

ADDIS ABABA UNIVERSITY
COLLEGE OF EDUCATION & BEHAVIOURAL STUDIES
CENTER FOR EARLY CHILDHOOD CARE AND EDUCATION



**ASSESSMENT OF LITERACY LEARNING AMONG ‘O’ CLASS
CHILDREN IN AYSAITA REFUGEE CAMP AND HOST
COMMUNITY SCHOOLS**

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June 2023
Addis Ababa

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This thesis is submitted to the Department of Early Childhood Care and Education in Partial Fulfilment of the Requirement for the Degree of Master of Art in Early Childhood Care and Education

June 2023
Addis Ababa

Approval Page

This is to verify that the thesis prepared by **Mr. Dugabas Mekonnen**, entitled: **Assessment Literacy Learning Among ‘O’ Class Children In Aysaita Refugee Camp And Host Community Schools** and submitted to the Department of Early Childhood Care and Education in Partial Fulfilment of the Requirement for the Degree of Master of Art in Early Childhood Care and Education complies with the regulations of the University and meets the accepted standards to originality and quality.

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Declaration

I hereby declare that this thesis entitled “**Assessment Literacy Learning among ‘O’ Class Children in Aysaita Refugee Camp and Host Community Schools**” was prepared by me, with the guidance of my advisor. The work contained herein is my own except where explicitly stated otherwise in the text, and this work has not been submitted, in whole or in part, for any other degree or professional qualification.

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Acronyms

ANRS	Afar National Regional State
DES	Department of Education and Skills
ECCD	Early Child Education Development
ECCE	Early Child Education Development
ECE	Early Child Education
FDG	Focused Discussion Group
IDELA	International Development for Early Learning Assessment
GER	Gross Enrolment Rate
LMIC	Low and Medium Income Country
NICHD	National Institute of Child Health and Development
NRP	National Reading Panel
OECD	Organisation for Economic Co-Operation and Development
PIACC	Programme for International Assessment of Adult Competencies
PISA	Programme for International Student Assessment
PIRLS	Progress in International Reading Literacy Study
UNESCO	United Nations Educational , Scientific and Sultural Organization
UNHCR	United Nations High Commissioner for Refugees

Abstract

The purpose of this study was to assess the literacy learning among “O” class children in the Aysaita refugee camp and host Community Schools. A mixed design method was used to conduct the research. There were about 482 children enrolled “O” class learning in the town. About 45 of the subject selected from the refugee camp (about 50%) and 25% of the population, from the host community schools (100 children). Random sampling was used to select 100 students from each school. Finally, 145 subjects were selected for the study. International Development for Early Learning Assessment (IDELA) is a standard tool used to collect data. Interview, focused group discussion, observation, and document analysis were used to triangulate the results. The vocabulary learning of “O” class students in Aysaita Refugee and the host community on vocabulary skill learning, particularly in listing market items in their surrounding children status indicates that the mean value for Refugee school is $M= 5.84$ and for the host, the community is $M=5.68$ whereas animal named in Aysaita Refugee ($M= 4.60$) and the host community ($M=4.69$). On print awareness skill indicator in the learning of literacy showing in which direction reading continues in the book, hence from refugee students' mean value of $M=.62$ and the host community's mean value of $M=.52$. Comparing with T- test the two groups, there is no statistically significant difference on vocabulary and print awareness skill development. On the other hand the mean value for children letter identification skill is $M= 8.25$ for refugee children and 7.31 for host community; emergent writing skill development the mean value for refugee O=class children is 2.33 and host community is 2.98 . The comparison made using t- test on letter identification and emergent writing skill development, indicated that statistically there is significant different among refugee and host community children on the two learning skill development. This implies the host community children better identified letters. Meanwhile, the study has indicated challenges in literacy learning in the study area. Lack of rich learning environment, lack of enough inputs to teaching and learning, lack of ability on pedagogical facilitation, lack of parental engagement and absence of qualified “O” class leaders for the program indicated as a challenge for better status of literacy learning in the study area.

Keywords: Letter identification; oral comparison; sound; print awareness; vocabulary

Acknowledgment

First of all, I would like to thank the God, who has given me the power to accomplish this work from the beginning up to the end of my thesis. I would like to express my deepest appreciation to my research advisor, Dr. Abraha Asfaw for his advice, guidance, and encouragement for me starting from the proposal development up to the final submission of this paper. Finally, I would like to express my gratitude to Wife, who had pressed and encouraged me to complete this research and I also thanks all my children for giving me their precious time during my thesis work.

1. Introduction

1.1 Background of the study

Pre-primary education is a foundation for a smooth transition to primary school, a better chance of completing basic education, and a route out of poverty and disadvantage (Tsegai, 2015). Studies indicated that preschool participation is associated with a significantly increased probability of completing secondary education and transitioning to institutions of higher learning at the right ages (Young lives, 2013). Literacy plays an essential role in the realization of the Sustainable Development Goal, shared global agenda 2023. Achievement in literacy is a key determinant of educational outcomes of the future learning experience and learning achievement. Since literacy learning put the foundation for other skills development (Mcmillan, 2003). Literacy is the most important skill that a child needs to learn. It helps children understand the environment around them and the world arena, and children without literacy always are in the vicious circle of intergenerational poverty (USAID, 2010).

Therefore, policymakers weigh the costs of investment; it is becoming increasingly clear that the potential returns far exceed costs (Rebecca K. Sayre, Devercelli, Neuman, & Wodon, 2017). Further, the literacy level has a great impact on the level of individual and nation development (Olakunle, Dalong, & Gyot, 2020). Various research indicates that literacy skill development involves a continuum of learning in enabling individuals to achieve their goals, develop their knowledge and potential, and participate fully in their community and wider society (UNESCO, 2018). The acquisition of literacy skills passes through various stages and processes (35). The beginning of literacy development is implanted in the everyday communications, actions, thoughts, and drawings of children (French, 2013).

There are various types of definitions by scholars and institutions (Forster, 2009). Traditionally, literacy has been understood as the ability to read, write, and use arithmetic. Nevertheless, literacy is a powerful tool, an extensive skill, and competence that extend beyond just reading and writing. The United Nations Educational, Scientific and Cultural Organization (UNESCO) defines: “literacy is the ability to identify, understand, interpret, create, communicate, and compute using printed, written, and visual materials associated with varying contexts” (UNESCO, 2018). It also stresses that literacy encompasses language and culture. It is the fundamental component of the right to education (UNESCO, 2010b). It

is the capacity to read, understand, and critically appreciate various forms of communication including spoken language, printed text, broadcast media, and digital media.

In early childhood, the development of literacy involves babies hearing sounds and having them identified by sensitive adults, babbling and repeating sounds and rhymes, and later sharing books or stories on audio visuals or other information communication technologies such as computer-based texts, images, voice and music recordings or games on mobile phones – listening, looking at and talking about the pictures with others, and making marks in the sand and on paper. Therefore, literacy is the integration of listening, speaking, reading, and writing, for communication and learning to learn. Further, literacy learning occurs during meaningful interactions, and experiences with a broad range of materials, texts, digital technologies, and events (French, 2013). It is the global movement to work for literacy expansion and in 2030 African states are expected to eliminate illiteracy in their respective nations.

To enhance access to early learning education the government of Ethiopia has adopted various programs like the “O” class, to allow children access to basic literacy and numeracy (Admas, 2016). Hence, the Ministry of Education developed a guideline for the “O” class program (Hagos & Tefera, 2016). From this program, children are expected to acquire early language skills and numeracy; which helps children be aware of their environment, develop their self-awareness, and develop their socio-emotional skills and problem-solving abilities in their communities. The “O” class program has created a better opportunity to access the outreach and vulnerable communities like pastoral and refuge communities where there are limited resources (ESDP-V, 2019). As a result, preprimary enrolment has increased dramatically starting from the year 2004 E.C (Admassu Gebre, 2014). “O” class is indeed a low-cost, culture-sensitive, and seemingly innovative nine-month school readiness program improving gross enrolment from about 2.9 % nearly two decades ago to about 26.1% in more recent years (MOE, 2021). Some preliminary Assessments in Ethiopia have underscored that the “ O” Class has a high prospect of scalability and feasibility in Ethiopia (Teferra & Hagos, 2016).

However, the program was found imprisoned with lots of implementation problems that would on these possibilities. Quality pre-primary education remains inaccessible for many Ethiopian children. However, findings indicate that the Ethiopia “O” class has a problem in fully supporting children to acquire necessary skills as compared with a program like a

Kindergarten having three years of engagement(Haile, 2020). Another finding also indicated that children who had three years of kindergarten experience were better prepared to start regular school than children who had received one year of “O” class (Admas, 2016). Furthermore, the duration of preschool participation, one year of preschool attendance is found to have a smaller probability of completing secondary education and becoming entering into institutions of higher learning (Young lives, 2013).

The focus of this research is, Literacy; it will assess the role of “O”- class program contribution towards the development of literacy skills. The study will be conducted in the Aysaita district of the Afar Region. It is one of the centers of pastoral communities, and it is the home of the “Afar” Eritrean Refugee. The study targets the refugee and host community preprimary schools/centers. However, there are rare findings and no clear evidence about the status among vulnerable and pastoral communities towards children's readiness in a holistic manner. Hence, there is a need for a more comprehensive assessment of the current status of the “O” class in vulnerable communities. Therefore, this study assesses how the status of the program is contributing to children's literacy.

The study assesses the literacy development of children which allows one to understand a child’s literacy skills, compares the skills between the refugee and host community centers, and searches for problems in the program to design learning environments that will help a child grow to his or her developmental potential from an early age. Hence, this study is going to assess the status of “O” class literacy skill development among Refugee schools and host community schools. The finding of this research will contribute to the “O” class program by indicating the status, achievements, and challenges to attain the objectives.

1.2 Statements of the problem

Pre-primary education is a quite undeveloped and unexpanded education program in Ethiopia, particularly among the pastoral communities. In vulnerable communities like refugee settings, access to pre-primary education and the quality of preschool learning is challenging(Admas, 2016). There are substantial gaps between the environments of advantaged children and those of disadvantaged children raises serious concerns about the life prospects of disadvantaged children (Elango, Garcia, Heckman, & Andrés, 2016). The “O” class system has been implemented by the Ethiopian government to enhance access to pre-primary education in Ethiopia. There are rare articles and research evidence that indicate the contribution of the “O” class to the literacy development of children in Ethiopia.

There are recommendations for the “O” class program as it addresses the problem of access in a wider range of the country (Teferra & Hagos, 2016). However there are also critics of the quality of “O” class implementation, and the program played less in contributing literacy development of children. Particularly, in vulnerable and outreach communities like refugee children where access to learning and quality of education has been challenged by multiple factors the implementation of “O” class needs assessment (Palik & Østby, 2023). However, no previous research indicates the “O” class implementation in those pastoral community areas and refugee settings.

There are Programs of “O” classes that are recommended that are supported by non-governmental organizations but there is no well-documented finding that how much the program is contributing towards the literacy development of children in the setting. This research has assessed the “O” class contribution toward literacy skill development, though it is only a one-year program. Still, studies that indicate the three years kindergarten program better addresses the attainment of developmental skills (Admas, 2016). Further in vulnerable communities and contexts, to what extent does the “O” class program contribute to the achievements of literacy a skill has assessed. In addition, the study targeted both refugee and host community schools and it compared the status literacy achievement through the “O” class program just using standard tools. Furthermore, the study also identified challenges that hinder teachers, communities, experts, and school leaders to achieve expected literacy skills.

1.3 Research Questions

1. What are the statuses of literacy development among the “O” class in Aysaita refugee and host community schools?
2. Is there a significant difference in the literacy learning skills among children of “O” classes in Aysaita refugee and host community schools?
3. What are the challenges of “O” class program implementation in Aysaita refugee and host community schools?

1.4 The objective of the study

1.4.1 General objectives

To assess the literacy learning among “O” class students in Aysaita Refugee and Host community schools.

1.4.2 Specific Objective

- To assess the status of “O” class children’s literacy skills development in Aysaita Refugee camp and host community centers.
- To compare the difference between refugee and host community children on literacy skills learning among “O” class refugee and Host community centers
- To identify challenges that hinder the “O” class program for effective literacy development among the targeted refugee and host community schools.

1.5 Scope of the study

The study is conducted in Afar Region, in the Aysaita district, and a refugee camp in selected “O” class implementation. It mainly assesses the “O” class program's contribution towards a child's early-grade literacy and numeracy development. Its result mainly implies a one-year program, and it does not imply another program like three years early learning program contribution. Hence, this research mainly addresses a one-year early learning program for children of age 6, and because of the area's socio-economic condition as well as climatic variables in the area, the findings and conclusion extracted from this study only implicated this district and the targeted refugee setting.

1.6 Significance of the Study

This research has done on the assessment of “O” class implementation using a standard tool. It indicates to what extent the program has been playing in supporting children in acquiring necessary numeracy and literacy and other important skills before they join primary education. The implementation could be influenced by the context. Accordingly, to what extent does the Afar refugee context influence the intended objective that could be indicated by such kind of research? The government and other implementers in the sector need evidence to use, scale up or change the program for such evidence-based decisions; this

research will play its role. Besides, the study will contribute to further research initiations and references and it add some value and perspective to emerging scholars and researchers.

2. Literature Review

2.1 Meaning of Literacy

There is no solitary definition of "literacy" that is widely acknowledged worldwide. According to Alexander (2006), literacy develops throughout a person's lifetime, from "womb to tomb" (McLachlan, Nicholson, Fielding-Barnsley, Merce, & Ohi, 2012). According to Kirsch (2011), changes in literacy across time are a result of social, political, economic, and cultural values (Khalid, Bashir, & Amin, 2019). It is necessary to examine literacy within such a lifelong developmental framework and, in turn, to think about and conceptualize a definition of literacy from a broad and complete viewpoint while giving appropriate cognizance to the formative years of literacy development. As a result, the definitions of literacy discussed in this section take into account definitions of literacy over the life span, from childhood to adulthood (McLachlan et al., 2012).

Additionally, it is evident that definitions of literacy, as represented in Australian Federal, State, and Territory policy texts, are becoming broader and reflect an increased emphasis on context. According to the Policy Directions Paper for the 1990 International Literacy Program in Australia, our goal must be active literacy that enables people to use language to improve their capacity to think, create, and question, which helps them to participate more effectively in society (Forster, 2009). According to Kennedy et al. (2012), each person's definition and understanding of literacy is unique (Khalid et al., 2019).

The Organisation for Economic Co-Operation and Development (OECD)'s Programme for International Student Assessment (PISA), which was performed with students aged 15 years, defines literacy as "understanding, using, and reflecting on written texts, to achieve one's goals, to develop one's knowledge and potential, and to participate in society". Concerning fourth-grade kids, the Progress in International Reading Literacy Study (PIRLS) defines literacy as the "ability to understand and use those written language forms required by society and/or valued by the individual. Young readers can construct meaning from a variety of texts. They read to learn, to participate in communities of readers in school and everyday life, and for enjoyment".

Over time, definitions of reading literacy have evolved to reflect the demands of a global society, the requirements of economic development, and improvements in the study and assessment of literacy itself. All conceptions of literacy incorporate social and political

empowerment, ranging from a skills-based view of functional literacy to wide ones (Rintaningrum, 2009). Additionally, the OECD Programme for International Assessment of Adult Competencies (PIACC) defines literacy as developing throughout a person's lifetime to enable them to realize their potential and fully engage in their communities and broader society: “Literacy is the ability to identify, understand, interpret, create, communicate and compute, using printed and written materials associated with varying contexts. Literacy involves a continuum of learning in enabling individuals to achieve their goals, to develop their knowledge and potential, and to participate fully in their community and wider society”

This concept is in line with prior PIRLS and PISA definitions of literacy as well as the idea that literacy goes much beyond reading and printing text. Although there are different definitions of literacy, it is important to create a cogent understanding of the term that takes into account the many skills needed to participate in a literate society (Rintaningrum, 2009). The National Strategy for Literacy and Numeracy (DES, 2011), which outlines the definition used by the Department of Education and Skills (DES), states that: “Literacy includes the capacity to read, understand and critically appreciate various forms of communication including spoken language, printed text, broadcast media, and digital media”.

According to Aistear literacy is: “more than having the ability to read and write. It is about helping children to communicate with others and to make sense of the world. It includes oral and written language and other sign systems such as mathematics, art, sound, pictures, Braille, sign language, and music. Literacy also acknowledges the nature of information communication technology, and many other forms of representation relevant to children including screen-based (electronic games, computers, the internet, television)”(NCCA, 2009). Although this definition is general, it does crucially acknowledge the significance of conceptualizing literacy to include reading, writing, communication, and oral language in both print-based and digitized modes.

The concept of functional literacy acknowledges that literacy exists in a context. According to UNESCO (2006), a person is functionally literate if they can participate in all the activities that require literacy for the group and community to function effectively (UNESCO, 2006). They are also able to continue using reading, writing, and math for their own and the community's development (Forster, 2009). It is suitable that this definition includes the new literacies framework and so gives a comprehensive conceptualization of literacy given the dominance of digital media, particularly the internet, in our daily lives. It is important to

include the cognitive, emotive, sociocultural, cultural-historical, creative, and aesthetic elements of literacy in definitions of the term (McLachlan et al., 2012).

The Australian Government's literacy strategy from 1998 expanded the definition of "literacy," defining it as the capacity to read and use written information, write effectively in a variety of situations and for a variety of purposes, as well as to communicate with a wide range of audiences. (Forster, 2009). To incorporate both language and non-linguistic modes of communication, it must also define literacy from a semiotic perspective. The semiotic perspective acknowledges "that children are exposed to communication tools and situations that are multimodal rather than exclusively linguistic". The capacity to read and apply written material correctly in a variety of circumstances is known as literacy. Speaking, listening, and critical thinking are all integrated with reading and writing to form literacy.

Based on the Australian Language and Literacy Policy, Department of Employment, Education and Training, (1991), effective literacy develops throughout a person's lifetime and is inherently purposeful, adaptable, and dynamic (Johnson, 2017). Generally, literacy means a wide concept, which cannot be explained in a single quote and conception. Based on the current study, the researcher inclined to the perspective that environment and the learning experience has contribution to the development of children. Hence, literacy according to this study has considered from the skill development implicated in vocabulary, Emergent writing skills, Print awareness of children, Sound Identification skill and oral comprehension skill of children in the learning experience has considered.

2.2 Importance of Early Literacy

For young children, mastering literacy is a crucial developmental step. Early childhood evaluation is crucial since it aids in determining a student's areas of strength and weakness. One common goal of literacy evaluation is to identify problems in children's learning early and respond to them quickly (UzosikeNgozi, 2018). To aid students who have trouble learning a certain skill, creative and appropriate methods must be developed. One of the best investments a nation can make is in young children. To access and provide knowledge for everyone, literacy becomes a very crucial life skill. The early years are hardly an exception. Since infants indirectly engage in literacy-related activities like talking, young children are already exposed to them. When parents and those in the child's immediate vicinity want him to talk, the child starts to mutter. The young youngster then attempts to engage with those nearby (Hidayat & Fitria, 2021). Being literate is highly valued in the global market since it

enables individuals to actively engage in global activities including international conferences, research exchange, joint research, business, and commerce (Rintaningrum, 2009). It is crucial to make sure children develop the knowledge and abilities early on that they need to succeed as writers and readers. Early literacy refers to the acquisition of information through the child's five senses, which will later serve as their foundational knowledge (Hidayat & Fitria, 2021).

The Progress in International Reading Literacy Study (PIRLS), the Programme for International Assessment of Adult Competencies (PIACC), and the Programme for International Student Assessment (PISA) are three significant international assessment projects that place a strong emphasis on the interactive constructivist reading processes in which readers actively create meaning from text. They acknowledge the value of literacy in enabling people to reflect, criticize, and empathize, which leads to a sense of self-efficacy, identity, and full engagement in society (McLachlan et al., 2012). Everyone is capable of speaking, listening, writing, and thinking. These are all components of literacy. Reading and writing are abilities that need to be taught at a young age, in contrast to speaking and listening, which can develop spontaneously (Hidayat & Fitria, 2021).

Not only do reading and writing contribute to personal growth and learning, but they also promote academic performance (Rintaningrum, 2009). Most infants begin babbling between the ages of 4 and 6 months. Then, a speech-like tone entered their ravings. Most babies begin using single words and/or developing two- to three-word utterances by the time they are one year old (Hidayat & Fitria, 2021). As being functionally literate is a prerequisite for all forms of academic and personal accomplishment, literacy has come to be considered a crucial component of national development (Rintaningrum, 2009).

2.3 Theoretical Perspectives

Three paradigm shifts from behaviourist to cognitive to socio-cultural can be seen in the historical evolution of a wide range of theoretical viewpoints on young children's early literacy development. Concerning several viewpoints, we can see how the underlying theory shaped the current canons of literacy development. For instance, phonological awareness is now widely acknowledged to be a crucial component of the development of early literacy, thanks to the work of cognitive psychologists (McLachlan et al., 2012). Different theoretical viewpoints on how kids learn to read have been put out through the years. The most significant perspectives on print literacy in early childhood education are as follows: "Early

to mid-20th-century educational practice was influenced by the maturational perspective, which argued that children could not learn to read or write until they were adequately biologically developed. In other words, kids weren't allowed to start learning to read and write until they were six years old, which is based on the idea that kids can't learn until they're ready”

“The work of developmental psychologists like Thorndike served as the foundation for the cognitive developmental perspective. Although children must acquire a particular level of "readiness" before learning to read and write, this viewpoint claims that certain environmental and classroom-based factors can help children learn to read and write. According to this viewpoint, experiences, and activities might hasten the process of development. When children were developing following this perspective-guided literacy pedagogy, so-called pre-reading activities were taught to kids as soon as they started school”.

“The emergent perspective or the socio-cultural perspective, founded on the writings of Jean Piaget, emerged in the 1970s and posed a significant challenge to the emergent maturational and developmental perspectives. Whereas the maturational and developmental perspectives maintained that early experiences in the home and community had nothing to do with successful literacy learning, the emergent perspective 'emerges' suggested that these impacts were crucial. It argued that children's early literacy experiences at home, such as talking, singing, doodling, lap reading, and other activities, were crucial to their ongoing literacy learning process, which was considered active, beneficial, and sociable” (Fellowes & Oakley, 2018).

It can be observed that the psycholinguistic perspective is where the emphasis on reading for meaning comes from. While cognitive apprenticeship models have led to an emphasis on children developing problem-solving skills in literacy-related activity with the assistance of more knowledgeable others, metacognitive theories emphasize the role of metacognitive processes in reading, writing, and spelling. Socio-cultural theories of literacy are those that place a strong emphasis on the cultural influences on the growth and use of literacy, the social nature of learning (such as observing how others construct meaning in their literacy practices and, in some cases, internalizing understanding of those processes), and the location of literacy practice within broader social, economic, and political contexts. Children who have a critical knowledge of texts are better able to appreciate how society can shape and transform them as individuals (McLachlan et al., 2012).

2.4 Stages of Literacy Development

Language acquisition and literacy awareness start at birth. A child's brain develops very quickly throughout the first 1000 days of life, and learning spoken language skills becomes particularly crucial to the youngster during this time. This is why it's critical to expose children to a reading environment rich in books and spoken and written languages. Inviting kids to participate in the conversation, reading to them using a variety of media, and providing media that can enhance literacy, like books, pictures, educational games, and videos, are all effective ways to create a literacy-friendly environment for kids. To encourage kids to explore literacy activities, provide them with a variety of books and stationery. To ensure that their children develop into competent readers and writers, parents must guide them throughout their development and immerse them in a world full of books (Hidayat & Fitria, 2021).

Early childhood education gives kids the chance to start interacting with their peers as soon as possible and also supports early learning, which tends to direct kids' minds toward school. Training someone to be self-reliant in terms of cognitive, affective, and psychomotor activity is one of the fundamental goals of education. The cognitive development area in particular has a vital function to play in all forms of learning (Olakunle et al., 2020). The fundamental elements of literacy acquisition, including word recognition, vocabulary growth, fluency, comprehension, and writing and spelling development as they relate to the processing of print and digital texts, were addressed in research on the subject. A different viewpoint on reading is provided by early models of the reading process, which place a strong focus on an information processing strategy. To characterize and clarify how the perceptual and cognitive processes in reading interact, an interactive model of reading is proposed (Rumelhart, 1985).

Children's language development can be boosted by promoting reading awareness in engaging ways. Parents can begin fostering literacy awareness in their infants as early as six months old by reading picture books to them while holding them. The child will then start to develop concepts about books and writing, grow in phonemic awareness, and learn phoneme-graphemic knowledge (alphabet) (Hidayat & Fitria, 2021). It is explained how writing develops, starting with emergent writing in its earliest phases, which involves symbolic drawings produced during play and social interaction, and progressing to more independent expression. To represent their ideas, children increasingly apply their growing orthographic

knowledge. It is made very obvious why it is crucial to employ a writing process strategy (McLachlan et al., 2012).

Given that the phases of reading development are similar, the accompanying section on spelling development can be studied in conjunction with the prior part on word recognition and the stages of reading growth (McLachlan et al., 2012). During the preschool years, kids need to improve their literacy skills, especially their oral language skills. Unless there is a developmental delay, cognitive handicap, or physical speech barrier in the kid, the youngster will acquire a fair amount of linguistic fluency over the first six years. Children's learning and social interaction in daily life may be impacted by their capacity to speak verbally. Children's foundation for later reading and writing development is their capacity to comprehend spoken language (Hidayat & Fitria, 2021).

2.5 Emergent Literacy

Emergent literacy is a theory that encourages reading and writing instruction for children who are still developing their literacy skills. Children's spoken language and their understanding of written language are both based on emergent literacy behaviors. Emergent literacy is also described as "the skills, knowledge, and attitudes that are presumed to be developmental precursors to conventional forms of reading and writing" by Whitehurst and Lonigan (1998) (Hidayat & Fitria, 2021). As stated by Aistear (NCCA, 2009), "Emergent literacy is concerned with children developing a growing understanding of print and language as a foundation for reading and writing. Through play and hands-on experience, children see and interact with print as they build an awareness of its functions and conventions."

Emergent literacy was first coined by Sulzby and Teale (1991) as a novel method to conceptualize the growth of reading and writing skills. In their definition at the time, they stated that it refers to "the reading and writing behaviors that precede and develop into conventional literacy"(French, 2013). They pointed out how the phrase had evolved with fresh viewpoints on writing and reading. Sulzby and Teale saw this new significance as a sign of a transition from a preparedness viewpoint to a developmental focus in the lessons children learn about reading, writing, and print before entering school.

Multiple abilities and knowledge must be mastered, integrated, and applied to read well. Phonemic awareness, phonics, fluency, vocabulary, and comprehension were the five elements that the National Reading Panel (NRP) of the National Institute of Child Health and

Development (NICHD) identified as essential for effective reading education (NICHD, 2000). Each of these abilities is required to read or learn to read (Brown, 2014). Children's conceptual knowledge encompasses their understanding of reading and writing as well as their self-perception as readers and writers. Letter names, letter sounds, and some word reading are all part of procedural knowledge. Metalinguistic abilities, such as phonological awareness, and oral language development, which includes vocabulary and listening comprehension, are viewed as different phenomena (McLachlan et al., 2012).

It is challenging to educate them separately because of their interdependence and interconnection. Early-developing competencies and proficiencies are built on the foundation of skills and behaviors. They are the foundational elements that kids learn to use to construct later, higher-level skills necessary to become good readers (Brown, 2014). A developmental paradigm put forth by Sénéchal, LeFevre, Smith-Chant, and Colton (2001) views emergent literacy as distinct from spoken language and metalinguistic abilities, which is in opposition to this holistic perspective of emerging literacy. According to this theory, children's conceptual knowledge and their early procedural knowledge of reading and writing make up emergent literacy (McLachlan et al., 2012). Reading is a continuous activity that builds on many different emerging skills. Each child develops at their rate as they progress through each stage of reading. Regardless of a child's gender, origin, or unique learning requirements, all children need to learn the same reading skills. Most kids learn to read using the same techniques (Brown, 2014).

On the other hand children standard child developmental assessment that has used for this study the IDELA (International Development for Early Learning Assessment). This tool was developed by Safe the Children which focuses on the development of five essential areas: emergent literacy, emerging numeracy, socio-social development, problem-solving, and motor skills. Its literacy component focuses on oral vocabulary, print awareness, letter identification, emergent writing and oral comprehension.

2.5.1 Oral vocabulary

When it comes to the development of literacy, vocabulary knowledge is an essential part of language ability. Individual disparities in vocabulary development among young children are highlighted, and the study emphasizes the necessity of placing vocabulary at the forefront of early literacy (Heckman, 2015). According to the literature, while early oral language proficiency is highly predictive of the acquisition of constrained skills like letter-name

knowledge, concepts of print, phonemic awareness and oral reading fluency in the junior classes of primary school, its effects on unconstrained skills like vocabulary knowledge and reading comprehension are less clear.

The growth of a variety of abilities is necessary for reading fluency. Although the relationship between the two is complex, reading fluency and reading comprehension growth go hand in hand. Word recognition ability and the language's orthography are two influencing elements. Two groups of oral language skills phonological awareness and general language skills (such as vocabulary and syntactic knowledge) are predictive of later reading ability, according to research on reading development (McLachlan et al., 2012).

2.5.2 Print Awareness

Understanding print is crucial to being able to read and write. When reading aloud from picture books and engaging in autonomous play, pre- and emergent readers' oral language and vocabulary are developed. Although picture reading represents a crucial step in the development of literacy, kids must comprehend that print can be read and conveys meaning (Brown, 2014). Participating in language-based activities with young children can help them improve their writing skills. An aspect of writing preparation could include, for instance, teaching in recognizing the genres of texts (which is occasionally incorporated into reading instruction). Children can describe and explain their own written works like how they do with literature they have read (McLachlan et al., 2012).

The ability of a youngster to comprehend and recognize how print works for reading purposes, particularly concerning books, is referred to as the concept of print. Knowing where the front and back of a book are placed, how to tell an upside-down page from a right-side-up one, how to read in one way from left to right, how to distinguish between print and pictures, and how to understand punctuation are all concepts related to print (Brown, 2014). Children who are aware of the print will start to comprehend the relationship between vocal and written language. The basis for the development of the more complex language abilities required for comprehension is laid by oral language skills, which are linked to the code-related abilities that support the development of word reading (Hidayat & Fitria, 2021).

The recognition of words as elements of spoken and written communication by children is also aided by their awareness of print. Young children will start to comprehend that each word is distinct and that spaces are used to divide words inside sentences as they start to

develop their print awareness. Children's growing knowledge of the individual sounds in words will be supported by using tactics to develop word ideas (Brown, 2014).

2.5.3 Letter Identification

Learning the alphabetic principle, a complex and frequently perplexing system of letters and sounds, is a necessary step in the complicated and multidimensional process of reading. In phonological awareness, phonemic awareness is included. The term "phonemic awareness" refers to the capacity to pick out, classify, and manipulate individual phonemes in spoken language. This reading component is the single best predictor of a child's success in learning to read, according to research (NICHD, 2000). Reading development is built on the foundation of phonemic awareness, which is rooted in vocal language. When children encounter phonemes (a letter or group of letters that represents a phoneme in a word) in written words, they may find it challenging to relate them to the graphemes (a letter or group of letters that represent a phoneme in a word). This is especially true for children who cannot hear and work with the phonemes of spoken words (Olakunle et al., 2020).

Letter and sound relationships are difficult to understand because of this pre-phonics issue. Learning the alphabet and developing phonological awareness are both significant predictors of later decoding and comprehension and teaching these skills together consistently has a good effect on students' subsequent decoding and comprehension skills. The first step toward traditional reading is phonics, the knowledge of the relationship between sounds and print letters. Phonics and word study are effective methods for enhancing kids' word recognition and text decoding skills (Brown, 2014).

The purpose of phonics and word study instruction is to help children understand the systematic relationships between letters and sounds, the fact that written words are made up of letter patterns that represent spoken words' sounds, the importance of quickly and accurately recognizing words to understand their meaning, and the ability to blend sounds to read words and segment words into sounds to spell them (NICHD, 2000). Beginning readers first sound out words using word analysis or phonics, but after repeatedly seeing those words in related material, they start to recognize those words as full units (Lonigan & Shanahan, 2014).

Growing children's knowledge of and proficiency with spoken and written language is a key component of effective phonics and word recognition instruction. Word recognition refers to

a reader's capacity to accurately and practically unaidedly identify written words. Because many high-frequency words are not phonically regular, emerging readers must learn to identify them right away. To concentrate on the meaning of the text they are reading, children must learn to recognize words quickly and fluently (Hidayat & Fitria, 2021).

2.5.4 Emergent writing

The goal of teaching children to read and write is to give them the chance to recognize symbols, have stories about their work or experiences written about them, and be surrounded by print and language in the classroom (Victoria, 2011). Literacy helps all people to acquire information and understanding and is fundamentally linked to learning across the curriculum. When combined with speaking, listening, watching, and critical thinking, reading and writing form important components of literacy in contemporary life (Forster, 2009). The fundamental issue with tying the notion of literacy to the number of years spent in school is that many children go through years of formal education without ever learning to read or write, while others pick up these skills outside of the educational system (Victoria, 2011).

It is employed to advance learning and comprehension, attain personal development, and carry out essential social obligations. Recognizing numbers and fundamental mathematical symbols in literature is another aspect of literacy (Forster, 2009). Developmental in nature and teachable, strategic reading is a skill (McLachlan et al., 2012). The ability to use written information to accomplish goals is a key component of literacy, and those who possess it can use it to contribute to modern society (Rintaningrum, 2009). In her Model of Domain Learning, Alexander (2003) argues that the three stages of reading development acclimation, competence, and expertise/proficiency occur throughout the reader's lifespan, from "womb to tomb".

Using the example of the reader transforming the text makes a distinction between shallow and deep levels of strategic processing. In the acclimation stage, the reader's knowledge is fractured, fragmentary, and naive, and they adopt surface-level methods based on their scant past knowledge and experiences (Dinsmore & Alexander, 2012). The competence phase is characterized by deeper processing processes, a more comprehensive and cohesive prior knowledge base, a person's interest in a subject, and motivation that is more intrinsic. The proficient/expert reader draws from a highly ethical and comprehensive knowledge base with effective and efficient use of techniques, an individual rather than a situational identity, and an investment in domain knowledge (McLachlan et al., 2012).

2.5.5 Oral comprehension

Literacy development starts when babies are exposed to oral language. The building blocks of literary development are the earliest interactions that parents, siblings, and other family members have with the newborn (Victoria, 2011). Early learners must comprehend the motivations behind reading and writing to be inspired to excel in their literacy development. Kids discover how to apply their expanding knowledge and abilities flexibly and in conjunction with all areas of development by actively participating in the reading process. When given the chance to participate in meaningful, purposeful language and early print activities, all children can create a solid foundation for literacy and reading development (Brown, 2014).

Reading literacy was defined by the Progress in International Reading Literacy Study (PIRLS) as the capacity to comprehend and make use of the written language forms valued by the individual and needed by society. From a range of texts, young readers might infer meaning. They read for pleasure, to learn, to engage in reading communities in the classroom and daily life, and to learn (Rintaningrum, 2009). Preschoolers who get effective early literacy education have access to environments, resources, experiences, and social support that are developmentally appropriate and that foster the growth of early forms of reading and writing into conventional literacy. Reading fluency and speaking language ability are connected. It's important to encourage kids to speak out loud for a variety of reasons, including asking and answering questions and expressing their ideas.

Pre schoolers exhibit a wide range of fluency when honing their spoken language skills. Children acquire the alphabetic principle through spoken language, which lays a foundation for later learning about the structure of spoken English words. The term oral language development refers to the knowledge and abilities that enable children to comprehend, speak, and utilize words to communicate (Brown, 2014). Children's oral language will develop as they employ increasingly intricate grammar and vocabulary with the right encouragement and assistance. The foundation for both word reading and language comprehension in children is their oral language skills (Shanahan & Lonigan, 2021).

Additionally, oral reading has been shown to improve children's reading fluency (NICHD, 2000). The basis for reading comprehension and efficient communication is laid by oral language development in pupils. Reading comprehension and fluency go hand in hand and it acts as a link between decoding and understanding (Brown, 2014). Making sounds and

chattering, interactive games like "peek-a-boo," listening to and participating in songs, playing finger games and rhymes, gazing at picture books, enjoying pretense play, scribbling, sketching, and painting are all part of early language play (Victoria, 2011).

The development of children's home languages aids with spoken language and literacy. Building oral language abilities will require special help for children whose primary language and the language of instruction are different. In addition to talking, listening, viewing, reading, and writing, literacy includes a variety of communication techniques such as music, movement, dance, storytelling, visual arts, media, and theater. Both paper and electronic texts are used in contemporary writings. Reading comprehension is crucial in today's technologically advanced society since it allows one to analyze texts critically. Children gain from having the chance to use technology to learn about the world and gain competence with it (Victoria, 2011). Social interaction can be a tool for assisting students in developing an understanding and appreciation of texts by allowing them to discuss the concepts and knowledge they have learned from the text with others in a variety of circumstances (UzosikeNgozi, 2018). According to Elley (1989), reading was a social activity that was "carried out for a variety of purposes, with a variety of materials, text organizations, and styles, to serve the needs of teacher, writer, colleagues, and supervisor." (Rintaningrum, 2009). Additionally, readers create meaning by interacting with the text within the framework of a specific reading experience.

2.6 Ethiopian pre-primary education

Care and support during early childhood, especially during the first three years from conception, have more impact than during any other stage of development. Pre-primary education has significantly boosted access to early childhood education for young children in Ethiopia, allowing them to build their core abilities. Children aged 4 to 6 are intended for early childhood education, which prepares them for primary school. The methodology is play-focused, with a curriculum that may be offered inside and outside of schools and is tailored to the local environment (MoE, 2022). From 9 percent in 2010 to 44 percent in 2022, the gross enrolment rate (GER) for pre-primary education has increased. The Ministry of Education and Regional Education Bureaus' initiatives to create 1-year pre-primary learning opportunities for young children before they join Grade 1 are mostly responsible for the growth. The majority of the increase in enrolment can be attributed to the government's

implementation of the “O” Class, a pre-primary program designed to improve students' preparation for school when they enter primary school (Kim et al., 2022).

The fifth Education Sector Development Programme(ESDP-V, 2019) formalized extensive government involvement in pre-primary education with targets to ensure that all children receive at least one year of pre-primary education and reach an 80% enrolment rate for 4-6-year-olds by 2020(MOE, 2021). Notably, participation in the “O” Class is a highly significant predictor of children's future learning outcomes at the beginning of primary school. Even after taking into account child and family characteristics, learning gains in early numeracy between the start of the school year in 2019–20 and when schools reopened in 2020–21 were significantly greater for “O” Class children (by 8 percentage points) than for those who did not attend–primary school. Children's performance as they entered grade one was nearly a full academic year behind that of “O” Class students (Kim et al., 2022).

Early childhood education encourages children's holistic development, encompassing their intellectual, social, emotional, moral, and spiritual growth, for them to reach their full potential in all spheres. Children in early childhood education acquire the fundamentals of education (reading, writing, math, and calculation), social skills (cooperation, self-expression, and mutual respect), emotional skills (self-control, empathy, and mutual respect), and physical development abilities (MoE, 2022).

Access to ECE was greatly increased by the policy change in 2022. Following the implementation of these initiatives, Ethiopia's early childhood education system continues to expand in terms of participation and coverage. Due to the implementation of the "O" class and child-to-child initiatives, GER has increased significantly (Admas, 2016). Overall, the "O" class lacked several essential amenities for hygiene and sanitation, which is particularly concerning given the ongoing epidemic. Only 20% of "O" classes have handwashing stations, and around 50% of them have child-sized restrooms. Additionally, only a limited percentage of "O" classes (approximately 70%) have enough learning and play items to support children's holistic development. Only half of the students in the "O" class were seen to be actively participating in class, and the amount of student-teacher contact varied greatly among the pre-primary classrooms (Kim et al., 2022).

A crucial component of early childhood programming is early education and care (ECCE), which emphasizes young learners and responsive caregivers. There is general agreement that in addition to providing care, ECCE programs must target a child's learning holistically in all

areas socially, emotionally, physically, and intellectually (European Commission, 2014). The ECCE program should contain a philosophy that establishes the objectives to be met and the services to be rendered. Every preschool program should have clearly stated principles and objectives that honour children, families, cultures, and communities (Admas, 2016).

2.6.1 “O” grade curriculum

Children participate in the "O" class, a one-year program in Ethiopia's early childhood education system, at age six and remain there for a year before entering primary school (ESDP-V, 2019). Before entering Grade 1, the "O" class act as a reception year. In the 2013-2014 academic year across the nation, "O" class and child-to-child modes, it was possible to enroll about 2 million (25%) children thanks to this program and the efforts made (ESDP-V, 2019). Since preschool education is an expensive investment and Ethiopia is a developing nation, some preschools may not be able to afford to offer high-quality preschool instruction. Ethiopian preschools are typically attended by poor parents, and as a result, the quality of these institutions is more likely to be inadequate (Admas, 2016).

The philosophy, aims, and preschool standards that will shape ECE in Ethiopia in the future should be considered. Preschools should have their philosophies and objectives while training young children, and they should keep an eye on preschool quality to ensure that the objectives are met. Thus, it is anticipated that the future of ECE in Ethiopia will follow the topics described above (Stevens, Siraj, & Kong, 2023). There is strong evidence that early language and literacy development is significantly influenced by children's play. As a result, some early learning curricula have placed play as a basic setting for academic learning (Pyle, Poliszczuk, & Danniels, 2018).

2.6.2 Afar Region Pre-primary Education

The Afar regional education achievements and performance in general education are still lagging behind the other regions in the country as many reports and records illustrate. ESDP-V midterm review 2019 report indicated that the Afar region Pre-primary Gross Enrolment Rate was 18.3%, which is the second lowest rate nationally (45.4%). The Net Enrollment Rate for Afar is 11.5% and this is still much lower compared to the national (27.5%). Even 18.3% is achieved through government-initiated O-grade level where the quality of the preprimary education is much lower than the other modalities of implementing preprimary education.

In 2018/19, the Gross Enrolment Rate and the Net Enrolment Rate for Afar region primary schools were 57 percent and 46 percent respectively, and this is also the lowest record in the country. Besides, the lower secondary education (in the previous structure grade 9-10) Afar region enrolment was 16%; which is also the lowest among all regions in Ethiopia as the ESDP- V 2019 midterm review report indicated. Also, the region has been challenged with high student dropouts. The survival rate to grade 5 students who completed the first cycle of primary education was only 29 percent in 2016/17; by far this lowest achievement in Ethiopia. All this indicates the need for intervention in preprimary and primary education.

Also, evidence indicates that lack of trained school leaders in the education system of the region(UNESCO, 2019). School managements have considerable problems supporting the teaching and learning processes in schools, mobilizing the community, promoting school-based professional development, supporting inclusive learning, implementing continuous supportive supervision, and coordinating the overall school resources. Studies stipulate that particularly in Afar national regional government, only 2.10% of school management, teachers, and supportive staffs are professionally qualified; and only 4.8% of the school management have engaged in the minimal standard of continuous professional development processes (ESDP-V, 2019). This indicates, that the school management needs to strengthen school-based continuous professional development in supporting the teaching and learning process and improving student achievement, supporting community engagement in education, and ensuring inclusive learning at schools.

2.6.3 Eritrean Afar Refugees

Since the Ethio-Eritrean border war in 2000, Eritrean Afar refugees have been fleeing to Ethiopia to avoid persecution due to discrimination, violations of human rights, forced military conscription, and travel restrictions. Eritrean Afar refugees are being accommodated in the Aysaita camp in the Afar Regional State, and UNHCR is coordinating with the Ethiopian government to provide them with basic humanitarian aid and international protection. One of the top needs is a lack of better housing to improve PoCs' protection. Aysaita Refugee Camp has 15,467 (7,638F) Eritrean refugees living there as of August 31st, 2018. Eritrean refugees made up an average family size of 1.9 people per household in the Tigray region and 4.3 people per household in the Afar region(CSA, 2007).

By the end of 2007, the Aysaita camp had been established. According to UNHCR data as of August 31, 2018, there were 15, 467 refugees residing in the Aysaita camp. Children under

the age of four make up 2,215 of the population, while seniors over 60 make up 603. In terms of gender, there are 7,829 men and 7,638 women. The UNHCR offers aid and safety to refugees living in the camps in collaboration with the Ethiopian government (ARRA) and other NGOs. Refugees who coexist with the host population and, because of a housing shortage, reside close to the camp receive only little basic aid. In 2012, UNHCR BO Addis opened a field office in Samara after realizing the need to boost the operation. The following year, the office worked to enhance services in both camps (UNHCR, 2012).

2.7 Literacy Development in the Refuge

Children who are refugees are among the most vulnerable individuals on earth. 72% of refugees live in nations that are neighbors to their countries of origin, and 83% of refugees are hosted in LMICs (Displacement, 2021). They were compelled to flee their homes because their states failed to defend their rights and exposed them to grave threats. According to the UNHCR, 80% of all refugees live in long-term conditions that are unstable and insecure. These conditions include refugee camps that are frequently overcrowded and have terrible living conditions but can house families for generations (UNHCR, 2012). Most likely, refugees are unable to go home or are terrified too. A refugee is someone who cannot or will not return to their country of origin due to a well-founded fear of persecution due to their race, religion, nationality, membership in a particular social group, or political opinion, according to the 1951 Refugee Convention (Stevens et al., 2023).

Young children in emergencies face a high risk of injury, psychological anguish, sickness, and death. In times of crisis, early childhood care and development (ECCD) programs, which focus on a child's development from conception through age eight, can assist kids in surviving and safeguarding their futures. According to neuroscientific studies, 80% of brain development happens in the first three years of life and 90% happens in the first five years of life. Without assistance during emergencies, developmental harm may occur that cannot be entirely repaired. As missionaries and volunteers from Western nations traveled to less developed nations to aid with little to no pay for their time and labor in the 1960s, emergency education, which is a subset of general humanitarian aid, formed (Shah, 2016).

Governments that have ratified the 1951 convention and/or the 1967 Protocol, the UNHCR, and any organizations with a mandate to defend refugee rights to education are responsible for providing education for refugees in LMICs. Education services for refugees are conducted by a variety of partners, if possible in conjunction with national ministries of education

(Stevens et al., 2023). Early learning centers have different registration and oversight procedures; it's crucial to note that national ministries, the UNHCR, or other NGOs can get involved and keep an eye on whether infrastructural and certification standards are being maintained. However, it has been observed that the childcare and educational facilities created expressly for refugee families in LMICs may be improvised, underfunded, and subject to structural constraints in different. Strategies to support children's development and well-being may need to take into account ECEC's potential to provide protective factors, such as physical, psycho-social, and cognitive protection, to adequately address the unique needs of refugee children and their families (UNESCO, 2010a).

3 Research Design and Methodology

This chapter is going to present the research design used by the researcher, the study area, study population, the sampling technique, sample size, data collection procedure, data analysis and ethical consideration.

3.1 Research Design

The researcher used a mixed-methods design. It is a process that combines quantitative and qualitative data into a logical whole to bring about a thorough analysis of the research. In this design, the researcher simultaneously gathered both types of data before integrating them into how the final results were interpreted.

3.2 The Study Area

Afar National Regional State (ANRS) is one of the nine regions within Ethiopia which is also the major pastoralist region of the country. Aysaita woreda covers an area of 1380 km² and Aysaita is the capital town of the woreda which is located at a distance of 680 km from Addis Ababa. The area is characterized by an arid climate and the daily average temperature of the area varies between 28-48 degrees centigrade with a mean annual rainfall of 300mm/annum. For its bio-physiographic condition, 15% of the woreda land is covered by rock and sand, 50% by silt, and 35% by bushes. Aysaita woreda has a total population of 79,031, out of these 47.2 % are female, and 32.74% of its population is urban dwellers. The regional state working language is Afar-aff. The woreda has 17 small administrative units of 10 rural kebeles and 7 under town administration (CSA, 2007).

Since the Ethio-Eritrean border war in 2000, Eritrean Afar refugees have been fleeing to Ethiopia to avoid persecution due to discrimination, violations of human rights, forced military conscription, and travel restrictions. Eritrean Afar refugees are being accommodated in the Aysaita camp in the Afar Regional State, and UNHCR is coordinating with the Ethiopian government to provide them with basic humanitarian aid and international protection. One of the top needs is a lack of better housing to improve PoCs' protection. Aysaita Refugee Camp has 15,467 (7,638F) Eritrean refugees living there as of August 31st, 2018. Eritrean refugees made up an average family size of 1.9 people per household in the Tigray region and 4.3 people per household in the Afar region (CSA, 2007).

3.3 Study Population and Source

The study populations were “O” class children (482), 82 students were in the refugee camp (1 center) enrolled in the O class program, and there were about 400 children registered in the “O” class program among various schools in the host community (3 schools), “O” class facilitators (10) from Asiyata refugee and host community, 2 education expertise from Asiyata district found in Afar region, Zone 1.

3.4 Sampling Technique and Sample size determination

The researcher used both probability and non-probability sampling techniques. To select schools the researcher used purposive sampling for refugee camp school as there was only one centre in the refugee camp. On the other hand, the researcher deployed a lottery method to select the two host community schools from the three existing "O" class providing schools. Random sampling method was used to choose 50% of the subjects from the refugee school and the host community schools that offer "O" class programs. One of the four institutions that were under consideration as host community schools does not offer an "O" class program.

There were about 482 kids enrolled in the district. Therefore, about 55% (45 children) of the subject matter for this study was made up of refugee "O" class students. Additionally, the researcher included 100 students, or 25% of the population, from the host community schools. After compiling a list of the children enrolled in the "O" class, the researcher randomly chose two schools from the three and administered random sampling to 100 students from each school. For the literacy learning assessment, the researcher uses 145 participants.

3.5 Data Collection Tools

Primary data were collected from “O” classes in the study's area based on the established instrument known as IDELA (International Development for Early Learning Assessment). IDELA (International Development for Early Learning Assessment) is an established instrument known as was used in this study. This tool was developed by Safe the Children and focuses on the development of five essential areas: emergent literacy, emerging numeracy, socio-social development, problem-solving, and motor skills. The element of the questionnaire that assesses literacy was used for this study. Questions have been organized by

component in the tool. The researcher assisted in the children's adaption to the environment and their mother tongue, Afar Aff, which serves as the curriculum's primary language. The tool provides instructions for recording results, options for adapting it for the child context to the interviewer, and a technique for adoration to assist the researcher in handling the instrument better. The interviewer asked the majority of the questions, and children were expected to respond and engage with each one. The interviewer received a rating based on the child's response or other factors.

Children in the "O" class were the main subjects of the researcher's literacy assessment. Also, FGD was conducted with "O" class facilitators from both refugee camp school and host community school, and district education expertise. In addition, secondary data sources on "O" class implementation were used to assess and triangulate the findings. Additionally, observation was conducted to assist with the assessment and to monitor the general learning environment of "O" classes in the study area.

3.6 Data collection procedure

The data collection was made in two stages; pilot and main study

3.6.1 The pilot study stage

Language experts discussed on translated IDELA tool. They produced parallel words that would equally test the phonological skill development, to contextualize concepts presented by the English language in the IDELA. The trained data collectors conducted a pilot study in excluded host community schools to ensure the relevance of the questions 'items, and to ensure appropriateness and reliability.

3.6.2 Main Study Stage

In the main study, the following procedures were used. First, an official letter was written from the researcher's office. Later on, the area of interest was visited, and then rapport was secured between the refugee and returnee service office and the distinct education office. The concerned "O" class facilitators were contacted. Then appropriate time is set to ask subject children in the refugee camp school and host community schools. Accordingly, five to twenty minutes durations are used to respond to the standard tool that focuses on literacy development only. In addition, FGD was conducted among the facilitators and experts for

about two hours and all sampled schools' "O" class environments were observed and recorded considering resources in the class and outside the class.

Lesson learned

- Based on the pilot study minor amendments were made to contextualize a few concepts like short phonological words selected in the local language.
- During the morning session, children were more active and willing so most of the assessments conducted in the morning session

3.7 Techniques of Data Analysis

The results of the finding are presented in quantitative data and qualitative analysis, especially data collected from the children was coded and recorded on SPSS, and comparison between the refugee school and host community school was done by t-test and presented descriptive statistics and with figure presentation.

3.8 Ethical Consideration

Before starting this study the researcher was asked permission from the school with a legal letter from the office. Then after rapport develops with the participants through discussion on the proposed study aim and their rights until the end of the study. Therefore, throughout the study, the researcher recognizes the following ethical issues: Privacy and confidentiality were maintained at all times, and all findings were portrayed in a confidential manner no personal or identifiable information was recorded or printed in the study. The researcher has respected the human right of free choice and ensured informed consent is completed before carrying out any questionnaires and discussion. All participants were reassured that the option to withdraw from the research at any time without penalty or repercussions.

3.9 Limitations of the Study

Since this study was conducted at one distinct so the findings cannot be generalized to the whole. In addition, the study area is highly susceptible to hot weather conditions, and learning is seriously challenged by weather conditions, so this area's children's achievement may not represent the other area's children's achievement. In addition, due to the absence of sufficient and relevant materials/review literature related to the study in the Ethiopian context, the researcher has been forced to rely on foreign sources. Despite these, however, the researcher has attempted to make the study as complete as possible.

4. Results

This chapter presents the research finding results and it is going to present variable results in descriptive analysis using percentage and average mean value. The percentages of respondents were 42.1% (61) male children of age 6 and 57.9% (83) female children of the same age.

4.1 Oral Vocabulary

4.1.1 Literacy skill of Oral Vocabulary learning among O class students of Aysaita

The number of market items listed and the animal named by students in the "O" class are shown in Table 1 children from the host community schools and Aysaiat refugee school were asked to name up to ten market items that could be bought from the shop. Accordingly, the following table indicates the percentage of items listed in oral vocabulary learning.

Table 1 Number of market items listed and animal named by "O" class students

No of											Mean	
item	0	1	2	3	4	5	6	7	8	9	10	value
%											5.73	
Market item named	2.8		0.7	5.5	11.7	22.8	23.4	16.6	11	5.5		
%											4.66	
Animal named	2.1		1.4	15.9	30.3	20	19.3	9.7	1.4			
%											0	

From the result, the majority of sampled respondents 23.4% (34 children) indicated six things they knew, while about 22.8% of children listed roughly five things they knew. Overall, just 46.2% of respondents could name things they could buy on the market. Additionally, 2.8% of respondents were unable to mention any items at all. However, 5.5% of the respondents were able to name nine out of 10 items from any shop

The majority of sampled respondents' mean value indicated M= 5.73 items from the market items that could be present in their area. Hence from the expected ten lists at this age children

of the "O" class in Refugee and host community schools could identify about 6 items as the mean value indicated.

On the other hand, the researchers also provided opportunities for children to assess their vocabulary skills and orientation as they list up to ten names of animals they knew. Accordingly, in the refugee camp, the percentage of children who listed 4 items was 30.3 %, those who listed 5 items was 20% and those who listed 6 items were 19.3 %, Whereas, for the host community, the percentage for 4 items was 34%, those who listed 5 items were 15%, and those who listed 6 items were 18% According to this finding the majority of the respondents Mean Value M=4.66 animals. Hence, most of the children in the result mentioned about 5 animals from their surroundings.

4.1.2 Comparison of vocabulary learning among “O” class students of Aysaita refugee camp and host community

Comparing the oral vocabulary learning of refugee and host community children in the “O” class,

reveal that there are similarities in the percentile distribution for the number of market items and animal names reported.

Table 2 Host Community and Refugee of “O” class students on list market items and named animal.

Variables / Question	Groups of O- class		t	df	Sig. (2-tailed)	
	Mean	Std. Dev				
number of animals named	Refugee school	4.60	1.572	.284	139	.777
	Host community school	4.69	1.440			
number of market items named	Refugee school	5.84	1.595	.284	139	.777
	Host community school	5.68	1.933			

The vocabulary learning of “O” class students in Aysaita Refugee and the host community on vocabulary skill learning, particularly in listing market items in their surrounding children status indicates that the mean value for Refugee school is M= 5.84 and for the host, the community is M= 5.68 and the nearest item possibly listed by both groups is six items as both

the mean value indicates. On the other hand, the vocabulary learning of “O” class students on vocabulary skill learning, animal named in Aysaita Refugee (M= 4.60) and the host community (M=4.69).

The researcher set hypothesis to compare the two mean values of “O” class refugee school and host community school children as follows.

Hypothesis: There is no difference between the mean value of “O” class refugee and host community school children at $\alpha = 0.5$ confidences of interval on oral vocabulary learning.

As presented in Table 2, the t value calculated is less than t value tabulated in the research analyses; therefore the hypothesis is accepted. Hence the finding indicated that, there is no significant difference between the mean value of “O” class students in Refugee school and Host community school on oral vocabulary learning for market item listed and animal named. This showed that the “O” class students learning contribution on oral vocabulary learning among refugee school and Aysiata host community school’s is almost similar.

4.2 Print Awareness

4.2.1 Literacy skill of Print Awareness “O” class students of Aysaita

The print awareness of “O” class children is shown in Table 3. An essential element of the literacy assessment is print awareness. “O” class children were assessed to point to texts on the page, accordingly about 77.2% of children could indicate the exact word they were asked. Further, to assess their print awareness skills, the standard tool asked children to show the direction of the text, meaning towards which direction reading continues. Also, according to the above result, 55.2% of the respondents have correctly shown the direction.

The mean result for the correct response is 1 and for incorrect 0 and the value may range from 0 to 1 value of mean. Reading skills for kids can be inferred from the way they open and looks at books. How children open books, identify the contents, and demonstrate the direction in which reading of texts and phrases is done reveals a child's ability. According to the research result, the mean value for the M= .83 of sampled children in Aysaita Refuge and the host community have correctly opened the book. This implies most children in both settings could open the book correctly or in the right position. And the children who have pointed to the text correctly are with a mean value of M=.77 and children who have shown the direction where text reading continues are recorded with a mean value of M=.55. This

implies most children can open the book correctly and point to words understanding the text read, however, a few children can show the direction of the text correctly.

Table 3 Print awareness by “O” class students

No	Variables	% of respondents correctly	Mean Value	Std. Deviation
1	the child opens the book appropriately	77.2	.83	.373
2	child points to text on the page	77.2	.77	.421
3	the child shows the direction of the text	55.2	.55	.499

4.2.2 Comparison of Print Awareness O class students of Aysaita refugee camp and host community

This study also has compared Aysaita Refugee and host community schools on literacy skill learning from the perspective of print awareness of the children. In light of this, children's capacity to open books, point to the text being read from them, and indicate the direction in which reading is going were all evaluated. As the research finding depicts in Table 4, the refugee children have a mean value of $M=.73$ and the host community .88 mean value.

Table 4 Community and refugee of “O” class students on print awareness

Variables / Question	Groups of O-class	Std.		t	df	Sig. (2-tailed)
		Mean	Deviation			
The child opens the book appropriately	Refugee school	.73	.447	.048	139	.962
	Host community school	.88	.327			
The child points to text on the page	Refugee school	.78	.420	-.534	139	.594
	Host community school	.77	.423			
The child shows the direction of the text	Refugee school	.62	.490	-.386	139	.700
	Host community school	.52	.502			

Also comparing the children in the two contexts regarding pointing towards reading text in the book for refugees is a mean value of $M=.78$ and for the host community, it is $M=.77$ mean value. Further, the other comparison is on print awareness skill indicator in the development of literacy showing in which direction reading continues in the book, hence from refugee students' mean value of $M=.62$ and the host community's mean value of $M=.52$ have correctly responded to the question

To compare print awareness learning among “O”class Refugee school and host community school children, the researcher set hypothesis to compare the two mean values of “O”class Refugee school and host community school children as follows.

Hypothesis: There is no difference between the mean value of “O”class Refugee and host community school children at $\alpha =0.5$ confidences of interval on print awareness.

As shown in Table 4, the hypothesis is accepted because the computed t value is less than the t tabulated in the study analyses. Hence the results showed that, in terms of the child opening the book, the child pointing to the text on the page, and the child demonstrating the direction of text, there is no statistically significant difference between the mean value of "O" class children in Refugee school and Host community school. This suggests that the literacy learning print awareness of the "O" class at the community school where the refugees are being hosted is almost similar.

4.3 Letter Identification

4.3.1 Literacy skill of Letter Identification “O” class students of Aysaita

Analysis was done on the letters given in Table 5 that students in the “O” class identified. Children in the "O" class have learned about letters, and since the standard tool requires evaluating students' ability to recognize letters in their native "Afar Aff" language, students were given 20 letters to evaluate.

Table 5 Host community and refugee of “O” class students on Letter identification

																	Mean	Std.
No of letter	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	Value	deviation	
% of correct																7.96	4.44	
letter	7.6	29.7	0	0	0.7	2.1	12	4	6	11	12.4	4.8	2	7.6	0.7			

Accordingly from the sampled “O” class children in the Asayita Refugee camp, only 7.6% of children could identify 15 (fifteen letters) and only 0.7% of children could identify 16 words. Furthermore, no subject is capable of recognizing every letter on the chart. This shows that the majority of “O” class students are unable to recognize alphabetic letters.

Accordingly from the sampled “O” class children in the Aysaita Refugee camp, the average mean value for Refugee and Host community “O” class children is $M=7.96$. This means Those children attending “O” classes both in the refugee and host community could averagely identify 8 letters from twenty given letters. Furthermore, no subject is capable of recognizing every letter on the chart.

4.3.2 Comparison of Letter Identification “O” class students of Aysaita refugee camp and host community

As presented in Table 6, another literacy learning component that children of the “O” class from refugee and host communities could be compared to is letter identification. Accordingly, the research finding indicates that both groups could identify three letters, and the average mean value of the refugee that identified only three letters is $M= 7.31$ and for the host community $M=8.25$. No student in either "O" class group responded with a number greater than seventeen out of the twenty letters that were offered to responders.

Table 6 Community and refugee of “O” class students’ correct letter named

Center	Variable	Mean	Std Deviation	t	df	Sig. (2-tailed)
Community	Correct letter	7.31	4.38	-	139	.148
Refugee	named	8.25	4.45	1.456		

To compare letter identification learning between O”class Refugee school and host community school children, the researcher set hypothesis the two mean values of “O”class Refugee school and host community school children as follows.

Hypothesis: There is no difference between the mean value of “O”class Refugee and host community school children at $\alpha =0.5$ confidences of interval on print awareness.

As shown in Table 6, the hypothesis is rejected because the calculated t value is greater than the t tabulated in the study analyses. The results showed a significant difference in the mean

letter identification value of children in the "O" class between the Refugee school and the Host community school. This indicates that the on letter learning skill the contribution of the "O" class program for refuge and host community school is different.

4.4 First letter Sounds

4.4.1 Literacy skill of First letter Sounds “O” class students of Aysaita

As shown in Table 7, the “O” class children in the Aysaita refugee camp responded to the first sounds of words that were delivered to them and contextualized to the Afar Aff language. As a result, students in the “O” class were instructed to choose one of three words from a list of options that starts with the letter "S."

As a result, students in the “O” class were instructed to choose one of three words from a list of options that starts with the letter "S." In the sampled community, 46.2% of “O” class students were unable to name a term that began with the letter "S," whereas 42.8% of students correctly identified a word that starts with the letter "S ". In the sampled community, the mean value for the whole children is $M = .43$, and the expected mean value was 1 for the whole children.

Table 7 First Letter sound identification by “O” class students

No	Variables	%Correct letter named	Mean Value	Std. Dev
1	the child identifies S word pair	42.8	.43	.496
2	the child identifies T word pair	55.2	.61	.859
3	the child identifies D word pair	70.3	.70	.458

Similar procedures were carried out when the “O” class students were asked to name a word that begins with the letter "T." Of those, 55.2% correctly pointed to the correct word, whereas 39.3% misidentified the word that began with the letter "S." Further, the third letter option letter ‘D’ were given to children as they identify a word that started with ‘D’, accordingly 70.3% of children correctly indicated a word that started with letter “D” but 27.6% couldn’t point the right word that started with.

4.4.2 Comparison of First letter Sounds O class of Aysaita refugee camp and host community

The researcher also assessed the phonological skill of children in the targeted “O” class schools, the first three letter sounds were assessed and the result is depicted in Table 8. The independent test indicates that the average mean value of refugee children that identified correctly the “S” sound from the text given for refugee “O” class children is M= 0.78 while for host community schools the average mean value is M=0.54. On the other hand, in identifying the letter “T” from refugee average mean value is M= 0.76 and for host community schools mean value is M= 0.68. In addition, the research incorporates "D" sound identification from the text, the average mean value is M=0.78 of refugee children being correctly identified, compared to the average mean value of M= 0.54 in the host community.

Table 8 Community and Refugee of “O” class students on letter identification

Variables / Question	Groups of O- class				df	Sig. (2-tailed)	
	Refugee school	Host community school	Mean	Std. Dev			t
child identify's' word pair	Refugee school	Host community school	.78	.501	-1.199	139	0.233
	Refugee school	Host community school	.76	.435	1.476		
the child identifies the' t ' word pair	Refugee school	Host community school	.78	.469	2.604	139	.142
	Refugee school	Host community school	.78	.501	2.604		
the child identifies the' d' word pair	Refugee school	Host community school	.78	.501	2.604	139	.010
	Refugee school	Host community school	.78	.501	2.604		

Using the t test, the researcher set hypothesis to compare the two mean values of “O”class Refugee school and host community school children as follows.

Hypothesis: There is no difference between the mean value of “O”class Refugee and host community school children at $\alpha = 0.5$ confidences of interval on first letter sounds identification.

As seen in Table 8, the computed t value is greater than the t tabulated in the study analyses; therefore, the hypothesis is rejected. This implies that there is a considerable discrepancy

between the mean value of children in the "O" class at the host community school and the refugee school when it comes to identifying first letter sounds. This shows that the literacy learning in the "O" class at the community school where the refugees are being hosted is different.

4.5 Emergent Writing

4.5.1 Literacy skill of Emergent Writing “O” class students of Aysaita

The assessment findings for students in the “O” class' emergent writing were displayed in Table 9 Children in the “O” class at the Aysaita Refugee camp and host community schools evaluated their emerging writing abilities in this way. The researcher gave out a paper on which they wrote their name. Thus, 36.6% of the subjects in the sample were at level 3, indicating that they had great name writing, while 9.7% of the “O” class students produced outstanding work. Meaning they correctly wrote their name and even the name of their father. While 11% of respondents had their names presented improperly and another 11% rejected to write their names, 32.7% are currently in good standing. The majority of “O” class students in the schools serving Aysaita refugees and the host community have poor emergent writing skills.

The researcher gave out a paper on which they wrote their name. There are four levels of status to writing skill learning. Thus, the average mean value among the subject of studies $M= 2.28$ which means the level of skill learning among the two groups is almost two as the average mean value indicates. Hence, children of “O” class have great name writing. Meaning they correctly wrote their name and even the name of their father.

Table 9 Emergent writing by “O” class students

Variables	stated but incorrect	good few errors	write well	excellen t	Mean Value	Std. Deviation
% of writing level (0-4)	11	31.7	36.6	9.7	2.78	1.121

The majority of “O” class students in the schools serving Aysaita refugees and the host community have poor emergent writing skills. Poor writing development in “O” class students has been linked to their lack of understanding of the alphabet, letter writing, print

concepts, and spelling. According to the research's major findings, just a small percentage of students in both refugee and host community schools are developing those reading skills. Consequently, those kids might grow to write poorly. According to studies, the ability to write names lays the groundwork for other literacy knowledge and abilities. This competency is linked to an understanding of the alphabet, letter writing, print concepts, and spelling (Byington & Kim, 2017).

4.5.2 Comparison of “O” class students of Aysaita refugee camp and host community on emergent writing

It is also vital to compare the emergent writing skill of children of the “O” class from the refuge and host community schools as shown in Table 10. During the study, children are asked to write their names on the paper given accordingly the mean value for the refugees is $M=2.33$, and for the host community $M=2.98$. The mean value indicates that almost the host community children exceed the “O” class in refugee school by one level of writing and that shows there are differences in writing skill learning among the two groups.

Table 10 Community and Refugee “O” class students on emergent writing

Variables / Question	Groups of O- class		t	df	Sig. (2- tailed)
	Refugee school	Host community school			
writing level (0-4)	Mean 2.33	Std. Dev 1.000	-3.864	139	.000

To compare the children emergent writing skill, the researcher set hypothesis as follows.

Hypothesis: There is no difference between the mean value of “O”class Refugee and host community school children at $\alpha =0.5$ confidences of interval on emergent writing.

As seen in Table 10, the computed t value greater than the t tabulated in the study analyses, hence the hypothesis is rejected. The results showed that the mean value of "O" class children in the Refugee school and the Host community school on emergent writing differed significantly.

4.6 Oral Comprehension

4.6.1 Literacy skill of Oral Comprehension O class students of Aysaita

The reading comprehension of the sampled children was evaluated and is depicted in Table 11 to measure the oral comprehension of “O” class students in the Aysaita refugee camp and host community schools the correct response has a mean value of 1 and incorrect 0. Hence the result has explained

Table 11 Oral Comprehension by “O” class students

No	Variables	% of Answers correctly	Mean Value	Std. Deviation
1	who stole the cat's hat	94.5	.94	.229
2	what color was the hat	80	.80	.401
3	why did the cat chase the mouse	57.9	.58	.495
4	where did the mouse get trapped	79.3	.79	.406
5	Why did the cat decide not to eat the mouse?	36.6	.37	.483
6	who stay concentrated on the task	70.3	.70	
7	Motivated to complete the task	8.3	.083	

For that purpose, a story has developed in the standard and five questions were asked, accordingly for the first question the mean value is $M=.94$ of children responded with the correct answer. For the second question, the Mean value is $M=.80$ of children responded correctly $M=.28$ of the subjects replied with the correct answer, also for the fourth question mean value is $.79$ of children correctly replied to the comprehension question. According to the study's results, about half of the “O” class students from the host community school for refugees in Aysiata have better oral comprehension skills.

4.6.2 Comparison of “O” class students of Aysaita refugee camp and host community

Another important comparison of literacy can be made between “O” class children among Aysaita refugee and host community school children as shown in Table 12. The oral composition stories were read for children and their oral comprehension skills were assessed.

Table 12 Comparison of Community and Refugee of “O” class students on oral comprehension

Variables / Question	Groups of O-class	Mean	Std. Dev	t	df	Sig. (2-tailed)
who stole the cat's hat	refugee school	1.00	0.000			
	Host community school	.92	.273	2.008	139	.047
what color was the hat	refugee school	.78	.420			
	Host community school	.81	.394	2.600	139	.010
why did the cat chase the mouse	refugee school	.36	.484			
	Host community school	.37	.485	2.752	139	.007
where did the mouse get trapped?	refugee school	.76	.435			
	Host community school	.81	.394	1.465	139	.145

When comparing students from community schools and refugee camps for the oral comprehension test, there is difference and similarities among the “O” classes children in the refugee and host community.

To compare children oral comprehension skill, the researcher set hypothesis as follows.

Hypothesis: There is no difference between the mean value of “O”class Refugee and host community school children at $\alpha =0.5$ confidences of interval on children oral comprehension skill.

As shown in Table 12, the calculated value of t is greater than the t tabulated in the study analyses. The results showed that there is a significant difference in oral comprehensive skill between children in the "O" class at the host community school and those in the refugee school. This indicates that the literacy learning in the "O" class at the community school and the refugees is different.

5. Discussion

This chapter presents the discussion of each results analysis.

5.1 Oral Vocabulary

5.1.1 Literacy skill learning of Oral vocabulary learning among O class children

The research indicated that children in the “O” class and host community school could identify an average of six market items and five animal names from the expected ten. This implies the vocabulary skills among students in the "O" class are inadequate and need more support to improve their current status. Children's learning is built on their vocal language skills. The development of other aspects of literacy in children, such as the principles of the alphabet, reading, comprehending, and spoken English word structure, is impacted by poor vocabulary ability many literatures argued. Pre-schoolers need to display a wide range of fluency as they develop their oral language skills. Additionally, oral language development gives kids the skills they need to understand texts and communicate effectively by acting as a link between decoding and comprehension (Brown, 2014). As a result, the “O” class children in the Aysiata Refugee and Host Community need to improve on this competence since the research's findings show that the investigated students' vocabulary capacity is low.

5.1.2 Comparison of “O” class students of Aysaita refugee camp and host community

The research result indicated that there are no differences between the two group schools in listing the number of animals in the area. This suggests that the refugee and Aysiata host community school's “O” class learning includes similar provisions. To improve the “O” class students' performance and encourage early literacy development, more effort is needed. This implies there are no significant differences between the two group schools in listing the number of market items in the area. This implies that the refugee and Aysiata host community school's “O” class learning includes similar provisions. To improve the “O” class students' performance and encourage early literacy development, more effort is needed.

Further, the advancement of children in oral vocabulary helps with other skill development. But while comparing the two setting refugee and host community schools even though there are differences in the environmental and administration aspects both groups have shown similar results. Other studies showed that the program has contributed a lot however there are

a lot of challenges with it, and that demands deep assessment and analysis (Teferra & Hagos, 2016).

5.2 Print Awareness

5.2.1 Literacy of “O” class students of Aysaita: Print Awareness

Reading skills for kids can be inferred from the way they open and look at books. How children open books, identify the contents, and demonstrate the direction in which reading of texts and phrases is done reveals a child's ability. This implies most children can open the book correctly and point to words understanding the text read, however, a few children can show the direction of the text correctly. The research finding implies most of the children in the refugee camp and host community can identify the pattern or forms of letters and words; they have already built some skills for further reading and other skill learning after the transition. Further, to assess their print awareness skills, the standard tool asked children to show the direction of the text, meaning towards which direction reading continues.

Also, children in the refugee and host community schools have better performance in opening books, and in pointing to the texts that are asked however only half of the sampled subjects could show the direction in which reading is continued. This shows that there are inabilities of some prerequisite skills. Also, it can be said that most of the children have been developing print awareness, and a large number of children have not yet acquired that print awareness. That demands extra effort and adjustment for the better status of learning. Those children who have a better concept of print awareness will develop essential literacy skills like reading and writing. As various research implies knowledge of print awareness is essential to conventional reading and writing (Brown, 2014). However, a significant presence of children from Aysaita refugee and host community schools has difficulties in identifying print awareness. This implies as various researchers indicated those children would be challenged in developing reading and writing skills in their latter year of school age.

5.2.2 Comparison of O class students of Aysaita refugee camp and host community on print awareness

This study also has compared Aysaita Refugee and host community schools on literacy skill development from the perspective of Print awareness of the children. On the other hand, while comparing other literacy development components, the print awareness skill

development between refugee and host community school children there is no statistically significant difference between the O classes in terms of print awareness, while as expressed in terms of child open the book, the child points to the text on the page and child show the direction of text

5.3 Letter Identification

5.3.1 Literacy skill on Letter identification of “O” class students of Aysaita

The study indicated average children identified eight letters from twenty. This shows that the majority of “O” class students are unable to recognize most alphabetic letters. Their inability to identify letters properly could hamper the learning of other related skills. The result presents an important skill that supports and eases the development of other literacy skills reading and comprehension.

The ability of prereaders to identify and name letters (letter knowledge) is the "single best predictor of first-year [Grade 1] reading achievement," according to Marilyn Jager Adams. Their capacity to distinguish auditory phonemes comes in second place. In addition, irrespective of the instructional strategy adopted, these two variables were the winners. The ease or fluency [speed] with which children can name letters offers them an edge in learning to read [and write] rather than just accuracy, according to research. A preschooler who is confidently able to identify the majority of the letters will find it easier to learn about letter sounds and word spellings than a child who still struggles to keep track of which letter goes where (Fellowes & Oakley, 2018). This finding research, certain children have trouble developing this aspect of reading because they have trouble with phonemic awareness. Furthermore, learning the alphabet and developing phonological awareness are both excellent indicators of subsequent decoding and comprehension, and teaching both skills together consistently has a good effect on students' later decoding and comprehension skills (Brown, 2014).

5.4 First letter Sounds

5.4.1 Literacy learning of the first letter sound of “O” class students of Aysaita

The research result indicated that about half of the children in the refugee and host community school could identify the three letters from the words or texts provided, that implies about half of the refugee and host community school children have been engaged in

language rhyming and sound patterns, demonstrate awareness of the relationship between sounds and letter, isolate and pronounce the initial sounds in words in the texts that children have to develop reading and writing skills.

According to research, understanding letter names is crucial since they include a sound that the letter is often used to symbolize. For instance, seeing a "D" prompts the reader to recall that it has a "D" sound. Children will have less time and energy to apply alternative ways to decode print and write the more time they have to spend figuring out letters. Therefore, automatic letter recognition is required (Pyle et al., 2018). On the other hand, the research findings indicated that about half of children in refugee school and host community schools settings are unable to identify the phonemes from the given words. As a result, an "O" class from this setting will find it difficult to read and acquire other skills.

A powerful early predictor of subsequent reading ability is phonemic awareness, which is the awareness that language is made up of basic parts that may be dissected and changed. Phonological awareness is a broad word that includes several sound-related abilities required for the development of reading. According to research conducted by Brown (2014), the reading component is the single best predictor of a child's success in learning to read (Brown, 2014).

5.4.2 Comparison of O class of Aysaita refugee camp and host community on letter Identification

As a result, when comparing the first letter sound identification between the refugee and host communities, show that there is statistically significant difference between them in the O class for the three letters. This implies in the program some things fail to support children identify those learned letters.

5.5 Emergent Writing

5.5.1 Literacy skill in emergent writing of "O" class students of Aysaita

The researcher gave out a paper on which they wrote their name. There are four levels of status to writing skill learning. Thus, the average mean value among the subject of studies is $M= 2.28$ which means the level of skill learning among the two groups is almost two as the average mean value indicates. The majority of "O" class students in the schools serving Aysaita refugees and the host community have poor emergent writing skills. Poor writing

development in “O” class students has been linked to their lack of understanding of the alphabet, letter writing, print concepts, and spelling. According to the research's major findings, just a small percentage of students in both refugee and host community schools are developing those reading skills. Consequently, those kids might grow to write poorly. According to studies, the ability to write names lays the groundwork for other literacy knowledge and abilities. This competency is linked to an understanding of the alphabet, letter writing, print concepts, and spelling (Byington & Kim, 2017).

5.6 Oral Comprehension

5.6.1 Literacy skill on oral compression of O class students of Aysaita

According to the study's results, about half of the “O” class students from the host community school for refugees in Aysaita have better oral comprehension skills. This suggests that those with stronger vocabulary, phonological awareness, and print awareness skills will perform well in oral compression tests. Studies show that as toddlers master the skill of reading written words automatically and fluently, language comprehension starts to play a larger role in determining individual comprehension variations (Shanahan & Lonigan, 2021). However, about half of “O” class children have lower oral compression skills and as the above results indicated, children with poor literacy skill development on vocabulary, alphabet identification phonology, and print awareness could have less oral comprehension skills.

5.6.2 Comparison of “O” class students of Aysaita refugee camp and host community on oral comparison

Potentially the level of concentration and children's better motivation is good for future children's literacy development. And the compression of the two groups, “O” class refugee and host community school children on both concentration and motivation statistically, there is significant difference between staying concentrated on the work at hand and the children being motivated to complete the task.

5.7 Challenges of “O” class programs in the Ayasiat refugee and host community schools

The challenges of the Aysaita refugee and Host community “O” class program in literacy development had been seen from different perspectives of learning components. The interview and Focused group discussion including teachers’ school municipal and District education expertise indicated that the “O” class structure has a problem. The respondent from the refugee and school teachers indicated that there have been good hands to build the structure of the “O” class program in the Aysaita refugee camp to make the learning environment better. And there were different supports like availing various learning and indoor and outdoor materials, but the effective use of that support was a challenge as also indicated in previous research (Admas, 2016).

On the other hand, the interview and discussion with teachers, head teachers, and district experts illustrated the challenge with the learning environment, at both the refugee and host community schools' “O” class program. The area is found in very harsh climatic conditions, there are high temperatures that challenge the learning of children, and to adapt that there had been trail but not continuously and lacks sustainability. The refugee learning environment has some plants growing, and some schools from the host community had better external environments like fences and trees, however, the other sampled schools lack trees and a greenish environment that attracts children, rather dust grounds were seen in the compound. The other challenge, particularly in the host community schools there is there is no age-appropriate latrine for “O” class learners in host community schools. Further, they get the door to in and out of school compounds at both refugee and host community schools with older children that learn in pre-primary school, as they share the same compound and there are large numbers of children in the class. this challenge has also been reported by other scholars (Admas, 2016; Haile, 2020).

Besides, the challenges mentioned by refugee and host community teachers, school leaders, and education experts have indicated there is a lack of learning and teaching materials that fit the context. Its learning calendar, lengthening of learning, or period is not scientifically studied for the learner's achievements and this challenge was mentioned by other researchers (Admas, 2016; Teferra & Hagos, 2016). There was no well-contextualized literacy-supporting learning material, there are not enough locally fit story books, songs, playing, and learning materials also that support well literacy development in schools. Particularly in the

refugee setting, where there were limited exposures for children of the “O” class, the learning through experience has been limited as the school leaders, teachers, and expertise indicated during the discussion. However the role of some Non-Governmental Organization were seen in building the structure, learning class, and providing training for facilitators seen as a positive contribution, but that did not make compressive intervention achievement in the literary development of “O” class learners.

Also, the technical skills and the pedagogical skills to facilitate the program demand qualified expertise from the sector, but most of the time two months and three months of training, even without training facilitators handled the “O” class program as this challenge agreed with previous study’s finding (Admas, 2016; Teferra & Hagos, 2016). Besides, there is a frequent turnover of facilitators, and even after the turnover replacing facilitators takes a longer period which affects the development of literacy in both refugee and host communities, and the salary for facilitators also not encouraging. Above all the facilitators lacks pedagogical /facilitation skill for enhancing literacy development in schools, the concept of play-based and active learning method also missing in most studied schools and the refugee camp.

Regarding the school leaders, the participants of the interview and focused group discussion indicated, there were no trained school principals for “O” class administration and the primary school director led the “O” class program and that made things and decisions without better understanding and knowledge of the program (Admas, 2016). Moreover, community participation and parental engagement in the learning of the “O” class made the program fully effective. Most of the pastoral community and the refugee camp community in Aysaiat had not educated, and the value of education prevails in the area had been low as teachers, school leaders, and woreda expertise indicated from interviews and discussions as the research done by other researchers poor parents in Ethiopia in most cases the quality of the pre-primary school is of low quality (Admas, 2016; Haile, 2020). Therefore, creating the home as the learning environment and engaging the community as well as the parents the literacy skill development of children was less observed as mentioned by interviewed individuals and focus group discussion participants of Ayasiat refugee school and host community schools.

6. Conclusions and Recommendations

6.1 Conclusion

As different studies indicated “O” class program has contributed a lot to accessing and expanding preschool education in Ethiopia. This literacy learning assessment has identified the literacy skill learning of “O” class children. The vocabulary skill development of “O” class children in the Aysaita area and the result of the study indicated that vocabulary skills learning t among students in the "O" class is inadequate. And in comparing the “O” class in the refugee camp and host community schools, there is no significant difference in oral vocabulary learning. This suggests that the refugee and Aysaita host community school's “O” class learning includes similar provisions.

The other essential element of the literacy assessment is print awareness. According to this research result, all sampled assessed children of sampled children in Aysaita Refuge and the host community have better results in print awareness and correctly opened the book. Hence most of the children in the refugee camp and host community can identify some of the patterns or forms of letters and words; they have already built good skills for further reading and other skill development after the transition. “O” class children had a better concept of print awareness and will develop essential literacy skills like reading and writing. While comparing the literacy development, the print awareness skill development between refugee and host community school children there is no statistically significant difference between the “O” classes’ learners.

Regarding letter identification from the sampled “O” class children in the Aysaita Refugee children could identify some words and they couldn’t fully learn all letters expected. Furthermore, no subject is capable of recognizing every letter given. There is no statistically significant difference between refugee and host community schools. Also, Phonological skill development indicates that refugee children better identified correctly the “S” sound As a result, when comparing the first letter sound identification between the refugee and host communities, shows that there is no significant difference between them in the “O” class for the three letters in the word. The majority of “O” class students in the schools serving Aysaita refugees and the host community have poor emergent writing skills. Poor writing development in “O” class students has been linked to their lack of understanding of the alphabet, letter writing, print concepts, and spelling.

Furthermore, according to the study's results, about half of the "O" class students from the host community school for refugees in Aysaita have some kind of oral comprehension skills. About half of "O" class children have lower oral compression skills and as the above results indicated, children with poor literacy skill development on vocabulary, alphabet identification phonology, and print awareness could have less oral comprehension skill. Also, children's motivation during oral comprehension was assessed; accordingly, most of the "O" class children from refugee and more than half of the sampled children in the community have shown motivations to accomplish the task.

Meanwhile, the study has indicated challenges that hampered effective "O" class learning in the two settings refugee and host community schools in the Aysaita area. There are structural problems- where the "O" class is situated in the current primary school, the attitude of professionals, communities, and policy maker towards preschool, lack of adaptive policy for pastoral and vulnerable communities, less focus on the Program implementation, the problem of learning environment including the weather condition, lack of enough inputs to teaching and learning, problem-related to facilitators like turn over, the problem of competency on pedagogy, lack of parental/community engagement and lack of qualified leaders for the program indicated as a challenge for better performance of "O" class children on literacy development.

6.2 Recommendation

- This study focuses mainly on the literacy learning of "O" class learners in Aysaita refugee and Host community school and the researcher recommends comprehensive development studies to see the "O" class program's contribution to the program
- The "O" class program needs to deploy professional that is qualified for facilitating age-appropriate teaching and learning process in both refugee and host community schools
- There must be a rich learning environment in the "O" class schools to acquire the necessary literacy skill development in both schools of the studied area.
- Improves parental engagement and meaningful participation to improve literacy learning of "O" class children in both refugee and host communities.

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Annex :-1 International Development and Early Learning Assessment

BACKGROUND QUESTIONS

This information is to be completed before the assessment begins with the child. These questions should not be asked of the child. The specific items in this section can be decided on by each project team, but at minimum, we recommend the following:

a) Assessor name or code	
b) ECD Center/Household ID	
c) Child ID	
d) Child's full name	
e) Child sex	
f) Child's age	
g) Date of Assessment	
h) Time at start	
i) Time at the end of the assessment	

GREETING

Hello,

My name is _____. I work with the organization _____

We are here to learn about how children, like you, learn things and if they know how to play some games. We are going to play some games and do activities together. I will show you different games I have with me and will also ask you some questions about stories, pictures,

numbers, and other things. I will also ask you to show me how you do some things, like drawing. Some games may be easy for you to play and others may be harder. Don't worry if you cannot do some things. We just want you to try.

You can stop and take a break if you need to - just let me know. If you decide at any point that you'd like to stop, or that you don't want to do a particular activity, that's okay too.

Do you have any questions? Do you agree to do these activities with me?

Item 15. Oral vocabulary (Emergent literacy)

Materials: No Material

Now let's try a word game. Imagine you are going to the market and name some foods that you can buy from the market (shop). Try to name as many things as you can think of.

Record the number of items the child lists until the child has listed 10 items. You can tally on the score sheet as the child enumerates the objects.

When the child pauses for 5 seconds or more, PROMPT ONCE by saying, Can you think of any others?

When the child cannot think of more items, move on to the next question and say:

Now, I want to know what animals you are familiar with. Tell me the names of some animals that you know. Try to name as many animals as you can think of and I will keep count again.

When the child pauses for 5 seconds or more, PROMPT ONCE by saying, Can you think of any others?

Scoring

Variable	Number	Refused/ Skipped
a) Number of market items named (0-10)		999
b) Number of animals named (0-10)		999

Item 16. Print awareness (emergent literacy)

Materials for Item: Age-appropriate book for 3-6-year-olds. The book should have both pictures and text on most pages.

Hand the book to the child upside down, with the cover facing up toward the child.

- a) **We are going to look at a book and I need your help. Show me how you would open it so we can read it.**

If the child has not opened a page with pictures and text, turn to a page in the story with pictures and text.

- b) **Now show me where I should start reading.**

If the child has not pointed to the first word on the page, point to the first word on that page and say

- c) If I start to read here, on the first word, show me with your finger where I would continue reading

Give the child a moment or two to look through the book if he/she wants before we move on to the next question.

Scoring

Variables	Correct	Incorrect/ Do not know	Refused/Skipped
a) The child opens the book appropriately (turns the book so words or pictures are no longer upside down)	1	0	999
b) The child points to text on the page (can be the full sentence, the first word, or the whole text)	1	0	999
c) The child shows the direction of the text	1	0	999

Item 17. Letter identification (emergent literacy)

Materials: High-frequency and medium-frequency letter sheets adapted to the country

We will play an alphabet game now. I will point to some letters and I want you to tell me what letters they are. It's OK if you don't know all of them. Just do your best.

Show the child a copy of the letter chart. Using another sheet of paper cover all rows of the table except Row 1 so that it doesn't distract the children. Begin with the first letter in the first row, by pointing and asking the child

What letter is this?

Continue to show letter by letter, moving your finger across the row until you complete Rows 1 and 2. If the child gets stuck for more than 5 seconds, mark it as incorrect, point to the next letter, and encourage the child to continue.

Continue to show the grid letter by letter, moving your finger across the row until you complete Rows 1 and 2. As the child identifies each number, mark with an X those identified incorrectly and circle those identified correctly.

Count all of the letters the child identified correctly in Rows 1 and 2. If the child has identified 3 or fewer letters correctly, STOP and move on to the next item. If the child identifies 4 or more numbers correctly, move to Rows 3 and 4 saying,

Nice work, let's look at a few more letters now. I wonder which ones you know.

Ask the child to continue identifying the letters as done in Rows 1 and 2 and continue marking answers on the score sheet.

E	T	A	N	I
O	S	H	R	D
L	C	U	M	F
G	W	B	Y	P

Materials: One blank page, pencil or pen

Now we're going to play and write. Try to write your name here in any way you know. Don't worry if you can't do it well, just try your best.

Limit this section to 2 minutes from when the child begins writing. If the child does not write for a minute after your suggestion, stop and say,

We're going to move on to our next game now.

Scoring

Variable	Number	Refused/ Skipped
a) Writing level (0-4)		No response

Item 20. Oral comprehension (emergent literacy)

Materials: The story below which can be adapted to the local context if needed.

Now I am going to tell you an interesting story. After I have told you the story I will ask you some questions. Listen carefully, okay?

Read out the story slowly, clearly, and fluently.

The Mouse and the Cat

Once upon a time, there was a fat cat. He always wore a red hat. Once when he was sleeping, a small mouse came silently and stole the hat. The cat woke up to see his hat gone, got very angry, and started chasing the mouse. After a while, the mouse was trapped under a table and could not find any way to escape. So the mouse said to the cat, "Please don't eat me, cat. If you spare my life I will return your hat." So, after getting back his hat the cat said, "Please don't touch my hat again" and he went back to sleep in a happy mood.

Now I am going to ask you some questions about the story.

Ask each question slowly and clearly. Each question may be repeated ONCE if needed.

- a) "Who stole the cat's hat?"
- b) "What color was the hat?"

- c) "Why did the cat chase the mouse?"
- d) "Where did the mouse get trapped?"
- e) "Why did the cat decide not to eat the mouse?"

While you administer this item observe how persistent/engaged the child is in trying to answer the questions, and score according to the scoring rubric.

Scoring

Variable	Correct	Incorrect/ Do not know	Refused/ Skipped
a) "Who stole the cat's hat?" (the mouse)	1	0	999
b) "What color was the hat?" (red)	1	0	999
c) "Why did the cat chase the mouse?" (because the mouse took/stole its hat)	1	0	999
d) "Where did the mouse get trapped?" (under the table)	1	0	999
e) "Why did the cat decide not to eat the mouse?" (because the mouse gave back the hat)	1	0	999
Persistence /Engagement			
a) The child stays concentrated on the task at hand; not easily distracted	1	0	999
b) The child is motivated to complete the task; does not want to stop the task.	1	0	999

Annex 2 :- IDELA – Afar Aff

uwwaytu 15. Afti Yaab (Emergent literacy)

Uwwitte: uwwitte mali

Yabit digit gabbatnu waayna away. Atu away qadaagah gexxam kee xaamtam duddah tan Maaqoqah migaaqâ sectam ucsuub. Tumammê migaaqittek Atu tascubem dudda haytaamah Seece.

Awki/á migaaq akak xagaamak/xagtaamak10-h bahha haytam fan aktabuk sug. Awki/á duyyeyak migaaq elle xagtaamal ximmo elle tabbixe galil ken taktubem duuddah.

Awki/á 5 sakonxih wohuk dagah tibba iyya/inta waqdi, kalah kaadu gersim kassittam maay duudda? axcuk; kaa agiiris.

Awki/á gersi uwwitteh migaaq kassitam/kassittam y/taffare waqdi, ciggilta esserô fanah gexay ixxic:

Awaay, atu kicinto saqa Aaxigem faxa. Atu taaxigeh tan saqah migaaqitte yoh waris. Atu haytah tan saqi migaaqitte yoh inxic Anu inxicca intam inkih qagitak koh loweyyoh.

Awki/á 5 sakonx kee wohuk daga tibba waqdi, kalah kaadu gersim maay taaxige? "axcuk awka/á agiiris.

Ximmô kibiyya

	Lowo/manga	Cineh/ amo kaqte
a) (0-10) migaaq akak xaggime uwwitte		999
b) (0-10) migaaq akak xaggiime saqa		999

uwwaytu 16. Matqab geysis (garcik-kutbe kee kiraata)

Uwwi silaacitte: 3-6 karmat yan urruh yakke kitaab. Mangoh tan galitteh bagul taswiir ke kutbe inkih le kitaab takkem faxximta.

Kitaabak iroh alifu awkâ fanah asballuk kitaabak amo addah ufkunusak awka/áh abbix

- a) Wuli kitaabat bossitnâ fannâ sabbatah atu yoo elle cattam kok faxa. Atu elle fakakteninna yoo uybullayay tohuk lakal nakriyem duudnah iyyaanama.

Awki/á taswiir kee kutbe le galí fanah fake week/waaytek, kutbe kee taswiir inkih le gali fak.

- b) Awaay kiraata akak qembisam faxximta ikke yoo uybull.

Awki/á galik naharsi qangarâ fanah ascasse week/waaytek, woo galik naharsi qangarâ fanah ascassuk ixxic:

- c) Anu kiraata akkek qembisek, naharsi qangarak, ciggiilak elle akriyekke feeral yoh escesse.

Katayak tamaate esserô fanah gennaamak afal awki/á kitaabat boosit/boosittam faxek/faxxek uddur kah ucuy.

Ximmô kibiyya

	Gitat yan	Gitat miyan/ Maaxiga	Cineh/ Amo kaqte
a) Awki/á kitaab meqennal fake!fakte(toh iyyaanam kutbe kee taswiirik addah tufkunem matan)	1	0	999
b) Awki/á gali bagul kutbel yescesse/tescesse (kibi maxcâ maafo, qembô qangara hinna immaay kaadu inkih tan kutbe takkem bictah)	1	0	999
c) Awki/á kutbê fanah yescesseh/ tescesseh.	1	0	999

Uwwaytu 17. Warâ baxsiyya (Amok-radâ kutbe kee kiraata)

Uwwitte: Baaxoh addal naba qagamqagtiyya kee fanfan qagamqagtiyya leh yan warah gali

Wororí digir abenno awaay. Anu Wuli wororí feera rubeyyo, Atu anu fan akak ascassem kinni worori yoh wasetto. Inkih axige waaytaamah kaadu taqabi mali. Kok faxximtam duudda haytaam abtaama.

Warâ galih koobbi Awka/á uybull. Warakatak Gersi gali antifiquk roor 1 kalihim inkih qellis, wonni urri baditaamak keenih meqeh. Esserak kee awkah/ awkáh ascassuk, Naharsi rooruk qembô warak qembis,

Ah maa-waray?

Roor 1 kee 2 sella haytam fanah feera asgayyuk kulli wara tiya-tiyal awkah escass. Awki/á 5 sakonxik dagah tibba iyyek/intek, gitat axce weemih/waayteemih asta elle hays, ciggitah tan warâ fanah ascassuk awka/á gabbatâ gidi agiiris..

Roor 1 kee 2 sella haytam fanah rooruk addal feera asgayyuk Ugutmah tan Kulli wara, warak waral uybull, Awki/á kulli raqhmi elle qaddosa/ssa innal hoxsaamal X asta gitat iyya waqdi kaaadu maroh asta elle hays.

Roor 1 kee 2 addat awki/á gitat iyye waroori inkih low. Awki/á gitat iyyem 3 wohuk gaba tekkek, edde tanin rorata cabay ciggiltam fanah gex. Awki/á gitat gacsem 4 wohuk daga tekkek, roor 3 kee 4 fanah gexay ixxic:

Agiru, away kaadu qagitak gersi woroori cubbusnu-waayna. Atu taaxigem anni waraay suge?

Roor 1 kee 2 -yal akah abannah worori qaddosak akah gexa innah awka/á agiiris, Atu kaadu ximmô galil usug abah yan qaddoysiyyal baahah yan ximmo kib.

E	T	A	N	I
O	S	H	R	D
L	C	U	M	F
G	W	B	Y	P

Uwwaytu 18. Qembô warah xongolola (Amok-radâ kutbe kee kiraata)

Away ankacisiyyi digir abenno. A tii qangoor addat tan xongolola wagsiissa." Cat" intah tan qangara /c/ il qembissa (warak migaaq hinnay teetik Xongolo ixxic). /c/" cat" intah tan qagarak naharsi xongolo kinni. Anu an axceh qangor ankacisay /c/ xongolo le wara yoh waris (warak migaaq hinnay xongolo inxic) star, ball, or cup? (cutukta, kubba, aw kobbayya?).

Awki/á gitat ane-waa gacsa yecek/tecek, "cup" intah tan qangara "cat" inta qangarah innah /c/ qembissa kak ixxic.

Kusaaq:

Away a digir digirak sugnâ fanna. Atu Bicat tanii?


Faxsiissek, qangara kulli esserol inki adda qagitay awki/á gacasal asta hays.

- a) 'Sun' intah tan qagara /s/ ak qembissa. Away aAnu axceh an ankacisay woo qaynatih xongolo le wara yoh waris. Bird/kimmiri Doll/Asangullit Soup/Sorba
- b) Meqeh tawaay. Awaay kaadu 'Toy' /t/ ugutta. Away aAnu axceh an ankacisay woo qaynatih xongolo le wara yoh waris, /t/ xongolo. Game Tool Fish
- c) Kaxxam meqe! Awaay 'door' /d/ik ugutta. Away aAnu axceh an ankacisay woo qaynatih xongolo le wara yoh waris, /d/ xongolo. Dog/ Kuta Key/ Kulfi Girl/ awká

Ximmô kibiyya

	Gitat yan	Gitat miyan/ Maaxiga	Cineh/ Amo kaqte
a) Awki/á qangarâ nammayta qaddoseh /s/	1	0	999
b) Awki/á qangarâ nammayta qaddoseh /t/	1	0	999
c) Awki/á qangarâ nammayta qaddoseh /d/	1	0	999

Uwwaytu 19. Amok radâ kutbe (amaok radâ kutbe kee kiraata)

Waktik akkalal beytah gide : 2 daqhiqhata 

Uwwitte: foyyah yan inki gali, irsaas aw kalama

Awaay digir kee kutbe abanam fanna. Atu isih axannaanah gital ku migaaq akkel uktub.

Meqennal taktubem bicse-waaytaamah tu-mali. Bas atu duuddam ab.

Awki/á kutbe elle qembise/sse-mik xabba haanam a madab 2 daqhiqhatal eysed. Atu mabla kah tecek sarra namma daqhiqhatah adday aktube week/waaytek, solisay ixxic,

Ciggiilak naallu-waaynah nan digiri fanah gennah nan takway.

Ximmo elle yacen inna

	Lowo/manga	Cineh/ amo kaqte
a) Aktabiyyi caddol (0-4)		Gacsa mali

Uwwaytu 20. Qangarâ geysis(amaok radâ kutbe kee kiraata)

Uwwitte: fexsiisek ahak gubal yan yaabay Dareefâ caalatal gexsitah-iyya kinni.

Away kexxam meqe aydaadu koh axcem faxa. Aydaadu koh warsen lakal dago esseroora kol heyyo. Meqennal ankacis, tobbe?

Taariikh/aydaadu Hallatih, baxxaqqa kee qaduk kah/teetih ikriy.

Cantuuta kee Dammu

Dumî waktil gabul-le Dummuyti suge. Towaqdi, tama Dummuyti kulli saaku qasa koofiya haysitak suge. Inki saaku a dammu xiinit suhe waqdi, qunxa Cantuuti haatih amma iyyeh too koofiya kak garqeh. Wo Dummuyti xiinik ugte waqdi koofiya kah masugoy, kaxxaam yinni qibbehi woo Cantuuta diiriyam qembise. Dago udduruk sarra, woo cantuuti loocan gubal toflol yibbixsimehi kudmah gexâ ke weeh. Towaqdi Cantuti Dammuuk iyyeh, Dummow ku-maganah yoo makmin. Atubiyi-mano yoh Raqissek Anu kaadu ku-koofiya koh gacseyyo." Kaay koofiya kah gacsek sarra Dummuyti " ku-maganah ahaak wadih yii-koofiya yok maxagin kaak ixxacca iyyeh. Farcitak inaaqah yuttuduure.

A taariikh/aydaadu wagsiisak dago esserora kok abam faxximta.

Kulli essero haatih kee qaddosak esser. Faxsiisa kaa tekkek kulli esserot qagtaanam xiqqimtah.

a) “Dummû koofiya iyyaay garaqtem?”

- b) “Koofiya ma-bisu luk teni?”
- c) "Dummuyti Cantuuta macah yeyredde?"
- d) “Cantuuti toflot elle yibbixsimem ankek sugte?”
- e) “Dummuyti Cantuuta macah akme-wee?”

A Tuma lowsissah tan waqdi, awki/á esseroorah gacsa yacoonuh aban macal diggowiyya Cubbusak Ximmo elle yaskatten madqah gital urri abah yanim uktub.

Ximmô kibiyya

	Gitat yan	Gitat miyan/ Maaxiga	Cineh/ Amo kore
a) “Dummû koofiya iyyaay garaqtem?” (Cantuuat)	1	0	999
b) “Koofiya ma-bisu luk teni?” (qisi)	1	0	999
c) "Dummuyti Cantuuta macah yeyredde?" (Cantuuti koofiya kaak garqemî sabbatah)	1	0	999
d) ”Cantuuti toflot elle yibbixsimem ankek sugte?” (luucan guba)	1	0	999
e) ”Dummuyti Cantuuta macah akme-wee?” (Cantuuti Kaay koofiya kah gacsmî sabbatah)	1	0	999
Diggowiyya /macalaanama			
a) Awki/á kah yecen taamal digga le; dagoomul badita awka/á hinna	1	0	999
b) Awki kal hen taamal niya luk yen; fanak soolisaamih fayxi mali.	1	0	999