



SCHOOLS 2030 UGANDA BEQI PILOT REPORT

Overview of the process and results from piloting the BEQI in Uganda



ECD **measure**

APRIL 2022

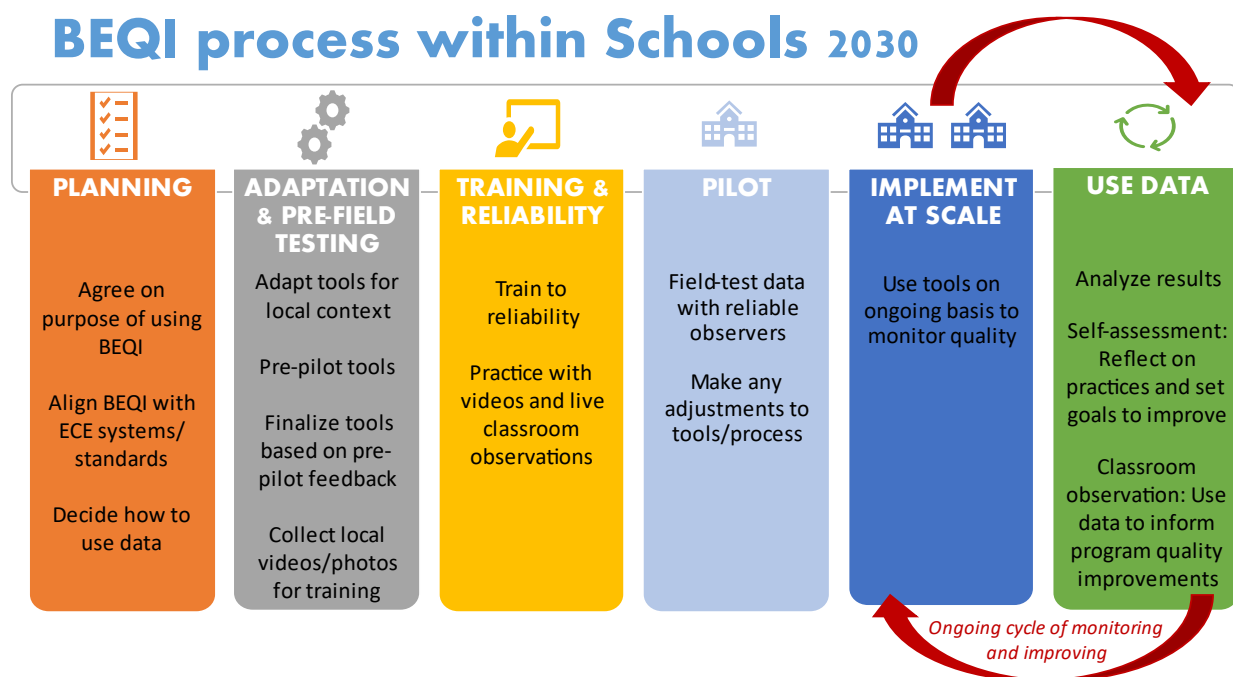


S2030 BEQI Overview

The Brief Early Childhood Quality Inventory (BEQI) tool was developed by ECD Measure to provide fast and feasible measurement of early childhood care and education settings. The tool includes a Classroom Observation tool, in which a trained observer completes the tool, and a Self-Assessment, that can be filled out by teachers as a reflection of their teaching practices and potential areas for improvements. For Schools 2030, BEQI is used to provide initial assessments of classroom practices, which will serve as the jumping off point for reflecting on quality practices and professional development as the Schools 2030 Human-Centered Design process evolves.

This report documents the work conducted in Uganda in 2021-2022 to pilot the BEQI and includes details on the adaptation and pre-piloting of the tools, the training and reliability process, data collection, results, and suggestions for next steps in using the data for improvement. The purpose of the pilot is to ensure that items assess what the purport to test, to ensure that enumerators can be reliably trained in administering the items, and that the items capture the quality in a range of settings. As such the size of the pilot was kept small (10 classrooms) to ensure that the tools and training work before conducting a large-scale data collection. The ECD Measure team is grateful for Uganda's participation and for providing important insights and feedback in what worked and how to improve the BEQI process for future teams.

The BEQI process for Schools 2030 follows these six phases:





ADAPTATION & PRE-PILOT TESTING

BEQI is designed to be adapted to context. An important part of the BEQI process is the alignment with national/programmatic goals and cultural expectations for early learning environments. Each country/program follows an adaptation process through which the core classroom observation and self-assessment items can be adapted to country/cultural/language context and any new country-specific items can be added.

Due to the COVID-19 pandemic, schools in Uganda were closed for 2021 so progress in piloting the BEQI was limited for much of 2021. The ECD Measure (ECDM) team initiated work with the Aga Khan Foundation Uganda team in March 2021 to provide an overview of the BEQI tools and to provide guidance on the adaptation process. The adaptation of the tools took place throughout 2021, with the inputs of key ECE and assessment stakeholders from Aga Khan Foundation. Adaptations included: the removal of some items to shorten the tools and to prioritize items most related to quality in Uganda; the addition of items specific to the Ugandan context; and the rewording of some items to make them more relevant for the local context.

Before finalizing tools for implementation, the AKF-Uganda team pre-piloted the tools. The objective of the pre-pilot is to help teams understand how adapted BEQI items work in local classrooms, to ensure the translated tools work within the context, to ensure that the items capture quality in a range of settings, and to ensure the self-assessment is working as it should for teachers to reflect on their teaching practices. Prior to the pre-pilot, the ECD Measure team led a brief training/orientation on the tools for the AKF-Uganda team.

The pre-pilot was conducted in February 2022 by two AKF-U team members in two schools. During the pre-pilot, the team [gathered valuable feedback](#) from teachers and other stakeholders on both the Classroom Observation and Self-Assessment. Key feedback included notes on specific items that were challenging during the pre-pilot and would require further clarification during reliability training; the need to adjust several items in the Classroom Observation; and the need to revise the wording of some of the items in the Self-Assessment to make it clearer for teachers. Following the pre-pilot, a debriefing was held with ECDM to further adjust and finalize the tools.

During the pre-pilot, AKF-Uganda also collected local videos and photos to be used during the enumerator reliability training. The videos are valuable in providing examples of items in the local context to be used during reliability training that can be used to help the enumerators identify BEQI items when they go to actual classrooms. Prior to the pre-pilot, ECDM provided a specific training on video and photo collection to the AKF-Uganda staff. Necessary consent for filming and photography was obtained by the AKF-Uganda team.

Follow these links for the pilot versions of the S2030 Uganda BEQI tools:

[Uganda BEQI Classroom Observation](#)

[Uganda BEQI Self-Assessment](#)

[Uganda BEQI Enumerator Tip Guide](#)



TRAINING & RELIABILITY

A key element of data collection is ensuring highly trained data collectors (enumerators). Good training and standardization of enumerators is essential for getting meaningful results when using the BEQI tools. Measures that are not applied accurately or consistently will yield poor quality data, making it impossible to draw conclusions about what was measured, and its interpretation. A well thought-out, detailed training plan enables trainers and trainees to feel confident that they are collecting data that can be used to truthfully describe the quality of a preprimary program. We have found that the best enumerators are those with some type of experience or knowledge in early childhood. Training and reliability procedures are led by certified BEQI trainers from the ECDM team.

The S2030 Uganda BEQI Reliability Training took place from March 28-April 1, 2022. The Uganda team was divided into 2 groups in 2 different locations: Kampala and Arua. The training was provided virtually and took approximately 3-4 hours each day; at the end of each day trainees were given different assignments and tasks to complete on their own. Throughout the training, participants had multiple opportunities to practice coding and using the tools. A [full training report can be found here](#). The agenda for the training was the following:

Day	Agenda
Monday March 28	Training: <ul style="list-style-type: none"> All about BEQI Observation Basics Day 1 Assignment <ul style="list-style-type: none"> Get to Know the BEQI Assignment
Tuesday March 29	Training: <ul style="list-style-type: none"> Module 1: Play-based Learning Module 2: Learning through Conversations Day 2 Assignment <ul style="list-style-type: none"> Practice Video Scoring Modules 1 and 2
Wednesday March 30	Training: <ul style="list-style-type: none"> Module 3: Promoting Strong Relationships Module 4: Safe and Stimulating Environments Day 3 Assignment <ul style="list-style-type: none"> Practice Full Reliability Video
Thursday March 31	Training: <ul style="list-style-type: none"> In the Field Reliability Procedures Reliability Assignments Day 4 Assignments: <ul style="list-style-type: none"> Written Reliability Quiz Video Reliability Quiz Training Evaluation
Friday April 1	In-classroom visits and practices Debrief and preparation for BEQI pilot

Nine enumerators were trained, including two AKF-Uganda staff (the S2030 Assessment Partner and AKF ECE specialist). At the end of the four days of training, trainees were given both a written reliability quiz

(multiple choice/true false format) and a video reliability quiz in which they use the BEQI Classroom Observation to score a 30-minute video of a classroom in Uganda; scores are then compared to the master code as established by ECDM.

The process for achieving reliability for each enumerator included the following:

1. Completion of training and associated “homework” activities
2. Pass written quiz (multiple choice/true false format) with at least 80% correct
3. Pass video observation reliability (80% exact scoring match)

Table 1 summarizes the results from the reliability process.

Table 1: ENUMERATOR RELIABILITY SUMMARY	
# enumerators trained	9
# enumerators passed written quiz (at least 80% correct)	8
# enumerators passed video quiz with 80% agreement (with master code)	8
Total # reliable enumerators	8
# of trained enumerators removed	1 removed (<i>did not pass video or written quiz</i>)

Following the training and reliability quizzes, specific items were noted as challenging. ECDM took note of these items to improve for future S2030 trainings. ECDM provided additional specific training to the enumerators on these items prior to data collection and also took these into consideration for future BEQI reliability trainings. See Table 2.

Table 2: Challenging Items (*these items could pose a risk to reliability once the tools are in the field*)

Items	Please describe issue
#11 Do children work alone/individually	33% reliable on video quiz. Should look for more examples of what “children work alone/individually” looks like for future trainings. At the end of the video, the teacher gives children an assignment to complete, and they sit at their benches and write in their books independently.
#28 Does teacher engage in literacy talk with at least one child?	44% reliable on video quiz. The training covered the issue of “talk” multiple times across all days of training. Despite explaining that literacy talk cannot happen during a formal literacy activity (the full reliability video was of a literacy activity) trainees still scored this yes. “Talk” items have been difficult for all teams so perhaps ECDM should consider revising the way these are worded.
#28 Does teacher engage in environmental talk with at least one child?	44% reliable on video quiz. See comments on “talk” items above. The teacher did sing songs that mentioned “senses” in the beginning of the video. Enumerators had previously discussed and agreed on during the training that this type of interaction would not be considered “enough” to be considered “talk”. But this may have been confusing.
#33 Does teacher ask at least 2 open-ended questions?	22% reliable on video quiz. Most enumerators answered yes to this item (Master code is no). The team spent a lot of time reviewing this item, but it was still tricky for enumerators to identify open-ended questions throughout the training. The two enumerators who scored this item the same as the ECDM team are the enumerators with the most ECD experience. Given that the language of the reliability video was in Luganda, there is the possibility that the enumerators heard open ended questions that were not captured in the subtitles and missed by the ECDM team.

#35 Does teacher connect a lesson to real-life or every-day experiences at least once?	44% reliable on video quiz. Most enumerators answered no to this item (Master code is yes). Should look for more examples of what “connecting lessons to everyday life” looks like for future trainings. The teacher briefly asks children about eating apples (who eats apples, who likes apples) which is a way of connecting the lesson to the children’s everyday experiences. The interaction very brief and short so this may have been tricky for enumerators to score.
#37 Are peer interactions mostly positive?	44% reliable on video quiz. There were not that many peer interactions in this video, however the ones that were observed were mostly positive. In a context such as Uganda where children may not always have a lot of opportunities to interact (many of the classroom activities tend to be mostly teacher-directed) this can be tricky to observe, particularly within a short video clip. During a longer observation period, when children have outside or free choice time, it is hoped this would be an easier item to score.
#59 Are there classroom materials that demonstrate respect for diversity?	44% reliable on video quiz. Most enumerators answered yes to this item (Master code is no). It may be possible that the enumerators saw materials that represent diversity that ECDM did not see. Perhaps they are more familiar with what this looks like in their context. This item is also tricky for teams because if they don’t see any materials that explicitly represent diversity, this should be marked “no.”

On day 5 of training, enumerators visited local non-pilot classrooms to do a practice observation in groups of 2 or 3. During the site visits, the enumerators observed the same classroom and scored the Classroom Observation tool independently and then returned to the training center to review scores and discuss any discrepancies to ensure inter-rater reliability. Following the joint-observations, the enumerators met for a debrief and to review their data and discuss any discrepancies in scoring and to jointly come up with a master code for their classroom observation. The teams reported back to ECD Measure that they have, on average, 80% agreement in their individual scoring and were able to come to an agreement during the debrief on a master code.

During training, time was set aside to review the BEQI Self-Assessment tool to ensure that the enumerators had a have a common understanding of the self-assessment purpose and questions. It was decided that the enumerators would provide the teachers with a brief description of the self-assessment and the teachers would be required to complete the self-assessment the day-of or shortly thereafter. Each enumerator was responsible for ensuring the teacher associated with his/her classroom observation completed the self-assessment and for uploading their scores on google forms.

ECDM, AKF-U and the enumerators also developed a WhatsApp group. This was effective in sharing relevant links during the training, sharing real-time updates, supporting enumerators once they were in the field, and addressing issues immediately as they arose.



DATA COLLECTION

Uganda pilot data collection took place April 4-5, 2022. The pilot took place in 10 classrooms in Arua City and Kampala. See Table 3.

Table 3: S2030 Uganda BEQI Pilot Schools

Classroom	Region	Type of School	Total # of children
Classroom 1	Kampala	Government	52
Classroom 2	Arua	Privately Owned	31
Classroom 3	Arua	Privately Owned	33
Classroom 4	Arua	Privately Owned	30
Classroom 5	Kampala	Government	51
Classroom 6	Arua	Community	18
Classroom 7	Kampala	Government	60
Classroom 8	Arua	Privately Owned	26
Classroom 9	Kampala	Privately Owned	44
Classroom 10	Arua	Privately Owned	31

AKF-Uganda was responsible for the hiring of enumerators, data collection plan, ensuring sufficient print-outs of tools and materials, contacting schools in advance, and ensuring that enumerators had the contact information of the schools and teachers in case of any issues once in the field.

Prior to starting the Classroom Observation, enumerators collected consent from teachers to move forward with the observation and self-assessment. AKF-U was responsible for the de-identification of data and assigned classroom IDs and teacher IDs to all participants.

As per ECDM guidance, classroom observations lasted 90-minutes per classroom. Observations were generally held in the morning. Following the classroom observation, when there was an appropriate break, or at the end of the classroom period, the enumerators gave the lead teacher of the classroom observed a copy of the self-assessment and a brief overview of the tool. The teacher was responsible for filling out the self-assessment on his/her own.

During the actual classroom observation and self-assessment, data was collected using paper copies of the tools. Enumerators then went back to the AKF-Uganda offices to enter the data using google forms (links were provided in advance by the ECDM team.)



PILOT RESULTS

The following are results from the Uganda BEQI Pilot. In reviewing these results, it is important to note that these results are from a very small sample and should not be interpreted to draw any general conclusions on Ugandan pre-primary classrooms or the classrooms that will comprise the Schools 2030 sample. An overall summary of the results is provided, followed by the results from the Classroom Observation, and then the results from the Teacher Self-Assessment.

It is also important to note that due to time constraints, the BEQI Pilot was administered in Uganda at the very end of a school session, while schools were in the process of administering exams. As such, in some classrooms observed, it was not considered a typical class day. For example, in two of the classrooms in Kampala, children had been released from the classroom following the exams and were called back in order for the observation to be completed; in these 2 classrooms observations were only administered over the course of 40 minutes instead of the typical 90-minute observation.

Key Takeaways from Pilot

In this pilot sample of ten classrooms, most teachers were observed leading literacy lessons; less than half led a math lesson and only one led a science lesson. In all classrooms observed, all activities were teacher-directed and children did not have free choice or open play time. Access and use of books seems to be an issue- less than half of the classrooms had books and only one classroom reported children reading or looking at books on their own and no classrooms reported the teacher reading a story book to the children. Materials also seem to be lacking in classrooms; while all classrooms were observed with writing materials, the majority of classrooms did not have art, fantasy/imaginary play, or math materials or blocks. Teachers are doing a lot of positive things to promote strong relationships, such making eye contact with children, calling children by name, treating all children equally, and delivering feedback in a positive manner.

Some of the findings from the self-assessment reflected the findings from the classroom observation. For examples, the frequency for using “talk” to informally teach math/literacy/science concepts, using rote instruction and asking open- and closed-ended questions were reported similarly (50% on average) in both the Observation and Self-Assessment. Teachers noted additional difficulties in their self-assessments with implementing activities that focused on diversity, including materials that demonstrate diversity in their classrooms, and talking with children about different cultures.

The self-assessment is not intended to replace the observation and we anticipate that the self-assessment and the observation will capture different elements of classrooms. In addition, the observation is one 90-minute snapshot, whereas the self-assessment asks teachers to reflect on a full week. However, we can learn about teachers’ perceptions by focusing on the areas that are either in alignment or not in alignment between the self-assessment and the observation. There were some discrepancies between what was observed during the classroom observation and what teachers reported in the self-assessment and these should be further discussed and reviewed.

Some examples of these discrepancies include:

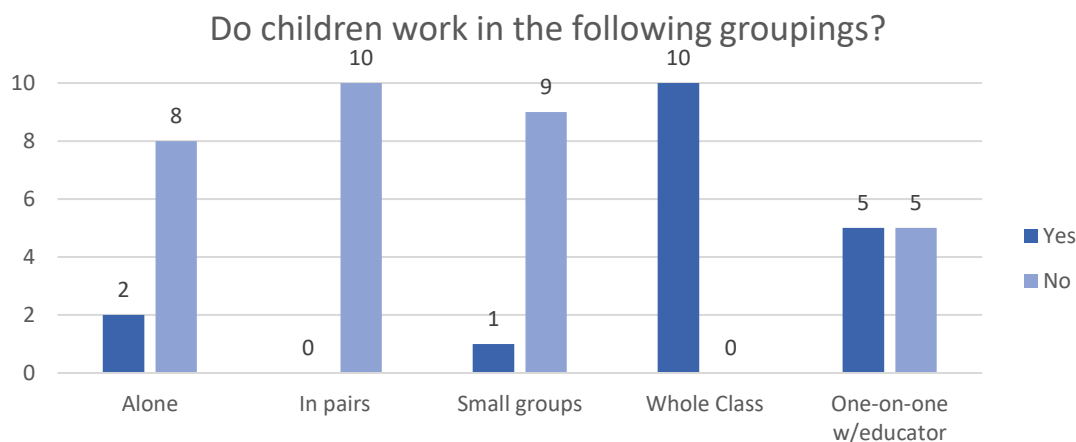
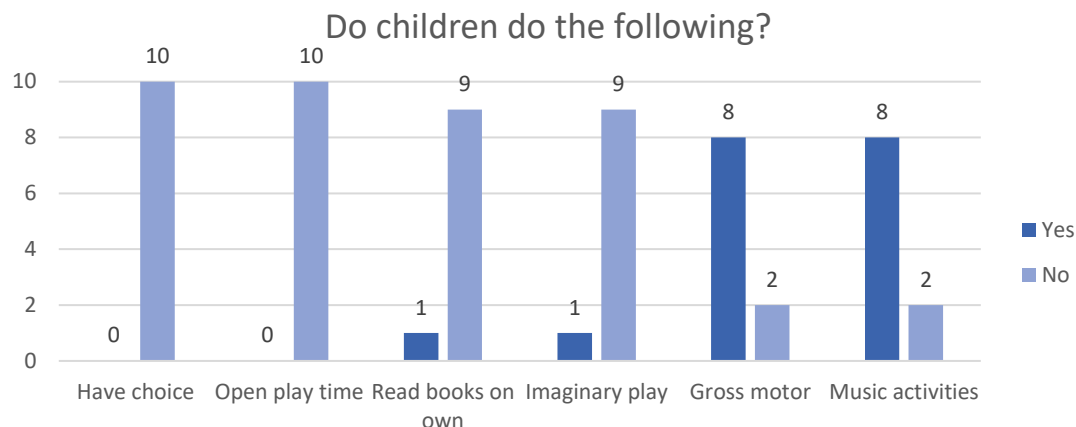
- “Do children have choice in how to carry out activities”:

- On the Classroom Observation, 0 of the 10 classrooms were observed with children having choice in how to carry out the activity;
- In the self-assessment 8 of the 10 teachers reported often giving choice to children.
- “Do children have free choice/open play time”:
 - On the Classroom Observation, 0 of the 10 classrooms observed had open play time;
 - In the self-assessment 8 of the 10 reported that they sometimes or often provided free choice/open play.
- “Do children look/read books on their own”:
 - In the Classroom Observation, 1 of the 10 classrooms reported children looking at books on their own;
 - In the Self-Assessment, 8 of 10 teachers reported that children look at books on their own.
- “How do children spend time”:
 - In the Classroom Observation, 10 out of 10 classrooms reported most time is spent in teacher-planned activities
 - In the Self-Assessment, 9 out of 10 teachers reported that children spend a mixture of time in free play and in teacher-planned activities
- “Does teacher read a storybook”
 - In the Classroom Observation, 0 out of 10 classrooms reported the teacher reading a storybook
 - In the Self-Assessment, 9 out of 10 teachers reported that they often or sometimes read storybooks

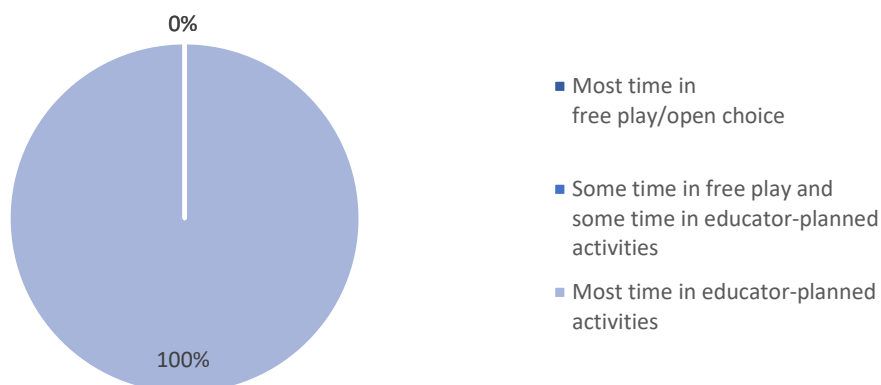
In reviewing these results, we can see that teachers may believe that they are engaging in some of these activities more than they actually are in practice. These practices around children’s choice and engagement with reading materials are developmentally appropriate evidence-based practices that contribute to pre-primary aged children’s learning. The observational and self-assessment discrepancies may suggest that teachers have a different understanding of these practices and could benefit from additional support and professional development in play-based learning practices. Alternatively, teachers may already know that these are good practices but need support in how to engage in these behaviors more often - which is different than trying to convince them that these are good practices.

Descriptive results from the Uganda BEQI Classroom Observation

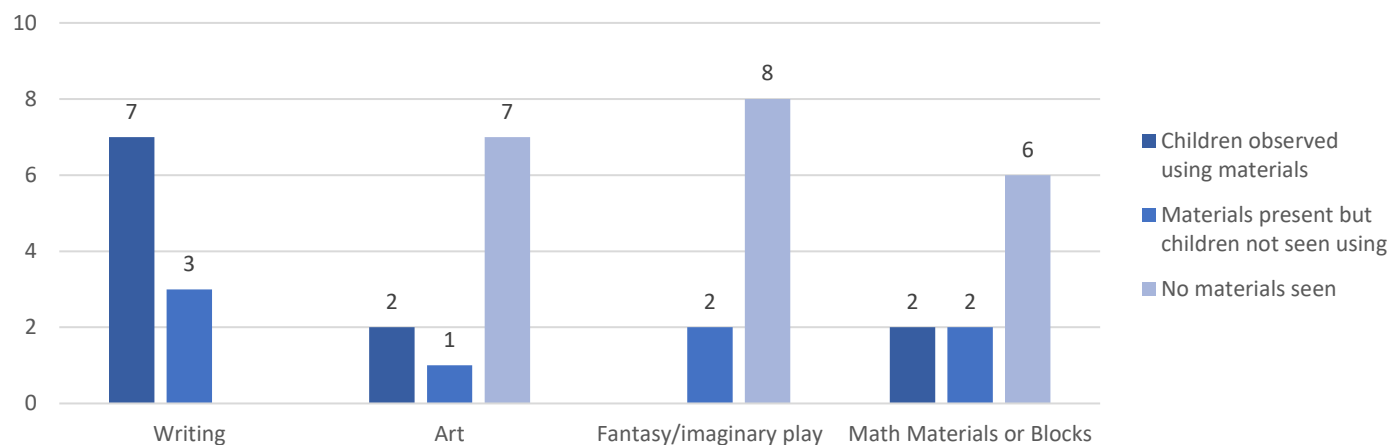
Classroom Observation Module 1: Play-Based Learning



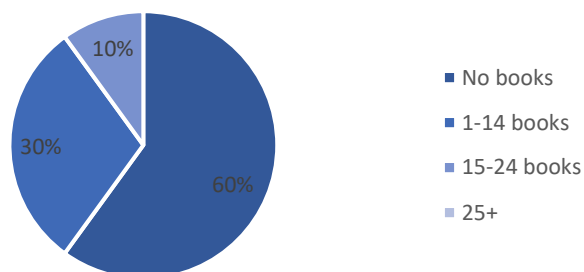
How do children spend time?



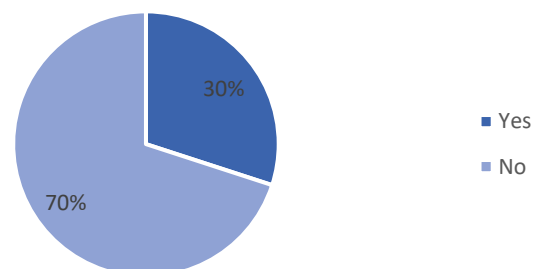
Do children engage with the following materials?



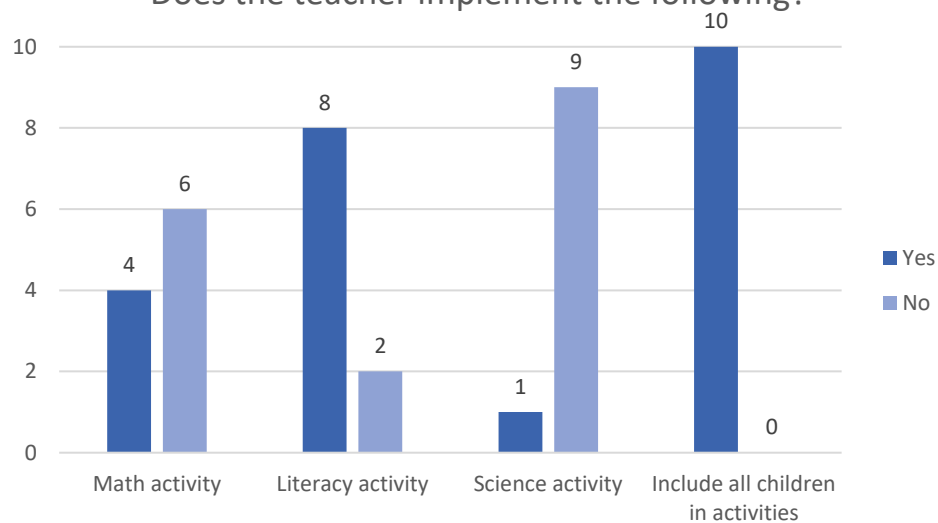
Number of books?



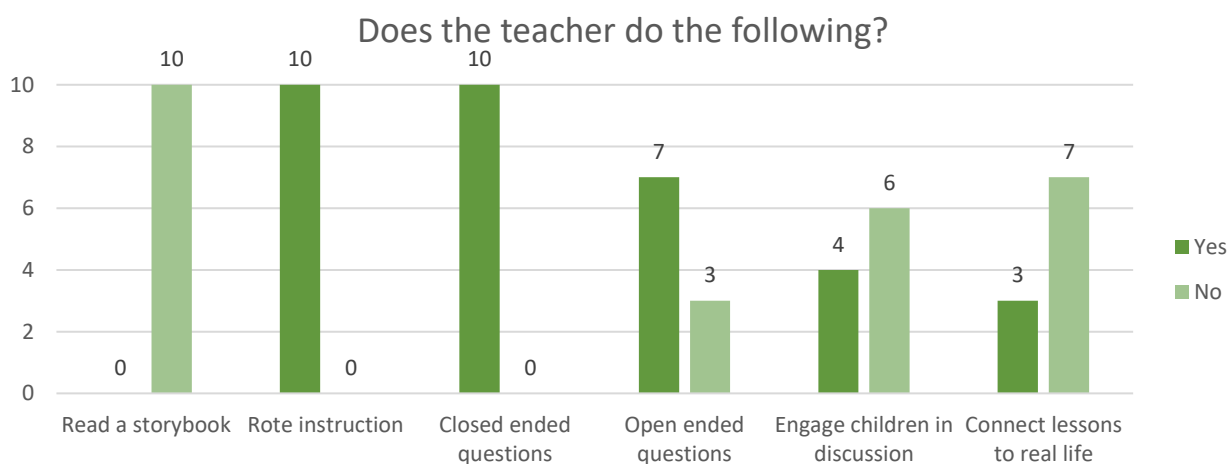
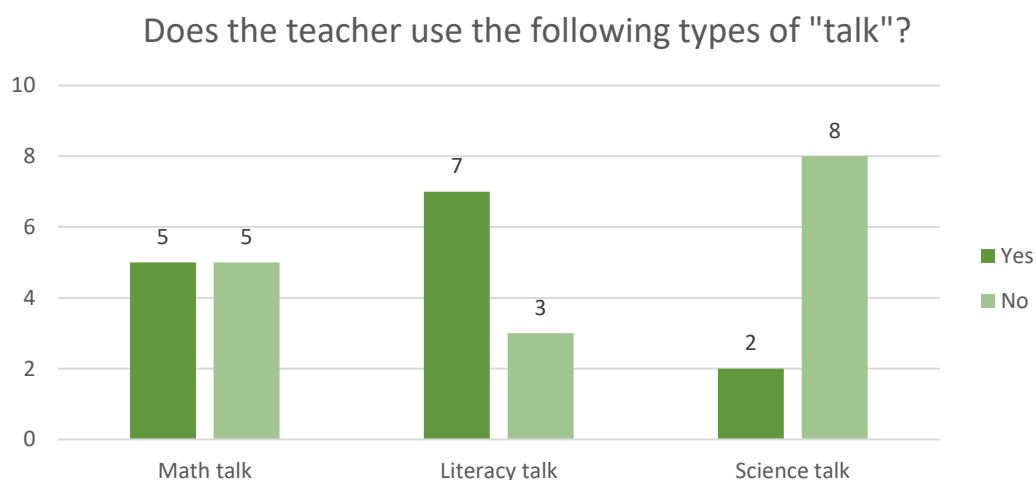
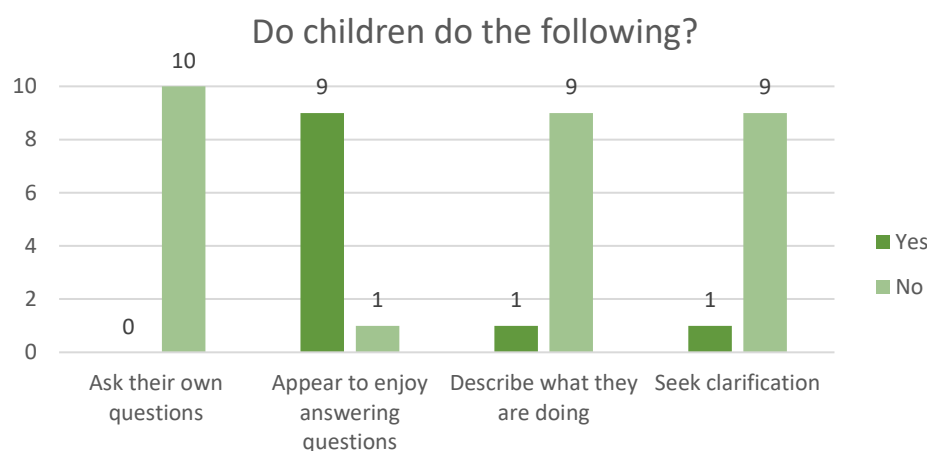
Are books accessible by children?



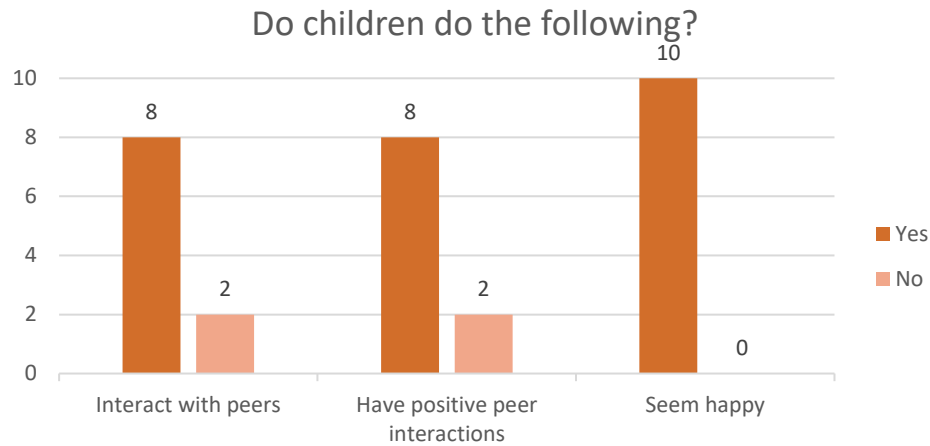
Does the teacher implement the following?



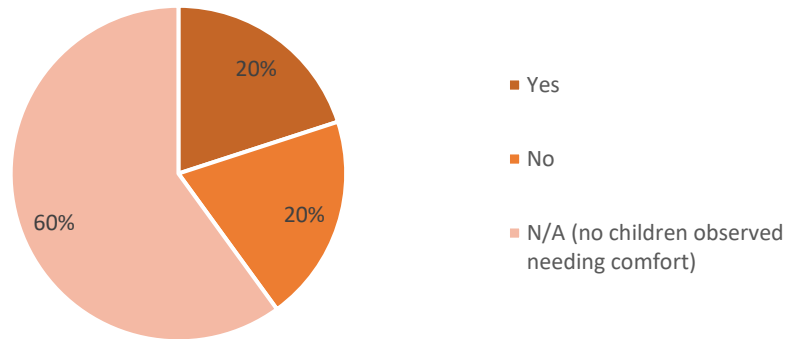
Classroom Observation Module 2: Learning through Conversations



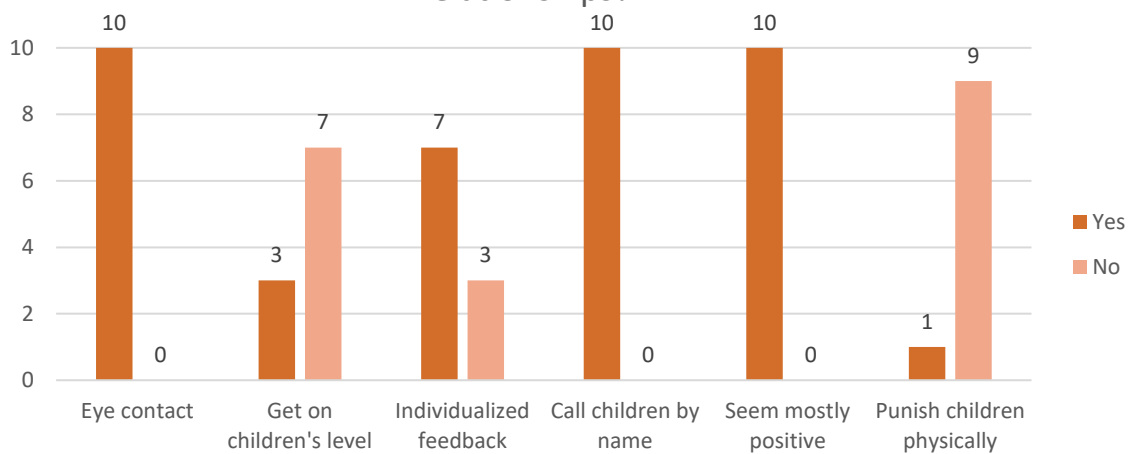
Classroom Observation Module 3: Promoting Strong Relationships



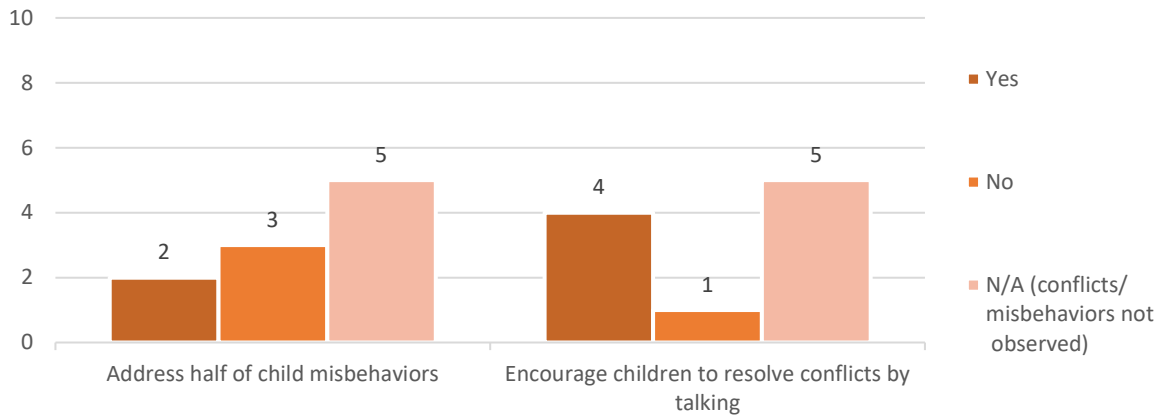
Does teacher comfort children when distressed?



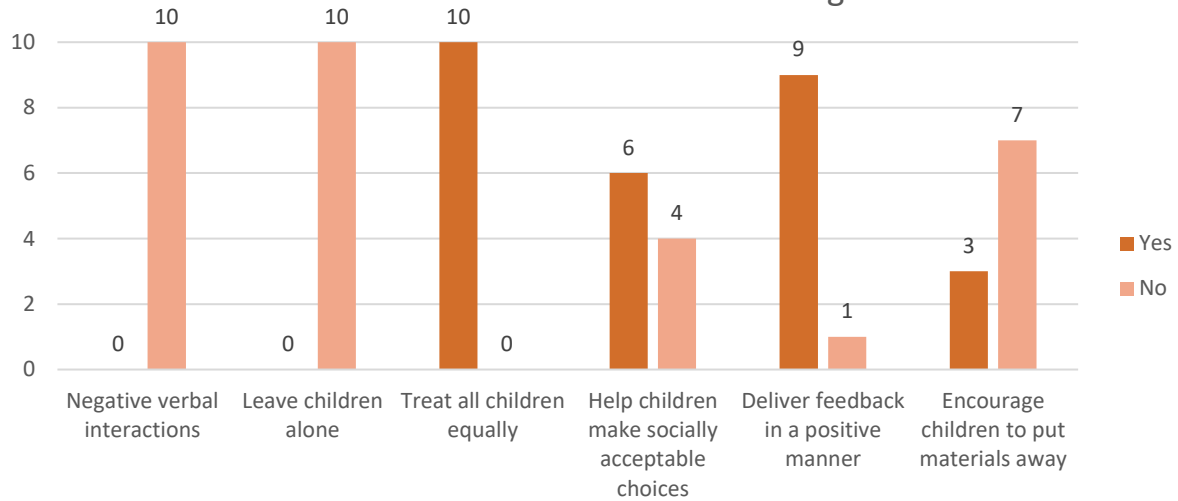
Does the teacher do the following to promote strong relationships?



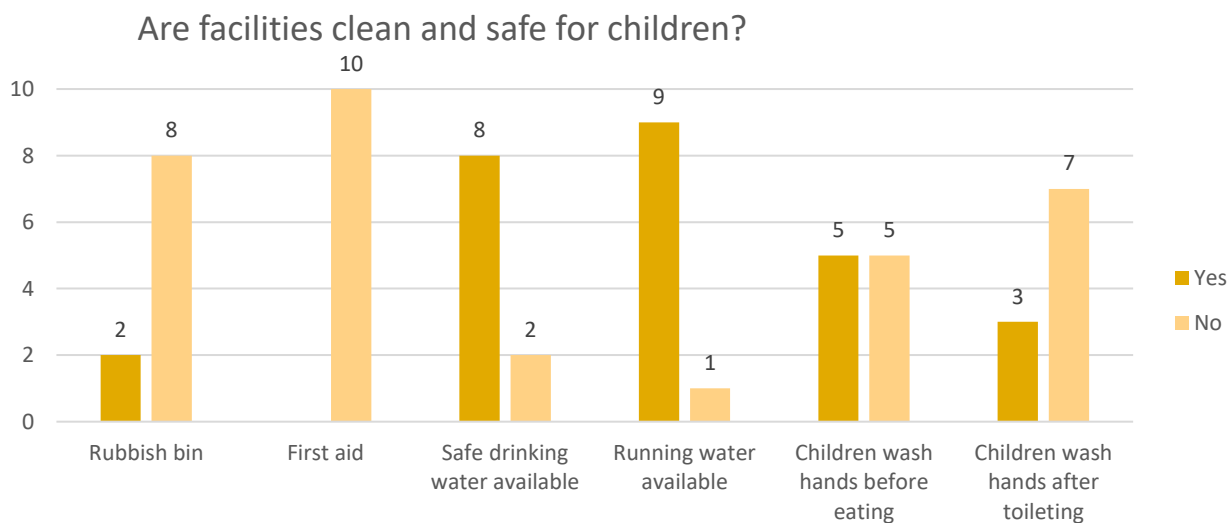
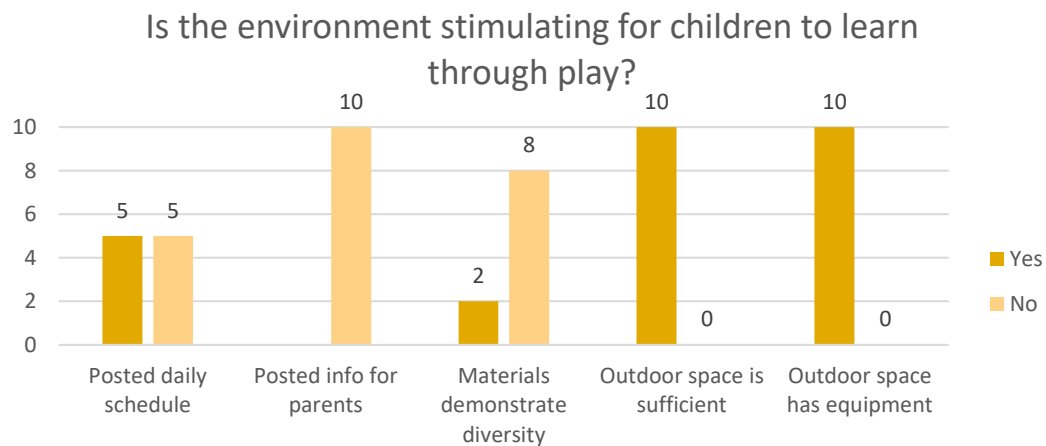
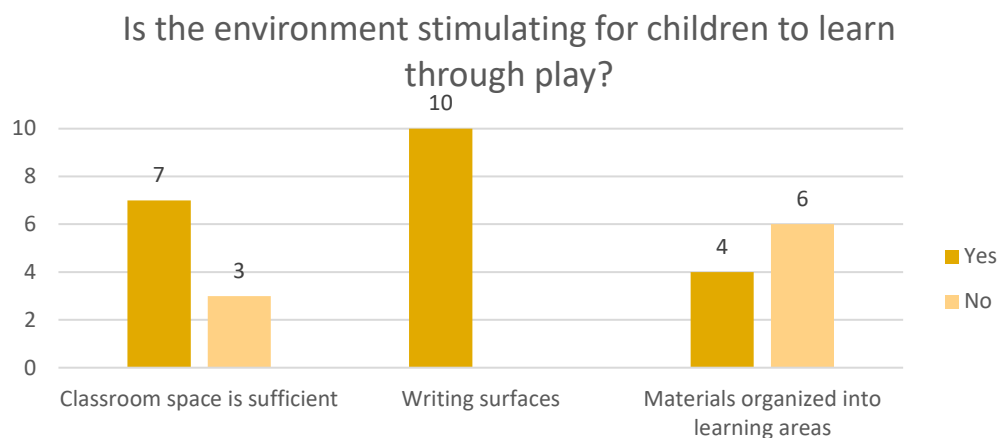
Does the teacher manage conflicts?

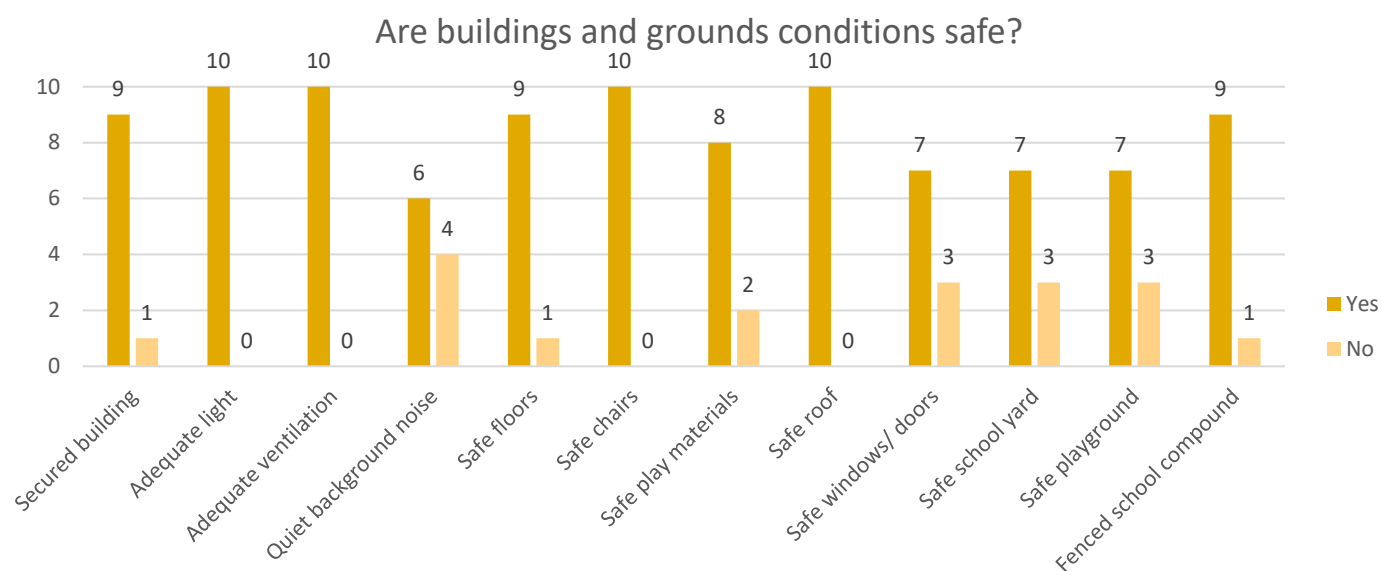
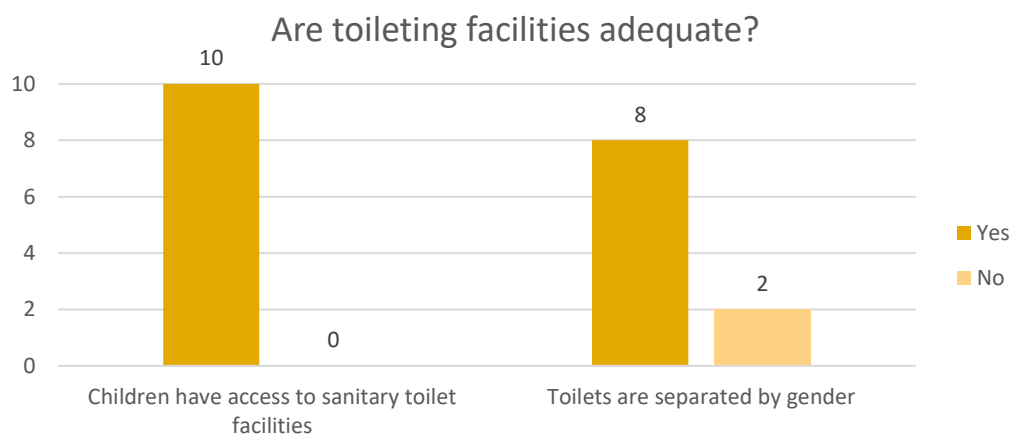


Does the teacher do the following?



Classroom Observation Module 4: Stimulating and Safe Environment

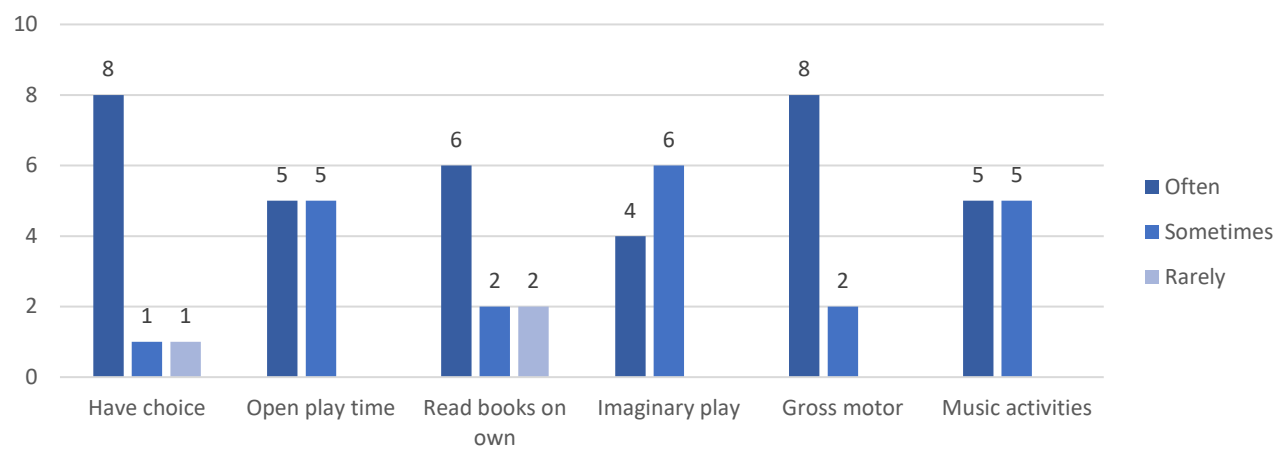




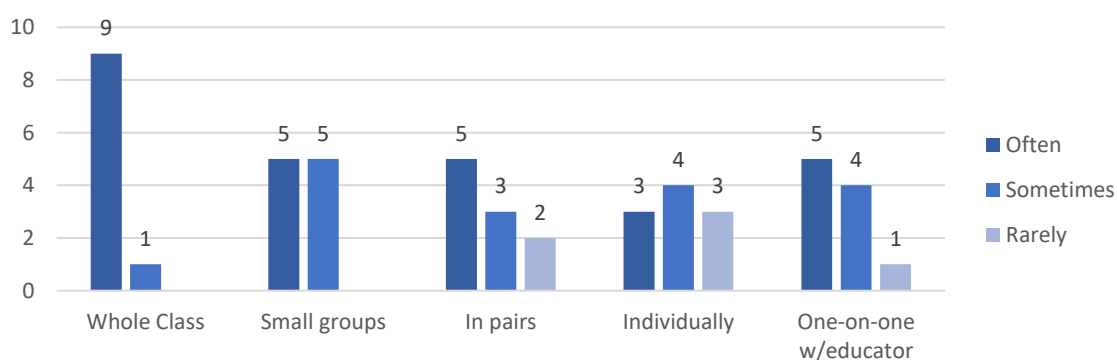
Results from the Uganda BEQI Self-Assessment

Self-Assessment Module 1: Play-Based Learning

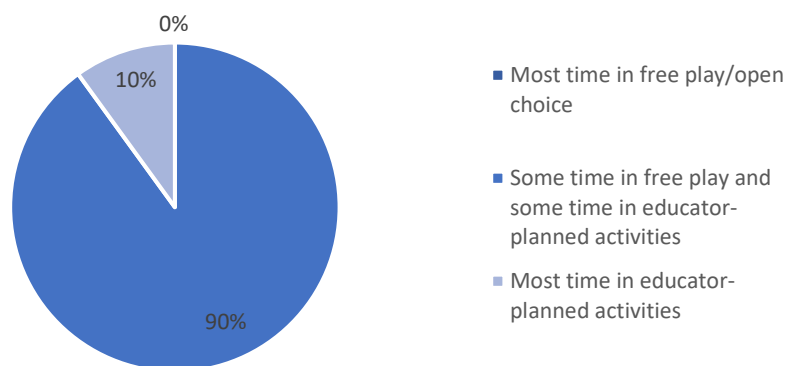
How often do children do the following?



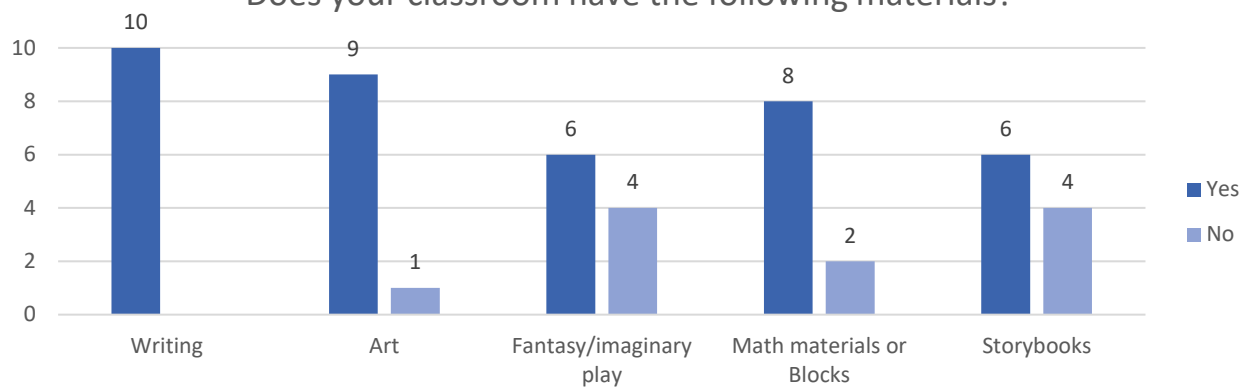
How often do children work in the following groupings?



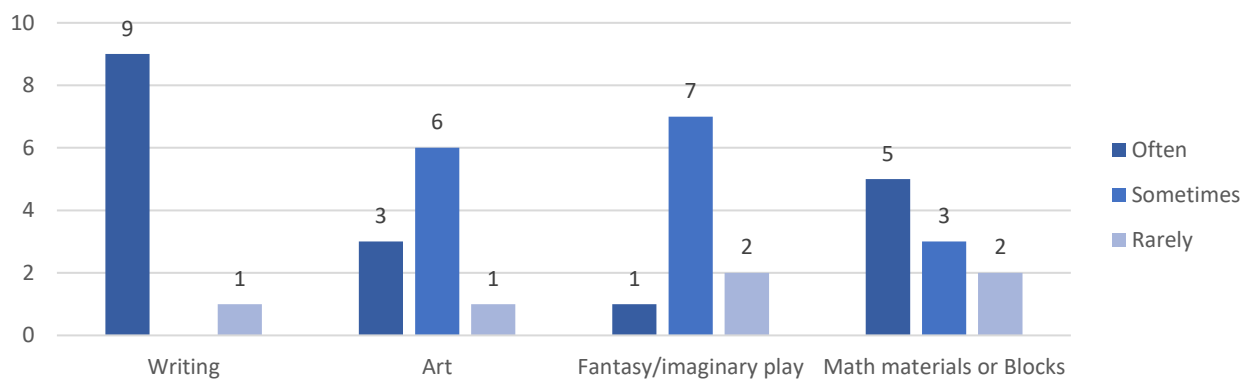
How do children spend time?



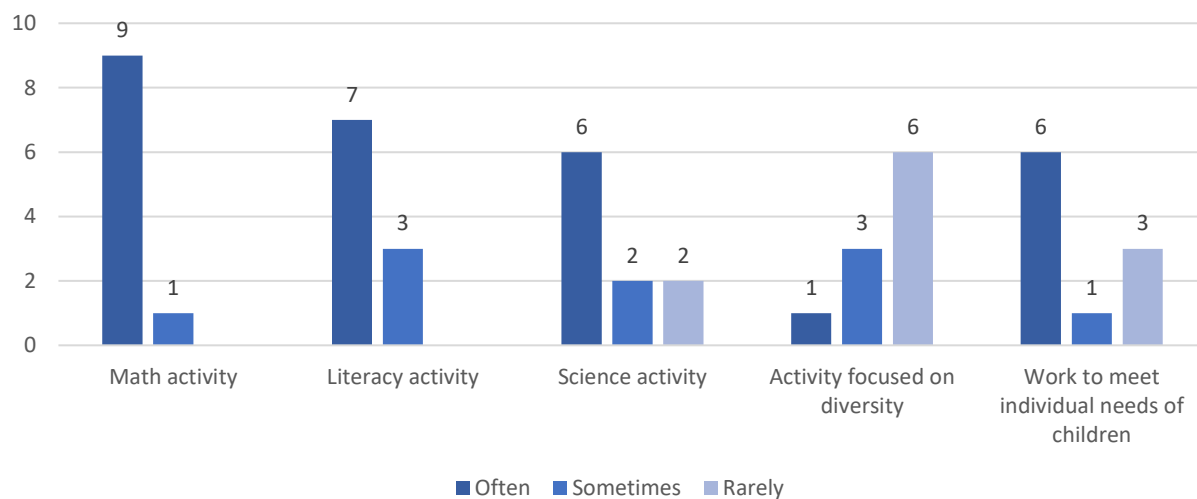
Does your classroom have the following materials?



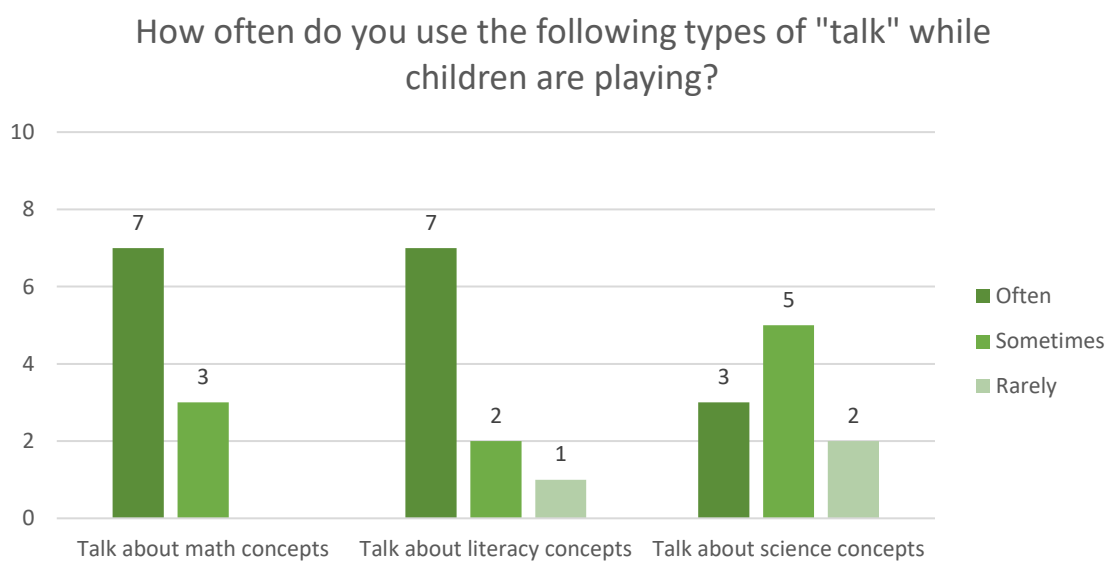
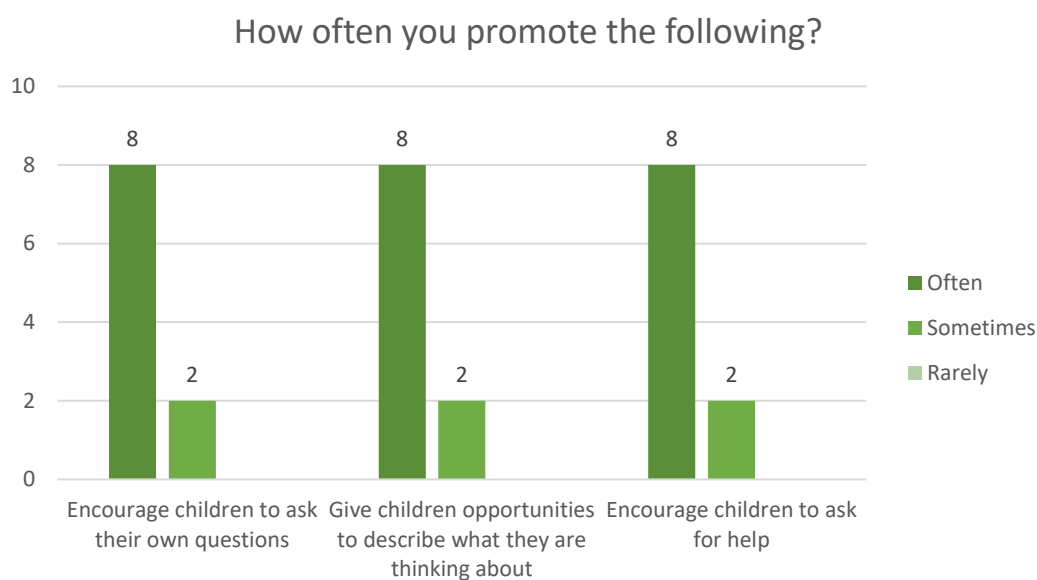
How often do children engage with the following materials?



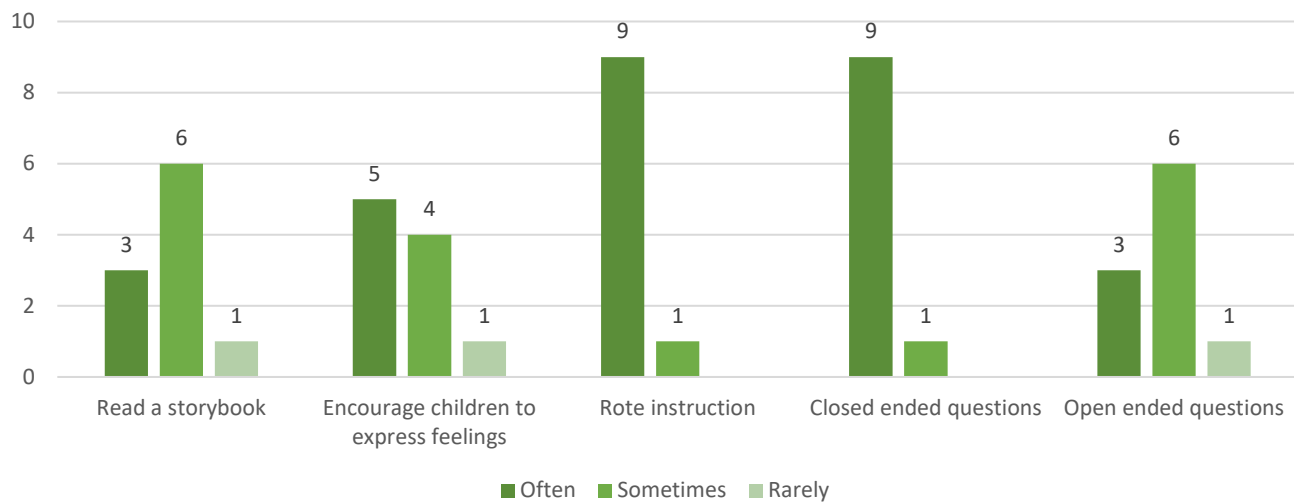
How often do you implement the following?



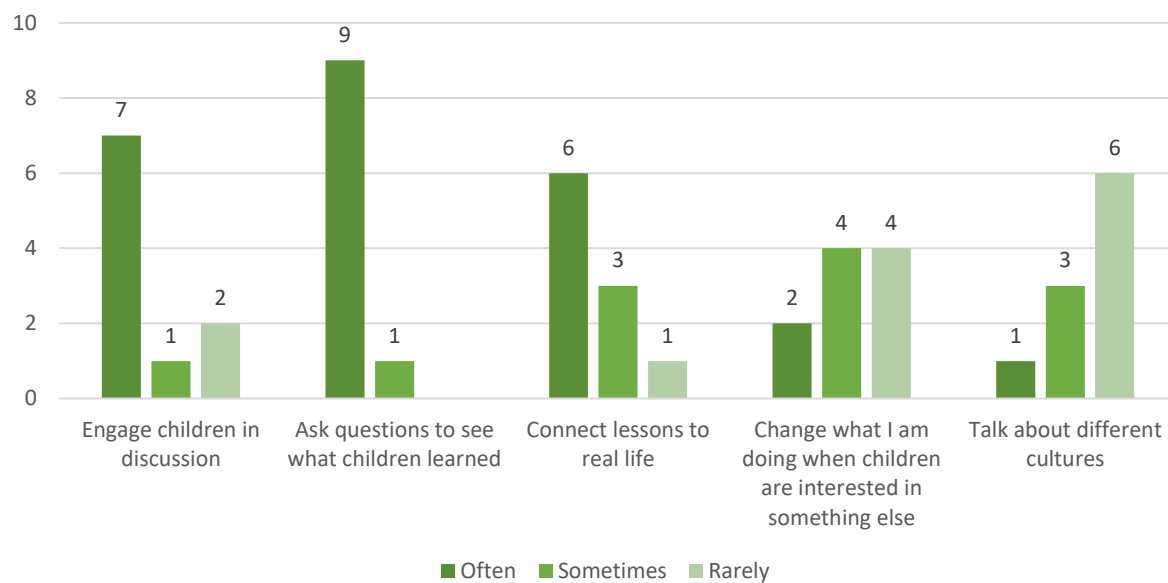
Self-Assessment Module 2: Learning through Conversations



How often do you do the following?

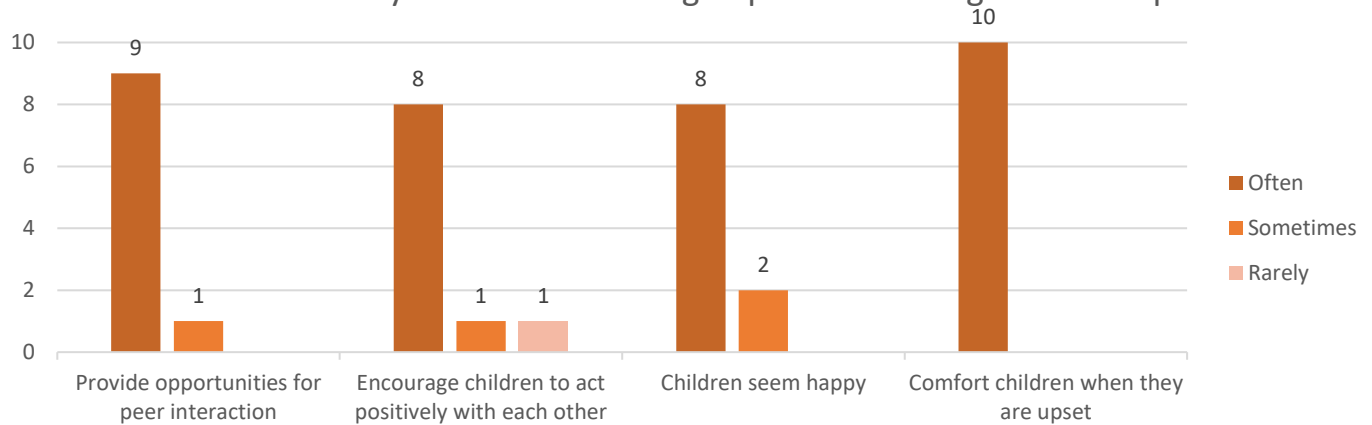


How often do you do the following?

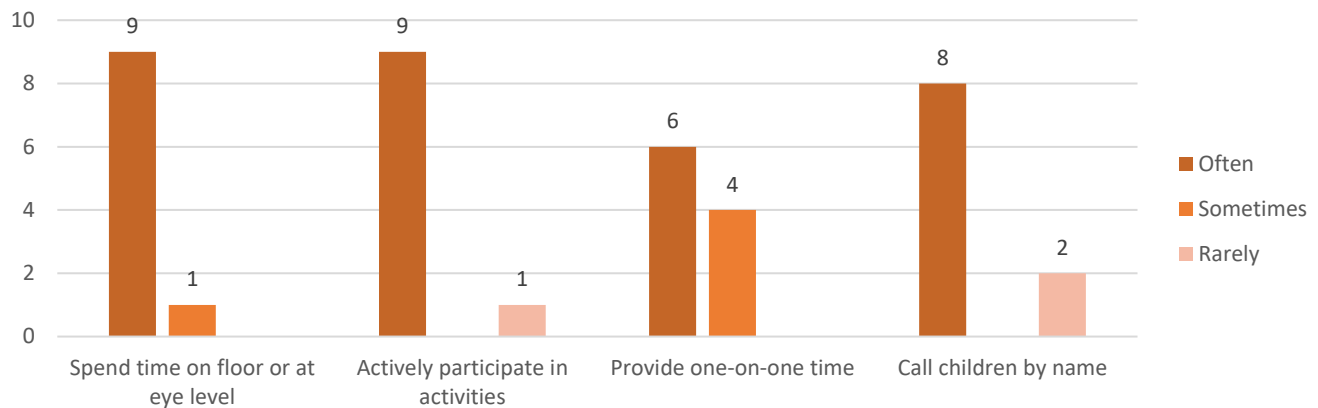


Self-Assessment Module 3: Promoting Strong Relationships

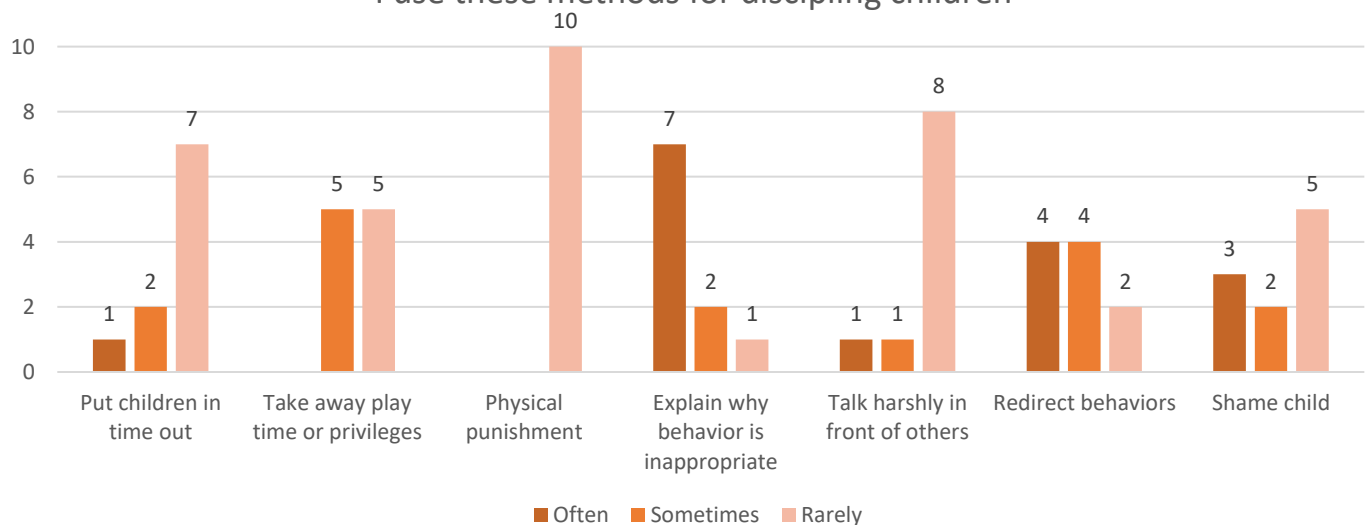
How often do you do the following to promote strong relationships?



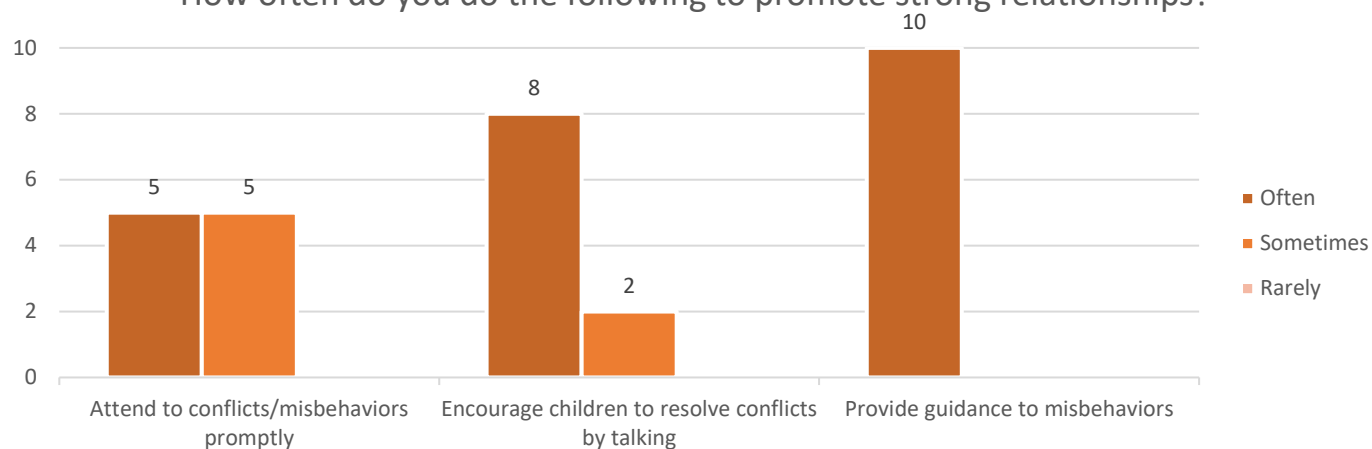
How often do you do the following to promote strong relationships?



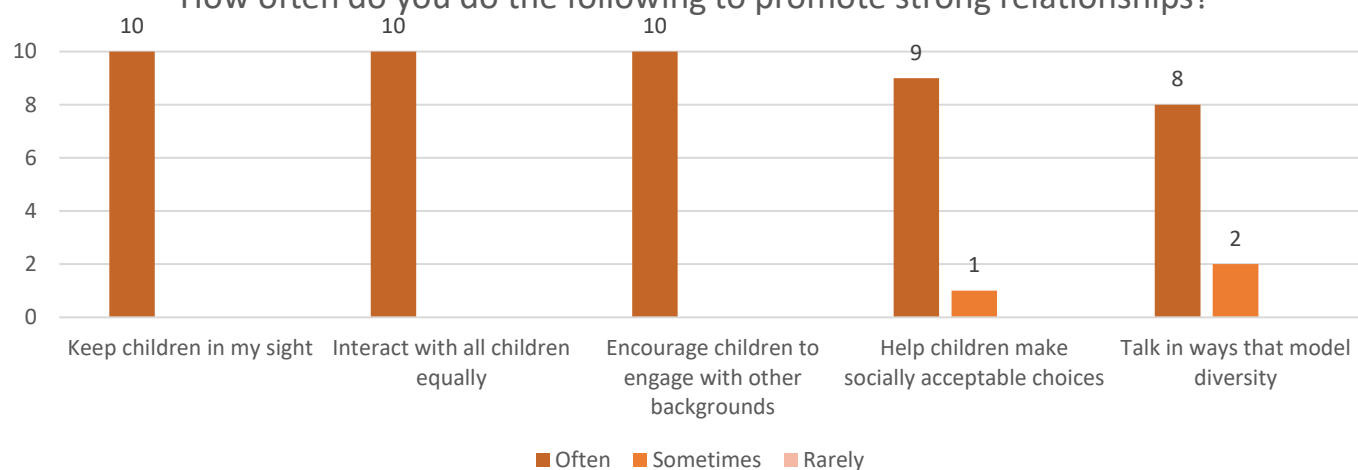
I use these methods for disciplining children



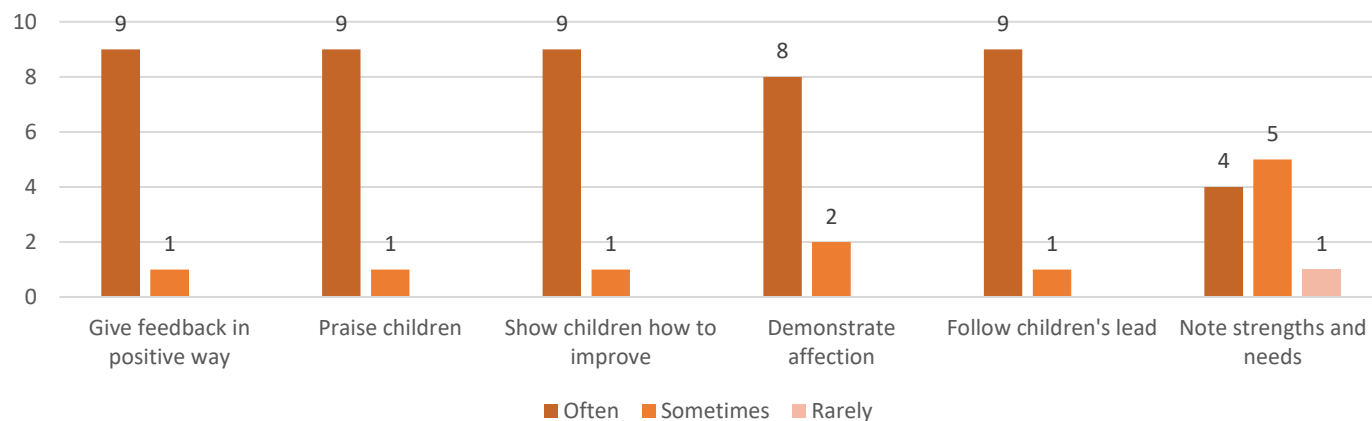
How often do you do the following to promote strong relationships?



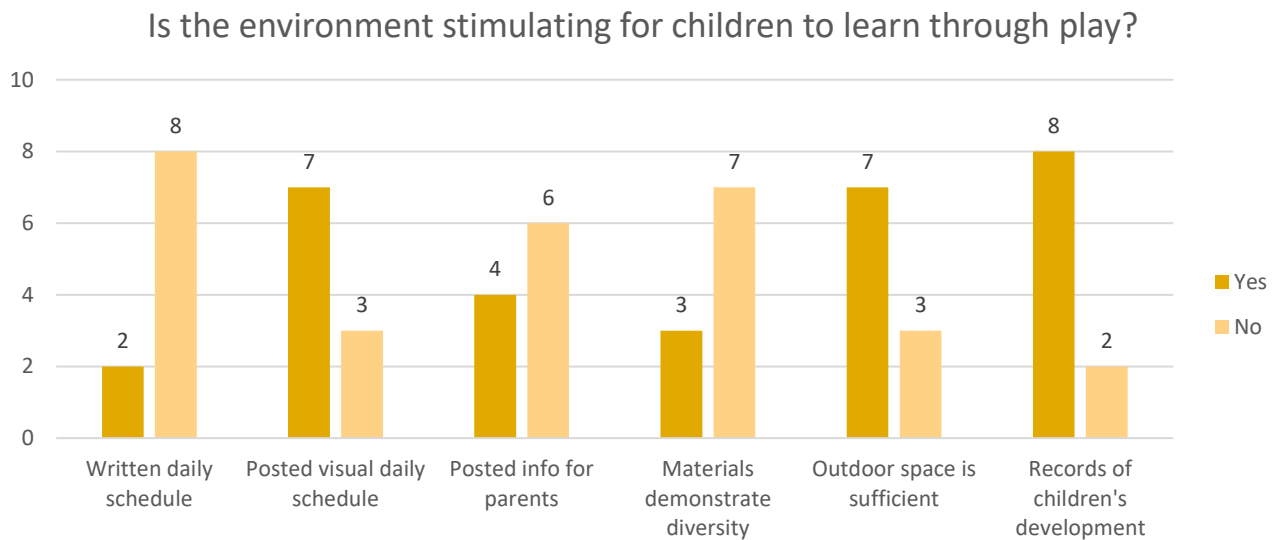
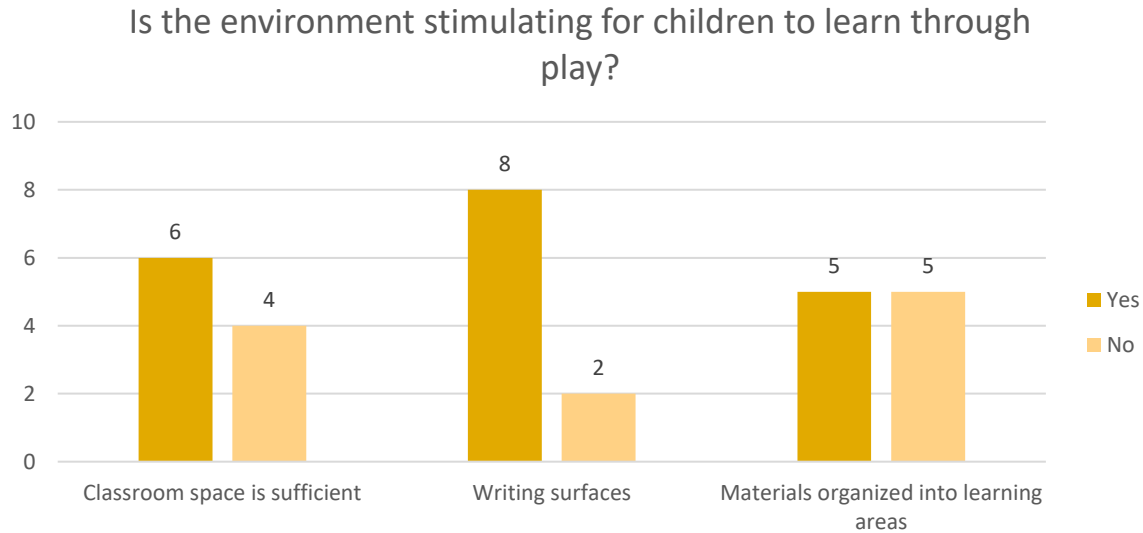
How often do you do the following to promote strong relationships?



How often do you do the following to promote strong relationships?



Self-Assessment Module 4: Stimulating and Safe Environments





NEXT STEPS: DATA FEEDBACK LOOPS

The next and most important step is ensuring the use of ongoing monitoring data over time to improve program and teaching quality. Within the Schools 2030 Human-Centered Design (HCD) context, using BEQI tools and process to design and then monitor data-informed solutions will be particularly important. Ongoing monitoring data collected from the BEQI classroom observation and self-assessment can provide useful insights into specific areas where teachers need more support.

Based on our discussions and initial pilot results, ECDM has identified the following suggestions for moving forward and are available to support AKF-Uganda as needed:

1. Revise BEQI Tools

Consider revising and trimming down the instruments based on pilot results. Based on the pilot data, some items to reconsider include:

- Consider removing or adjusting items in the Classroom Observation with little to no variability from the pilot data (all responses were scored “yes”). The AKF-U team should consider retaining items only if they have programmatic/policy relevance; but could trim others. Items with little to no variability included:
 - Does teacher use rote instruction
 - Does teacher ask closed ended questions
 - Do children seem happy
 - Does teacher have eye contact
 - Does teacher call children by name
 - Does teacher seem mostly positive
 - Does teacher have negative verbal interactions (*all responses were scored “no”*)
 - Does teacher leave any child alone for more than 3 minutes (*all responses were scored “no”*)
 - Does teacher treat all children equally
 - Is outdoor space sufficient
 - Does outdoor space have play equipment
 - Is there adequate light
 - Is there adequate ventilation
 - Are chairs in good condition
 - Is the roof/ceiling intact
- Consider shortening the Teacher Self-Assessment. In particular, Module 3 is lengthy and may benefit from a review to prioritize items most relevant to the Ugandan context.
- Consider removing the open-ended questions at the end of the Self-Assessment. Upon reviewing these answers (Annex I), it seems like some teachers had difficulties using their responses from the BEQI Self-Assessment as a foundation or to help guide them through this section. These questions also are quite time consuming for teachers, so the team should clarify how this reflection process will lead to changes in practices. For example, these types of open-ended reflection questions may be more suited for teachers to complete with a coach or mentor supporting them to think through these questions. ECD Measure is available to work with the AKF-U

team to think about processes to help teachers reflect on their practices in a more effective way.

2. **Develop Process for Ongoing Data Collection**

After updating the tools, design a process for ongoing data collection efforts (using the revised tools) for classroom observation and/or self-assessment across the Schools 2030 pre-primary classrooms. For example:

- Consider using the self-assessment (or specific modules within the self-assessment) quarterly/regularly to support teacher's regular reflection and collect ongoing feedback from the teachers
- Use the Classroom Observation more sparingly (e.g., beginning and end of school year) to track overall progress through objective and reliable observers
- Given the experience of the timing of the pilot data collection and lessons learned, it would be important to ensure the timing of future classroom observations is administered during a typical class day or period of the school year.

3. **Identify areas for support**

Once data are collected on an ongoing basis and there is a larger sample, ECDM can help AKF-Uganda review the data to identify strengths and weaknesses and note specific areas of need (i.e., items or modules with lower scores, areas of further support indicated by teachers on the SA).

4. **Share data and identify solutions to address needs**

Once a system is in place for ongoing use of these tools, the data should be shared with teachers with feedback on how to improve. ECDM can provide strategic guidance on how AKF-Uganda could incorporate coaching and professional development into the ongoing use of BEQI data. This fits into the S2030 Human-Centered Design approach, where teachers can use the self-assessment (and results from the classroom observation) to identify their own areas needing improvement and solutions for addressing these areas.

5. **Incorporate BEQI into the S2030 Human-Centered Design**

By using the SA regularly and then checking periodically with the CO, teachers and schools would be able to apply the HCD cycle of understanding problems, identifying a solution, trying the solution, and evaluating to see if it worked.

ECDM remains available for further reflection and brainstorming on how the BEQI can be integrated into regular monitoring to improve quality; how the self-assessment could become a useful tool for teachers to reflect and improve their quality; and most importantly, how the data can be used to contribute to the S2030 HCD of solutions for schools.

ANNEX I:
S2030 UGANDA BEQI SELF-ASSESSMENT FINAL REFLECTION QUESTIONS

My greatest strengths as noted in my current BEQI reflections include:

Improving on the teaching methods to help learners understand better. Providing appropriate and adequate learning materials to learners. Engaging learners in different activities.
The lesson during mathematics was a success due to the following observations The availability of the materials used during the lesson motivated learners and did the expected. The teacher-child interaction also enabled the learners to be participative
Reading stories to make them improve on the listening skills and how to answer the questions. Writing to those who cannot write well
carrying out workshops in order to learn more teaching methods and skills. Involves learners in different activities like dramatic play among others. Provisions of more learning materials for learners.
The introduction of the lesson Class control Catering for slow Learners
Using good methods in discipling children. Providing necessary materials for learning. Having free choice play materials.
Modifying the learners' behaviors making them to know how to read and write, make them to be good future leaders.
Children were able to do the assessment, during assessment instructional materials were used, teacher has good relationship with learners that made them interested in learning.
Correct letter identification Effective Communication Identification and counting Numbers Correctly
Enough play materials for learners Enough reading books for learners Enough space in classroom for free movement

The areas that I would like to focus on for quality improvement are:

Literacy Numeracy Creativity
More space will be created next time for free participatory Learners work corner. The walls where we hung charts are hard to put on the work. Reading books playing materials
Creativity Literacy Numeracy
Providing material development for Learners both in the classroom and outside. Creating enough space for Learners to play around and in the classroom. Sensitizing caregivers to improve on their teaching practices in the classroom.
Providing enough materials for the learners. Conducive environment for the learners. Checking on learners work daily.
Books and teaching materials, playing materials, playgrounds.
There is need to provide more instructional material, regular supervision should be carried, there is need to provide enough play and sanitary materials for learners to aid learning
Good letter shaping Good letter arrangement Drawing and Shading
Building more classroom for primary section More teachers are needed More non-teaching staff are needed

My Goals for Improving Quality (Part 1):

Learners to be able to sound, read and comprehend. Learners should be able to count and value numbers and objects. Learners to have a steady mindset to think and be creative.
More materials for manipulating are still needed. Need more caregivers to assist in managing the learners during the teaching and learning process
To give learners for reading cards, books such that the learners can fit in their class well. Make sure that I give them extra work for the time takers. I will provide individual cards and weekend work. Buying us the reading books.
Learners should be able to read and comprehend words clearly. Learners should be able to count and recognize numbers accordingly. They should be able to play or create dramatic games.
Learner should get my content very well. Learners should know how to use the learning materials. Learners should know how to use the playground.
Achieve quality education in learners. Good health of learners. Drawing parents' attention to ECD
To ensure that they speak good English, to ensure that there is a difference between them and those at home in terms of behaviors, to ensure that they are the good future leaders.
There is need to provide enough play materials, need to plan lessons and schemes of work, need to teach regular to improve on the learner's performance
To enable learners shape letters well Good relationship Good learning environment
Good relationship between teachers and learners Good techniques of teaching where children can learn to write, read and listen Good relationship between parents and school administration

Solutions, Strategies, or Support Needed to Attain Goals (Part 2):

More reading materials for children. Enough number textbooks for both teachers and learners, Other learning materials like blocks, puzzles, and abacus. Brain stimulating games like puzzles, jigsaw, domino among others
More materials to be made. Other care givers to give support
I should improve on my classroom environment because am not contented to what I have in my class. I have to give the homework to improve on their learning. I will provide individual work for each learner.
More reading of textbooks for learners. Learners should be provided with materials that help them in counting, e.g., abacus among others. Games like puzzles should be provided to them so that they learn to join them.
Learners should understand the content very well. More materials should be provided to the learners. Provide enough playground for the learners.
Providing health materials. Sensitization of parents.
More teaching and writing materials are needed, joined effort is needed in parents and teachers and BEQI
Early preparation of lesson, enough play materials should be provided, teaching should be regular.
Using flash cards Encouraging the learners relate well with others Providing enough play and learning materials for them
Encourage teachers to be close to their learners Change ways of teaching without sticking to one method Use good language to convince parents