The authors stressed that the innovation decision process (i.e. whether to accept or reject a given innovation) is "the mental process through which an individual passes from first knowledge of an innovation to a decision to adopt or reject and to confirmation of this decision "(p.25). This cumulative series goes,

(1) from awareness (first knowledge of the new idea), (2) to interest (gaining further knowledge about the innovation), (3) to evaluation (gaining a favourable or unfavourable attitude toward the innovation), (4) to small scale trial, (5) to an adoption or rejection decision (Ibid.).

It thus follows, awareness formation has been recommended to be a basic and essential step that leads to later adoption of the intended program.

Of course, there are others who counter argue the idea of awareness formation. For this group, awareness necessarily does not result in community's participation in a given program. They say, knowing about the new program-its purposes and significances, is a different matter from accepting and supporting it. What matters are the predispositions of individuals that influence the behavior (attitude) towards a certain idea. It is natural that people want to know and are inclined to accept ideas that they regard relevant and potentially useful for themselves (in Rogers and Shoemaker, pp. 26-30). This inturn is influenced by certain socio-cultural background of the people themselves.

2.2.2.2 Socio-cultural Factors that Influence Community's Awareness of the significances of Educational Innovation

2.2.2.2.1 Cultural Impact

Education is partly seen as a means by which the rising generation can be taught the knowledge, skills and the values which a community (society) has come to respect, and which it, therefore, wishes to see hand on. Through education the community expects to transmit to the new generation its own cultural patterns (Dewey as cited in Aggarwal, 1989, p. 107). If the essentials of the new program is "incompatible" with the requirements of existing cultural values, the innovated program will unlikely to be successfully implemented (Swerdlow, 1963, p.68).

Compatibility in this case implies the extent to which an innovation is perceived by potential users as being consistent with their existing culture, values, religion, past experiences and present needs. If the new program is not compatible with the significant characteristics of the community it is less likely to be accepted (Rogers, 1983, p.45).

#### 2.2.2.2.2. The Impact of Economic Problems

Some scholars view that community's perceptions of the significance of a new program, and in turn support it, are expressed in economic terms. For authors such as Schultz (1964, p.5) peasants perceive the significance of an innovation only in terms of its economic benefit. He says, "economic stimuli greatly affect peasants" than any other factors. The decision to adopt an innovation, by and large, is made in the light of the contribution that the innovation makes in earning means of life.

In supporting this idea of Schultz (1964), Bishop (1989, p. 31) in reference to the problem of rural children's participation in educational programs in LDCs also argues most rural families have the need or desire for instance, in letting their children go to modern educational institutions, (preschool program being part). The community doesn't resist educational innovation for the fact that it is an innovation. The root of the problem lies in the socio-economic conditions of the people concerned, that is, "in their poverty". It thus

follows, the need to improve the economic conditions of the community while thinking of educational innovations in developing countries.

Shaffer (1992, p.125) also has similar idea when writing "over-worked parents struggling for survival" do not find it easy to support or participate in school activities. Studies made in Malasia, India, Thailand and many African countries also revealed that most rural families preferred their children to work on farms and similar activities that enable them earn daily means of subsistence than passing a day in schools (Digest No.28, pp. 24-25; UNESCO, 1980b, p. 33).

Very much related to poverty is also the impact of uncertainty of education to insure employment in many LDCs. The findings of case studies made on problems of community self-help type educational innovations from Nigeria and Kenya revealed that "the idea of education for its own sake or for the sake of being literate has no place in the minds of parents". Education "must be for employment, other wise it is not worth the trouble" ' (Bray and associates, cited in King, 1967, p. 225). Bray and associates observed from the case studies that the wide-spread problem of unemployment (the fact that little educated rural youngsters are rarely employed in these countries) has greatly affected the attitude of parents to schools. They noted, nowadays in the rural villages, sending one's children to school is almost "nothing more than a status symbol". It is merely "a game of chance and no longer an issue of enthusiasm and hope which it was in earlier

days". In conclusion, thus the scholars underlined, that this lack of enthusiasm and the "fast dying interest" in education has been one major barrier of community's involvement in educational affairs (Ibid.).

Studies made in Bangladesh and Malasia have also revealed similar phenomenon. It's been found out that, the harsh realities in rural areas coupled with the extremely limited employment opportunity make dropping out of school a realistic choice for poor children. Since education doesn't promise employment, parents expressed their feeling that their children dropping out of school lighten the families financial burdens, and their help in and around home supplements incomes (Digest No. 28, pp. 25-54).

Thus far some socio-cultural factors that influence (alter) community's perceptions of the significances of an educational innovation have been analyzed. It is worth to note that, despite the influences of these factors, use of various means of raising awareness is believed to induce a need to participate (support) an innovation. The assumption is that people will consider adopting new patterns of thinking and behavior if they are given information about the innovation being proposed and are given the opportunity to carefully examine the advantages and disadvantages of the new ideas. Hence, how clearly and persuasively information concerning the innovation is presented to the target population is an important determinant of the effort to have innovations adopted (Hearn, 1972, p. 360). Thus is the

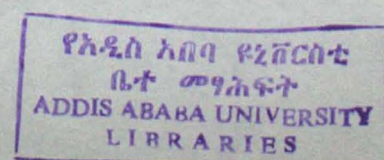
importance of using some mechanisms for raising community's awareness of the significances of an innovation. Some of these mechanisms are briefly discussed below.

### 2.2.2.3 Some Mechanisms for Encouraging Awareness

#### 2.2.2.3.1 Mass Media Communication

Recent communication theories suggest the use of mass media as being good for creating awareness of innovations. Schramm (1964, p.7) strongly emphasizes the crucial role that mass media play in the facilitation of many modernization initiatives including education. Coombs and associates also saw the modern electronic media (radio and television) as crucial in breaking down traditionalism and effecting radical changes in the attitudes of Third World masses towards any development intervention (1973, pp. 93-94).

The radio is probably the most important instrument of the mass media to help developing countries surmount their massive problems of education and development (Bishop, 1986, p. 19). Especially, the low cost transmitted radios and their ready availability make radio broadcasting an ideal medium to reach a needed information to those in the less privileged areas. Even in areas where the population is scarcely distributed over a widely scattered villages, or where there may be inhibitions posed by many socio cultural influences towards an innovation, radio can play a very important role to improve the attitude of the community (UNESCO, 1974, pp. 24-25).



Many developing countries of south America (Columbia, chile, Brazil), Africa (Senegal, Tanzania) and South East Asia (India, Indonesia) have employed radio for the purpose of rural transformation and obtained appreciable results (Coomb's and Ahmed, 1974, pp. 157-169). In Ethiopia also, a study made in rural Bahir Dar (Amare, 1989) has shown that people use mass media (especially radio) mainly for the purposes of news and education. This finding appears to imply that if educative contents are transmitted through radio broadcast (for instance as the significance of preschool program), it would help to enhance the rural community's understanding of the innovation.

The use of educational television has also found to be one of the best mechanisms to enhance community participation in educational innovations. Even when compared to other media such as print and radio, television has a number of additional advantages as it combines sound and image in an immediate, multi dimensional message. Nevertheless, it can hardly be a mechanism of raising awareness on the cheap particularly when considered from the current economic development of most countries of the Third World (UNESCO, 1974, p. 34).

#### 2.2.2.3.2 Interpersonal Mechanisms

Interpersonal sources of communication, are found to be far better than mass media communication. Such sources were considered most effective in enhancing understanding and persuading the audiences because they provide feedback

(UNICEF, 1990<sub>b</sub>, pp. 15-16). Interpersonal sources (channels) are those that involve face-to-face exchange between two or more individuals. Group discussion about the significances and methods of an innovation, though a time taking mechanism, is the most efficient to form dialogue. This inturn will improve the perceptions of beneficiaries, reduce their tensions and prejudices on the program's drawbacks (Havelock and Huberman, p.178).

Furthermore, the effects of mass media channels, especially among peasants in LDCs, are found greater when these media are coupled with interpersonal communication channels. The reasons commonly cited are that (1) interest in attendance and participation is encouraged by group pressure and social expectations; (2) attitude change appears to be more readily achieved when individuals are in groups; and (3) group decisions are also more likely to be accepted by the individual if he/she participates in making decisions, as usually occurs in media forums (Rogers and Shoemaker, p. 263).

#### 2.2.2.3.3. Community Education

Educating the participants (the community) is "potentially the most effective" means of raising awareness (Havelock and Huberman, p. 180). It has the greatest capacity to change or develop attitudes and behaviors leading to action.

A group of scholars who studied the current status of early childhood education in LDCs came up with the idea of giving due emphasis to parent/community education than early childhood education. For them, in the present circumstances to provide preschool program for rural children is "quite beyond the means of developing countries". Many countries find it difficult enough to bear the cost of providing complete schooling for children of preschool age. Moreover, some parents might not be prepared (socially, psychologically, economically, etc) to send their children to preschool. The scholars thus recommended, "at the beginning the best way of educating the very young is to educate their parents, particularly the mothers." They believed, the people should be helped to see the significances and practices of preschool program (UNESCO, 1974, pp. 29-30). For these scholars therefore, the education of children and adults should be complementary since an educated family development determines more than any other factors the progress of the child to attend the program (Iibid, p.19)

Nir-Janiv and associates also found out that, after being educated many parents began to critically evaluate their child's play at home and by doing so consciously begin providing in the home environment a schedule, space, materials, and equipment conducive to play experience far richer (1982, p. 168).

On the whole, appropriate use of media will help (a) to make the community aware of educational needs, and innovations

relevant to those needs, (b) arouse their interest in these matters, and (c) give them a vicarious sense of participation in the problem solving and decision making process (Havelock and Huberman, p.16).

**2.2.3 Administrative Coordination and Resource  
Input for Operating CBPP**

**2.2.3.1 The existence of an Organized Body for Promoting  
a Coordinated Community Action**

In order to realize a community-based projects, there has to be an appropriate organizational structure that could promote a coordinated community action. Put differently, an "active participation" of the community can be brought about by the existence of meaningful managerial (administrative) precondition to operate the project (King, 1965, pp. 103-105).

Active participation in this case is meant to imply the transformation of the community from mere knowledge of the objectives and significances of the innovated program to persuasion and adoption of the program. It assumes community's involvement in the management and administrative affairs as program coordinators, budget committee or fund raising team, involvement in care and education of the children, material resource contribution, etc (Harper and Dunham, 1964, pp. 260-261). This kind of active involvement of the community in the intended innovation can only be realized when an organized body that encompass the government,

non-government and community members is established at various levels-national, regional, village, etc (King 1965, p.104).

King believed that community action must begin with a formation of committee. He recommends that the committee to be formed for the purpose of enhancing community participation should represent various groups in the community; be able to build unity and co-ordination; be able to interpret the problems and possible solutions to the community; be able to wisely supervise the overall operation of the program; be able to raise (generate) money; etc. On the whole, they must be accepted by the community and be capable of gradually attracting more people into the movement and thus promoting permanent growth of the new project (Ibid., pp. 104-105).

Not only at the level of local community, there is also a need for coordinating committee to be established at the "top level". This body could coordinate governmental and non-governmental support for local initiatives. Lack of such top-down and down-top communication and coordination often yield to failure of community-based programs.

Community-based activity requires top-down support as well as bottom-up initiative. And, if initiatives are to be sustained within projects that can work successfully over time... then this top-down support needs to consistently be planned and coordinated. Unfortunately it remains the case in [many countries] that consistency and coordination are not the characteristics that best describe state support for [such programs], and as long as that remains the case, projects which might have provided a much needed

community focus will continue to falter  
(Alcock and Chirstensen, p. 119).

In short, before innovating community-based projects such as CBPP, there is a need to establish an appropriate organizational structure that could facilitate a coordinated participation of all the concerned parties.

In reference to educational innovations in developing countries Havelock and Huberman (p.17), found out that lack of coordination and a clearly spelt out responsibilities in operating the programs to be among the major barriers for their successfulness. As a result, there are difficulties of communication and coordination among various people connected with the project, lack of clarity in the structure for making decision within the project, lack of common understandings of the project's objectives, delay in deliveries of needed materials.

Literature on community participation in educational innovation indicate that community organizations such as rural farmers cooperatives and unions are among those that facilitate the involvement of rural communities in community-based projects (Oakley and Marsden, 1984, p.23). In the context of rural Ethiopia for instance, the RIBS Project Report appreciated the formation of rural Farmers Association (FA) as a major precondition to mobilize community members and their resources. UNICEF observed the FAs as "administrative and socio-economic development units in the country offering

a unique opportunity for mass mobilization in effecting community-based development strategies" (1989a, p.1).

However, experience has revealed that many of the rural community organizations (associations) meant to mobilize the community in community-based projects are inadequate in facilitating participation (Oakley and Marsden, p. 23). This failure is not attributed to these co-operative institutions (associations) but more on the bureaucratic constraints which limit the successful functioning of such organizations (Ibid., pp. 23-24).

Furthermore, it's believed that the smooth functioning of rural associations so as to insure active community participation in community-based projects is dependent upon the commitment of political party in power. Jones and Wiggle (1987, p.107) observed that the political arena in which the project operates had to determine the status of community participation in the project. In areas where the government is closed (characterized by authoritarian, and often oppressive regimes) which refuse to tolerate any involvement by local communities in the decision making process, the whole effort of innovation of community-based project is futile (Abbott, p. 163).

### 2.2.3.2. The Resource Input for the Program

#### 2.2.3.2.1. ManPower Resource

Implementation of new educational program demand both adequate and appropriate manpower resource. Preschool program is not an exception. Among the manpower input to be made for running a preschool program are those of teachers, supervisors, administrators, teacher assistants, volunteers etc. Others who work less directly with children in educational activities must also be considered as part of the staff. They include psychologists, health personnel, nutritionist, janitors, guards etc. The formers are said to be program personnel, the latter being non program ones (Decker and Decker, pp. 206-213; Lay Dopyera and Dopyera, 1990, pp.1-2). Thus, means and ways of fulfilling these manpower requirements for a preschool need to be thought over before beginning the program (Decker and Decker, pp. 209-213).

The teacher is undoubtedly the most important person in implementing a preschool program in general, and CBPP in particular. The participation of the community in CBPP is a factor of teacher-community relation. No where in the long educational continuum the parent-teacher relationship more important than in the child's early years. Being the child's first teacher, a preschool teacher is in a strategic position to set a stage for early and continuing community school interaction (Hildebrand, 1971, pp. 321-322). Research has shown that, parents not reached by the friendliness of teachers and principals will sooner or later, find some reason

for withdrawing their children from preschools (Todd and Heffernan, 1964, pp. 83-84). Thus is the need for enanchoring CB preschool teachers with the know-how of attracting the community to school.

According to Dalais, a CB preschool teacher is an 'extension agent' who will both teach and encourage the rural community realize the goals of CBPP. If he/she is to win the respect of the community and bring the program to effective end, a CB Preschool teacher should be:

someone who will be a social animateur, who will be in touch, be an integral part of the community, living and sharing, part and parcel of the community. Someone who will be available, can be easily approached, who speaks the same language as the people, who can pass the message because he is known, respected, and a member of the community (in UNESCO, 1980, p. 14).

It thus follows, the selection of CB preschool teachers has to consider these basic requirements (Ibid.).

The training of such teachers need to emphasize besides theories of education and psychology of child development, on the how of contacts with parents and the community-initiation and leadership of meetings, home visits, conferences, counselling, community education, etc. The teachers must also have insights into the parenting techniques of different social groups, the merits and demerits of these techniques in the light of an appropriate growth and development of preschool children (Ibid.; Hildebrand, pp. 324-335).

Hildebrand (p. 371) further recommends some logical steps that preschool teachers should be acquainted with to ensure parent/community involvement in the program. The teachers must be acquainted with the community, accept them and their values as they are, be openly hospitable to them, inviting them to visit the school at any time, be able to develop and run conferences with them, be able to plan and conduct meeting with them, make home visits, able to encourage parents/community to make preschool materials and equipment (for instance, by providing ideas, materials, information, etc), be able to help them in making decisions pertaining to the overall operation of the program.

Gordon (1969, p. 14) also outlines some forms of parent/community participation in preschools under "five point scale" which must be facilitated by teachers: They are participation of parent/community (1) as supporters or service givers (facilitators, clerical, custodial, maintenance, fund raising, etc); (2) as learners (learning how to care and educate children, observation of children in preschools, etc); (3) as home teachers of their own children taking home toys, books, materials etc for use with their children; (4) as teacher aides and volunteers in the class room (preparing materials, reading or telling stories, working with children); (5) as policy makers and partners (committees, school board members, etc). Gordon thus recommends preschool teachers to be prepared in a way that they can promote the involvement of community in the above forms of participation (Ibid.). Decker and Decker

(p.180-182); Mialaret (1976, pp.16-17), and Blenkin and Kelly (1987, pp.94-110) also forward similar suggestions.

#### 2.2.3.2.2. The Material Resource Input

Community-based preschools were expected to be equipped with local resource. Both the community and teachers were expected to fulfil the necessary materials and equipment for operating the program.

It's been recommended that the attempt to reach preschool program for the vast majority of rural children need to "focus on economically and culturally relevant materials". The buildings need not be complex and expensive. All available local materials coupled with local skill should meet the expressed basic needs (Aster, cited in UNICEF, 1987, p. 126).

The material requirement for the program were therefore hoped to be produced by local crafts. Moreover, the trained preschool teachers were expected to produce useful play educational materials from locally available and thrown-away materials (Ibid., pp. 126-127).

#### 2.2.4. Evaluation\*: A Basic Condition for the Success of Community-Based Educational Innovation

Evaluation is usually considered a 'remedy' for all the ills of educational innovation (Worthen and Sanders, 1987,

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\*Evaluation here is meant to imply the follow up to be made for the innovated program.

materials and equipment inputs, etc) (Maduas, et.al., 1983, p.132).

Particularly, a continuous follow up is quite significant for educational innovations such as CBPP. The reason is obvious. The program is unfamiliar in the locality it is being operating. It thus may not be implemented and executed in the way originally designed. Community involvement may not be realized as initially expected. There are also instances in which the stated guidelines do not work in the reality or else it may be operational but resulting in changes or modifications which are inconsistent with the intended outcomes (UNESCO, 1980, pp.19-21).

#### 2.2.4.2. The need for evaluating preschool program

Some authors further believe that follow up is especially significant for preschool program. According to McCarthy and Houston (1971, p. 187) the care and education of preschool children, above all, is not something to be left to chance. It has to be carefully planned, implemented and evaluated. The operation of the program demands a continuous follow up right from program inception. This helps to obtain information on that preschool institutions have met standards such as health services, safety, staff qualifications, building codes, teacher-children ratios, equipment and facilities, public (Community) perceptions, children progress, teacher motivations, etc. These ideas have also been

confirmed by Decker and Decker (pp. 224-225) and Bruce (1987, pp. 167-180).

2.2.4.3. The need for participative approach in evaluating community-based program

Moreover, it is believed that in community-based projects, a collaborated approach to evaluate the progresses and problems is quite significant. A board or evaluation team comprising program innovators, implementers (teachers in the case of CBPP) and representatives of the community has to be organized. Involving the community members is especially significant to inform them what they are supporting and why (Feuerstein, 1986, p.x). Besides this, When those directly concerned with the program under consideration are involved in the evaluation, they are more likely to take action to implement its (evaluation) recommendations. They develop a sense of personal commitment to the courses of action they have helped to determine (Ibid., pp. 163-164).

## CHAPTER THREE

### PRESENTATION AND INTERPRETATION OF DATA

This chapter is devoted to the presentation and interpretation of data collected through questionnaires, interviews and observation check list. Besides these instruments of data collection, references have also been made to related documents and presented (as need be) in this part of the study.

#### 3.1 Bio data of the Respondents

Appendix 2B presents bio-data of the subjects of the study. The subjects of the study are made up of different groups: ex-coordinators of the program (EPC) (6 percent); teachers (6 percent) ; community representatives for preschool affairs (CRPA) (9 percent); community members selected from rural villages (73 percent); RIBS project Head and Zonal officers (1 percent); the current preschool program coordinators (CPC) (5 percent); and one preschool teachers training institute (PTTI) principal. The inclusion of these subjects of varied backgrounds was found advantageous for obtaining relevant information related to the operation of the program (CBPP). Moreover, it helped in counter-checking the data (information) gathered from differing sources.

As regards age limits of the respondents, it can be seen from the Appendix that all of the teachers are in their active working age (between 18 and 40 years). This appears to be a good precondition for the effectiveness of the program. It's believed that teachers of preschool children need to be adults who could sensitively follow every activities of the child. Children mostly express their emotions and easily carry out their activities when they find active adults (CYFWO, 1985, pp.19-20).

All of the teachers were females. The program seems to be a female dominated sector. Such an over domination of females in preschools could be disadvantageous for the reason that children view the preschool as a "feminine environment." They are more inclined to imitate behaviours of "same sex-model" (Decker and Decker, 1984, pp. 207-208). Moreover, it seems to be problematic, for instance, in the case of participating (involving) the rural community in CBPP. It is a commonly established traditions of rural communities of ours, Ethiopia, that women are less recognized to be involved in the tasks of coordination and leadership (Asfaw, 1995, pp.40-49). It thus appears advisable if teachers of both sex take part in shouldering the responsibilities of care and education of preschool children.

Appendix 2B also reports the educational background of the subjects of the study. It can be seen from the Appendix that the academic background of the teachers ranges between junior secondary and upper secondary level. Both the ex-

coordinators and the current coordinators of the program have educational level ranging between upper secondary and diploma. Most of the community representatives for preschool affairs (CRPA) can at least, read and write. This seems to be a good precondition in carrying out the tasks of coordinating the operation of the program. The majority of community members selected from rural villages, however, are illiterates. Asked whether or not they can read and write, 58 percent of the community members who are considered as illiterates responded that they have attended adult education in the past but relapsed back to illiteracy due to discontinuity of the program at present.

**3.2. Data Collected Pertaining to Needs Assessment**

**3.2.1 Document Analysis\***

Historically, the genesis of CBPP goes back to the time of the beginning of RIBS project in rural Ethiopia. The project was a response to the severe problems faced by the people of Bale in the mid 1970s. During this time, the Ethio-Somali conflict destroyed the few schools, health care centers, and other installations, while persistent drought destroyed crops and trees, and dried up water sources. As a result, almost the entire rural population fled from their homesteads into urban centers. Many pastoralists lost their cattle, and most moved to the semi arable land in the north

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\* Document analysis is meant to imply data collected from written documents (reports, minutes etc).

and north western part of the administrative zone (UNICEF, 1984, pp 61-62).

The first response to this multiple disaster was emergency aid. International agencies (including UNICEF) assisted the people in supply of food, medicine, clothing and shelter materials (Ibid.).

Later on the Government initiated the scheme to the founding of permanent settlements for the displaced thousands sheltered in make-shift camps. The people were encouraged to build their houses in cluster of villages which later became units for further development purposes (Ibid.).

Once the people were established and emergency situation was put under control, the next pertinent question was what strategies to be adopted to provide them with basic services such as food, water, health care and education (UNICEFb, 1989, pp. 3-4). The Government called up on sectoral ministries and agencies to organize services in their respective areas of specialization. The effort later on with the support of UNICEF led to the emergency of what was called the Integrated Basic Services (IBS). The IBS finally gave birth to RIBS (UNICEF, 1987, p.32). UNICEF started fully assisting the project financially and technically since 1980. It also played "a catalytic role" in the formulation of Community-Based Development (CBD) strategy (UNICEF, 1989b, pp. 3-4).

AS the genesis of RIBS project mark a response to the emergency situation in Bale Zone, it appears that a systematic analysis of needs and situations was not conducted for beginning the project.

In October 1984, a workshop sponsored by the Office of National Committee for Central Planning (ONCCP) and UNICEF in which the representatives of the concerned sectoral government agencies participated, thoroughly reviewed the experiences gained in Bale, during the emergency situation, and recommended the formal establishment of the RIBS steering committees at different administrative levels (Zonal, Awraja, and District levels). The workshop also tried to define the RIBS project organizational structure and the interrelationships between collaborating sectoral agencies. The workshop's recommendations and their subsequent implementation marked the official launching of the program (project) under the auspices of the ONCCP and with the support of UNICEF (RIBS project Report, 1984, pp. 1-3). Thus is the expansion (diffusion) of the innovation to Illubabor and Western Gojjam. Unlike that of Bale, the innovation of the Project to the other Zones presupposed a preliminary survey of needs and situations (UNICEF, 1989b, pp. 1-3).

The base line survey conducted was so pervasive covering population characteristics; social characteristics; economic characteristics; births, deaths and population growth; housing conditions; socio-economic conditions; child morbidity and nutrition; and general farmers association area information

(see Appendix 8 for the details). It was also systematic as regards of the sample design and the methods of data collection applied. However, the survey made was so general that specificities of factors (matters) that would influence the realization of CBPP have not been given significant attention.

Furthermore, the survey study indicated the deficiency (shortage) of basic facilities in almost all of the rural areas of the two Administrative Zones surveyed. Despite the fact, CBPP was recommended to operate in the deficiencies. For instance, the survey study made revealed that the health facilities in Agew Midir Awraja (Western Gojjam) and Sorinna Gebba (Illubabor) were poor. Health assistants were available only in few of the FAs. None of the FAs in the Awrajas had clinics. The average distance to the nearest pharmacy was found to be more than 83 kilometers. It was thus in such severe lack of health facilities that preschool program was made to operate.

### **3.2.2. Interview Report On the Issue of needs Assessment for Innovating CBPP to Rural Ethiopia**

Inorder to further substantiate the information gathered from documents, interviews were held with pertinent persons related to the genesis of RIBS project in general, and that of CBPP in particular. The persons were, the former RIBS project coordinators at UNICEF Head Office and regional levels.

According to the information obtained from the interviews with the coordinators, it was between 1978 and 1980 that the RIBS project began to operate in rural Ethiopia. This was the time when hundred thousands of victims of the Ethio-Somali war began to rehabilitate in some temporary rehabilitation centers in Bale Administrative region (currently Zone). The temporary rehabilitation centers soon changed to permanent settlements through villagization program. During the rehabilitation process, and the then villagization program, UNICEF and other NGOs\*\* were invited to provide the rehabilitating people with basic services. The services included provision of clean water, medicine, food and the like. Later on the Government and UNICEF in collaboration facilitated the practice of multi-sectoral approach (wholistic approach) to reach basic services to rural Ethiopia; unlike the departmentalized mechanisms previously accustomed. Different Government ministries and agencies took part in the new initiative.

One of the Governmental Ministries that took part in the multi sectoral approach to reach basic services to rural areas was the Ministry of Education (MOE). This Ministry in collaboration with UNICEF introduced CBPP. The program (CBPP) hence was an aspect of RIBS project.

A community-based preschool serves as a multipurpose center where children are provided care and education services. UNICEF support the program by covering the costs of

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NGOs:Non Governmental organizations

teacher training and curriculum development. It also provides educational materials and equipment. The MOE was vested with the tasks of the overall supervision of the implementation of the program.

The interview discussion further revealed that, base-line survey (needs assessment) was carried out with the participation of the beneficiary communities before beginning the RIBS project; especially since the diffusion of the project from its origin. The base-line survey not only helped to identify needs but also actual and potential community resources, both human and material, to be mobilized during program implementation.

Furthermore, the interview discussion disclosed that a separate survey for beginning CBPP has not been conducted as the latter is part and parcel of the RIBS project.

### **3.2.3 Analysis of Data Gathered Through Questionnaire On the Issue of Needs Assessment**

In this sub section, information obtained from the ex-coordinators of CBPP; preschool teachers; Community representatives for preschool affairs (CRPA) and community members are presented and interpreted.

The ex-coordinators of the program (EPC) were primarily asked whether or not a preliminary survey of situations for innovating the RIBS project to rural areas was made; authority

that conducted the survey; and the time when it was conducted. Most of the respondents (94 percent) replied that a preliminary survey study had been conducted for introducing the project to rural areas. Fifty six percent of them responded that UNICEF and the Ethiopian Government jointly conducted the survey. As to the time of the survey, 62 percent of the respondents replied that it was conducted before the beginning of the project.

In order to probe indirectly whether or not a situation analysis was specially conducted for introducing CBPP to rural areas, an open question was posed to the ex-coordinators of the program (EPC) as "what instigated the beginning of CBPP in rural Ethiopia?". Although their responses to the question not identical, 81 percent of them had to mention, in different words, the need to meet educational and health problems of rural children and some social and cultural problems faced by rural women.

Such needs as malnutrition, problems of communicable diseases, preparation of children for further education and the need to release women from the traditional tasks of looking after children and involve them in more productive activities, etc were among those needs (problems) touched by the ex-coordinators of the Program (EPC) in responding to the question.

These problems (needs) can, of course, be felt needs that could possibly enhance the beginning of preschool program.

However, what matters is not only the recognition of a felt need, but also is the anticipation of the feasibility of the means (strategy) to be recommended in order to meet the needs. Rubin (cited in Nichons, p.36) makes an important caution concerning this. He emphasizes that once needs (problems) have been identified, "no action should be taken until... the target environment has been analysed."

### 3.2.3.1 Community's Participation in the Process of Needs Identification

It's believed that programs which are expected to be supported and run by the community (community-based projects in general), must be "installed" on the felt needs of the community. This is insured when community members directly take part (contribute) to the evolution and growth of the program (Davis, 1980, P.284).

Thus, in order to examine whether or not the community has participated in the process of innovation of CBPP, some areas that demand community's involvement were identified after the suggestions of Davis (pp.284-286); UNESCO (1980, pp.12-14); and Hailu (pp. 1-12). The EPC; community members selected from rural villages and CRPA were then asked to indicate whether or not the community has participated in

these areas of its concern. The result obtained is reported in Table 2 below.

Table 2: Community's participation in some Decisions related to CBPP Before (at) the Beginning of the program

The community	Respondents: the EPC; the CRPA and Community members		
	$\bar{X}$ Values		
	EPC	CRPA	Community members
(a) expressed its needs for and made decisions to begin CBPP	1.88	1.57	1.20
(b) participated in decisions regarding the type (nature) of care and/or educational services to be under taken in CB preschool	1.56	1.35	1.31
(c) participated in the choice of site of the preschool, the nature of preschool building, equipment and materials	1.56	1.43	1.53
(d) participated in giving suggestions and feedbacks regarding the organizational and management procedures to be followed for implementing the program	1.75	1.26	1.02
(e) members expressed their feelings (opinions) regarding the nature (type) of support they are to make for running the program	1.81	1.65	1.06
Overall	1.71	1.45	1.22

SRT\* (1)Disagree (0.49-1.49) (2) No opinion (1.50-2.49) (3) Agree (2.50 and above).

From the data presented in Table 2 above it becomes evident that the community has not participated in some decisions related to the operation of CBPP in rural Ethiopia (See the findings in Table 2 that most of the x-values computed for the response of community members lie within the range of "disagree").

It's been clearly stated in the RIBS project implementation report that "RIBS is a community-based development project that mobilizes the members of the

\* SRT (Statistics Reference for the Table )

community right from project identification, planning action through implementation and management" (UNICEF, 1989a, p.1). CBPP as an aspect of the project must have upheld these essential principles. It must have participated the community in all the stages of the innovation process; and in basic affairs deserving community's decisions.

3.2.3.2. Attention given to matters influencing the Operation of CBPP during needs assessment

There are several factors that affect the feasibility of preschool program especially in rural areas. Table 3 below reports some basic matters that need to be thought over before the beginning of preschool program in general, and CBPP in particular.

Table 3. Attention (Emphasis) Given During Needs Assessment to matters that Influence the Implementation of CBPP

General Factors Needing Attention	Respondents: The EPC
	$\bar{X}$ -values
(a) Settlement patterns of the rural community	2.19
(b) The population (number) of preschool age children to be served by the program	1.75
(c) Means and ways of involving such personnel, as psychologists; health assistants; nutritionists; social workers; etc in the program.	1.19
(d) The attitudes (reactions) of rural community towards formal education; and the education of preschool children in particular.	1.25
(e) The social and economic roles that children play in rural areas	1.38
(f) The community's level of economic development (living standard) for supporting the program.	1.75
(g) The family size of rural community and the possibility of home-based care and education of children.	1.63
<u>Specific Matters Needing Attention</u>	
(h) The qualification level and the nature of training required for CB preschool teachers	2.31
(i) Problems that teachers are likely to face in rural areas (living conditions)	1.81
(j) Issues related to promotion, transfer, salary scales, etc of the teachers	1.69
(k) The standard site of preschool; and the nature of preschool buildings required	2.38
(l) The type and sources of educational materials and equipment for running CBPP	2.44
(m) Ways and means of food (snack) provisions for children	2.25
(n) The existence of health care services in or around the village where the preschool is to be set up	2.50
(o) The existence of water supply in the village	1.81
(p) The existence of primary school in the village	2.50
(q) Forms of community participation, and mechanisms to be established for involving the community	2.19
Overall	1.94

SRT: 1) given significant attention (2.50 & above). (2) given less attention (1.50-2.49). (3) given no attention (1.49 and below)

It can be seen from the Table that general matters that could influence the operation of the program have not been given significant attention during the preliminary needs assessment. One of the matters that has been accorded less attention was the involvement of non-program personnel (especially social workers and health personnel).

The involvement of social workers and health personnel in preschool program is widely recommended. Obviously, the nature of the tasks of CB projects, and the fact that most of the teachers assigned to run CBPP in rural Ethiopia were women partly explain the need for involving social workers to implement the program. Health personnels are also very important for the program. They inspect children every day; refer children who need special medical attention to health care centers; confer with teachers and parents about children health; administer medical care and keep health records of children (Decker and Decker, p. 213). Furthermore, they (health personnels) are, highly valuable especially in operating preschool program in rural villages, a condition where health care facilities are practically lacking.

Hence, ways and means of involving people having at least orientations on counselling of children, and mother health, children diet, and who able to give extension services must have been carefully thought over before introducing the programm to rural areas.

As can be seen from Table 3, the attitudes of rural community towards education and the education of preschool children in particular, and the social and economic roles played by children were given less attention before beginning the program.

An effort of educational innovation would be incomplete and even futile if it disregards the willingness of the community that is expected to support the program. The attitude of the community which is attributed to complex factors of social and cultural origin, influences the community's willingness. In some rural communities, although the wealth is available (the capacity is there), the will for supporting educational program is missing. In others, for instance, in some areas of Africa, the traditionally casual, even negative attitudes of parents toward formal schooling, is a threat to the success of educational innovation (Bishop, 1989, p.31).

Similarly, a community of subsistence economic level, accords less regard to support educational program. Although a low level of living does not necessarily imply little interest in education, priority is obviously given to the possibilities of earning daily means of subsistence than making support to education. For instance, in many of the rural LDCs, children are primarily seen as economic assets. Schooling is given less attention (Digest No. 28, pp.2-5). Children lighten the families economic burdens. Boys work on farms, and as keepers of herds. Girls take on the major

burdens of domestic works like sweeping, swabbing, cooking, child-care, fetching fire wood and water and tending animals. Hence, they are carefully prepared for these labour works beginning from their early ages (Ibid., P.54). This seems why Bishop concludes "until the peasant is much more prosperous than he is at present" (in LDCs), "it won't be easy to persuade him to leave his children at school once they reach the age when they become valuable as workers in his fields" (1989, p.32).

Very much related to the general factors that deserve significant attention during the preliminary analysis of needs and situations, are also the specific matters. These are factors that most likely effect the day to day operation of the program. They include issues related to teachers, material resource, and other basic preconditions to be fulfilled for operating a preschool program.

As can be seen from Table 3 above, less attention was given to some factors related to community-based preschool teachers during situation analysis (see attention accorded to factors "h" to "j" enlisted in the Table). It's been recommended that preschool teachers, especially those who are to be serving in community-based preschools, have to be recruited by the community itself, and be acquainted with its culture and language (Dalais as cited in UNESCO, 1980, P.9).

Above all, the issue of teachers salary must have been given significant attention ahead of introducing the program;

for the fact that teachers are not committed to implement the program unless they are paid. Such issues as "how much to pay?"; "Can the community afford to pay?", etc. are not things to be settled after the beginning of the program.

It can also be seen from Table 3 that unlike matters related to teachers, those related to preschool building, site and materials seem to have been given relatively better attention. The same is also true of the existence of some basic facilities as water supply, health care center, and food provisions for children (see attention given to matters "K" through "P" enlisted in Table 3). The findings in Table 4 below, however, seem to disprove the responses obtained from the EPC related to these matters.

Table 4: Fulfilment of Some Basic Preconditions For Operating CBPP Before (At) the Beginning Of the Program

Basic Preconditions	Respondents: Teachers							
	Yes		No		No Opinion		Total	
	No	%	No	%	No	%	No	%
(a) There was a house for teachers residence.	8	47	6	35	3	18	17	100
(b) There was an organized committee (body) to pay teachers salary.	10	59	4	23	3	18	17	100
(c) There were sufficient preschool materials and equipment (whether commercially purchased or prepared locally) appropriate to the age and number of children.	3	18	11	64	3	18	17	100
(d) The preschool environment was conducive for children to play in and out of room without any fear and restraint.	11	63	3	18	3	18	17	100
(e) The preschool building, at least, had a modest nap room, and a separate room for indoor play and rest especially during raining or sunny days.	8	47	6	35	3	18	17	100
(f) The preschool had First Aid Kits (equipment).	1	6	13	76	3	18	17	100
(g) The preschool had latrine rooms, appropriate to the age and number of children.	4	23	10	59	3	18	17	100
(h) The preschool was near to health care center say 2-5 Kilometers)	3	18	11	64	3	18	17	100
(i) The preschool had clean water supply for children to drink and use.	1	6	13	76	3	18	17	100
(j) There was a primary school in the vicinity of the preschool (within a distance of 2-5 kms).	7	41	7	41	3	18	17	100
(k) The preschool had food (snack, tea etc.) provisions for children.	12	70	2	13	3	18	17	100

\* Eighteen percent of the respondents didn't reply to the questions, as they were assigned for the program sometimes after the beginning of CBPP.

It can be seen from Table 4 that some basic preconditions for operating CBPP were not fulfilled before (at) the beginning of the program.

In general, it is evident from the findings in Tables 3 and 4 that matters (factors) that are likely to influence the effectiveness of preschool program did not receive significant attention during the situation analysis for innovating the RIBS project in general and/or CBPP to rural Ethiopia in particular.

### 3.3 Community's Awareness of the Significance of the Program and Means Employed to Raise Awareness

In this section, attempt is made (1) to examine community's awareness of the significance of CBPP; (2) to identify socio-cultural factors having impact on Community's awareness of the significance of the program; and (3) to evaluate the adequacy of means employed to raise community's awareness of the significance of the program.

#### 3.3.1 Community's Awareness of the Significance of CBPP

A question was posed to teachers and ex-coordinators of the program (EPC), on whether or not the community is/was aware of the purpose for which CBPP was meant at the outset of the program. All (100 percent) of the teacher respondents and 78 percent of the EPC replied that the community was not aware of the purpose for which the program was intended.

Similarly, community members who were selected on a random basis from rural villages were asked to define the purpose of CBPP that used to operate in their respective

localities. The responses obtained, although stated in different words, can be summarized as in Table 5 below.

Table 5: The Purpose of CBPP as Defined by Community Members

Items	Respondents: Community members	
	No	%
<b>What do you think the purpose which CBPP was meant to serve ?</b>		
(a) Improving Children's health	32	17
(b) Helping women participate in production	24	12
(c) Preparing children from their early age for national military service	28	14
(d) Creating to favourable condition for women's(mothers') participation in military services	10	5
(e) Encouraging children attend primary education	8	4
(f) Cutting off children's attendance of Kes/ Koranic education in their early years	8	4
(g) Has no value at all	26	13
(h) I don't know	49	25
(i) No response	11	6
<b>Total</b>	196	100
<b>What were/was the reason(s) you have (know) for sending your or your neighbours' children to community-based preschool ?</b>		
(a) To help children succeed in their primary school education	9	4
(b) To receive UNICEF services	21	11
(c) Fear of FA and/or Government measures	126	64
(d) Helps women's participation in productive activities.	25	13
(e) To improve children's health	7	4
(f) Absence of care givers (maids) at home.	4	2
(g) Seen their neighbours send their children	2	1
(h) Others	2	1
<b>Total</b>	196	100

The findings in Table 5 above appear to reveal that the community has no clear understandings of the objectives of CBPP. The results obtained in the Table also indicate lack of uniformity in the community's perceptions of the purpose of the program.

The definitions made by UNICEF-Ethiopia program in reference to CBPP put two general objectives as that the program (1) helps to improve the low participation of children in primary education (2) helps to release women from the traditional tasks of rearing children and there by enhance their participation in more productive activities (UNICEF 1983, p.4). As can be seen from Table 5 above, however, it is only 17 percent of the respondents who said that the program was meant for improving the health problem of rural children; and only 12 percent of them said it helps women's participation in production; and only 4 percent had to say the program encourages children's participation in primary education. It thus means the majority (67 percent) of the respondents are not aware of the purpose for which CBPP was originally meant.

Surprisingly, some of the respondents not only are unaware of the purpose of the program, but also conceived it in a different way. A significant number of them (14 percent) perceived it as a center where children are caught in their early age, trained in line with socialist ideology for defending the mother land i.e. national military service. Some also maintained that the program was meant to involve even mothers of children in the military service of the ex-government. Still some conceived CBPP as a measure taken against rural childrens early attendance of Church or Quranic education. Eighty-eight percent of these responses came from Muslim respondents. A greater number of the respondents (see Table 5) replied that they did not know the purpose for which

CBPP was meant; while still considerable number of them (13 percent) responded that the program has no value at all.

The second question in Table 5 was raised for further consolidating the responses obtained for the first question. The findings reported in the Table reveal that the majority (64 percent) used to send or know their neighbours send their children to community-based preschools for they fear kebele and/or Government measures. In addition, reasons such as to receive UNICEF services; to enable women's participation in productive activities absence of home-care giver; etc. were also raised by the respondents.

The same questions were also presented to CRPA (community representatives for preschool affairs). Asked to define the objective(s) of CBPP, they had to reply the following:

(a) helps women participation in productive activities (31 percent); (b) helps children attend primary school and helps to keep their health (13 percent) ; (c) helps poor children in different ways (13 percent); (d) helps to keep children's health (6 percent); (e) it has no value at all (6 percent); (f) I don't know (31 percent). In the same manner, asked to indicate the reasons why the community which they used to represent send their children to community-based preschools the CRPA responded: (a) for the sake of education (considering the educational value of the program) (13 percent); (b) to obtain UNICEF services (25 percent); (c) fear of kebele or/and Government measures (27 percent); (d) to release women for production (9 percent); (e) to

improve children's health (9 percent); (f) I don't know (13 percent); and others (4 percent).

On the whole, the findings reported in Table 5 above, and the responses obtained from CRPA appear to indicate community's lack of awareness about the purpose of CBPP that used to operate in rural Ethiopia. Both the community members and community representatives who were meant to implement the program seem to have no clear understanding of the objectives of the program.

Nevertheless, in order to make a sound conclusion about community's awareness of the purpose and significance of the program, the respondents (community members) were presented with questions having alternative answers. They were asked to respond "agree" or "disagree" with the expected significance of the program; or else to not respond at all. The findings obtained are reported in Table 8 below.

Table 6: Community's Awareness of the Expected Significance  
 of CBPP

Significance of the program	Respondents: Community Members							
	Agree		No Opinion		Disagree		Total	
	No	%	No	%	No	%	No	%
(1) Helps in the health growth of rural children	50	26	93	47	53	27	196	100
(2) lays a base for further educational' (academic) success of the children	38	19	82	42	76	39	196	100
(3) Helps the children behave in an socially and morally acceptable manner	33	17	72	37	91	46	196	100
(4) Helps the children avoid fearfulness, shyness, anxiety, etc and enables them develop self confidence	35	18	84	43	77	59	196	100
(5) Helps to release rural women from the tasks of child rearing which they were usually and helplessly tied to, and enable them involve in a more productive activities	50	26	69	35	77	39	196	100
(6) Helps to augment rural women's lack of modern know how of child growth and development	47	24	77	39	72	37	196	100
Overall	42	21	80	41	74	38	196	100

It can be seen from Table 6 that only few of the respondents (21 percent) know (agree with) the significances of CBPP. The majority (79 percent), however, do not 'exactly agree' with the expected significance of the program.

### 3.3.2. Socio-Cultural Factors Affecting Community's Awareness of the Significance of CBPP

#### 3.3.2.1 The Impact of Religion

In order to examine the impact of religion (if any) the respondents were categorized in terms of their religion. The community members selected from rural villages were categorized under two religion types: orthodox christians (74 percent) and muslims (26 percent). The responses given by these religion groups regarding the benefits that CBPP was expected to contribute and other issues related to the program were compared using t-test. The result obtained is reported in Table 7.

Table 7 : A Comparative presentation of the Awareness of Orthodox Christians and Muslims About the Benefits of CBPP

The Expected significances of CBPP	$\bar{X}$ -Values		SD pooled	t-ratio
	Orthodox christians	Muslims		
(1) Helps in the health growth of rural children	1.98	1.98	0.118	0.051
(2) Helps the children behave in a socially and morally acceptable manner	1.81	1.61	0.122	1.631
(3) Helps the children avoid fearfulness, shyness, anxiety, etc and enables them develop self confidence	1.67	1.78	0.119	0.908
(4) Lays a base for further educational (academic) success of the children	1.74	1.90	0.117	1.342
(5) Helps to release rural women from the tasks of child rearing which they were usually tied to, and enable them involve in a more productive activities	2.00	1.54	0.123	3.667
(6) Helps to augment rural women's lack of modern know-how of child growth and development	1.81	1.61	0.123	1.631
(7) It is more advantageous to send children in their early years to preschools than to religious institutions (church or mosque)	1.89	1.61	0.127	2.276

SRT: t is significant at 0.05 level

It can be seen from Table 7 that Orthodox Christians and Muslims have not shown significant differences for most of the benefits enlisted related to CBPP. This means that both religious groups have similar awareness regarding the expected significance of the program. However, it is evident from Table 7 that the t-ratio computed for two items (No 5 and 7) have shown significant differences between the two groups. The possible explanation for these differences could be that muslim women as a tradition are preferred by their husbands stay at home than being involved in the activities outside home (UNESCO, 1984, p.1).

#### 3.3.2.2 The Impact of Economic Status

In the same manner, as with religion, the respondents were categorized on the basis of their economic status into two as economically better off (EB) and economically poor (EP)\* so as to observe the impact of economic status as a factor altering community's awareness of the significances of CBPP. The result obtained is reported in Table 8.

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\* The respondents were categorized as EB and EP groups after their responses to questions 1.10 through 1.12 in appendix 5.

Table 8: A Comparative presentation of the Awareness of Economically Better of and Economically Poor About the Significance of CBPP and Education

Expected Significances of CBPP	$\bar{X}$ -Values		SD Pooled	t-ratio
	EB	EP		
(1) Helps in the health growth of rural children	1.94	2.01	0.109	0.624
(2) Helps children behave in a socially and morally acceptable manner	1.72	1.85	0.111	1.233
(3) Helps children avoid fearfulness, shyness, anxiety, etc and enables them develop self confidence	1.81	1.65	0.111	1.396
(4) Lays a base for further educational (academic) success of children	1.70	1.85	0.113	1.274
(5) Helps to release rural women from the tasks of child rearing which they were usually tied to, and enable them involve in a more productive activities	1.75	1.92	0.119	1.479
(6) Helps to augment rural women's lack of modern know-how of child growth and development	1.88	1.87	1.479	0.112
<b>On values of Education</b>				
(7) Education is valuable	1.81	1.64	0.110	1.400
(8) It is better to prepare children in preschool for their further education, than tying them to herds and farming beginning from their early years.	2.51	2.12	0.1180	3.308

SRT: t is significant at 0.05 level

There is no significant differences between the economically better of (EB) and Economically poor (EP) groups regarding their awareness of the significances of CBPP. It is, however, evident from the table that the members community (whether economically better of or not) have reserved themselves from responding that education does or does not ensure a means of livelihood.

## 3.3.2.3 The Impact of Education

In order to observe the influence of education on community's awareness of the significance of CBPP the responses of the relatively educated\* and non educated\*\* community members have been compared as reported in Table 9.

Table 9: A Comparative presentation of the Awareness of the Relatively Educated and Non-educated Groups

Expected significance of CBPP	$\bar{X}$ -Values		SD Pooled	t-ratio
	Educated	Non educated		
(1) Helps in the health growth of children	2.55	1.75	0.097	8.309
(2) Helps the children behave in a socially and morally acceptable manner	2.41	1.55	0.097	8.897
(3) Helps the children avoid fearfulness, shyness, anxiety, etc and enables them develop self confidence	2.44	1.39	0.087	12.206
(4) lays a base for further educational (academic) success of the children	2.31	1.57	0.099	7.525
(5) Helps to release rural women from the tasks of child rearing which they were usually tied to, and enable them involve in a more productive activities	2.60	1.55	0.098	10.735
(6) Helps to augment rural women's lack of modern know-how of child growth and development	2.41	1.65	0.106	7.255
<b>On other Issues</b>				
(7) It is more advantageous to send children in their early years to preschool than to religious institutions (church or mosque)	2.55	1.75	0.097	8.309
(8) It is better to prepare children in preschool for their further education, than tying them to herds and farming beginning from their early years	2.41	1.65	0.106	7.255
(9) It is better if children are rendered care and education services at home than sending them to preschool	1.93	2.08	0.127	1.173

SRT: t is significant at 0.05 level

\* Educated-those people who can read and write, and above this level.  
 \*\* Un educated-those people who cannot read and write.

As can be observed from the table, the relatively educated members of the community appear to be better aware of the significance of the program. They also seem to appreciate the importance of CBPP than (1) sending their children to religious institutions, (2) tying their children with such economic activities as herding and farming; and (3) rendering care and education services at home by grandfathers and mothers and older siblings; unlike their counter non-educated group.

#### 3.3.2.4 The Impact of Family Size

Finally, the responses of community members in reference to the significance of CBPP was examined as to the existence of differences between the relatively extended and limited family groups.\*\* The result is presented in Table 10.

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\*\*The comparison is made between the responses given by those families having eight members and above; and those with one or two children (members).

Table 10: A Comparative presentation of the Awareness of Extended and Limited Family Members About the Significance of CBPP

Expected Singificance of CBPP	$\bar{X}$ -Values		SD Pooled	t-ratio
	Extended	Limited		
(1) Helps in the healthy growth of rural children	1.78	1.77	0.208	0.048
(2) Helps children behave in a socially and morally acceptable manner	1.72	2.00	0.198	1.414
(3) Helps children avoid fearfulness, shyness, anxiety, etc and enables them develop self confidence	1.88	1.81	0.212	0.330
(4) Lays a base for further educational (academic) success of children	1.81	1.88	0.224	0.313
(5) Helps to release rural women from the tasks of child rearing which they were usually tied to, and enable them involve in a more productive activities	1.55	1.85	0.200	1.750
(6) Helps to augment rural women's lack of modern know-how of child growth and development	1.69	1.77	0.206	0.388

SRT: t is significant at 0.05 level

Table 10 reports family size as a factor influencing community's awareness of the significances of CBPP. As can be seen from the Table, there is no significant differences in the awareness of the significance of CBPP between the relatively extended and limited family size. It thus appears that family size has no influence on community's awareness of the benefits of the program.

However, asked the existence of home care givers and play groups the majority (84 percent) of the extended family size replied that they have the opportunity to render care services for their children at home perhaps by grand fathers, grand mothers, older siblings, etc. Most of the extended families (72 percent) also replied that their children can play around home as there would be no problem of getting peer groups.

### 3.3.3. Means Employed to Raise Community's Awareness of the Significance of CBPP

Community's awareness of the objectives of an innovation can be raised by employing different means of communication (Rogers and Shoemaker, 1971, p.25). The following major lists of means of communicating the significance of CBPP (see Table 11 below) were developed after the suggestions of Havelock and Huberman (1977, pp 178-179). The ex-coordinators of the program and teachers were therefore provided with these lists of means of possible raising community's awareness of an educational innovation. They were asked to indicate the extent to which these means were employed before and/or during the innovation of CBPP to rural Ethiopia. The result obtained is reported in Table 11 below.

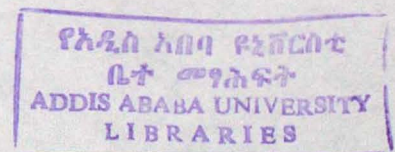


Table 11 : Communication Means Employed to Raise Community's Awareness of the Significances of CBPP

Means of Communication Employed	$\bar{X}$ -Values	
	Teachers	EPC
(a) Radio-Ethiopia	1.12	1.91
(b) Educational mass-media radio	0.82	0.69
(c) ETV (Ethiopian Television)	0.76	0.81
(d) Special prints (pamphlets, news papers etc) focussed on CBPP	1.18	1.44
(e) Large (open) public meetings and discussions	1.41	1.31
(f) Planned discussions with selected community members and village coordinators of the program	1.47	1.63
(g) Informal discussions made with community members by coordinators of the program and teachers	1.41	1.44
(h) Special educational program organized (adult education, parent education, etc) meant to raise community's awareness of the program.	1.53	1.25
(i) Others	-	-

SRT: (1) Usually (2.50 & above); (2) Rarely (1.50-2.49); (3) not at all (1.49 & below).

It can be seen from Table 11 that most of both mass media and inter-personal communication means have not been employed to raise community's awareness of the program. This absence of effort at deliberately employing these possible means of raising awareness undoubtedly could be a reason for the rural community's lack of awareness of the objectives of the program.

Despite the findings in Table 11 the awarenesses of 'radio haves' compared against the 'radio-have nots' have shown significant differences as seen in Table 12.

Table 12: A Comparison of the Awareness of Radio-haves and Radio-have nots About the Significance of CBPP

Expected Significance of CBPP	$\bar{X}$ -Values		SD Pooled	t-ratio
	Radio-haves	Radio-have nots		
(1) Helps in the health growth of rural children	2.24	1.93	0.134	2.261
(2) Helps the children behave in a socially and morally acceptable manner	2.18	1.73	0.135	3.319
(3) Helps the children avoid fearfulness, shyness, anxiety, etc and enables them develop self confidence	2.00	1.64	0.136	2.632
(4) Lays a base for further educational (academic success) of children	2.24	1.69	0.130	4.185
(5) Helps to release rural women from the tasks of child rearing which they were usually tied to, and enable them involve in a more productive activities	2.38	1.75	0.142	4.429
(6) Helps to augment rural women's lack of modern know-how of child growth and development	2.24	1.79	0.140	3.136

SRT: t is significant at 0.05 level

The possible explanation for the appearance of disagreement between the findings in Table 11 and 12 could be that radio programs (whether Radio-Ethiopia or Educational mass Media Radio) were not focused at raising community's awareness of the significance of CBPP. It appears, however, that mere impact of exposure to radio could have a potential power to influence one's awareness of the significance of educational innovation. Radio programs usually deal with the social, economic cultural and political issues. This is likely to have a considerable impact on the views, attitudes and hence the lives of people (UNESCO, 1986b, PP. 1-3)✓

### 3.4 Problems Related to Administrative Coordination and Resource Input for Implementing CBPP

In this section attempt is made to identify problems related to administrative coordination and resource input during the implementation of CBPP in rural Ethiopia.

#### 3.4.1 Problems of Administrative Coordination

##### 3.4.1.1. Existence of some administrative preconditions

According to Malpica and Rassekh (1983, pp 3-35); Shaffer (1992, pp. 100-104); Alcock and Chirstensen (1995, pp. 18-26); the successful implementation of an educational innovation presupposes the existence of creation or appropriate administrative coordination. Questions thus have been developed on the basis of suggestions forwarded by these scholars and others pertaining to the issue of administration of community-based educational innovations. Teachers and the ex-coordinators of CBPP were asked to respond to the questions as reported in Table 13.

Table 13: Administrative Coordination In Implementing CBPP

Items	Respondents: Teachers & EPC											
	Teachers						EPC					
	Yes		No		Total		Yes		No		Total	
	No	%	Total	No	%	Total	No	%	Total	No	%	Total
(a) Foundation (creation) of efficient organizational hierarchy (top-bottom) for implementing CBPP	2	12	15	88	17	100	6	37	10	63	16	100
(b) Existence of a clearly spelt out guide line for operating CBPP	-	-	17	100	17	100	4	25	12	75	16	100
(c) Existence of locally organized body for mobilizing local resources	14	82	3	18	17	100	16	100	-	-	16	100
(d) Commitment of top governmental bodies (zonal and national) to implement CBPP	7	41	10	59	17	100	9	56	7	44	16	100
(e) Participation of various government Ministries (MOE, MOH, MOLSA, etc) on an integrated basis	-	-	17	100	17	100	4	25	12	75	16	100
(f) Coordination of the activities of local community, government, and aid agencies	-	-	17	100	17	100	2	12	14	88	16	100
(g) Ease of bottom-up-bottom communication of progresses, problems, feedbacks, suggestions, etc	-	-	17	100	17	100	3	19	13	81	16	100
(h) The administration mechanism created for implementing the program was adequate and appropriate	-	-	17	100	17	100	3	19	13	81	16	100
(i) Other (specify)	-	-	-	-	-	-	-	-	-	-	-	-

As regards administrative preconditions, it can be observed from the Table that 88 percent of teachers and 63 percent of the EPC indicated that there was no efficient administrative (organizational) structure created that helps in managing the operation of the program. All of the teacher respondents and most of the EPC (75 percent) also replied that there was no manual or a clearly spelt-out guide-line for operating the program. Furthermore, 59 percent of the teachers and a significant number of the EPC (44 percent) indicated that the concerned top government officials were not

committed to implement CBPP. It is also evident from the same Table that there was absence of participation of related government ministries on an integrated approach; lack of coordination of the activities of local community, Government and aid agencies, and ease of bottom-top-bottom communication of problems and progresses. On the whole, all teacher respondents and the majority of the EPC (81 percent) believed that the administrative mechanism created for realizing CBPP in rural Ethiopia was both inadequate and inappropriate.

#### 3.4.1.2. Aid Support Made for the Program

The two groups of respondents (teachers and the EPC) were also asked about the issue of aid support made for CBPP. Most of the EPC respondents (81 percent) replied that usually material support, in the form of preschool materials and equipment were used to be made for the program by UNICEF. Financial aid, however, was rarely made. Asked the status of usage of the aid support, 76 percent of the teacher respondents had to say that the aid support made for the program were not effectively utilized. They indicated the reasons to be the corruption system exercised by those in power both at village, zonal and higher levels.

As regards the timing of the support, both the teacher and EPC respondents agreed that the aid support made to operate CBPP was better made at the beginning of the project. There was no support for the program once it began to be fully

functional as both the teachers and the EPC respondents indicated.

Such fluctuation in the time of aid support made for community-based educational innovations in developing countries was found to be one of the reasons for the failure of the innovations in these countries:

Many new educational programs decline or disappear altogether when external assistance is phased out, often because they were ill conceived and not subjected to adequate feasibility tests before being launched. All over the developing world there are grave yards of abortive pilot projects long since forgotten by those outsiders who first inspired them (Coombs and Ahmed, 1983, . P.120).

Lisk (1985, pp. 11-12) also had similar understandings when saying external support for community-based projects be directed to 'capacity building'; otherwise, they might stifle local initiatives in the process of operating such projects.

### 3.4.1.3. Performances of Community Representatives for Preschool Affairs

Community representatives for preschool affairs (CRPA) were representatives of the local community. They were expected to perform the overall tasks of implementing CBPP in their respective localities. They were in the lowest administrative unit to coordinate the program. Table 14 thus reports the performances of this important administrative unit in carrying out its expected responsibilities.

**Table 14: Performances of CRPA As Local Coordinators of the Implementation of CBPP**

Expected Responsibilities (performances) of CRPA	Respondents: Teachers and the EPC	
	$\bar{X}$ -Values	
	Teachers	EPC
(a) ability to promote the participation of the community, government, aid agencies, etc.	1.24	1.75
(b) proper usage of the human, material and financial resources	1.12	2.19
(c) ability to organize and supervise the health nutrition, care and education services of children in CB preschool	1.41	1.81
(d) ability to assess the needs/problems that CBPP faces and suggest possible solutions.	1.18	1.81
(e) ability to motivate parents send their children to preschool	1.24	1.38
(f) ability to give solutions to problems teachers face.	1.18	1.38
(g) ability to encourage the preparation of preschool materials, and equipment from local resource	1.24	1.53
(h) Other (specify)	-	-
<b>Over all</b>	1.23	1.69

SRT (1) Excellent (2.50 & above); (2) Satisfactory (1.50-2.49); (3)poor (1.49 & below)

It can be observed from the Table that the teacher respondents replied the performance of CRPA to be poor (see

Table 14 that most of the  $\bar{X}$ -values lie below 1.50). The EPC also rated the performance of CRPA to be poor in some and satisfactory in others.

The respondents (teachers and the EPC) were also asked to indicate reasons for the poor performances of CRPA. Lack of orientations on how to coordinate the program and shortage of time for coordinating the program were cited as the main reasons. It's been indicated further that most of these representatives were local political nominees by district Governmental bodies. As a result, they used to deal mostly with political economic, etc. issues. Their role as coordinators of CBPP was considered to be of lesser importance.

On the other hand, when asked to indicate the common problems that hampered community's participation in CBPP, the CRPA, themselves had to cite in one way or another, (a) community's lack of clear awareness of the benefits of the program (57 percent); the weakening of rural service cooperatives and Farmers Association (61 percent); community's lack of capacity to support the program financially and materially (26 percent); negative preconceptions about the program (9 percent); and cultural resistance (4 percent) as the major ones.

### 3.4 Problems Related to Resource Input\*

The innovation of educational programs must have both adequate and appropriate resource input for its successful realization. As Havelock and Huberman emphasize, there is no such thing as new program which is successful without resource input. The ultimate success of educational program "to a very large degree" depends on what goes into it: the people, money, materials, technology, etc (p.162). The innovation of preschool program to rural Ethiopia can hardly be an exception of this reality.

In this sub-section thus, attempt is made to examine whether adequate resource input has been made for implementing CBPP, before and even after the beginning of the program. First is presented problems related to the human resource input; and then follows those related to the material and financial resource inputs in order.

#### 3.4.3.1 ManPower Resource Input

##### 3.4.3.1.1 Adequacy of ManPower resource for the Program

Table 15 carries important information concerning program personnel input made for implementing CBPP.

\*The Resource requirement for a preschool by the Ethiopian standard has been adopted from MOE (1981, pp.1-4) and UNICEF(1987,pp.151-169) .

Table 15 : Availability and Adequacy of Program Personnel

Items	Respondents: The EPC & Teachers											
	EPC						Teachers					
	Yes		No		Total		Yes		NO		Total	
	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%
<b>Were there:</b>												
(a) Trained Principals for the purpose of running the program	2	13	14	87	16	100	-	-	17	100	17	100
(b) Trained teachers for the purpose of running the program	16	100	-	-	16	100	14	82	3	18	17	100
(c) Teacher aides having some orientations (training about the program)	16	100	-	-	16	100	17	100	-	-	17	100
<b>Were the number of</b>	Adequate		Inadequate		Total		Adequate		Inadequate		Total	
	No	%	No	%	No	%	No	%	No	%	No	%
(a) Trained principals for the purpose of running the program	-	-	16	100	16	100	-	-	17	100	17	100
(b) Trained teachers for the purpose of running the program	2	3	14	87	16	100	-	-	17	100	17	100
(c) Teacher aides having some orientations (training) about the program	11	69	5	31	16	100	7	41	10	59	17	100



As can be seen from Table 16 non-program personnel especially, health personnel, psychologists, social workers and nutritionists were not assigned for the purpose of running the program. Most of the EPC, however, replied that janitors and guards were assigned for the program.

Interviews made with coordinators of the RIBS project at various levels and community representatives for preschool affairs (CRPA) revealed that, as the program (CBPP) was hoped to be supported by rural community, it was thought that the community cannot pay for both program and non program personnel. As a result, the tasks of such non-program personnel as janitors and guards were supposed to be covered by members of the community. One teacher who was trained, and one teacher aide who was selected from the community (the latter is selected based on her experiences in child rearing practice, whether traditional or modern), were assigned for one community-based preschool. The trained teacher acts both as a principal and as a teacher. The food provisions (snack and tea or milk usually) were undertaken by the respective Farmers Association (FA) while the women take up the tasks of food preparation which was in turn coordinated by Women Association (WA).

Furthermore, the teacher respondents were asked to indicate the severity of problems they face with respect to shortage of each type of personnel required for implementing the program. Shortage of teachers and that of health personnel was found to be very serious problems. Fifty nine

percent of the respondents (teachers) mentioned that shortage of teachers has led to lack of coordination between the preschool and the community. They felt that a single teacher cannot cover both the academic and administrative tasks. Similarly, shortage of health personnel was seen by the respondents as a serious problem due to absence of health care facilities in rural areas. Some of them even mentioned the wide spread of communicable diseases (such as diarrhoea, respiratory infections, etc) that severely attack children there by contributing to children's drop-outs from the preschools.

Asked to indicate the maximum number of children per teacher that they have ever faced when the program (CBPP) was actively functional, most of the teachers responded above 40; the maximum number of preschool children that a teacher can accommodate even by the Ethiopian standard (MOE, 1981, pp. 3-4). Besides this, there seems to be no uniformity in the ages of children who have been attending the program as can be seen in Table 17.

Table 17: Teacher children Ratio &amp; Age Range of Children

Items	Respondents: Teachers	
	No	%
<b>What was the maximum number of children per teacher that you have ever faced in your preschool?</b>		
below 20	-	-
21-30	-	-
31-40	-	-
above 40	13	77
Other specify	4	23
<b>Total</b>	17	100
<b>What was the age range of children that used to attend your preschool ?</b>		
2-5 years	4	23
3-6 years	2	12
4-6 years	11	65
Other (specify)		
<b>Total</b>	17	100

High children-teacher ratio and differing ages of children who used to attend community-based preschools seem to partly explain shortage of manpower resource for implementing CBPP.

In general, the program seem to have faced shortage of both program and non program personnel perhaps as these problems were not carefully thought over before innovating the program.

### 3.4.3.1.2 The Training of the Teachers

It's believed that teachers who were expected to implement the program (CBPP) must have training. And, their training must also reflect the tasks which they are to hold. Community-based preschool teachers were expected to act as 'change agents'. They were also believed to utilize local resources for implementing the program. As a result, it was recommended that they must be exposed to appropriate pre-service and in-service training related to the tasks and responsibilities (Dalais, as cited in UNESCO, 1980, pp. 9-10). Attempt is thus made to identify the extent to which the training of community-based preschool teachers in rural Ethiopia gave attention to this issue.

Asked whether or not they had training before becoming preschool teachers all of the teacher respondents replied that they had training for three months in preschool Teachers Training Institute in Addis Ababa. Moreover, asked to rate the relevance of the training they had to run CBPP, almost all of them (94 percent) responded moderate. Furthermore, in order to substantiate this finding the respondents were asked to evaluate their preservice training in the light of the tasks they were required to hold after their training. The results obtained are presented in Table 18.

Table 18: Relevance of the Training of Community -Based preschool Teachers to the Realities which they were to Face

Areas needing attention during training	Respondents: Teachers
	attention given as (expressed in $\bar{X}$ - values)
(a) Means and ways of raising Community's awareness about the program	2.12
(b) utilization of local resources for teaching children (e.g skill needed for the preparation of teaching aids from locally available materials)	2.12
(c) familiarization with, tales, stories, materials, equipment, etc of country side and ways of utilizing them	2.29
(d) familiarization with traditional child rearing practices common in rural areas which are detrimental to child growth and development	2.64
(e) inculcating the knowledge and developing the skills of participating the rural community in the program as facilitators, service givers, home teachers, policy makers, etc	2.29
(f) methods in working cooperatively with parents of children and community members to implement the program	2.41
(g) inculcating basic knowledge about early childhood growth and development	2.64
(h) developing the skills of care and education of preschool children	2.29
(i) Other (specify)	-
Over all	2.35

SRT: (1) given significant attention (2.50 and above); (2) given less attention (1.50-2.49); (3) not given attention (1.49 & below).

It can be seen from Table 18 that most of the areas that deserve due consideration during the preservice training of community-based preschool teachers have not been given significant attention.

An interview made to the principal of preschool Teachers Training Institute in Addis Ababa also revealed that the training Program was more urban-oriented. The reason is obvious: most preschools in the country are located in urban centers. The principal further indicated that, special consideration were not made up to now for teachers who were to

serve in rural preschools. In short, there was no effort at ruralizing the training program before and even after the innovation of CBPP in rural Ethiopia.

As regards on-job orientations about their job, 76 percent of the teacher respondents replied that they were not exposed to any form of orientation (whether conference, workshop, seminar, etc) related to the operation of CBPP. Asked the reasons, 47 percent of them had to say that they were not invited.

In order to substantiate the above findings related to the training of CBPP teachers, the expected roles and responsibilities to be played by teachers of community-based preschool were carefully selected after the suggestions forwarded by Gordon (1969, pp. 13-15) and UNESCO (1980, pp. 1-13). The ex-coordinators of the program (EPC) and community representatives for preschool affairs (CRPA) were then asked to judge the performance of teachers in the light of these expected roles and responsibilities. The result obtained is reported in Table 19.

Table 19: Performance of Community-Based preschool Teachers

Items	Respondents: The EPC and CRAP	
	(Responses expressed in $\bar{X}$ -Values)	
The teachers used to	EPC	CRAP
(1) make possible efforts to get acquainted with parents of children and community members	2.19	1.96
(2) be openly hospitable when parents and community members visit the preschool	2.06	1.52
(3) be creative in developing occasions to involve parents and community members in CBPP	1.81	1.96
(4) make home visits	1.75	1.96
(5) encourage the community members participate as direct service givers (teacher aides)	1.81	2.17
(6) encourage the community both to make and/or contribute preschool materials and equipment for operating CBPP	2.06	2.13
(7) teach mothers and adults about methods of care and education of preschool age children	1.56	2.30
(8) encourage the community members to be committee members and policy makers of their own preschool	1.44	2.17
(9) encourage the community to make financial contribution for CBPP	1.81	2.13
(10) encourage the community's participation in labour forms	1.75	2.07
(11) encourage the community send their children to preschool	1.56	2.52
(12) other (specify)	-	-
Over all	1.80	2.26

SRT: (1) agree (2.50 & above) ; (2) No opinion (1.50-2.49); (3) Disagree (1.49 and below).

Although poor performances of teachers may be attributed to various reasons, undoubtedly the teachers' lack of appropriate preservice training and on the job orientations partly contribute to the problem.

Teachers were also asked to indicate problems that hamper them to carry out effectively the roles and responsibilities expected of them. Among many problems cited the following were the main:

- lack of community's support for the program due to various reasons (29 percent);
- inadequacy of preschool materials and equipment (47 percent);
- delay; and lack of uniformity in the scale of teachers' salaries (100 percent);
- absence of promotion, transfer, extended training, and on job professional orientations for teachers (53 percent);
- inability of community representatives for preschool affairs to hold responsibilities of coordination (65 percent);
- absence of linkages between preschool and primary schools (12 percent);
- complete neglect of the program by related governmental and non-governmental bodies (29 percent);
- absence of local initiatives for generating income to support the program (6 percent).

#### 3.4.3.2 Material Resource Input

##### 3.4.3.2.1 Availability and Adequacy of Basic preschool Materials and Equipment

Among the basic preschool materials and equipment are materials for general use which a preschool essentially need to have (MOE, 1981, pp. 2-3). Table 20 presents information on the availability of these materials for implementing CBPP.

Table 20: Availability of Materials Required for General Use

Items	Respondents: The EPC and Teachers											
	EPC						Teachers					
	Yes		No		Total		Yes		No		Total	
	No	%	No	%		%	No	%	No	%	No	%
Chairs (benches)	11	69	5	31	16	100	6	35	11	65	17	100
Tables (desks)	14	87	2	13	16	100	3	18	14	82	17	100
Lockers	4	25	12	75	16	100	-	-	17	100	17	100
Chalk boards	16	100	-	-	16	100	17	100	-	-	17	100
Teaching material (guide)	16	100	-	-	16	100	17	100	-	-	17	100
Were the materials for General use adequate for successfully running CBPP ?	-	-	16	100	16	100	-	-	17	100	17	100

It can be seen from the Table that chalk boards, chairs (benches) and desks (table) were available at the beginning of the program for running CBPP as most of the ex-coordinators of the program responded. Most of the teachers, however, reported the absence of these materials; except chalk boards and teaching guide. As regards adequacy, both the ex-coordinators

of the program and teachers agreed that the program was not adequately provided with materials for general use.

In much the same manner as with materials for general use there is a need to provide preschools with play and educational materials (whether locally made or purchased) for both indoor and outdoor activities. Information on the adequacy of such materials is reported in Table 21.

Table 21: Availability of some Indoor and Outdoor Play and Educational Materials

Items	Respondents: The EPC and Teachers											
	EPC						Teachers					
	Yes		No		Total		Yes		No		Total	
	No	%	No	%	No	%	No	%	No	%	No	%
(a) Ladders	6	38	10	62	16	100	4	24	13	76	17	100
(b) Climbing Frame	8	50	8	50	16	100	4	24	13	76	17	100
(c) Marry Go Round	6	38	10	62	16	100	8	47	9	53	17	100
(d) Swings	10	62	6	38	16	100	13	76	4	24	17	100
(e) Geometrical objects	13	8	3	19	16	100	10	59	7	41	17	100
(f) Basic Materials for Art work and construction	11	69	5	31	16	100	14	82	3	18	17	100
(g) Basic Materials for science Activities	8	50	8	50	16	100	4	24	13	76	17	100
Were the indoor and outdoor play and educational materials adequate for successfully running CBPP?	5	31	11	69	16	100	2	12	15	88	17	100

It can be observed from Table 21 that some preschool materials and equipment required for running preschools such as 'Marry Go Round', swings, Geometrical objects, Basic Materials for Art work and construction have been provided. Nevertheless, 69 percent of the EPC and 88 percent of the teachers responded that the indoor and outdoor play and

educational materials provided were inadequate to effectively implement CBPP. Asked the reasons for not providing the preschool with adequate materials and equipment, lack of budget (finance) to buy them was cited to be the major one.

It is also evident from Table 21 that most of the materials and equipment used in CB preschools were those meant for urban preschools. It appears that effort was not made at providing the preschools with materials and equipment of local areas. All teacher and EPC respondents also indicated that most of the preschool materials and equipment used in CB preschools were identical with those in urban preschool.

#### 3.3.3.2.2 Efforts Made at Producing Preschool Materials and Equipment from Local Resources.

Fifty six percent of the EPC responded that teachers rarely show effort, in producing play and educational materials from local resource; as well as, in encouraging the community to produce and/or purchase the materials. Sixty one percent of the CRPA also confirmed the responses of the EPC.

Most of the teacher respondents also indicated that they rarely exercise some of the efforts expected of them to enrich the community-based preschools with materials and equipment required. Among the reasons cited, community's lack of commitment to realize their advices (41 percent) ; shortage of raw materials for preparing the materials (35 percent); and

lack of skills for preparing the materials (18 percent) are the major ones.

3.4.3.2.3 The Current Status of CB Preschool Materials and Equipment

Apart from the information gathered through questionnaire, informal discussions held with teachers and community members on material resource input for CBPP, reveal that most of the preschool materials and equipment formerly provided by UNICEF were looted. This has occurred since the launching of the policy of Mixed Economy in 1989 by Derg regime; and during the downfall of the regime in 1992.

Currently, about 29 percent of the sample preschools included in this study, were completely destroyed and their lands, materials and equipment, and the tin roof covers were entirely taken away by the local people.

The rest (71 percent) of the sample preschools have only standing buildings. Fifty eight percent of the buildings are currently employed for other purposes-mostly as offices for accomplishing the activities of Farmers Associations (FAs). The rest (13 percent) are empty merely standing buildings. They are, however, devoid of any type of preschool materials and equipment.

One commonly heard criticism on CB preschools by rural people is that children are not given academic education.

Children go to preschools simply to play. It thus follows, since their children could easily play at home with their peers, many farmers believed that, sending their children to preschool is considered unworthy. It is perhaps for this reason that in many rural villages of Bale and Western Gojjam that farmers sold preschool materials and equipment including the buildings and tin covers and shared the money among themselves. It was a deliberate action. In most of such villages, the farmers didn't destroy primary schools. This situation appears to imply community's lack of awareness about the program.

#### 3.4.2.3 Financial Resource Input

The success of a new educational program is questionable without financial support. CBPP was expected to be supported financially by local community. Table 22 carries important information pertaining to the sources of income and adequacy of the income to cover the possible expenses.

Table 22: On Sources of Income and Expenditure; and Adequacy of Financial Resource to Cover the Expenditure

Items	Respondents: Teachers and CRPA											
	Teachers						CRPA					
	No.		%		No.		%		No.		%	
Indicate the most common source(s) of finance for running CBPP												
(a) UNICEF	2		12		-		-		-		-	
(b) MOE	-		-		-		-		-		-	
(c) the local Community	14		82		23		100		23		100	
(d) parents only	1		6		-		-		-		-	
(e) Other(specify)	-		-		-		-		-		-	
Total	17		100		23		100		23		100	
Why was the money collected used for ?												
(a) Teachers salary	15		88		23		100		23		100	
(b) Purchase of preschool materials and equipment	2		12		-		-		-		-	
(c) other (specify)	-		-		23		100		23		100	
Total	17		100		23		100		23		100	
Was (were) the financial source(s) for the preschool adequate for covering the sources of expenditure ?												
adequate	-		-		-		-		-		-	
inadequate	17		100		23		100		23		100	
Total	17		100		23		100		23		100	
Efforts made for generating means of income for the program	Yes		No		Total		Yes		No		Total	
	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%
(a) garden works (farming)	6	35	11	65	17	100	10	43	13	57	23	100
(b) live stocking	-	-	17	100	17	100	-	-	23	100	23	100
(c) poultry	-	-	17	100	17	100	-	-	23	100	23	100
(d) drama (theatre) show	-	-	17	100	17	100	-	-	23	100	23	100
(e) other (specify)	-	-	-	-	-	-	-	-	-	-	-	-

As can be seen from the Table 22, the local community seems to be the single dominant source of finance for running the program.

Asked to indicate the ways in which financial support was made, 76 percent of the teachers and all of the CRPA

respondents replied collective contribution made by Farmer Associations and the ex-service cooperatives.

As regards sources of expenditure, it is evident from Table 22 that teachers' salary was the main. The financial capacity contributed by Farmers Associations, however, was inadequate even to cover teachers' salary.

It can also be seen from Table 22 that considerable efforts have not been made for generating income for the purpose of supporting CBPP financially and materially. Some teachers (35 percent) and 43 percent of CRPA had to say that garden work has been practiced.

The respondents were asked the reasons for not making efforts for generating income. Most of the CRPA (65 percent) mentioned, lack of water for garden works. Many of the teachers (71 percent), on the other hand, indicated low community participation and shortage of water as major reasons in their order of priority.

It is evident from the data obtained regarding manpower, material and financial requirements for implementing CBPP that the program was deficient both interms of adequate and appropriate resource inputs. Furthermore, local initiatives to improve the state of affairs of these problems seem to be lacking.

### 3.5 Follow-up (Evaluation) for the Program (CBPP)

#### 3.5.1 Analysis of some Related Documents on Evaluation of CBPP

In order to identify whether follow-up has been made for CBPP, and the RIBS project in general, references to some related documents has been made. A thorough investigations made to reports pertaining to RIBS implementation in Bale, Illubabor and Western Gojjam appear to indicate that follow-up or evaluation for the project in general, and other sub projects such as CBPP in particular, was lacking. For instance, at one occasion in reporting the progresses and achievements of the RIBS project, its been said,

So far, only one rapid appraisal of the programme had been undertaken by a consultant team composed of external evaluators and national experts drawn from relevant government offices in 1987 (UNICEF, 1989b, p.13).

It is evident from the report that there was no evaluation for the project up till 1987.

The findings of this hurriedly conducted evaluation report mark some gross conclusion regarding the implementation of the project. The evaluation team observed that most of the initiatives of the project (such as CBPP) addressed the needs of the respective communities and the main concerns of UNICEF. And the degree of implementation was also high. It was also found that the project increased the people's sense of awareness and responsibility for development. The people were found taking their own initiatives to identify the major



problems they face within their communities and undertaking to solve them through community efforts with assistance from the project.

Apart from this rather general impression about the success of the project, there was no effort at qualifying its outcomes. Furthermore, there was no systematic evaluation made specifically pertaining to the implementation of CBPP.

### 3.5.2 Interview Report on Evaluation Made for CBPP

An interview with regard to evaluation of the implementation of CBPP was held with the Ex-Head coordinator of the RIBS project, and community representatives for preschool affairs (CRPA). The themes of the discussions were on:

- a) whether or not follow-up was there for the program (CBPP);
- b) authority responsible for evaluation;
- c) whether or not the evaluation was a coordinated approach involving pertinent parties related to the operation of the program; and
- d) actions taken as a result of evaluation.

It was evident from the discussions that there was no systematically organized follow-up or evaluation for the program. It's been indicated during the discussions that the real success of projects like CBPP may often be intangible or may produce visible results only after a lengthy period of

time. It thus follows, evaluation of outcomes cannot be judged immediately at the beginning of the projects. What matters for the success of such programs is monitoring. As regards, monitoring, however, the officer indicated that much was not done due to various reasons mainly related to management of the project.

Despite the absence of a systematic follow up evidences indicate that the program (CBPP) was successfully functional until 1991. To be accurate, since March 1991 (with the launching of the Mixed Economic Policy by the Ex-government), however, the peasant producers cooperatives have been liquidated. Farmers Associations and the Services cooperatives which were dependent on producers cooperatives were weakened. As a result, community-based preschools lacked a strong organizational basis that will promote various forms of support. Thus, the program failed not only due to lack of follow up from the concerned bodies but also due to lack of support.

The discussion further revealed that even currently the community has a need for the program. For instance, in some areas where UNICEF installed grinding mills, especially in towns, these preschools are still functional being helped by income generated from the mills. The officer said that the community seems to demand the services.

In order to substantiate the results obtained so far through interviews, teachers and the ex-coordinators of the program were required to react to the issue of follow up for CBPP.

**3.5.3 Information Gathered Through Questionnaire On the Issue of follow-up (Evaluation) made for CBPP.**

The Table below presents the summary of issues related to evaluation such as authority responsible for follow-up, frequency of follow-up or evaluation made, whether or not the follow-up or evaluation conducted was systematically organized by involving the parties concerned and areas of attention during follow-up or evaluation.

Table 23: On Evaluation of the Implementation of CBPP

Items	Respondents: Teachers & The EPC			
	Teachers		EPC	
	No	%	No	%
<b>authority responsible for follow up and evaluation of CBPP</b>				
(a) MOE (Ministry of Education)	11	65	12	75
(b) UNICEF (United Nations Children Fund)	2	12	1	6
(c) CRPA (Community Representatives for Preschool Affaires)	4	23	3	19
(d) Other (specify)	-	-	-	-
<b>Total</b>	17	100	16	100
<b>Frequency of Evaluation/followup</b>				
(a) Once per year	9	53	10	63
(b) twice a year	2	12	1	6
(c) three times a year	-	-	-	-
(d) four times a year	-	-	-	-
(e) no evaluation at all	6	35	5	31
(f) Other (specify)	-	-	-	-
<b>Total</b>	17	100	16	100
<b>State of Evaluation:</b>				
(a) haphazard (nominal)	14	82	11	69
(b) continous and systematically organized	-	-	2	12
(c) Other (specify)	3	18	3	19
<b>Total</b>	17	100	16	100
<b>Participation in evaluation (evaluation team):</b>		$\bar{X}$ - Values	$\bar{X}$ -Values	
(a) Teachers		1.82	2.06	
(b) Community representatives		1.76	2.12	
(c) RIBS project coordinators		2.29	2.25	
(d) MOE Representatives		2.41	1.94	
(e) Parents of Children		1.88	1.94	
<b>Areas of attention during evaluation:</b>				
(a) professional competence of teachers for running the program		1.76	2.56	
(b) Availability of appropriate preschool materials and equipment		1.76	2.50	
(c) The status of community's support for the program		1.88	2.25	
(d) Problems that teachers face		1.59	2.12	
(e) Efficiency of CRPA		1.53	1.17	
(f) The care and education services offered in community-based preschool		2.29	2.50	
(g) Other (specify)		-	-	

SRT: (1) High (2.50 & above); (2) low (1.50-2.49); (3) none (1.49 & below). The same values were used for (1) given significant attention; (2) given less attention; and (3) given no attention respectively.

As can be seen from the Table, the responsibility of making a follow up of the implementation of the program was laid on the MOE as 65 percent of teachers and 75 percent of the ex-coordinators of the program responded. The EPC further replied that the MOE was vested with responsibilities of monitoring the program through its zonal and Awraja branches.

As regards frequency of follow up exercised, 53 percent of the teachers and 63 percent of the EPC replied once a year while significant number of them indicated that there was no follow up for the program at all.

Table 23 also reports information on participation of groups related to the implementation of CBPP in evaluating the program. It can be seen from the Table that the participation of community representatives, teachers and parents of children teacher in evaluation of CBPP was low as the respondents and the EPC replied. It appears that even the limited follow up or evaluation exercised was not a coordinated one involving relevant personnel . This is a serious problem as the participation of community members, in the process of evaluation of community-based projects (such as CBPP) is a crucial factor for the success of the latter.

With regard to areas of attention during evaluation of the program, the teacher respondents replied that most of the matters that deserve due consideration in implementing CBPP were not given significant attention.

Asked to specify problems for the absence of systematic follow-up for CBPP, the ex-coordinators of the program replied lack of budget for making evaluation; and lack of time as some of the coordinators were also called for other responsibilities. Teachers on the other hand replied that the program was in a kind of 'no-man's-land' type having no responsible authority meant to monitor the problems encountered and progresses achieved.

Furthermore, the ex-coordinators and the community representatives for preschool affairs (CRPA) were asked on whether the problems that the program (CBPP) faced has been communicated (reported) to any concerned body. Many of the CRPA (61 percent) replied that since the failure of the program was obvious-known by innovators of the project (the Government and UNICEF), they didn't make any effort to make a report. The EPC, however, had to say that the issue has been raised and discussed by the MOE and UNICEF. The UNICEF recommended that the MOE should cover teachers' salary until the community is in a position to support the program. UNICEF in its part is ready to continue to train teachers, and to provide preschool materials and equipment as available.

### 3.6 The Future Prospects of CBPP

Undeniably, the regeneration of CBPP which is a self-help type educational initiative in rural Ethiopia demands community support (besides Governmental and Non Governmental agencies' financial, material, and moral backings).

To this end, areas that the community is willing to or should participate in need to be carefully assessed. Attempt is thus made in this section to identify the forms of support that the community affords to make for operating CBPP in the future as reported in Table 24.

Table 24: Forms of Support that the Community Should Make for CBPP as Recommended by Teachers and Current Preschool coordinators (CPC)

Forms of Support	Respondents			
	Teachers		Coordinators(CPC)	
	Weighted Rank	Simplified Rank	Weighted Rank	Simplified Rank
(a) Financial support	35	5	68	2
(b) Material support	34	4	37	4
(c) Labour Support	77	1	42	3
(d) Educational	48	3	23	5
(e) Managerial	71	2	70	1
(f) Other (specify)	-	-	-	-

As can be seen from Table 24 teachers recommended participation of community in labour work to be the first, while monetary (financial) contributions ranked last. On the other hand, the CPC have ranked managerial (administrative) roles of the community to be the first; and educational participation (rendering care/education services) to be the last.

The respondents were asked to indicate the reasons for their first and last ranks. Fifty nine percent of the teacher respondents who recommended participation in labour works said that this form of participation is the only feasible one. What the community has is labour; not money; not

material/equipment. On the other hand, they put financial support to be the last. This is because, as 41 percent of the respondents commented, the community doesn't feel happy when asked to give money. Some (12 percent) also felt that the living standard of the rural community does not allow sustainable financial support for the program.

For the majority of the CPC (62 percent) community participation must be ensured first and foremost, in making the members (of the community) fully responsible for the affair. This most of them believed, will help the community to feel a sense of ownership that in turn will induce high participation. Thirty eight percent of them (CPC) believed educational participation (rendering care/education services) to be the last since the community itself must learn first to be able to render the services.

In much the same manner, the sample community members were asked to indicate the type of support that they can afford to make for regenerating CBPP. Twenty four percent of them preferred to make financial support. Most of those who prefer financial support mentioned lack of time in making other forms of support as they are mostly occupied by their own business. Only 9 percent of the respondents preferred that they will make labour support (labour work) for the program. Very few (4 percent) preferred to render care and/or education services in CB preschools together with the teachers. The majority, however, refrained from determining the type of support they would be making for the program from now on.

## CHAPTER FOUR

### SUMMARY, CONCLUSION, AND RECOMMENDATIONS

#### 4.1 Summary

With the perception of environmental influences on all round development of children in their early years, the need for creating optimal environmental conditions for them is receiving world wide attention (Milaret, 1976; Austin 1976; Fisher, 1991). Especially in socially and economically disadvantaged societies (LDCs) with their syndrome of economic and social deprivation, of squalid surrounding, lack of basic health care, hardship, ignorance and illiteracy, the survival and development of children and their participation in education have been found to depend on the intervention of programs meant to enrich their environments (UNESCO, 1986, pp. 5-6; Misels and Shankoff, 1990, pp. 469-470).

In Ethiopia, early childhood education (often said kindergarten or preschool program) is limited both in quality and coverage. Only 2 percent (currently less than this figure) of the 4-6 years age children have got the opportunity. The share of rural children from this amount is negligible for the fact that even the few preschools in the country are located in urban areas.

The inadequacy of governmental support for education in general and preschool program in particular, seem to have stimulated to address the stressful familial and extra-familial environment in which preschool age rural children live through collective community action, by innovating CBPP.

The program was initially innovated to Bale, and then to Illubabor and Western Gojjam Administrative Zones, where the UNICEF-assisted Rural Integrated Basic Services (RIBS) project operates.

The innovated program (CBPP) had been functional for some time. The current information, however, indicate that endeavors made to provide preschool program to rural children on community-based approach has failed after consuming considerable resource.

The objective of this study was therefore, to investigate into the factors that account for the failure of this recently innovated program. Due emphasis was given to those factors related to the process of educational innovation, and particularly to community-based programs. They are: (1) whether or not preliminary needs assessment was conducted before innovating the program (CBPP); (2) community's awareness of the significance of the program; (3) administrative problems in the process of implementation of the program; and (4) whether or not follow up has been made for the program. After a thorough investigations have been made on the assumptions raised, the following findings have been documented.

#### **4.1.1 On needs assessment for innovating the Program**

A preliminary assessment of needs and situations was not made for innovating CBPP to rural Ethiopia. A general survey

of needs, a base-line survey as it was called was, however, conducted for introducing the RIBS project to Illubabor and Western Gojjam Administrative Zones only. This survey was so general that it didn't take into account matters that have either direct or indirect bearings on the success of CBPP in rural areas.

On top of this, community's participation in needs identification process was found to be inadequate. The rural community's participation in (a) expressing its feelings on the significances of CBPP; (b) commenting, on the nature of care and/or educational services to be undertaken in CB preschools; (c) suggesting the organizational and managerial procedures to be followed for implementing the program; and (d) expressing its feelings on the nature and type of support they are willing and able to make for running the program was not satisfactory. Hence, the assumptions behind the program, and the approaches followed to realize the program appear to be mismatching.

#### **4.1.2 On Community's Awareness of the Significances of the Program (CBPP)**

It's been found out that the majority of community members are unaware of the expected significances of the program. Some perceived the purpose for which the program was intended in a different way. The purpose of the program has been associated by some people with such things as a measure towards involving children and mothers in military services

upheld by the Ex-government; a step towards cutting-off children from attending religious institutions, etc. Moreover, most community representatives for preschool affairs (CRPA) who were expected to promote community's participation in the program are also unaware of the expected benefits of the program to the rural community. Furthermore, efforts to be made for raising community's awareness of the significance of the program by employing some possible means of communication was found to be rarely exercised.

4.1.3 On problems Related to Administration of the Implementation of the Program

4.1.3.1 On problems of Bottom-Top-Bottom Administrative Coordinations

The majority of teacher respondents and the ex-coordinators of the program replied that efficient top-down administrative organization for implementing CBPP was not created. It has also been found out that administrative guideline that spells out the roles and responsibilities of people related to the operation of the program was not prepared. Moreover, the status of (a) participation of various government ministries in helping the implementation of the program; (b) coordination of the activities of local community, government and aid agencies; and (c) the ease of bottom-top-bottom communication of progresses, problems, feed-backs, suggestions, etc were found to be poor.

Furthermore, local representatives of the community who were expected to take much of the responsibilities of coordination of the operation of the program were found unable

- (a) to promote the participation of local community, Government and aid agencies;
- (b) to use the human, material and financial resources properly;
- (c) to organize and supervise the health, nutrition, care and educational services provided to children in CB preschools;
- (d) to assess the needs and/or problems that CBPP faced and suggest possible solutions;
- (e) to motivate parents and their children to preschool; and
- (f) to encourage the preparation of preschool materials and equipment from local resources.

4.1.3.2 On Problems Related to Resource Input for the Program

The innovation of CBPP to rural Ethiopia was not carefully thought in the light of adequate and appropriate resource input. This is manifested mainly in such things as:

- (a) lack of both program and non program personnel (especially, lack of adequate number of teachers who could create necessary relations between the preschool and local community; and absence of the involvement of health personnel in the process of

operating the program were found to be some of the very serious problems);

- (b) irrelevance of the training of teachers with the tasks (responsibilities) which they were expected to hold;
- (c) inadequacy of material resource required for implementing the program;
- (d) lack of local initiatives to meet the material and financial requirements of the program.

Moreover, it's been found out that the resource input formerly made for the program currently is in a rather bad condition. The few preschool play materials and equipment provided to CB preschools by UNICEF were totally looted. The preschool building materials including woods and tin roof covers and the lands of preschool campuses of most CB preschools are thus taken up by the local people.

#### 4.1.4 On Follow Up and Evaluation made for CBPP

As regards evaluation of the implementation of CBPP, significant effort was not made. Only at one time (in 1987) an appraisal of the RIBS project was conducted. This hurriedly Conducted evaluation of the implementation of the RIBS project was came up with some gross conclusions. It didn't specify the state of progresses and problems faced by CBPP in the course of its implementation.

The ex-coordinators of the program (EPC) and the teacher respondents further indicated that followup on the

implementation of CBPP was haphazard, not systematically organized in terms of timing, methods, etc employed. The participation of pertinent parties related to the operation of the program (e.g teachers, CRPA, RIBS project coordinators, etc) is also found to be unsatisfactory. Hence, even the limited follow-up exercised was not a coordinated one as it ought to be. Moreover, the follow-up made has never given significant attention to the expected issues of concern.

#### 4.2 Conclusion

Early years in the life of a child is a critical stage for him/her to grow to his/her genetic potential. A loss of development in the early years can hardly be recovered in the later ages. Creating an optimal environment for proper physical, social and intellectual development of preschool children thus, seem to have emerged as an area of national concern in many countries. Especially in rural areas of LDCs, a condition in which children's growth and development are affected by differing problems of economic, social and cultural origin, the creation of appropriate environment for these children becomes essential. CBPP innovated to rural areas of Ethiopia was a measure taken towards this end. The program, however, failed to achieve its objectives.

A thorough investigation made into the likely factors affecting the feasibility of community-based educational innovations in general, and that of preschool program in particular, revealed that (1) lack of appropriate preliminary

needs assessment before innovating the program; (2) community's lack of awareness about the significance of the program ; (3) problems related to administration and resource input such as lack of coordination among the activities of different parties who were expected to operate the program; poor communication among and between the top and bottom administrative units for implementing the program, inability of the lowest administrative unit to promote the implementation of the program; inadequate and inappropriate human, material and financial resource inputs, etc; and (4) lack of systematic follow-up for the program have contributed to the failure of CBPP. Henceforth, the exciting initiative made at meeting the socially, psychologically, and educationally affected needs of rural preschool age children on community-based approach has collapsed in rural Ethiopia.

#### 4.3 Recommendations

Thus far, some of the problems that account for the failurity of the recently innovated community-based preschool program (CBPP) in rural Ethiopia has been identified. Having identified the problems, the following recommendations have been forwarded in an attempt to regenerate this progrm, and as well as to help innovate similar program to other rural areas of the country.

4.3.1. The provision of care and education services for preschool-age children, first and foremost requires the

assessment of existing needs that the program will be meeting, and the likely situations that affect the feasibility of the program. Lack of appropriate needs assessment before innovating CBPP to rural Ethiopia has partly contributed to the failure of the program and thus the loss of the limited human, material and financial resources. Hence, the regeneration of the program (CBPP), and the innovation of similar preschool program (on community-based approach) to other rural areas have to give due regard to rural community's participation in need identification process. The community has to be encouraged to express its feelings on the significance of the program in relation to its own real situations; and on the possible way of carrying out the program. Moreover, the innovation of the program to rural area appears to be feasible if it presupposes the survey of situations that are likely to influence the operation of the program.

4.3.2. One of the problems that have led CBPP to be a failure was found to be community's lack of awareness of the objectives of the program. Efforts to be made at raising rural community's awareness of the significance of the program are thus the primal tasks deserving attention. To this end, the rural community needs to be provided with educational programs that focus on appropriate growth and development of preschool age children. For instance contents and experiences related to care and education of children in a rural environmental condition could be integrated to adult education program. Moreover, the mass media and Zonal

Educational mass media radio, have to devote their time and space for the education of the community on the needs and interests of children in their early years. Publicity and advocacy for the program has to also convince local administrators, policy makers, politicians, professionals, etc at various levels besides educating the general public. Efforts also need to be made by the concerned bodies to conduct inter-personal discussions with the expected beneficiaries and implementers of CBPP in the form of occasional workshops, orientations, etc so as to exchange ideas, experiences and resources that will lead the program to effective end.

4.3.3. Similarly, CRPA should not be assigned or elected as coordinators of the program unless they are aware of the significance of the program and committed to run it. The composition of CRPA need to be members of religious groups, local artisans, local administrative bodies, parents of children and non parents so as to reach the program's impact to various sections of the community.

4.3.4. The implementation of CBPP in rural Ethiopia also failed due to lack of appropriate administrative coordination among the concerned parties expected to operate the program. Thus is the need to improve the administrative approach that used to operate. As a measure towards this end, therefore, primarily the roles and responsibilities of community representatives for preschool affairs( CRPA) and coordinators of the program at various levels need to be clearly spelt out.

The participation of rural community-the potential supporter of the program, in the definition of these roles and responsibilities must be encouraged. Moreover, the administrative hierarchy need not be extended up to national level. The program has to operate within the administrative limits of District Educational Office (DEP). In this regard, the DEO has to (a) render professional advices for teachers; (b) play roles in connecting CRPA and aid agencies; (c) coordinate follow-up (evaluation) of CBPP together with CRPA and teachers; (d) organize the human, material and financial resource input for the program; (e) give reports of progresses and problems faced to Zonal Education Office (ZEO) and concerned aid agencies. Furthermore, it appears advisable if the rural Farmers Associations are encouraged to be strengthened by local governmental bodies as a unit for exercising community-based projects (actions).

4.3.5. Obviously, the regeneration of CBPP in rural Ethiopia and the diffusion of the program to other rural areas of the country demand a joint cooperation of rural community, the Government and/or aid agencies (e.g. UNICEF). In this regard therefore, the supports of the program should be made directly to the preschools than channeling them through zonal or District Education offices. This approach will minimize the possible corruption and delay in reaching the supports to the preschool, as a result of elongated administrative channels. Moreover, the aid supports to be made (e.g by UNICEF) for CBPP appear meritorious if channeled to (a)

installing fund generating services (e.g grinding mills). Such installations have double benefits. They resolve social problems faced by rural women. The money obtained in rendering the services will inturn be used to fulfil the financial, material and human requirements of CBPP; (b) encourage the production of community-based preschool materials and equipment from local resources in the current District Pedagogical Centers (DPC); (c) encourage the education of especially mothers of children; and (d) the training of community-based preschool teachers.

4.3.6. Among many problems related to human resource input for running CBPP is teachers' lack of appropriate preservice training and on the job orientations, about their profession. Hence, due regard need to be given to this issue by the concerned authorities. The training provided for community-based preschool teachers need to be relevant to the expected roles and responsibilities which they are to hold. Particularly, as the program is a community-based project, emphasis need to be given to acquaint the trainees with the ways and means of realizing community participation in the program (CBPP) and on the effective utilization of local resource (human and material).

4.3.7. It has been found out that the failure of CBPP in rural Ethiopia was attributed to the program's lack of systematic followup from the concerned bodies during its implementation. It thus follows, both regeneration and further diffusion of the program in the future is impractical

unless a carefully organized followup mechanism for the program is developed. It is therefore advisable if a joint team of evaluation of the progresses and problems of the program is formed in areas where the program operates. The team need to encompass community members (elected by the community), the DEO coordinators of the program and teachers. The result of the followup (evaluation) to be made has to be open to the whole public by calling open meetings. It also be reported to upper Governmental offices (eg. ZEO) and aid agencies for further advices and necessary support in meeting the problems.

4.3.8. In addition to community-based approach to reach the opportunity of preschool services for rural children, ways and means of encouraging the participation of private investors and organizations need to be devised by the concerned bodies.

4.3.9. Furthermore, it's been believed by some writers (e.g Havelock and Haberman, p. 34) that one major criticism on educational innovations in LDCs is the fact that they are exercised at a rather broader areal coverage. It is thus advisable if CBPP is carefully subjected to try out on a limited scale in some rural villages and then diffused to broader scale implementation.

4.3.10. Finally, as this study is limited in some respects further and in-depth, investigations have to be made in order to disclose the underlying problems of CBPP, which can help in comingup with more valid findings. This would

influence concerned authorities (both Government and Non-government) and the public so that there will be more awareness and concern to attach desirable value and commitment to realize the program; and other community-based educational initiatives.

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**APPENDICES**



## I. The Sampling of Rural Community Members

Adm. Zone	Preschools		No. of House Holds		No. of community Members who took part in the study	
	Total	Sample	Total	Sample	Male	Female
Western Gojjam	10	3	159	22	20	22
Bale	19	6	362	51	59	65
Illubabor	16	5	286	39	16	14
Total	45	14	803	112	95	101

- N.B 1) In a sample House Hold husband and elder wife have been taken to be interviewed through purposive inclusion as they are considered to be the head of a family for any sort of community actions.
- 2) the number of House Holds for Illubabor and Western Gojjam has been few as many of the former village settlements are getting disperse.

## II. Distribution of the Sample preschools

Adm. Zone	Wereda	Name of Ex-Preschool
Bale	Adabba	Furna
	Mendoyu	Hora Booqa
	Dinsho	Mi'oo
	Gobba	sinja
	Wabe	Dello Sebro
	Agarfa	Aminya Haro
W. Gojjam	Yilma & Densa	Korre Zuria
	Yilma & Densa	Debra Mawi
	Mecha	Wetet Abbay Akkababi
Illubabor	Darimu	Gobbe makko
	Chora	Dabbaso Kamise
	Yaayyo & Doranni	Ogga Kersa
	Yaayyo & Doranni	sambo
	Boracha & Gechi	Danbal

## III. Distribution of EPC, Teachers, CRPA and CPC by Administrative Zone

Adm. Zone	EPC	Teachers	CRPA	CPC
W. Gojjam	3	4	6	2
Bale	9	9	11	6
Illubabor	4	3	6	5
Total	16	17	23	13



Background	Subjects														
	EPC		Teachers		CRPA		Community members		Officers Of RIBS		PTTI Principal		CPC		
	No	%	No	%	No	%	No	%	No	%	No	%	No	%	
Diploma (12+2)	2	12	-	-	-	-	-	-	-	-	-	-	-	4	34
12+3	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Bachelor Degree (12+4)	3	19	-	-	-	-	-	-	2	50	1	100	3	23	
above 12+4	-	-	-	-	-	-	-	-	2	50	-	-	-	-	
Total	16	100	17	100	23	100	196	100	4	100	1	100	13	100	
(d) Religion: Ort.Christians	10	62	15	88	9	39	145	74	2	50	-	-	8	62	
Muslims	3	19	2	12	14	61	51	26	-	-	-	-	5	38	
Protestants	3	19	-	-	-	-	-	-	2	50	-	-	-	-	
Total	16	100	17	100	23	100	196	100	4	100	-	-	13	100	
(e) Family Size: Extended	-	-	-	-	-	-	32	17	-	-	-	-	-	-	
Moderate	-	-	-	-	-	-	138	70	-	-	-	-	-	-	
Limited	-	-	-	-	-	-	26	13	-	-	-	-	-	-	
Total	-	-	-	-	-	-	196	100	-	-	-	-	-	-	
(f) SES: High	-	-	-	-	-	-	67	34	-	-	-	-	-	-	
Low	-	-	-	-	-	-	129	66	-	-	-	-	-	-	
Total	-	-	-	-	-	-	196	100	-	-	-	-	-	-	

## Appendix 3

### ADDIS ABABA UNIVERSITY

School of Graduate studies  
Department of Curriculum And Instruction

#### Questionnaire to be filled by coordinators

#### Objective of the questionnaire:

The main objective of this questionnaire is to assess problems that the recently innovated community-based preschool program (CBPP) in rural Ethiopia faced. Once the problems are identified, it is hoped that pertinent boides will be provided with possible recommendations. To this end, your direct participation has been found essential.

Therefore, to show your direct contribution, fill in the questionnaire honestly and responsibly. I sincerely express my thank in advance for your unreserved cooperation.

Student, school of Graduate Studies

#### Notice:

1. Before giving an answer(s) for each question, please read the direction carefully. If you want to change your answer (s) don't forget cancel the previous one.
2. Do Not write your name in any part of the questionnaire.
3. The word community through out the questionnaire refers to people living together in a rural village where the preschool is found. It encompasses parents of children too.
4. CBPP is an abbreviation for Community-Based Preschool Program.

### Part I

#### General Direction: For the following questions

- a) if the question is with multiple answers give answer by encircling the letter of your choice.
- b) if you are required to give additional explanation or comment, when asked, please write in the space provided in short

1. General Information

- 1.1 Administrative Zone \_\_\_\_\_  
 1.2 Name of the District \_\_\_\_\_  
 1.3 Current Position \_\_\_\_\_  
 1.4 Previous position (related to CBPP) \_\_\_\_\_

2. Personal Information

- 2.1 Age \_\_\_\_\_ 2.2 Sex \_\_\_\_\_  
 2.3 Educational level \_\_\_\_\_  
 2.4 Service \_\_\_\_\_ (years)

Part II

On Needs Assessment for Innovating RIBS Project in  
 General and CBPP In Particular

1. Was there a preliminary survey of needs and situations for innovating the RIBS project to rural Ethiopia a) yes b) no  
 2. Specify the authority that conducted the survey \_\_\_\_\_  
 3. Indicate the time of the survey \_\_\_\_\_  
 4. What instigated the beginning of CBPP in rural Ethiopia?  
 \_\_\_\_\_  
 \_\_\_\_\_  
 5. Please indicate the status of community participation in the process of beginning (introducing) the program (CBPP)

Forms of Participation Members of the community	Status of participation		
	High	Low	None
a) Expressed their feeling about the significance of the program.			
b) commented on the type (nature) of care and/or educational services to be under-taken			
c) suggested the nature of preschool buildings required and the site of the preschool; the type of equipment and materials to be used for running the program.			
d) Gave Suggestions and feed backs regarding the organizational and management procedures to be followed for implementing the program.			
e) Expressed their feelings (opinions) regarding the nature and type of support they are to make for running the program.			

6. Indicate the state of attention given to factors (matters) that are likely to affect the implementation of CBPP, during needs (situation) analysis, whether, for innovating RIBS project or that of CBPP.

## 6.1 Attention Given to some General Matters

Factors (matters) needing attention	Attention Given to them		
	Significant	Less	Not given at all
a) settlement patterns of the rural community; population (number) of preschool age children to be served by the program etc.			
b) Means and ways (possibilities) of involving non program personnel (psychologists, health personnel social workers, nutritionists, etc) in the program.			
c) The attitudes reactions) of rural community towards formal education; and the education of preschool children in particular.			
d) The social and economic roles that children play in rural areas.			
e) The community's level of economic development (living standard) for supporting the program			

## 6.2 Attention Given to Some Specific Matters

Some specific matters (factors) Needing attention	Attention Given to them		
	Significant	Less	None
a) Criteria for teachers selection who implement CBPP.			
b) The qualification level and the nature of training required for CB preschool teachers.			
c) Problems that teachers are likely to face in rural areas (living conditions)			
d) Issues related to promotion and transfer of teachers.			
e) transfer of teachers.			
f) The standard site of the preschools; and the nature of preschool buildings required.			
g) The types and sources of educational materials and equipment for running CBPP			
h) Ways and means of food (snack) provisions for children			
i) The existence of health care services in or around the village.			
j) The existence of water supply in the village where the preschool is to be set up			
k) The existence of primary school in or around the village.			
l) Forms of community participation; schedule of participation; mechanisms to be used for involving the community.			
m) Authority (body) that is immediately responsible for making follow up for the program.			

On Community's Awareness of CBPP

1. Do you think that the community is aware of the significance of CBPP?  
a) yes      b) no
2. Indicate the extent to which the following means of communication were employed to raise community's awareness.

Communication means	Employed		
	Usually	Rarely	not at all
a) Radio-Ethiopia (National Program)			
b) Educational mass media radio			
c) Ethiopian Television			
d) Special prints (Pamphlets, new papers etc,) focused on CBPP			
e) Large (open) public meetings and discussions			
f) Planned discussions made with community members, and village coordinators of CBPP			
g) Informal discussions made with community members, by coordinators of the program and teachers			
h) Special educational program organized to raise community's awareness			
i) Other (specify)			

On Administrative Problems

1. Efficient organizational hierarchy (top-down) for implementing CBPP was created a) yes b) no
2. There was a clearly spelt out guidelines for operating the program a) yes b) no
3. There was a locally organized body for operating the program a) yes b) no
4. All concerned administrative bodies were committed to implement the program. a) yes b) no
- 5) There was participation of various government ministries on an integrated basis a) yes b) no
- 6) There was coordination of the activities of local community representatives. government bodies and aid agencies:  
a) yes b) no
- 7) There was bottom-up-bottom communication of progresses, problems, feed back, suggestions etc. a) yes b) no
- 8) Material support was made for CBPP a) yes b) no
- 9) Financial support was made for CBPP a) yes b) no
- 10) Technical support was made for CBPP a) yes b) no
- 11) Indicate other forms of support made for the program (if any)? \_\_\_\_\_
- 12) The material support was effectively used a) yes b) no
- 13) The financial support was effectively used a) yes b) no
- 14) The technical support was effectively used a) yes b) no
- 15) The support made for the program:
  - a) better at the beginning of the project and no support currently
  - b) similar status of support made both at the beginning of the program and currently.
  - c) No support at the beginning of the program and better support currently
  - d) Other (specify) \_\_\_\_\_

- 16) Any problem (s) related to aid support (if any)? \_\_\_\_\_
- 17) On Community Representatives for preschool Affairs (CRPA) performance to carry out their responsibilities:

The CRPA's	Excellent	satisfac- tory	Poor
a) ability to promote the participation of community, government, and aid agencies			
b) usage of the human, material and financial resource properly			
c) ability to organize and supervise the health, nutrition, care and educational services of children in preschools			
d) ability to assess needs (problems) that CBPP faces and to suggest possible solutions.			
e) ability to motivate parents send their children to preschool			
f) ability to give solutions to problems teachers face (if any);			
g) ability to encourage the preparation of preschool materials and equipment from local resources			
h) other specify)			

18. The CRPA were elected by, and were indeed representatives of the community a) agree b) disagree c) I can't decide.
19. The CRPA were guided in accordance with the needs and interests of the respective community  
a) agree b) disagree c) I I can't decide.
20. The CRPA know (familiar with) the culture and traditions of their respective community a) agree b) disagree c) I can't decide

On Resource Input For The Program

1. Please indicate whether or not adequate man power has been assigned for running CBPP.

(N.B. adequacy implies both number and quality of the resource).

Manpower	Were Assigned		Adequacy	
	Yes	No	Adequate	Inadequate
a) Trained principal				
b) Trained teachers				
c) Teachers aides				
d) Health personnel				
e) Psychologist (counsellor)				
f) Nutritionists (trained)				
g) Janitors				
h) Guards				

2. Please indicate whether or not adequate material in put has been made for running CBPP.  
(N.B. adequacy implies both number and quality).

Materials and Equipment	Were made Available		Adequacy	
	Yes	No	Adequate	Inadequate
a) Chairs (benches)				
b) Tables (desks)				
c) Lockers (for storing materials)				
d) chalk boards				
e) Teaching guides				
f) Logical blocks				
g) Ladders				
h) Climbing frame				
i) See saws				
j) Marry Go Round				
k) Swings				
l) Geometrical Objects				
m) Basic Materials for Art work and construction				
n) Basic materials for Science activities.				

3. Were materials for general use (chairs, tables, guides, lockers etc.) adequate for successfully running CBPP?

a) yes b) no

4. Were indoor and out door play and educational materials adequate for successfully running CBPP? a) yes b) no

5. What is the teachers effort in preparing play and educational materials from local resource a) high b) low c) none

6. Their effort in encouraging the local community produce and/or purchase the materials. a) high b) low c) none

Performance of Community-based preschool Teachers

The teacher	agree	No opinion	Disagree
1. Make possible efforts to get acquainted with parents of children and community members.			
2. Were openly hospitable when parents and community members visit the preschool			
3. Creative in developing occasions to involve parents and community members in CBPP.			
4. Make home visits to give advice to parents and community members about their children.			
5. encourage the community members participate as direct service givers (teacher aides).			
6. Encourage the community both to make and/or contribute preschool materials and equipment for operating CBPP.			
7. teach mothers and adults about methods of care and education of preschool age children.			
8. encourage community members to be committee members and policy makers of their own preschool. <sup>8</sup>			
9. encourage the community to make financial contribution for CBPP			
10. encourage the community to make labour support.			
11. encourage the community send their children to preschools.			

On follow up (Evaluation) Made

1. Which body (authority) was responsible to make follow-up (evaluation) for CBPP? \_\_\_\_\_
2. Jude (determine) the status of follow-up (evaluation) exercised for CBPP:
  - a) It was haphazard (nominal)
  - b) Continuous and systematically organized
  - c) Other (specify) \_\_\_\_\_
3. Frequency of evaluation
  - a) Once per year
  - b) Twice a year
  - c) Three times a year
  - d) Four times a year
  - e) no evaluation at all
  - f) Other (specify) \_\_\_\_\_
4. The status of participation of different groups in evaluation
  - 4.1 Teachers a) high b) low c) none
  - 4.2 Community representatives a) high b) low c) none
  - 4.3 RIBS project coordinators a) high b) low b) none
  - 4.4 MOE representatives a) high b) low c) none
  - 4.5 parents a) high b) low c) none

5. Attention Given to Different Matters During Follow up (Evaluation).

Matters Needing Attention	Degrees of attention given to the matter		
	Significant	Less	None
a) professional competence of teachers			
b) adequacy of appropriate preschool materials			
c) the status of community's support for the program			
d) problems that teachers face (related to housing, salary etc)			
e) efficiency of committee for preschool program			
f) the instruction process.			

6. Was there any change (improvement) as a result of evaluation

a) yes b) no

7. If your answer to question no 6 above is "no" what is (are) the reason(s) do you think?

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አዲስ አበባ ዩኒቨርሲቲ  
የድህረ ምረቃ ት/ቤት

የከሪኩለምና እንስቲራክሺን ትምህርት ክፍል  
በመምህራን የሚሞላ መጠይቅ

የዚህ መጠይቅ ዋና ዓላማ በገጠር አካባቢ በህፃናት መርጃ ድርጅት- ዩኒቤፍ አነሳሽነት፣ በህዝብ ድጋፍ የተቋቋሙ የቅድመ መደበኛ ትምህርት መርሃ ግብር/ፕሪሲቲል ፕሮግራም/የገጠሙትን ችግሮችን ለማጥናት የሚያስችል መረጃ ለመሰብሰብ ነው።

ከመጠይቁ የሚገኝ ማንኛውም መረጃ ለምርምር ሥራ የሚውል መሆኑን ተረድተው ሀሳብዎን በቅንነትና በሙሉ እምነት እንዲያጋሩን በታላቅ ትህትና እጠይቃለሁ።

ማሳሰቢያ:1. እያንዳንዱን ጥያቄ ከመመለስዎ በፊት ለጥያቄዎቹ የተሰጡትን መመሪያዎች በጥሞና ያንብቡ። የሰጡትን መልስ መቀየር የሚፈልጉበት ወቅት የመጀመሪያውን መልስ ማጥፋትዎን ወይም መሠረዝዎን ያረጋግጡ።

2. በመጠይቁ ማንኛውም ክፍል ስም መፃፍ አያስፈልግም።

3. በመጠይቁ ውስጥ ማጎበረሰብ የሚለው ቃል በገጠር አካባቢ በገበሬ መንደር የሚኖሩትን ሰዎች ይመለከታል

ለሚያደርጉልኝ ትብብር በቅድሚያ አመሰግናለሁ።

የድህረ ምረቃ ተማሪ:

ክፍል 1

የአመላላሽ መመሪያ : ከዚህ ቀዋሉ ላቀረቡት ቀያቂዎች:-

ሀ. አማራጭ ላተሰጣቸው ቀያቂዎች መልሱን የያዘውን ሆኖ በመከብብ

ይመልሱ:-

ለ. አማራጭ ላተሰጣቸው ቀያቂዎች መልሱን ባዩሩ ያሳዩ:-

አጠቃላይ መረጃ፡

- 1.1 የአስተዳደር ዞን ስም \_\_\_\_\_ 1.5 ያታ \_\_\_\_\_
- 1.2 የገበሬ መንደር ስም \_\_\_\_\_ 1.6 የትምህርት ደረጃ \_\_\_\_\_
- 1.3 የት/ቤቱ ስም \_\_\_\_\_ የአገልግሎት ዘመን \_\_\_\_\_ ዓመት \_\_\_\_\_
- 1.4 ዕድሜ \_\_\_\_\_

ክፍል 2

ተፈላጊ ቅድመ ሁኔታ መሟላትን በተመለከተ

2.1 መርሃ ግብሩ ሲጀመር ለመምራን መኖሪያ ቤት ነበር ሀ/ አዎ \_\_\_\_\_

ለ. የላም \_\_\_\_\_

2.2 ለመምህራን ጾመውዝ የሚከፍል የተደራጀ አካል (ኮሚተ) ነበር \_\_\_\_\_

ሀ. አዎ \_\_\_\_\_

2.3 ለማስተማሪያ የሚያገለግሉ መሳሪያዎችና ቁሳቁሶች ነበሩ \_\_\_\_\_

ሀ. አዎ \_\_\_\_\_

2.4 የቅ/መ/ት/ቤቱ ያላቸግር ለገናኖት መቀያነትና ጨቀታ ተሰማሚ ነበር \_\_\_\_\_

ሀ. አዎ \_\_\_\_\_

2.5 ት/ቤቱ ህፃናት የሚተኙበት፣ ዕረፍት የሚወሰዱበት፣ በፀሀይና በዝናብ \_\_\_\_\_

ወቅት የሚጫወቱበት ክፍሎች ነበሩት? ሀ. አዎ \_\_\_\_\_ ለ. የላውም \_\_\_\_\_

2.6 የቅ/መ/ቤቱ ለመጀመሪያ ዕርዳታ የሚረዱ ቁሳቁሶች ነበሩት? \_\_\_\_\_

ሀ. አዎ \_\_\_\_\_

2.7 ከህፃናት ቁጥርና ዕድሜ የሚመጣጠን መፀዳጃ ቤት ነበረው \_\_\_\_\_

ሀ. አዎ \_\_\_\_\_

2.8 ከቅ/መ/ት/ቤቱ አካባቢ (ከ2-5 ኪ/ሜ ርቀት የማይበልጥ) ጤና ጣቢያ ነበር \_\_\_\_\_

ሀ. አዎ \_\_\_\_\_

2.9 ህፃናት ከት/ቤቱ ንፁህ ውሃ ያገኛሉ ሀ. አዎ \_\_\_\_\_ ለ. የላም \_\_\_\_\_

2.10 በቅ/መ/ት/ቤቱ አካባቢ (2-5 ኪ/ሜ ርቀት የማይበልጥ) የገኛ ደረጃ \_\_\_\_\_

ት/ቤት ነበር \_\_\_\_\_

ሀ. አዎ \_\_\_\_\_

2.11 ት/ቤቱ የምግብ፣ የቁርባ ጃይ፣ ወዘተ. አገልግሎት ለህፃናት ይሰጥ ነበር \_\_\_\_\_

ሀ. አዎ \_\_\_\_\_ ለ. የላም \_\_\_\_\_

2.12 ከዚህ(ከቅድመ ሁኔታ መግለጻት) ጋር በተያያዘ ቅ/መ/ት/ቤቱ ሥራ ሳይጀምር የነበረበትን ሁኔታ በአጭር ይግለጹ \_\_\_\_\_

ስለ መርሃ ግብሩ ዓላማና ጥቅም በተመለከተ

2.13 የአካባቢው ማህበረሰብ ስለ መርሃ ግብሩ ዓላማና ጥቅም እንዲያውቅ የተደረጉ ጥረቶች ካሉ ባጭሩ ይጥቀሷቸው፡፡

2.14 ከታች የተለያዩ የግንዛቤ ማስጨበጫ ዘዴዎች ቀርበዋል፡፡ እነዚህ የግንዛቤ ማስጨበጫ ዘዴዎች የአካባቢው (የገጠሩ) ማህበረሰብ ስለ ቅ/መ/ትምህርቱ ዓላማና ጥቅም ግንዛቤ እንዲኖራቸው ምን ያህል ሥራ ላይ ውለዋል ብለው ይገምታሉ? /በእያንዳንዱ ግንዛቤ ማስጨበጫ ዘዴ ፊት ለፊት ባለው አማራጮች ውስጥ በአንዱ ሥር "x" በማስቀመጥ ያመልክቱ፡፡/

ግንዛቤ ለማዳበር የሚረዱ ዘዴዎች	ዘዴው ሥራ ላይ የዋለበት ሁኔታ		
	ብዙውን ጊዜ	በጣም ጥቂት ጊዜ	ጭራሽ አልዋለም
2.14.1 የኢትዮጵያ ብሔራዊ ሬዲዮ			
2.14.2 የኢትዮጵያ ትምህርት በሬዲዮ			
2.14.3 የተለያዩ ጽሁፎችን /ፓምፍሌቶች፣ ጋዜጣዎችን፣ ወዘተ/ በማሠራጨት፣			
2.14.4 ህዝባዊ ጉባኤዎችን፣ ስብሰባዎችን ውይይቶችን ወዘተ በማካሄድ፣			
2.14.5 ከህዝብ ተወካዮችና መርሃ ግብሩን በቀበሌ ደረጃ ከሚያስተባብሩ ጋር ብቻ በዕቅድ በመወያየት			
2.14.6 በተለያዩ አጋጣሚዎች ከማህበረሰቡ አባላት፣ ከአስተባባሪዎችና ከመምህራን ጋር ውይይት ማድረግ፣			
2.14.7 መርሃ ግብሩን አስመልክቶ /ምሳሌ ጉልላዎችን በማስተማር፣ ወላጆችን በመምከር ወዘተ/ በተቀናጀ መልኩ ትምህርት በመስጠት፣			
2.14.8 ሌላ ሀሳብ			

መርሃ-ግብሩ በሥራ በሚተረጎምበት ወቅት የገጠሙ

አስተዳደራዊ ነክ ችግሮችን በተመለከተ

- 2.15 መርሃ ግብሩን በሥራ ለመተርጎም ያመች ዘንድ በሚገባ ከቀበሌ እስከ መንግሥት ደረጃ የተዋቀረ አስተዳደራዊ መዋቅር ተዘርግቶ ነበር ሀ. አዎ \_\_\_\_\_ ለ. የለም \_\_\_\_\_
- 2.16 መርሃ ግብሩን በሥራ ለመተርጎም ይረዳ ዘንድ ግልጽ መመሪያ /ጋደድ ላይን/ ነበር ሀ. አዎ \_\_\_\_\_ የለም \_\_\_\_\_
- 2.17 ለመርሃ ግብሩ መሳካት የአካባቢን ጉልበትና ሀብት የሚያንቀሳቅስ አካል ተደራጅቶ ነበር ሀ. አዎ \_\_\_\_\_ ለ. የለም \_\_\_\_\_
- 2.18 በተለያዩ ደረጃ የነበሩ የመንግሥት አካሎች /በብሔራዊ፣ በዞን ወዘተ/ መርሃ ግብሩን በሥራ ለመተርጎም ሙሉ እምነት ነበራቸው። ሀ. አዎ \_\_\_\_\_ ለ. የለም \_\_\_\_\_
- 2.19 መርሃ ግብሩን ለማሳካት የተለያዩ የመንግሥት ሚኒስቴሮች /ት/ሚኒስቴር፣ ማኅበራዊ፣ ጤና ሚኒስቴሮች ወዘተ/ በቅንጅት ይሳተፉ ነበር ሀ. አዎ \_\_\_\_\_ ለ. የለም \_\_\_\_\_
- 2.20 መርሃ ግብሩን ለማሳካት የአካባቢ ማኅበረሰብ፣ መንግሥትና ዕርዳታ ሰጪ ድርጅቶች በቅንጅት ይንቀሳቀሱ ነበር ሀ. አዎ \_\_\_\_\_ ለ. የለም \_\_\_\_\_
- 2.21 ከቀበሌ ደረጃ እስከ ከፍተኛ መንግሥት አካሎች ድረስ የመርሃ ግብሩን ጠንካራና ደካማ ጉኖች ማሳወቅ እንዲሁም ገንቢ ሀሳቦችን ማቅረብ እምብዛም ችግር አልነበረም ሀ. አዎ \_\_\_\_\_ ለ. የለም \_\_\_\_\_

ለመርሃ ግብረ የሚደረግ ዕርዳታን በተመለከተ

- 2.22 መርሃ ግብሩን ለማሳካት የሚደረጉ የዕርዳታ ዓይነቶችን ይጥቀሷቸው  
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- 2.23 ዕርዳታውን የሚሰጥ አካል ይጥቀሷቸው  
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- 2.24 የተገኙ ዕርዳታዎች በተገቢው ሥራ ላይ ውለዋል ብለው ይገምታሉ?  
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- 2.25 ዕርዳታው በአሁን ጊዜ ይደረጋል ወይስ ተቋርጧል?  
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የቅድመ መደበኛ ትምህርት ሥራ አስፈጻሚ ኮሚቴን በተመለከተ  
 2.26 የኮሚቴውን የሥራ እንቅስቃሴ ከታች በተገለፁት ነጥቦች መሠረት  
 ይገምግሟቸው /ከተሰጡት አማራጮች በአንዱ ሥር "x" ምልክት በማኖር  
 ይመልሱ::/

	እጅግ በጣም ጥሩ	አጥጋቢ	አጥጋቢ አልነበረም
2.26.1 ማኅበረሰቡን መንግሥትንና ዕርዳታ ሰጪ ዎችን በማሳተፍ ረገድ			
2.26.2 የሰው ኃይል፣ ማቴሪያልና ፋይናስ በተ ገቢው በመጠቀም በኩል			
2.26.3 የቅ/መ/ት/መርሃ ግብር ሁለገብ ሥራ /የትምህርት ጤና፣ ምግብ ወዘተ/ መከታ ተልና በመቆጣጠር ረገድ			
2.26.4 መርሃ ግብሩን ያጋጠሙ ችግሮችን ተከታ ትሎ በማወቅና አስፈላጊ መፍትሔ በመስጠ ት ረገድ			
2.26.5 ወላጆች ህፃናቶችን ወደ ቅ/መ/ት/ቤቱ እንዲልኩ በማበረታታት ረገድ			
2.26.6 የመምህራንን ችግር በማቃለል ረገድ			
2.26.7 ከአካባቢ ቁሳቁስ ለመርሐ ግብሩ የሚረዱ የትምህርት መሳሪያዎችን እንዲመረት ጥረት በማድረግ ረገድ			
2.26.8 ሌላ ሀሳብ			

2.27 የኮሚቴው የሥራ እንቅስቃሴ አጥጋቢ አይደሉም ብለው የሚያምኑ ከሆነ  
 ምክንያቶቹ ምን ይሆኑ?  
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ለመርሃ ግብሩ የሰው ኃይል፣ የማቴሪያልና የገንዘብ ምደባን በተመለከተ መርሃ ግብሩን ለማሳካት፡

- 2.27 የሰለጠነ ርዕሰ መምህር ሀ. ነበር ለ. አልነበረም
- 2.28 የሰለጠኑ መምህራን ሀ. ነበሩ ለ. አልነበሩም
- 2.29 የሰለጠነች መም/ሩ ረዳት ሀ. ነበር ለ. አልነበረም

የነዚህ የመርሃ ግብሩ ሰዎች ከቁጥር /ብዛት/ አንፃር ብቃታቸው፡

- 2.30 የሰለጠኑ ርዕሰ መምህር ሀ. በቂ ለ. በቂ አልነበረም
- 2.31 የሰለጠኑ መምህራን ሀ. በቂ ለ በቂ አልነበረም
- 2.32 የመ/ሩ ረዳት ሀ. በቂ ለ. በቂ አልነበረም

በት/ቤትዎ ለመ ግብሩ መሳካት የሚረዱ ሰዎች ተሳትፎ

- 2.33 የጤና ባለሙያ ተሳትፎ ሀ. ነበር ለ. አልነበረም
- 2.34 የሰነ ልቦና ባለሙያ ተሳትፎ ሀ. ነበር ለ. አልነበረም
- 2.35 የምግብ አዘገጃጀት ባለሙያ ተሳትፎ ሀ. ነበር ለ. አልነበረም
- 2.36 የማኅበራዊ ሥራ ባለሙያ ተሳትፎ ሀ. ነበር ለ. አልነበረም
- 2.37 የጽዳት ሠራተኛ ሀ. ነበር ለ. አልነበረም
- 2.38 የጥበቃ ሠራተኛ ሀ. ነበር ለ. አልነበረም

የእነዚህ የመርሃ ግብሩ አጋዥ ሠራተኞች ከቁጥር አንፃር ብቃታቸው

- 2.39 የጤና ባለሙያ ሀ. በቂ ነበር ለ. በቂ አልነበረም
- 2.40 የሰነልቦና ባለሙያ ሀ. በቂ ነበር ለ. በቂ አልነበረም
- 2.41 የምግብ ባለሙያ ሀ. በቂ ነበር ለ. በቂ አልነበረም
- 2.42 የማኅበራዊ ሥራ ባለሙያ ሀ. በቂ ነበር ለ. በቂ አልነበረም
- 2.43 የጽዳት ሠራተኛ ሀ. በቂ ነበር ለ. በቂ አልነበረም
- 2.44 የጥበቃ ሠራተኛ ሀ. በቂ ነበር ለ. በቂ አልነበረም

2.45 ከላይ ከተጠቀሱት ለመርሃ ግብሩ በጣም አስፈላጊ ሆነው ግን ያልተሟሉ የሰው ኃይል የትኞቹ ናቸው? ለምን? \_\_\_\_\_

2.46 እስካሁን በክፍል ውስጥ ያጋጠመዎት የህፃናት ለመምህር ሬሺዮ፡ ሀ. 20ና በታች ለ. 21-30 ሐ. 40 መ. 41 እና በላይ ሠ. ሌላ \_\_\_\_\_

2.47 እርስዎ ያስተምሩ ከነበረበት ቅ/መ/ት/ቤት የህፃናት ዕድሜ በአማካይ ሀ. ከ2-5 ዓመት ለ. ከ3- 6 ዓመት ሐ. ከ4-6 ዓመት ሠ. ሌላ \_\_\_\_\_

2.48 ለቅ/መ/ትምህርት መምህርነት ሰልጥነዋል? ሀ. አዎ ለ. የለም

2.49 ለምን ያህል ጊዜና የት እንደሰለጠኑ ይግለጹ፡

2.50 ከሚከተሉት የትኩረት ነጥቦች አንፃር የሰልጠናዎ ለሥራዎ ተዛማጅነት ይገምግሙ፡/በሰልጠናዎ ወቅት ከታች ለተጠቀሱት ነጥቦች ምን ያህል ትኩረት ተሰጥቷል?/

ትኩረት የሚሹ ነጥቦች	የትኩረት ደረጃ		
	ከፍተኛ	መጠነኛ	ምንም ትኩረት አልተሰጠውም
2.50.1 የአካባቢውን ማጎበረሰብ ስለመርሃ ግብሩ ግንዛቤ ማስጨበጥ ስለሚቻልበት ዘዴ፣			
2.50.2 ከአካባቢ ቁሳቁስ የት/መሣሪያዎችን ማዘጋጀት ስለሚቻልበት ዘዴ፣			
2.50.3 የአካባቢ አፈታሪክ፣ ተረት፣ ቁሳቁሶች ማስገንዘብ፣ /አጠቃቀማቸውን ጭምር/			
2.50.4 በገጠር የተለመዱ ባህላዊ የህፃናት አስተዳደግ /ጠንካራና ደካማ ናቸው/			
2.50.5 የአካባቢው ማጎበረሰብ በመርሃ ግብር በተለያዩ ሁኔታ /በማስተማርና በሥራ እንቅስቃሴ ውሳኔ እንዲሰጡ በመገፋፋት ወዘተ/ ማሳተፍ ስለሚቻልበት			
2.50.6 ከህፃናት ወላጆችና ማጎበረሰብ ጋር በጎብረት እንዴት መስራት እንደሚገባ			
2.50.7 ስለህፃናት አስተዳደግ ዕውቀትና ክህሎትን በማስጨበጥ ረገድ፣			
2.50.8 በቅ/መ/ዕድሜ ያሉ ህፃናትን መንከባከብና ማስተማር ስለሚቻልበት፣			
2.50.9 ሌላ			

2.51. በማሠልጠኛ ተቋም ከሠለጠኑት ው በህዝብ ድጋፍ ስለተቋቋሙት የቅ/መ/ት መርሀግብርን በተመለከተ ወርዝሾኘኛ የሥራ ላይ ተሀድሶ ወዘተ. ተሰጥቶታል? ያውቃል? ሀ. አዎ ለ. የለም

2.52. ተሰጥቶታል ከሆነ ለምን ያህል ጊዜ እንደሆነ ይጠቀሱ \_\_\_\_\_

2.53. የሚከተሉ አስፈላጊ ማቴሪያሎችና ቁሳቁሶች ለቅ/መ/ት/ቤትዎ ተሟልተው ነበር?

2.53.1 ወንበሮች/አግዳሚዎች/ ሀ. አዎ ለ. የለም

2.53.2 ጠረጴዛዎች/ዴስኮች/ ሀ. አዎ ለ. የለም

2.53.3 ቁምሳጥን ሀ. አዎ ለ. የለም

2.53.4 ጥቁር ሰሌዳ ሀ. አዎ ለ. የለም

2.53.5 የማስተማሪያ መምሪያ ሀ. አዎ ለ. የለም

2.53.6 እነዚህ ከላይ ከቁጥር 2.53.1 2.53.2 የተዘረዘሩ ማቴሪያሎችና ቁሳቁሶች መርሀ ግብርን በሥራ ለመተርጉም በቂ ነበሩ ሀ. በቂ ናቸው ለ. በቂ አይደሉም

2.54. የሚከተሉት በቅ/መ/ት/ቤት ውስጥና ውጪ ለሕጻናት ጫወታና ትምህርት የሚያገለግሉ ማቴሪያሎችና ቁሳቁሶች ተሟልተው ነበር?

2.54.1. መሰላሎች/ለደሮች/ ሀ. አዎ ለ. የለም

2.54.2. የዝላ ፍሬም/ክላይምቢንግ ፍሬም ሀ. አዎ ለ. የለም

2.54.3. እሽከርከሪት/ሜሪ ጉራውንድ/ ሀ. አዎ ለ. የለም

2.54.4. ጅዋጅዌ ሀ. አዎ ለ. የለም

2.54.5. የሂሳብ ማስተማሪያ መሣሪያዎች ሀ. አዎ ለ. የለም

2.54.6. የቅርጻ ቅርጽ ማስተማሪያ መሣሪያዎች ሀ. አዎ ለ. የለም

2.54.7 የሳይንስ ማስተማሪያ ዕቃዎች ሀ. አዎ ለ. የለም

2.55. ከላይ ከቁጥር 2.54.1- 2.54.7 የተዘረዘሩ መሣሪያዎች በት/ቤትዎ መርሀ ግብርን ሥራ ላይ ለማዋል በቂ ነበሩ ብለው ይገምታሉ? ሀ. በቂ ነበሩ ለ. በቂ አይደሉም

2.56. መርሀ ግብርን በተፈላጊ ቁሳቁስ ለማሟላት ያደረጉት ጥረትን በተመለከተ?

2.56.1. በአካባቢ ቁሳቁስ የት/መርጃ መሳሪያዎችን ለማዘጋጀት ምን ያህል ጥረት ያደርጋሉ:: \_\_\_\_\_

2.56.2. የአካባቢው ማህበረሰብ በማስተባበር ለት/ቤትዎ ተፈላጊ ቁሳቁስ እንዲሟላ ለማድረግ ጥረትዎ ምን ያህል ነው? \_\_\_\_\_

2.56.3. እምብዛም ጥረት የማያደርጉ ከሆነ ወይም የት/መር መሳሪያዎችን ከአካባቢ ቁሳቁስ በማዘጋጀት ረገድ ያጋጠምዎት ችግር ይጥቀሱ::  
\_\_\_\_\_  
\_\_\_\_\_

2.57. መርሀ ግብሩን ለማስፈጸም የገንዘብ ድጉማ ከየት ከየት ይደረግልዎታል::

ሀ. ዩኒቤፍ ለ. ት/ሚኒስቴር ሐ. ከአካባቢው ማህበረሰብ ማዋጮ  
መ. ከህፃናት ወላጆች ሠ. ሌላ

2.58. የወጪዎችዎን ምንጮች

ሀ. የመምህራን ደመወዝ ለ. ተፈላጊ የትምህርት ቁሳቁስ ለማሟላት  
ሐ. ሌላ

2.59. የሚገኘው የገንዘብ ድጉማ ወጪዎችን ለመሸፈን ይችላል::

ሀ. ይችላል ለ. አይችልም

2.60. የገቢ ምንጮችን ለማሳደግ ምን ምን ጥረት ያደርጋሉ?

ሀ. የእርሻ ሥራ ለ. የዶሮ እርባታ ሐ. ከብት ርቢ  
መ. ቲያትር ወይም ድራማ ለአካባቢው ሕዝብ በማሳየት  
ሠ. ሌላ

2.61. ከላይ በቁጥር 2.60 ስር ለተነሳው ምንም ጥረት ካላደረጉ ወይም ያደረጉት ጥረት አናሳ ከሆነ ምክንያቶቹን ይጥቀሷቸው \_\_\_\_\_  
\_\_\_\_\_

2.62. ባጠቃላይ ለመርሀ ግብሩ የሰው ኃይል፣ የማቴሪያልና ፣ የገንዘብ ድጉማን በተመለከተ ጉልህ የሆኑ ችግሮችን ይጥቀሱ:: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

ለመርሀ ግብሩ ክትትል/ግምገማን/ በተመለከተ

2.63. የመርሃ ግብሩን ስኬታማነት የሚከታተል ማን ነበር? \_\_\_\_\_  
\_\_\_\_\_

2.64. ለመርሀ ግብሩ የሚደረገውን ክትትል/ግምገማ/ እንዴት ያዩታል?

ሀ. ተከታታይነት ያለውና በቅንጅት የሚከናወን ነበር።

ለ. ተከታታይነት የሌለውና አልፎ አልፎ ለየስሙላ ብቻ የሚደረግ፤

ሐ. ክትትል/ግምገማ/ የሚባል ከነአካቴው የለም

2.65 በሚደረገው ክትትል የተለያዩ ሰዎች/አካሎች/ ተሳትፎ

2.65.1. የመምህራን ሀ.ከፍተኛ ለ.ዝቅተኛ ሐ.ምንም ተሳትፎ የለም

2.65.2. የአካባቢ ማህበረሰብ ሀ.ከፍተኛ ለ.ዝቅተኛ ሐ.ምንም ተሳትፎ የለም

2.65.3. የዩኒቨርሲቲ /ሪብሰ/ሰዎች/አስተባባሪዎች/

ሀ.ከፍተኛ ለ.ዝቅተኛ ሐ.ምንም ተሳትፎ የላቸውም

2.65.4. የት/ሚ/ር ተወካዮች

ሀ.ከፍተኛ ለ.ዝቅተኛ ሐ.ምንም

2.65.5. የህፃናት ወላጆች

ሀ.ከፍተኛ ለ.ዝቅተኛ ሐ.ምንም

2.66 በክትትል/ግምገማ/ወቅት ትኩረት የሚሰጥባቸው ነጥቦች /የትኩረቱን መጠን ይግለጹ/

2.66.1 የመምህራን ሙያዊ ብቃት ሀ. ከፍተኛ ለ. መጠነኛ ሐ. ምንም

2.66.2 የተገቢ ቁሳቁስ መኖር ያለመኖር ሀ. ከፍተኛ ለ. መጠነኛ ሐ. ምንም

2.66.3 የማኅበረሰቡ ተሳትፎ ችግሮች ሀ. ከፍተኛ ለ. መጠነኛ ሐ. ምንም

2.66.4 በገጠር ኑሮ የመምህራን ሁለገብ ችግሮች ሀ. ከፍተኛ ለ. መጠነኛ ሐ. ምንም

2.66.5 የቅ/መ/ት/ሥራ አስፈጻሚ ኮሚቴ የሥራ ብቃት ሀ. ከፍተኛ ለ. መጠነኛ ሐ. ምንም

2.66.6 የትምህርት አሰጣጥ ሀ. ከፍተኛ ለ. መጠነኛ ሐ. ምንም

2.67 የተደረገው ክትትል ያስገኘው መሻሻል /ውጤት ሀ. አለ ለ. የለም

2.68 ለ2.67 ጥያቄ መልስዎ የለም ከሆነ ምክንያቱን ይጥቀሱ

2.69 ከሚከተሉት የድጋፍ ዓይነቶች የገጠሩ ማኅበረሰብ ለቅ/መ/ት/መርሐ ግብር መሳካት ማረጋገጥ አለበት ብለው የሚያምኑበትን እንደየቅደም ተከተላቸው 1ኛ፣ 2ኛ፣ 3ኛ፣ ብለው ያስቀምጧቸው፡-

- ሀ. የገንዘብ 1ኛ \_\_\_\_\_
- ለ. የማቴሪያል 2ኛ \_\_\_\_\_
- ሐ. የጉልበት 3ኛ \_\_\_\_\_
- መ. ኅፃናትን በቅ/መ/ት/ቤት መንከባከብ /ማስተማር 4ኛ \_\_\_\_\_
- ሠ. ቅ/መ/ት/ቤቱን ማስተዳደር 5ኛ \_\_\_\_\_
- ረ. ሌላ ሀሳብ 6ኛ \_\_\_\_\_

2.70 ከላይ በቁጥር 2.69 ሥር ለተነሳው ጥያቄ ለ1ኛና ለመጨረሻ ደረጃ 5ኛ / መልሶችዎ ምክንያት ይስጡ: \_\_\_\_\_

\_\_\_\_\_

## Appendix 4B

ADDIS ABABA UNIVERSITY

School of Graduate Studies

Department of Curriculum and Instruction

### Questionnaire to be Filled by Preschool Teachers

Objective of the Questionnaire:

The main objective of this questionnaire is to assess problems that have led the Recently Innovated community-based preschool program (CBPP) in rural Ethiopia to be a failure. Once the problems are identified, it is aimed that possible recommendations will be forwarded for solving the problems. To this end, your direct participation has been found essential and determinant.

Therefore, to show your direct contribution, fill in the questionnaire honestly and responsibly. I sincerely express my thank for your unreserved cooperation in advance.

Student, School of Graduate Studies

- N.B. 1. Before giving an answer(s) for each question. Please read the direction carefully. If you are to change your answer(s) don't forget that you have cancelled the previous.
2. DO NOT write your name in any part of the questionnaire
3. The word "Community" in the questionnaire refers to people living in a rural village where the preschool is found.

General Direction: For the following questions:

- a) If the question is with multiple answers, give answer by encircling the letter of your choice.
- b) If you are required to give additional explanation or comment, when asked, please write in the space provided in short.

General Information

- 1.1 Administrative Zone \_\_\_\_\_
- 1.2 Name of the Farmers Association \_\_\_\_\_
- 1.3 Name of the preschool \_\_\_\_\_
- 1.4 Age \_\_\_\_\_ 1.5 Sex \_\_\_\_\_
- 1.6 Educational level
  - a) before joining the profession \_\_\_\_\_
  - b) Currently \_\_\_\_\_
- 1.7 Service \_\_\_\_\_ (years)

Part II

On whether Basic Preconditions for Operating a preschool programm has been fulfilled at the beginning of CBPP

- 2.1 There was a house for teachers residence a)yes b) no
- 2.2 There was an organized committee (body) to pay teachers salary a) yes b) no
- 2.3 There were preschool materials and equipment a)yes b)no
- 2.4 The preschool environment was conducive for children to play in and out of room without any fear and restraint a) yes b) no
- 2.5 The preschool building, at least, had a modest nap room, and a separate room for in-door play and rest especially during rainy or sunny days a) yes b) no
- 2.6 The preschool had First aid kits (equipment) a) yes b) no
- 2.7 The preschool had latrine rooms, appropriate to the age and

- number of children. a) yes b) no
- 2.8 The preschool was near to health care center (say about 2-5 kms). a) yes b) no
- 2.9 The preschool had clean water supply for children to drink and use a) yes b) no
- 2.10 There was a primary school in the vicinity of the preschool (within a distance of 2-5 kms) a) yes b) no
- 2.11 The preschool had food (snack, tea etc) provisions a) yes b) no
- 2.12 Please write in short, the general situation that you faced when you begin teaching in CB preschools.
- 
- 
- 

- 2.13 What means were employed to raise community's awareness of the objectives and significance of CBPP?

On means employed to raise community's awareness of the  
significance of CBPP

- 2.14 Which one (s) of the following possible means of raising community's awareness of the significance of an educational program was/were employed before or at the beginning of CBPP? (Check one alternative answer for each possible means).

	Possible Means	Usually	Rarely	Not at all
2.14.1	Radio-Ethiopia (National program)			
2.14.2	Educational mass media radio			
2.14.3	Special prints (pamphlets, news papers, etc) focused on CBPP			
2.14.4	Open public meetings and discussions			
2.14.5	Planned discussions with selected community members and village coordinators			
2.14.6	Informal discussions made with community members by coordinators of the program and teachers.			
2.14.7	Special educational program organized (adult education, parent education, etc) meant to raise community's awareness of the program.			
2.14.8	Other (specify) _____			

On Administrative Problems Faced in Implementing CBPP

- 2.15 Efficient organizational hierarchy (bottom-top-bottom) for implementing CBPP was created a) yes b) no
- 2.16 There was a clearly spelt out guide line for operating the program. a) yes b) no
- 2.17 There was a locally organized body for operating the program or for mobilizing local resource. a) yes b) no
- 2.18 All concerned Administrative bodies (political party) were committed to implement CBPP a) yes b) no
- 2.19 There was the participation of various Government ministries (MOE, MOLSA, MOH) on an integrated basis a) yes b) no
- 2.20 There was a coordination of activities of local communities, Government and aid agencies. a) yes b) no
- 2.31 There was an ease of bottom-up-bottom communication of progresses, problems, feed backs, suggestions, etc during the implementation of CBPP. a) yes b) no

On Aid Support for the Program

- 2.22 What type of aid supports were made for running CBPP by aid agencies? \_\_\_\_\_
- 2.23 Who provides the support? \_\_\_\_\_
- 2.24 Were the aid supports effectively utilized? \_\_\_\_\_
- 2.25 Were the supports made for the program continuously provided? \_\_\_\_\_
- 2.26 On Performances of Village Preschool Committees (Community Representative for preschool Affairs) (CRPA)

The CRPA's	Performance of the committee		
	Excellent	Satisfactory	Poor
2.26.1 Ability to promote the participation of the community, Government, and aid agencies.			
2.26.2 Usage of the human, material and financial resources properly			
2.26.3 ability to organize and supervise the health, nutrition, care and educational services of children in community based preschools.			
2.26.4 ability to assess needs/problems that CBPP faces and suggest possible solutions.			
2.26.5 Motivation of parents send their children to preschools			
2.26.6 ability in solving the problems teachers face			
2.26.7 encourage the preparation of preschool materials and equipment from local resources			
2.26.8 other (specify)			

- 2.27 If you think the performance of CRPA to be poor what are the reasons for their weakness? \_\_\_\_\_
- \_\_\_\_\_

On Resource Input For CBPP

Was/Were there:

- 2.27 trained principals for the purpose of running the program:  
a) yes b) no
- 2.28 trained teachers for implementing the program: a) yes b) no
- 2.29 teacher aides having some orientations (training) about the program? a) yes b) no  
Were the numbers of:
- 2.30 trained principals for the purpose of running the program adequate? a) yes b) no
- 2.31 trained teachers for implementing the program adequate:  
a) yes b) no
- 2.32 trained teacher aides a) adequate b) inadequate

was there such non-program personnel who involve in your CB preschool activities?

- 2.33 Health personnel a) yes b) no
- 2.34 Counsellor (psychologist) A) yes b) no
- 2.35 Nutritionist (trained) a) yes b) no
- 2.36 Social worker a) yes b) no
- 2.37 Janitor a) yes b) no
- 2.38 Guard a) yes b) no

Was the number of each of the following non program personnel adequate to carry out the necessary activities? \_\_\_\_\_

- 2.39 Health personnel a) yes b) no
- 2.40 Counsellor (psychologist) a) yes b) no
- 2.41 Nutritionist a) yes b) no
- 2.42 Social worker a) yes b) no
- 2.43 Janitor a) yes b) no
- 2.44 Guard a) yes b) no
- 2.45 What type of problems (related to man power resource) that the program faced? \_\_\_\_\_
- 2.46 What was the maximum number of children per teacher that you have faced in your preschool?
- 2.47 What is the age range of children that attend your preschool? a) 2-5 years c) 4-6 years  
b) 3-6 years d) Other (specify)
- 2.48 Have you been engaged in training program to become a preschool teacher?  
a) yes b) no
- 2.49 Please indicate the place and duration of your training: \_\_\_\_\_
- 2.50 Evaluate the relevance of the training you had. (Check under any one of the three alternatives for each item so as to determine attention given to matters deserving emphasis during your training for running CBPP).

Items (Areas needing attention)	given significant attention	given less attention	given no attention
2.50.1 means and ways of realising community's awareness of the problem.			
2.50.2 Ways of utilizing local resources for teaching preschool children.			
2.50.3 Familiarization with tales, stories, materials, equipment etc of rural areas.			
2.50.4 Traditional child rearing practices common in rural areas (their merits and demerits).			
2.50.5 Ways of participating the community in the program as facilitators, service givers, home teachers, etc.			
2.50.6 The how of home visits and cooperative work with parents of children.			
2.50.6 Basic knowledge and skills of early childhood development			
2.50.7 Basic knowledge and skills of early childhood development			
2.50.8 Skills of care and education of preschool children			

- 2.51 Have you been participated in on the job orientations related to CBPP? \_\_\_\_\_
- 2.52 How often did you participate? \_\_\_\_\_
- 2.53 Were to following materials readily available before (at) the beginning of the program?
- 2.53.1 Chairs (benches) a) yes b) no
  - 2.53.2 Tables desks) a) yes b) no
  - 2.53.3 Lockers a) yes b) no
  - 2.53.4 Chalk boards a) yes b) no
  - 2.53.5 Teaching material (guide) a) yes b) no
  - 2.53.6 Were these materials (enlisted in 2.53) adequate for successful running CBPP? a) yes b) no
- 2.54 Were the following indoor and outdoor play and educational materials adequate (in number) for effectively running CBPP?
- 2.54.1 Ladders a) yes b) no
  - 2.54.2 Climbing frame a) yes b) no
  - 2.54.3 Marry Go Round a) yes b) no
  - 2.54.4 Swings a) yes b) no
  - 2.54.5 Geometrical objects a) yes b) no
  - 2.54.6 Basic materials for Art work and construction  
a) yes b) no
  - 2.54.7 Basic materials for science activities  
a) yes b) no
- 2.55 Were the above indoor and outdoor play and educational materials adequate for successfully running CBPP? a) yes b) no
- 2.56 Evaluate your effort in fulfilling preschool materials and equipment for fanning CBPP.
- 2.56.1 You prepare educational materials from locally available resource a) usually b) rarely c) not at all
  - 2.56.2 you encourage the local community to prepare and/or purchase the materials  
a) usually b) rarely c) not at all
  - 2.56.3 If your answers for the questions raised under

- 2.56.1 and 2.56.2 above are not at all, please write the reasons \_\_\_\_\_
- 2.57 Indicate the most common source of finance for running CBPP.
- a) UNICEF b) MOE c) Local community d) parents only  
e) other (specify) \_\_\_\_\_
- 2.58 indicate the major source (s) of expenditure (s) \_\_\_\_\_
- a) teachers' salary b) to buy necessary materials and equipment c) Others \_\_\_\_\_
- 2.59 Was/is the finance (budget) sufficient to cover the expenditure? a) Adequate b) Adequate
- 2.60 Indicate the means of regeneration of income exercised in your preschool
- a) Garden works  
b) Livestocking  
c) Drama show  
d) other (specify) \_\_\_\_\_
- 2.61 If so effort was not made at all, please indicate the reasons \_\_\_\_\_  
\_\_\_\_\_
- 2.62 Other problems (if any) related to resource input for running CBPP \_\_\_\_\_  
\_\_\_\_\_

On follow up made for CBPP

- 2.63 Which body (authority) was/is responsible to make follow up for CBPP? \_\_\_\_\_
- 2.64 Judge (determine) the status of follow up exercised for CBPP:
- a) It was continuous and systematically organized.  
b) Rarely conducted, not continuous.  
c) There is no follow up for the program at all
- 2.65 Indicate the status of participation of different groups in follow up of CBPP

Groups	State of Participation		
	High	Low	Not at all
Teachers			
Community Representatives			
RIBS project coordinators			
MOE representatives			
Parents			

2.66 Please indicate attention given to different matters during follow up (evaluation).

Matters Needing Attention	Attention Given to the Matters		
	Significa nt attention	Less attention	No Attention
a) Professional competence of teachers.			
b) availability (adequacy) of appropriate preschool materials and equipment			
c) The status of community's support for the program			
d) Problems that teachers face related to living in rural areas			
e) Efficiency of committee for preschool program.			
f) The instruction process.			

2.67 Was there any change (improvement) as a result of evaluation a) yes b) no

2.68 If your answer to question no 2.67 above is "no" what is (are) the reason (s) do you think? \_\_\_\_\_

2.69 Which of the following forms of participation (support) do you recommend the rural community to make for regenerating CBPP? (put them in rank order).

Forms of participation

- a) Financial support
- b) Material support

Your Rank

- 1<sup>st</sup> \_\_\_\_\_
- 2<sup>nd</sup> \_\_\_\_\_

- c) Labour support 3<sup>rd</sup> \_\_\_\_\_
- d) To render care/education services in preschools 4<sup>th</sup> \_\_\_\_\_
- e) Management (coordination) 5<sup>th</sup> \_\_\_\_\_
- f) Other (specify) \_\_\_\_\_

2.70 Give reason (s) for your 1<sup>st</sup> and last rank question no 2.69. \_\_\_\_\_

\_\_\_\_\_

Appendix 5A

Interview Questions for Community Representatives of  
Preschool Affairs (CRPA) and the Community Members

The objective of this interview is to investigate into problems that the recently innovated CBPP faced. Once the problems are identified, it is hoped that pertinent bodies will be provided with feasible recommendations.

Therefore, knowing that the information received affects the out come of the study, you are kindly requested to provide real information and express your feeling honestly and responsibly.

Thank you in advance

**I General Information**

- 1.1 Zone \_\_\_\_\_ 1.2 wereda (District) \_\_\_\_\_
- 1.3 Name of the preschool \_\_\_\_\_
- 1.4 For how long did you stay in this area ? \_\_\_\_\_
- 1.5 Your age \_\_\_\_\_ 1.6 Sex \_\_\_\_\_
- 1.7 Educational Standard \_\_\_\_\_
- 1.8 Marriage Status \_\_\_\_\_
- 1.9 Number of your children \_\_\_\_\_
- 1.9.1 above age 7 \_\_\_\_\_ 1.9.2 below 7 \_\_\_\_\_
- 1.10 Can you successfully provide your family with basic necessities (food, clothes, house, etc) ?  
A. Yes B. No
- 1.11 Can you fulfil necessary materials required for educating your children ?  
A. Yes B. No
- 1.12 In general, do you face economic problems (e.g shortage of food, money, clothes, etc) in leading the life of your family ?  
A. Yes B. No
- 1.13 Have you been member of CRPA ? \_\_\_\_\_

**II. On the Operation of CBPP**

- 2.1 How did the program begin to operate ?
- 2.2 How did it become a failure ?
- 2.3 Say "Yes or "No" in answering the following question:

2.3.1 The community expressed its needs and opinions about the significance of the program (CBPP)

A. Yes B. No

2.3.2 Commented on the type (nature) of care/educational services to be undertaken.

A. Yes \_\_\_ B. No \_\_\_

2.3.3 Suggested on the nature of the preschool site, building, materials etc. to be used.

A. Yes \_\_\_ B. No \_\_\_

2.3.4 Suggested on the organizational and managerial procedures to be followed for implementing the program

A. Yes \_\_\_ B. No \_\_\_

2.3.5 Expressed its feelings (opinions) on the nature of support to be made for running the program.

A. Yes \_\_\_ B. No \_\_\_

2.4 What do you think was the objective (purpose) of CBPP ?

2.5 Why do you or others those whom you know used to send children to CB preschools ? \_\_\_  
\_\_\_\_\_

2.6 Was there any effort at explaining the purpose and significances of CBPP to the community during or at the beginning the program ? \_\_\_\_\_

2.7 Do you have radio A. Yes B. No Have you heard any thing about the program through your radio?

2.8 Respond either "agree" or "disagree" with the following ideas. If you cannot determine possibly you can reserve yourself from giving a response. Please, listen attentively before giving response !

	Some ideas related to CBPP	Agree	No Opinion	Disagree
2.8.1	The CBPP helps in the health growth of rural children			
2.8.2	It helps the children behave in a socially and morally acceptable manner			
2.8.3	Helps the children avoid fearfulness, shyness, anxiety, etc and enables them develop self-confidence			
2.8.4	It lays a base for further educational (academic) success of the children.			
2.8.5	Helps to release rural women from the tasks of child rearing which they were usually and helplessly tied to, and enable them involve in a more productive activities.			
2.8.6	Helps to augment rural women's lack of modern know-how of child growth and development.			
2.8.7	It is more advantageous to send children in their early years to preschools than to religions institutions (Church or Mosque)			
2.8.8	Education is valuable			
2.8.9	It is better to prepare children in preschools for their further education, than tying them to herds and farming beginning from their early years.			
2.8.10	It is better if children are rendered care and education services at home than sending them to preschools			

2.8 Do you have home-care giver for your preschool children ? \_\_\_\_\_ Play groups ? \_\_\_\_\_

2.9 Answer the following questions related to CB preschool teachers "Yes" or "No".

2.9.1 CB preschool teachers used to have good relations with the community

A. Yes \_\_\_ B. No \_\_\_ C. No Opinion

2.9.2 Hospitable to the parents/community visit the preschool

A. Yes \_\_\_ B. No \_\_\_ C. No Opinion

2.9.3 Creative in developing Occasions for the community to take part in the school activities

A. Yes \_\_\_ B. No \_\_\_ C. No Opinion

2.9.4 Make home visits to advice parents and discuss with them

A. Yes \_\_\_ B. No \_\_\_ C. No Opinion

2.9.5 Encourage the community to participate as direct service givers

A. Yes \_\_\_ B. No \_\_\_ C. No Opinion

2.9.6 Encourage the community to take material support for the program

A. Yes \_\_\_ B. No \_\_\_ C.No Opinion

2.9.7 Teach mothers and adults on methods of care and education of preschool children

A. Yes \_\_\_ B. No \_\_\_ C. No Opinion

2.9.8 Encourage the community to make financial support for the program

A. Yes \_\_\_ B. No \_\_\_ C. No Opinion

2.9.10 Encourage the community to send their children to preschools

A. Yes \_\_\_ B. No \_\_\_ C. No Opinion

- 2.10 Do CRPA perform their activities effectively ? Indicate problems that hamper the CRPA to perform their tasks properly.
- 2.11 What should be done for regenerating CBPP ?
- 2.12 What kind of support would you provide for regenerating the program ?

Appendix 5B

GAAFFI - DEEBII MISEENSOTA UUMMATAA

FI KOREE "SODU" F GODHAME

Kaayyoon gaaffii-deebii kanaa inni guddaan SODU baadiyyaa keessatti armaan dura eegalame maaliif kufuu akka danda'e (rakkoollee sagantaa kana quunname addaan baasee) beekuu fi boodas rakkoollee sagantaa kanaaf furmaata barbaaduufi.

Kanaaf, gaaffii-deebii kana irraa deebiin argamu qorannaa fi qo'annaaf kan oolu ta'uusaa beektanii yaada keessan dhugaa shakkii tokko malee akka nuu hirtan kabajaan isin gaafatna.

Galatoomaa!

I. Odeeffannoo Bu'uraa

- 1.1 Maqaa Godinaa \_\_\_\_\_
- 1.2 Maqaa Aanichaa \_\_\_\_\_
- 1.3 Maqaa Oolmaa daa'immanichaa \_\_\_\_\_
- 1.4 Naannoo kana waggaa hangam jiraattan? \_\_\_\_\_
- 1.5 Umrii keessan \_\_\_\_\_
- 1.6 Saala keessan \_\_\_\_\_
- 1.7 Sadarkaa barumsa keessanii \_\_\_\_\_
- 1.8 Baay'ina ijoollee keessanii \_\_\_\_\_
- 1.9 Haala bultii \_\_\_\_\_
- 1.10 Baay'ina ijoollee keessanii kan umriin isaanii waggaa 7  
gadii \_\_\_\_\_ kan waggaa  
7 olii \_\_\_\_\_
- 1.11 Maatii keessan bulfachuuf nyaata, huccuu. manaa fi k.k.f. rakkoon wayta baay'ee isin qunnamaa? \_\_\_\_\_
- 1.12 Ijoollee keessaniif meeshaalee barnootaaf barbaachisoo ta'an guuttaniifii barnoota irratti bobbaasuu ni dandeessuu? \_\_\_\_\_
- 1.13 Maatii keessan bulchuuf rakkoo dinagdee hangam takka qabdu? \_\_\_\_\_
- 1.14 Koree geggeessituu SODU keessa turtaniittuu? \_\_\_\_\_

II. Sagantaa Oolmaa Daa'immanii Uummataa Ilaalchisee

- 2.1 SODU naannoo keessanii kun akkamitti eegale?  
Yoom eegale? Eenyuun eegale?
- 2.2 Sagantaan kun maaliif kufuu danda'e jettu?
- 2.3 Gaaffii armaan gadii "eeyyee" ykn "lakkii" jedhaa deebisaa.  
2.3.1 Barbaachisummaa ODU ilaalchisee uummatni naannoo fedhii isaa ibsee ture. A) Eeyyee B) Lakkii

Yaada	Amantummaa Yaadichaa		
	Nan amana	Callisuu	Hin amanu
2.7.1 SODUn guddinaa fi fayyaa daa'imman baadiyyaaf danta qabeessa.			
2.7.2 Daa'imman amalaafi yaada fudhatama qabu akka qabaatan gargaara.			
2.7.3 Daa'imman ija laafina, sodaa dhiisanii dandeettii of amanuu fi ofiin boonuu akka horatan godha.			
2.7.4 Dubartii baadiyyaa rakkoo daa'immatti hidhamuu (eeguu) irraa fura; akka isaan hoomisha irratti bobba'an qarqaara.			
2.7.5 Barnoota da'immanii kan fuulduraaf bu'ura.			
2.7.6 Dhabiiinsa beekumsa baraa dubartootni baadiyyaa karaa guddina daa'immanii hin qabneef bakka bu'a.			
2.7.7 Daa'imman dhaabbata mana sagadaatti erguu irra gara SODUtti erguu wayya.			
2.7.8 Barnootni danta qabeessa			
2.7.9 Daa'imman SODUtti erguu irra gara hojii qonnaa fi loon tiksuu irratti bobbaasuun barbaachisaa dha.			
2.7.10 Daa'imman gara SODUtti erguu irra manumatti eegumsaa fi barnootaan isaan tajaajiluun barbaachisaa dha.			

2.8 Ijoollee (Daa'immaa) keessan ODU yoo hin ergin manatti eenyutu eega? Eenyuun waliin taphatu?

2.9 Barsiisota ODU ilaalchisee:

2.9.1 Uummtaa fi warra ijoollee wajjin quunnamtii gaarii uumu.

.Eeyyee  B. Lakkii  **C. Callisuu**

2.9.3 Haala mijeessanii warri ijoollee fi uummatni SODU keessati akka hirmaatan gochuu A. Eeyyee  B. Lakkii  C. Callisuu

2.9.4 Warra daa'immanii garsuu fi barsiisuuf do'ii manaa godhu. A. Eeyyee  B. lakkii  C. Callisuu

2.9.5 Uummatni SODU akka tajaajilaniif jajjabeessuu A. Eeyyee  B. Lakkii  C. Callisuu

2.9.6 Uummatni akka meeshaalee kennuudhaan SODU deggeran ni godhu. A. Eeyyee  B. Lakkii  C. Callisuu

2.9.7 Ga'eessotaa fi haadholii ijoollee akkaataa eegumsaa fi barnoota daa'imman waggaa 6 gadii barsiisu A. Eeyyee  B. Lakkii  C. Callisuu

2.9.8 Uummatni akka koree ODU ta'uuf ni jajjabeessuu. A. Eeyyee  B. Lakkii  C. Callisuu

2.9.9 Uummatni ODUf deggersa Qarshii akka godhu ni jajjabeessu? A. Eeyyee  B. Lakkii  C. Callisuu

2.9.10 Uummatni akka ijoollee isaanii ODUtti ergan ni jajjabeessu. A. Eeyyee  B. Lakkii  C. Callisuu

2.10. Koreen geggeessituu SODU itti gaafatama isaanii hangam tokka bahu? Itti gaafatama isaanii akka hin baanee kan isaan taasisu rakkoo isaan quunnamu maal fa'a?

2.11 Gara fuulduraatti sagantichi akkamitti yoo qindaa'e wayya?

2.12 Gama keessaniin isin sagantaan kun akka haara'uuf deggersa akkamii kennuuf dandeessu (fedhii qabdu)?



II. በሕዝብ ድጋፍ የተቋቋመው የቅድመ መደበኛ ትምህርት በተመለከተ

2.1 ይህ የቅ/መ/ት/ እንዴት ልጅም ችለ? መቼ? በማን?

2.2 ይህ መርህ ግብር እንዴት ልወድቅ ችለ? መቼ?

2.3 ከዚህ በታች ላሉት ጥያቄዎች "አዎን" ወይም "የለም" በማለት ብቻ ይመልሱ::

2.3.1 የቅ/መ/ት መርሃ ግብሩን ለመጀመርና አስፈላጊነት በተመለከተ

ማጎበረሰብ ፍላጎቱን እንዲናገር ተደርጎ ነበር? ሀ. አዎ \_\_\_\_\_

ለ. የለም \_\_\_\_\_

2.3.2 በቅ/መ/ት/ቤቶች የሚሰጥ ትምህርትና ለጎዳናት ስለሚደረግላቸው

ጥበቃ ማጎበረሰብ ግንዛቤ እንዲያገኝ ተደርጎ ነበር ሀ. አዎ \_\_\_\_\_

ለ. የለም \_\_\_\_\_

2.3.3 የቅ/መ/ት/ቤቱ አካባቢ፣ የግንባታ (የህንፃ) ሁኔታ፣ እንዲሁም ለማስተማር መዋል ስለሚገቡዎቸው ቁሳቁሶች፣ ወዘተ. በተመለከተ ማጎበረሰብ ተወያይቶ ነበር፣ ሀ. አዎ \_\_\_\_\_ ለ. የለም \_\_\_\_\_

2.3.4 የቅ/መ/ት/ቤቱ አስተዳደራዊ አደረጃጀቱ ምን መምሰል እንደሚገባው ማጎበረሰብ ሀሳብ ሰጥቶ ነበር ሀ. አዎ \_\_\_\_\_ ለ. የለም \_\_\_\_\_

2.3.5 የቅ/መ/ት/ቤቱን መርሃ ግብር በምንና በምን መደገፍ እንዳለበት ማጎበረሰብ ተወያይቶና ወስኖ ነበር? ሀ. አዎ \_\_\_\_\_

ለ. የለም \_\_\_\_\_

2.4 በእርስዎ ግምት የቅ/መ/ት/ቤቱ መርሃ ግብር ዓላማ ምን ነበር?

2.5 እርስዎም ሆኑ ሌሎች እርስዎ የሚያውቋቸው ወላጆች ጎዳናቶችን ወደ ቅ/መ/ት/ቤቶች ለምን ይልኩ ነበር?

2.6 መርሃ ግብሩ ከመጀመሩ በፊት ስለ መርሃ ግብሩ ዓላማና ጠቃሚነት ማጎበረሰብ ግንዛቤ እንዲያገኝ ማብራርያ ተደርጎለት ነበር? በምን? በማን? እንዴት?

2.7 ሬዲዩ አለዎት? በሬዲዩ በኩል ስለመርሃ ግብሩ አስፈላጊነት የሰሙት አለ?

2.8 ከዚህ በታች ከቀረቡት ሀሳብ ጋር መስማማት አለመስማማትዎን ይግለጹ::

መልስዎ አንድ ብቻ ነው:: እስማማለሁ፣ ወይም አልስማማም ማለት::

ስለ ሀሳቡ ውሳኔ መስጠት ካቃትዎትም መልስ አለመስጠት ይችላሉ::

ያስታውሱ: ከመመለስዎ በፊት ሀሳቡን በጥሞና ያዳምጡ!

	እስማማለሁ	ድምፅ ታቅቦ	አልስማማም
2.8.1 የቅ/መ/ት/መ/ለጎጃናት በጤንነት ማደግ ዕገዛ ያደርጋል			
2.8.2 መርሃ ግብሩ ጎጃናት ትምህርትን እንዳይፈሩ፣ በራስ እንዲተማመኑ (ዓይና ዓፋርነትን እንዲያስወግዱ) ይረዳል።			
2.8.3 የገጠር ሴቶች ያለ አጋዥ በጎጃናት ጥበቃ እንዳይታወቁና በምርት ሥራ እንዲሰማሩ ይረዳል።			
2.8.4 ነጃናቱ በቀጣዩ የት/ደረጃዎች በተሳካ ትምህርታቸውን እንዲከታተሉ ያግዛል።			
2.8.5 ነጃናት ተገቢ ባህርይ እንዲኖራቸው ይረዳል።			
2.8.6 የገጠሩ ሴቶች በነጃናት አስተዳደግ በኩል ያላገኙትን የዘመኑን ትምህርት ያካክሳል።			
2.8.7 ነጃናትን ገና ከጅምሩ ወደ ሃይማኖት ተቋማት (ምሳሌ ቤ/ክርስቲያን፣ መስጊድ ወዘተ.) ከመላክ ወደ ቅ/መ/ት/ቤቶች መላክ ይመረጣል።			
2.8.8 ነጃናትን ወደ ቅ/መ/ት/ቤቶች ከመላክ ይልቅ ሥራ (ምሳሌ እርሻ፣ ከብት ማገድ ወዘተ.) ላይ ማሰማራት ይጠቅማል።			
2.8.9 ትምህርት ይጠቅማል።			
2.8.10 ነጃናትን ወደ ቅ/መ/ት/ቤቶች በመላክ ከማስተማር ይልቅ እቤት ውስጥ (አካባቢ) መጠበቅና ማስተማር ይመረጣል።			

2.9 ያሉዎትን ነጃናት(ት) ወደ ቅ/መ/ት/ቤት ባይልኩ እቤት የሚጠብቀው ማን ነው? ከማን ጋርስ ይጫወታሉ?

2.10 የሚከተሉትን ጥያቄዎች 'አዎን' ወይም 'የለም' በማለት ይመልሱ። በቅ/መ/ት/ቤት ሲያስተምሩ የነበሩ መምህራን፡-

2.10.1 ከማንበረሰቡና ከጎጃን ወላጆች ጋር ጥሩ ግንኙነት አለው።

ሀ. አዎ \_\_\_\_\_ ለ. የለም \_\_\_\_\_ ሐ. ድምፅ ታቅቦ

- 2.10.2 ማኅተራሰቡ ት/ቤትን እንዲገቡኛ ያበረታታል ሀ. አዎ \_\_\_\_\_ ለ. የሌላ \_\_\_\_\_ ሐ. ድምፀ ታቅቦ \_\_\_\_\_
- 2.10.3 ማኅተራሰቡ በት/ቤት ሁለገብ ተሳትፎ እንዲያደርጉ ያደርጋል ሀ. አዎ \_\_\_\_\_ ለ. የሌላ \_\_\_\_\_ ሐ. ድምፀ ታቅቦ \_\_\_\_\_
- 2.10.4 ወላጆቻችን ማኅተራሰቡን ስለ ሀፃናት አስተዳደግና መደረግ ስለሚገባቸው ጥንቃቄ ይመክራል ሀ. አዎ \_\_\_\_\_ ለ. የሌላ \_\_\_\_\_ ሐ. ድምፀ ታቅቦ \_\_\_\_\_
- 2.10.5 ማኅተራሰቡ በቅ/መ/ት/ቤት ውስጥ ትምህርቱ አገልግሎት እንዲሰጡ ያበረታታል ሀ. አዎ \_\_\_\_\_ ለ. የሌላ \_\_\_\_\_ ሐ. ድምፀ ታቅቦ \_\_\_\_\_
- 2.10.6 ማኅተራሰቡ ላት/ቤት ተፈላጊ ቁሳቁስ እንዲያበረክት (እንዲያመርት) ያበረታታል ሀ. አዎ \_\_\_\_\_ ለ. የሌላ \_\_\_\_\_ ሐ. ድምፀ ታቅቦ \_\_\_\_\_
- 2.10.7 እናቶቻችን ጎልማሶቻችን ስለላገናት አስተዳደግ ያስተምራል ያበረታታል ሀ. አዎ \_\_\_\_\_ ለ. የሌላ \_\_\_\_\_ ሐ. ድምፀ ታቅቦ \_\_\_\_\_
- 2.10.8 ማኅተራሰቡ የቅ/መ/ት/ቤት ኮሚቴ ሆኖ አገልግሎት እንዲሰጥ ያበረታታል? ሀ. አዎ \_\_\_\_\_ ለ. የሌላ \_\_\_\_\_ ሐ. ድምፀ ታቅቦ \_\_\_\_\_
- 2.10.9 ማኅተራሰቡ ላቅ/መ/ት/ቤት የገንዘብ ድጋፍ እንዲያደርግ ያበረታታል? ሀ. አዎ \_\_\_\_\_ ለ. የሌላ \_\_\_\_\_ ሐ. ድምፀ ታቅቦ \_\_\_\_\_
- 2.10.10 ማኅተራሰቡ ዕድሜያቸው ላቅ/መ/ቤት የደረሱ ገፃናትን ወደ ት/ቤት እንዲልኩ ያበረታታል? ሀ. አዎ \_\_\_\_\_ ለ. የሌላ \_\_\_\_\_ ሐ. ድምፀ ታቅቦ \_\_\_\_\_
- 2.11 የቅ/መ/ት/ቤት ኮሚቴዎች የተጠላባቸውን ኃላፊነት ይወጣሉ? ለሥራው እንቅፋት ናቸው የሚሏቸውን ይጥቀሱ::
- 2.12 ለወደፊት መርሃ ግብር እንዲያገሡራራ ምን መደረግ ይኖርበታል ብለው ያስባሉ? \_\_\_\_\_
- 2.13 እርሶዎ ይህን መርሃ ግብር ለማገሡራራት ይረዳዎታል ምን ገደብ ስትገቡ ድጋፍ ለመስጠት ይፈቀዳሉ? \_\_\_\_\_

Appendix 6

Interview Questions for Coordinators at Different Levels

The objective of this interview is to investigate into problems that the Recently Innovated Community Based preschool program (CBPP) faced. Once the problems are identified, it is hoped that pertinent bodies will be provided with possible recommendations. To this end, your direct participation has been found essential and determinant.

Therefore, to show your direct contribution, you are kindly requested to express your feelings related to CBPP honestly and responsibly.

Thank you in advance !

I. General Information

Age \_\_\_\_\_ Educational Level \_\_\_\_\_  
Sex \_\_\_\_\_ your past position related to CBPP \_\_\_\_\_

II. On the Operation of CBPP

1. How did the program begin to operate ? What were the basic considerations in seeing the importance of innovating the program to rural areas ?
2. It is true that the innovation of a new educational program presupposes an analysis of needs and situations that affect the feasibility of the program. so, did the innovation of CBPP to rural Ethiopia considered this basic precondition ?
3. If you say that needs assessment has been conducted before beginning CBPP, when was it conducted? by whom? how was it conducted?
4. What is the current status of CBPP?
5. What are the reasons for the failurity of the program?
6. Has there been follow up for the program? How often? By whom? What decisions were made as a result of follow up (monitoring) of the program?
7. In the future, what measures, do you think, be taken for reviving the program?

## Appendix 7

ADDIS ABABA UNIVERSITY  
School of Graduate Studies  
Department of Curriculum and Instruction

Observation Guide (Check List)\*

A. General School Environment and the Nature of Building

	Yes	No
1. The Physical environment	_____	_____
2. Free from waste disposal	_____	_____
3. Free from harmful animals	_____	_____
4. The area is aesthetically pleasing	_____	_____
5. The compound is enclosed	_____	_____
6. Outdoor spaces can meet individual needs of children	_____	_____
7. Outdoor spaces have well designed yards for grass, paved areas, trees play grounds, etc.	_____	_____
8. Buildings have got enough indoor activity spaces	_____	_____

B. The Nature of Classrooms

1. Classrooms have standard size (63 sq.meters)	_____	_____
2. Chairs, tables, Chalk boards, tables, chalk boards, lockers, chalks, etc are comfortable, mobavale and to the size of children	_____	_____
3. Number of children in the classroom is normal (40)	_____	_____
4. windows and doors are made to normal height and width for children	_____	_____
5. Classrooms are well-lighted, aired, and bright	_____	_____
6. Floors are cozy and clean	_____	_____
7. Classrooms allow for displaying art activities	_____	_____

\* Partly adopted from MOE' (1981, pp.1-4)

## Appendix 8

## Contents of the base line Survey for Innovating RIBS

## Project to Illubabor &amp; Western Gojjam

1. Population Characteristics
  - Population size, age and sex distribution
  - Relationship to head of household
  - Religion
2. Social Charactersites
  - Marital Status
  - Literacy Status
  - School Attendance
  - Educational Attainment
3. Economic Charactersites
  - Economic Participation rate
  - Economic activity status
  - Industrial group
4. Births, Deaths and Population Growth:
  - Births
  - Deaths
  - Population growth
5. Housing conditions
  - Building materials of wall and roof and crowding
  - Sanitary facilities and practices
  - Availability of vegetable garden
6. Socio Economic Conditions, Feeding and Health practices of women which children Below 2 years of Age.
  - Size and Socio-economic conditions
  - Feeding and health practices
7. Child Morbidity and Nutrition
  - Size,
  - Immunization
  - Morbidity
  - Treatment
  - Reasons for not having the child treated
  - Nutritional Status.
8. General Farmers Association Area Information
  - Members of FAs
  - Settlement Pattern
  - Organization available in FAs
  - Mode of Life
  - Months of usual peak activity
  - Transportation
  - Agriculture
  - Educational facilities
  - Health facilities
  - Other facilities

Appendix 9

Computational procedures of Weighted Ranking  
and the t-ratio

1. Computation of Weighted Ranking:

For instance, the issue was about the forms of support that the community should make as suggested by teacher respondents. The respondents (teachers) were asked to put the forms of support in rank order beginning with the first form of support that they recommend the rural community should make. Values are thus accorded to the ranks as 5 points for the first rank, 4 points for the second and so on (See the table below).

Forms of Support	Number of teachers who chosed					Total
	1 <sup>st</sup>	2 <sup>nd</sup>	3 <sup>rd</sup>	4 <sup>th</sup>	5 <sup>th</sup>	
Financial	0x5	0x4	2x3	2x23	13x1	23
Material	0x5	2x4	2x3	7x2	6x1	34
Labour	10x5	6x4	1x3	0x2	0x1	77
Educational (rendering care and educational services)	1x5	0x4	11x3	5x2	0x1	48
Managerial (administrative)	6x5	9x4	1x3	1x2	0x1	71

Ranking is made in accordance with the total value computed for each forms of support.

2. The t-test

a) Formula:

$$t = \frac{\bar{X}_1 - \bar{X}_2}{\sqrt{\frac{((n_1 - 1)S_1^2 + (n_2 - 1)S_2^2)}{n_1 + n_2 - 2} \left(\frac{1}{n_1} + \frac{1}{n_2}\right)}}$$

Where t = the value by which the statistical significance of the mean difference will be judged.

- X<sub>1</sub> = the mean of group 1
- X<sub>2</sub> = the mean of group 2
- S<sub>1</sub><sup>2</sup> = the variance of group 1
- S<sub>2</sub><sup>2</sup> = the variance of group 2
- n<sub>1</sub> = the number of subjects in group 1
- n<sub>2</sub> = the number of subjects in group 2

b) Interpretation:

If the computed value is less than the critical or table value (1.960 for this study), it implies that there is no significant difference between the two groups or the issues considered and vice versa.