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THE IMPLEMENTATION OF EARLY CHILDHOOD CARE AND EDUCATION (ECCE) IN BAHIR DAR CITY ADMINISTRATION: A COMPARATIVE STUDY BETWEEN PRIVATE AND PUBLIC PRE-PRIMARY SCHOOLS

MILATEWORK, TESSEGA

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BY

MILATEWORK TESSEGA

**A THESIS SUBMITTED TO AS A PARTIAL FULFILLMENT TO THE
REQUIREMENTS OF MA DEGREE IN INTERNATIONAL AND COMPARATIVE
EDUCATION**

**JUNE 2018
BAHIRDAR, ETHIOPIA**

BAHIRDAR UNIVERSITY
COLLEGE OF EDUCATION AND BEHAVIOURAL SCIENCE
DEPARTMENT OF TEACHER EDUCATION AND CURRICULUM STUDIES
MA PROGRAMM IN INTERNATIONAL AND COMPARATIVE EDUCATION

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BY
MILATEWORK TESSEGA

ADVISOR: JERUSALEM YIBELTAL (PhD)

JUNE 2018
BAHIRDAR, ETHIOPIA

LETTER OF APPROVAL

A thesis “The implementation of early childhood care and education (ECCE) in Bahir Dar city administration: A comparative study between private and public preprimary schools” prepared under my guidance by Milatework Tessega to the Partial fulfillment of the requirement for the MA degree in International and Comparative Education.

Advisor: Jerusalem Yibeltal (PhD)

Signature_____

Date _____

BAHIRDAR UNIVERSITY

COLLEGE OF EDUCATION AND BEHAVIOURAL SCIENCE

DEPARTMENT OF TEACHER EDUCATION AND CURRICULUM STUDIES


This is to certify that the thesis entitled by “The implementation of early childhood care and education (ECCE) in Bahir Dar city administration: A comparative study between private and public preprimary schools” conducted by Milatework Tessega for the partial fulfillment of the requirements for the degree of Master of Arts in international and comparative education complies with the regulations of the University and meets the accepted standards with respect to originality and quality.

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DECLARATION

I, Milatework Tessega declare that this thesis paper entitled with “The implementation of early childhood care and education (ECCE) in Bahir Dar city administration: A comparative study between private and public preprimary schools” is my original work and never been presented before for degree of Masters in any institution. All the sources that I have used or created have been indicated and acknowledged by means of complete references.

Milatework Tessega

Signature _____

Date _____

DEDICATION

Tessega was not only my father, but also my teacher, hero, role model; mentor, brother, friend and everything. In my childhood, he always told me to reach this position and become a role model for many then a source of proud to him. However, I cannot achieve his dream before his death, though know I apt to his dream. I always remember those golden times in my life with his overall guidance and support, in this two sorrowing years I understand how life is so difficult and boring. I know how he was impressed if he was with me but I lost him. He will live in my heart forever; may God place his gentle soul in the heaven, rest in Peace. I dedicated this work to him who always wished best for me.

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ABSTRACT

This study was conducted to assess the implementation of ECCE between private and public preschools in Bahir Dar city administration. The implementation were assessed through main factors which includes: the physical and learning environment that encompass the materials used for children holistic development, curriculum guideline, teachers' know how, teaching learning methodology, health, the relationships with parents and community, and administrative issues. The study has taken a form of descriptive survey in a comparative perspective. The study examined the preschool education policy and practices of two public and two private preschools. The four preschools were selected through systematic random sampling technique. The participants of the study included AREB and Bahir Dar city Administration Education Department preschool educational experts, teachers, principals of sample preschools and parents. Data collection tools were questionnaires, observations, interviews, and document analysis. Accordingly, 294(100%) questionnaires were distributed for parents; to the end, 250(85.03%) questionnaires were filled and returned to the researcher. In addition to this, semi-structured interview was conducted with the two preschool educational experts. For further data triangulation, the observation and documents of the sample preschools were held. To analyze the data Frequency, percentage, one sample t-test, and independent t-test have been used. The findings included that there are curriculum implementation differences among public and private preschools. Teachers' lack of professional skills to implement the syllabus of preschools properly, principals also did not have knowhow about leadership. The finding also reveals inappropriate and inadequate indoors and out door materials, and parents' lack of awareness about preschool education. Moreover, shortages of documents for Early Childhood Care and Education such as textbooks, teachers' guides, and policy documents, were some of the threat to implement the ECCE policy. Thus, the regional, zonal education offices should effectively overcome their duties and responsibilities in ensuring and controlling standards. Effective and continuous supervision need to be conducted to support teachers to implement a policy properly.

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LIST OF ACRONYMS AND ABBREVIATION

Acronyms

ADEA = Association for the Development of Education in Africa

BCMoe = British Columbia Ministry of Education

CCL = Canadian Council on Learning

CRC = Convention of the Rights of the Child

ECCE = Early Childhood Care and Education

GDFECE = Global Dialogue Forum on Conditions of Personnel in Early Childhood Education

ICDR = Institute of Curriculum Development and Research

IICBA = International Institute for Capacity Building in Africa

MDG = Millennium Development Goals

NGO = Non-Government Organization

OECD = Organization for Economic Cooperation and Development

SPSS = Statistical Package for the Social Sciences

UNESCO = United Nation Educational, Scientific and Cultural Organization

UNICEF = United Nations Children's Fund

WDE = World Data in education

Abbreviation

AREB = Amhara Regional state Education Bureau

ECD = Early Childhood Development

KG = Kindergarten

KUC = Kotebe University College

MoE = Ministry of Education

MoH = Ministry of Health

MOLSA = Ministry of Labor and Social Affairs

MoWA = Ministry of Women Affairs

PTA = Parents Teacher Association

PTTI = Preschool teacher-training institute

REB = Regional Education Bureau

RHB = Regional Health Bureau

RWAB = Regional Women Affairs Bureau

SMC = School Management committee

TTI = Teacher-training institute

WEO = Woreda Education Office

WHO = Woreda Health Office

WWAO = Woreda Women Affairs Office

CHAPTER ONE

INTRODUCTION

1.1 Background of the study

Early childhood refers to the period between birth and eight years of life. The widely used term 'Early Childhood Care and Education' (ECCE) refers to a range of processes and mechanisms that sustain and support development during the early years of life: it encompasses education, physical, social, and emotional care, intellectual stimulation, health care and nutrition. It also includes the support of family and communities need to promote children's healthy development (UNESCO and UNICEF, 2012). ECCE numerous benefits began with children being more rapid for their primary and hopefully continued education. ECCE can also provide away to fight malnutrition and the spread of preventable ideas at critical moments (UNESCO, 2012). UNESCO emphasizes the importance of including parental education in many kinds of ECCE program so that the positive effects reach the family and not just the enrolled child (Vargas-Baron, 2005).

Early childhood care and education is the subject of considerable debate and interest among governments and politicians in all parts of the world. International organizations such as UNICEF and UNESCO gives more emphasis on the provision of quality early childhood education and care to all children. Their arguments emanate from research evidence that has shown the long-term benefits of offering young children quality care and education in the early years (Curtis & O'Hagan, 2003).

The widely observed issue has been suffering many of the children all over the world with no discrimination between urban and rural, poor and rich, black and white people. So workable policies has to be formulated to tackle the problem. ECCE policies and programs in Europe and the Anglo-American countries evolved out of remarkably similar historical streams: child

protection; early childhood education; services for children with special needs; and services to facilitate mothers' labor force participation. In all the countries, one overarching theme is the movement from private charity, beginning in the early and middle 19th century to public responsibility, evolving largely after World War II. The extent of public responsibility does vary, however, across the countries (Kamerman, 2006).

For example in Britain, day nurseries and infant schools stressing education were established in the early 19th century. The former were not very extensive but the latter expanded rapidly, and then largely disappeared to be replaced later by part-day kindergartens. Scholars state that the main need appeared to be the improvement of the quality (Tizard, Moss, and Perry, 1976; Kellmer-Pringle and Naidoo, 1974).

Like in Europe, Australia, ECCE service have developed with a narrow focus (e.g to provide long day care for children for working families, to provide an educational program for children age 4-5 years prior to school entry), resulting in a fragmented array of separate, special and competing services (Tayler & Irvine, 2000). With this background, it is not surprising that the present system is characterized by diversity (Hayes, Nelisen - Hewett, 1999; Wangmann, 1995).

The current Australian service system can be represented by two broad categories: formal and informal service. Formal services include: center based services such as long daycare, kindergartens preschool and outside school hours care (most often based on school sites); and home-based services such as family daycare. Informal service includes care provided for a fee in the child's home (e.g, nanny) or carer's home (e.g private home -based care). A distinguishing characteristic is the formal services are most often subject to government regulation or some other form of quality assurance, where informal care is generally unregulated or some other form of quality assurance OECD cited in (Irvine, 2005).

In most Asian countries ECCE is a recent Phenomenon that they give high emphasis to achieve “Expanding and improving comprehensive early childhood care and education, especially for the most vulnerable and disadvantaged children” goal 1 of EFA: the Dakar Framework for Action, approved in Dakar, Senegal, in 2000 (UNESCO, 2004:1).

For instance, Vietnam’s long standing status as a predominantly agrarian society has meant that traditionally, all able family members have shared an equal responsibility for farm work. For this reason, even before major changes in the economy had taken place and urban centers developed, Vietnamese women in rural villages have needed some form of childcare support, a need which was most often met by grandparents and other elder relatives. According to (Bantista, 2004) the current forms of provision for early childcare and education include: creches, community childcare centers and day-care centers (for infants up to three years); home-based childcare (for groups of five to 15 infants up to two years); and kindergartens and pre-schools (for three- to six-year-old).

Significant changes in the Vietnamese economy in the early 1990s greatly affected day care participation rates. Children could be cared for at home since many of the parents were unemployed during the early stages of implementing economic reform measures, and many who had work could not afford the costs of childcare services. To address this decline in day-care enrollment, the government decided to maintain only existing day-care centers and did not establish new ones (UNESCO, 2004) . As of 2000, there were over 48,000 teachers registered in day-care centers. Most of these had received some form of basic training; there were only 225 day-care teachers with university or college degrees, which points to a real shortage of qualified teachers, especially for early childcare (UNESCO, 2004).

Africa as part of the world experience, early childhood care, and education at its low level of development. Most African countries even those with the better level of economic development tend to implement early childhood care and education in unstructured way this make children grow in short of social emotional development in skills abilities attitudes to wads others negligence to social environments which at last results to the unconsolidated and unorganized social and emotional development of children which in turn will affect the social, economic, cultural and political aspects of a nation.

In Botswana, the need for the provision of early childhood care and education is even more compelling for both child development practitioners and academics given the reported increase in early pregnancies, single parenthood and households exacerbated by HIV-AIDS and concomitant lack of appreciation and understanding of the children's early education needs. The first Early Childhood Care and Education (ECCE) facilities in Botswana were established shortly after the country's independence chiefly to serve the expatriate community (Bar-On, 2004). Although the National Policy on Early Childhood care and Education was adopted in 1981, early child development has had a historical low priority in government budgeting compared to other countries in the region. With the pre-primary and primary budget at 25% of education budget and the least in the group as at 2007, it is important to focus on this phenomenon (Maunganidze & Tsamaase, 2014).

The priority for governments across Sub-Saharan Africa has been to achieve EFA goals for primary education. In many cases, ECCE was neglected and the overall balance of access is inequitable, favoring more advantaged urban children. In many countries, private providers and NGOs, including faith and community based initiatives, play a major role in ECCE services. Many governments have battled to regulate and assure quality in private, faith-based and

community facilities. As a rule, in Sub-Saharan Africa many private early learning centers follow highly formal models of education, focusing on the “acquisition of the 3R’s (reading, writing and arithmetic) and relying on teacher-centered methods for development of knowledge and skills” Okengo, cited in (Hamelmal, 2015). This may be partly because parents see this as the most appropriate approach to preparing children for later schooling (Biersteker et al. 2008: 228).

In its comprehensive education policy, Ethiopia recognizes the importance of preschool education by putting its goal for all round development of the child in preparation for formal schooling (MoE, 1994) though insignificant attention was given in practice. As indicated earlier, Ethiopia developed separate National Policy Framework for ECCE which shows the commitment of the country toward ECCE implementation and it is one step ahead in giving due attention to the crucial issue.

As a result, the Ethiopian government developed a national policy framework for early childhood care and education (MoE, MoH & MoWA, 2010:18) stated that “it is during the early years that children learn and acquire knowledge, skills and attitudes quickly with minimal effort.” However, factors such as poverty and others hinder the all-round development of the children. Hence, carefully planned early interventions equitably and equally can have long-term positive outcomes for children in all aspects of life (Woodhead, Siraj-Blatchford & Woodhead, cited in Yalew, 2011).

The Policy Framework again emphasizes the fundamental importance of ECCE in accelerating attainment of EFA and the MDGs (MoE, MoH, & MoWA, 2010b). According to Biklen, apon-Shevin, Stainback and Stainback, (cited in G/Egziabher: 2014) all young children must be nurtured in a safe and caring environment that allow them to become healthy, alert, secure, and

be able to learn. Therefore, early childhood education is one of the intervention methods for enhancing the later academic success of young children.

Currently teachers who are not well trained for pre-school teaching do not practice the Ethiopian Early childhood care and education program: besides, they are not working in collaboration with families, and other professionals (MOE, 2009). Furthermore, the existing urban-based modern pre-primary schools are limited for children of age 4 to 6 and are not inclusive for children with special needs (Demeke, 2007).

Several studies assessed the practice of the ECCE in Ethiopia. For instance, Tsegaye (2014) conducted a study entitled with “Practice and Challenges of Pre-School Education in Nefasilk Lafto Sub City of Addis Ababa”. The study examined the main determinant factors of ECCE. His study found out several challenges like, shortage of trained manpower and employee turnover, parent’s limited support to children’s development, government insufficient support, unavailability of text books, shortage of input materials, and lack of decision making body like board of director for managing KG.

Unlike the study made by Tsegaye, Biniyam (2014) looked the existing Policy, practice, and challenges of Early Childhood Care and Education of teachers training in Ethiopia by taking the Case of Kotebe University College (KUC). The researcher examined how the policy provisions have been understood and implemented on ECCE teachers training at KUC and, how the prevailing practices at the university college engaged to train pre-service ECCE professionals. The research found out that ECCE teacher’s training at KUC lack the required quality.

Rahel’s (2014) study is different from the above researches in its dimension. The title of her study is “The Role of Leadership in Preschools Teachers Competence”. Her major findings are low teacher salaries, high turnover, and teachers’ insufficient knowledge of subject matter. Lack of

proper coaching and supervision as well as coordination was found to be practiced at low level. It also found out that the training, which provided to kindergarten teachers had not brought about significant impacts in improving teachers' performance. It did not also improve teachers' vision of professionalism as well as confidence.

In relation, G/Egzebeher (2014), examined the practices and challenges of Early Childhood Care and Education in Addis Ababa, with the specific case of Arada Sub-City government kindergartens'. The study critically looked at the sufficiency and efficiency nature of key inputs and management practices, the practice of major stakeholders' participation on the ground overall practices and challenges encountered of the program. Meanwhile, his study found out that the kindergartens are not that much conducive for all children because there were narrow classes, great number of children in the classes, low Participation of parents, and stakeholders, Lack of training principals, teachers, experts and parents/guardians which are great barriers to implement Early childhood Care and Education, absences of experience sharing of kindergartens, limited support system of supervision and collaboration of stakeholders.

On the other hand Girma (2014), in his study titled "Early Childhood Education Practices: The Case of Akaki-Kality", sort out the major challenges encountered in the process and best practices in the preschools. The study found out that achievement of holistic development of children in the schools was based on teachers understanding of how to implement the curriculum and the schools orientation to satisfy the 'owners'. Girma's study clearly showed low commitment of the government to promote preschool education. This study is different from others in its instrumentation and analysis.

The study conducted by Sosena (2013), "Challenges of Implementing Kindergarten Curriculum in Addis Ababa", the study stressed the extent of curriculum implementation was low; classrooms

and outdoor spaces, materials and equipment, were limited; teachers were lack of professional skills to teach young children, parents knowledge about the objective of kindergarten education is low; and government support services were very minimal and limited in government kindergarten. The present study were different from others. It is become conducted in private and government pre-schools in Bahir Dar city administration. It is also a comparative study among them.

Bahir Dar has got a relatively good coverage of kindergarten education as compared to other woredas in the region (AREB, 2004), this researcher argued that still the coverage and service is not adequately and effectively delivered as required. There for, this research is conducted to bring the gaps in the implementation, practice and challenges of early childhood care and education in selected public and private preschools in Bahir Dar city administration.

1.2 Statement of the Problem

According to frame work for ECCE in Ethiopia, the major challenges as regards the current ECCE practices in Ethiopia are: high payment that is requested to attend the preschool, lack of proper training of pre-school teachers, lack of culturally relevant story books; non- existence of alternative care and education services for the majority of the children population in rural areas, lack of access to early childhood education for almost all children and especially children from low socioeconomic background, lack of awareness about the value and type of care and education of young children, low salary for teacher, causing high staff turnover, lack of early childhood education professionals misconception about teaching children, and the use of foreign languages mainly English as a medium of instruction; and a curriculum for the three to six-year-old exists but is not implemented MoE cited in (Firehiwot, 2016).

According to preschool curriculum in Ethiopia 2009 the children who are learning in kindergarten must develop the five areas of learning namely: physical development, personal, social and

emotional development, literacy, mathematics and understanding the world. It is expected that this curriculum is adopted and practiced. Nevertheless, many kindergartens in Bahir Dar are not implementing the curriculum as planned. Most schools in Bahir Dar assess the performance of the children in terms of one area of academic achievement: to what extent a child is able to count numbers, recite the alphabet, and knowledge of English language proficiency and the like.

Mostly Early psychosocial stimulation is done in a way both parents and caregivers are not aware of. The predominant preoccupation is to satisfy the basic physical and physiological needs of the child. Early childhood education teachers are mainly engaged in developing reading; writing, and arithmetic skills, early stimulation in a play full way is very often not part of their teaching. It means that the psychosocial component, which is critical for proper cognitive, linguistic, and overall stimulation and instrumental for adapting to new environment situations, is largely ignored especially in the schools and parents are not aware of it. In order to fill this gap, promoting quality child-adult interaction both at home and at school is necessary (MoE, 2010).

The researcher observed different preprimary schools in the city administration. In her observations, parents need their children learn in different to the current syllabus of preschool education that is the reason for challenges in practicing early childhood care and education in Bahir Dar especially in private Pre-Schools. Hence, there is high competition among preschools to attract customers (parents) to get more profits giving additional contents with English language in the program. Thus, there is lack of uniformity in the curriculum of pre-school education implementation in Bahir Dar. Government owned preschools use the curriculum of the Ministry of Education of Ethiopia, whereas non-government pre-schools do not. Some pre-schools consider the development of English language as an important outcome of pre- school education. The author of this paper argues that this creates wide variation among pre-schools.

Although these curricula have been in place for a long time, there has been very little supervision of their implementation, which has led preschools, especially the private ones, to copy and rely on foreign curricula. It is not uncommon to see preschools with foreign books and play materials. Thus, questions arise about the impact on Ethiopian children's development in relation to the nation's cultural values and norms (Mulugeta, 2015).

In light of the above arguments and policies for the sector, it necessitates undertaking research to identify the current situation of policies and its implementation, in Bahir Dar City Administration. This research, therefore, attempts to describe and explain the policy and current practices and challenges of early childhood care and education in selected public and private preschools in Bahir Dar city.

This study, therefore addresses the following basic research questions and issues in measuring the implementation of Early Childhood Care and Education:

1. To what extent are the preschools equipped with the necessary trained man power, learning materials and over all indoor/outdoor environments?
2. What is the status of stakeholders' involvement in preschool education?
3. To what extent government officials give uniform support or supervision to both institutions on the implementation?
4. Is there any significant difference between public and private preschools in the implementation of ECCE policies?

1.3 General Objective of the Study

-) The main objective of this study is designed to assess the current implementation of early childhood care and education (ECCE) and identify the existing factors, that affect the implementation of ECCE policies in Bahir Dar city administration with the specific focus of some private and public preschools.

1.4 Specific Objectives

The specific objectives of this study are:

-) explore the differences between the government and non-government preschools in terms of implementing policies on ECCE ;
-) examine the extent to which kindergartens equipped with the necessary trained man power, learning materials and over all indoor/outdoor environments;
-) discover the status of stakeholders' involvement in preschool education ;
-) identify whether government officials provide uniform support to both institutions on the implementation.
-) identify the factors that affect the implementation of ECCE in both public and private preschools.

1.5 Significance of the Study

Primarily pre-primary schools as educational institutions need approval and appreciation of their contribution to the goals of the educational system. They have a strong desire for recognition. Therefore, the study might give ideas for educational leaders to understand the attitude of all stakeholders towards the program since the study attempts to investigate and explore better ways of implementing early childhood care and education (ECCE). The Assessment of the current implementation is of paramount importance to strengthen the best implementation and take

remedial actions on limitations. Thus, the results of this study believed to have the following importance.

- The study may serve as a data source for educational leaders at all levels about the critical issues faced in the implementation of Early Childhood Care and Education.
- It suggests some possible measures to the concerned bodies at different levels so as to improve the quality of pre-primary school education implementation.
- It identifies attitudinal influence and training gaps that make difficulties towards early childhood care and education.
- It improves the collaborative and interactive efforts and responsibilities of teachers and parents to assist children's learning by the help of concerned governmental bodies.
- It increases the awareness of pre-primary school leaders through educational experts to equip pre-primary schools with essential human and material resources required to run pre-primary school education effectively.
- It helps other researchers as a springboard for further research to conduct on the same area.

1.6 Delimitation of the Study

According to the information obtained from Bahir Dar City Administration Education Department, currently there are 50 preschools, among which 5 are public, and 45 are private. The study would have been more fruitful, if it were to involve the overall implementation of ECCE in all preschools in Bahir Dar city administration. However, the study delimited only two private preschools (SOS and Bahir Dar Academy) and two government preschools (Belay Zeleke & FAsilo) in the year 2018. This is to make the undertaking with in time and resource capacity of the writer of the thesis. Besides, the study assessed the implementation of care, hygiene, health, educational aspects in terms of the policy.

1.7 Limitation of the Study

This study was conducted only in selected private and public preschools in Bahir Dar city administrative zone. Moreover, it may lack quality of generalization about preschool policy implementation in Bahir Dar. Especially, during the data collection from the participants through interview and questionnaires, respondents were private preschool teachers, and directors biased and this may affect the quality of the study to some extent. On the other hand, collecting data from these preschools was boring and time-consuming which affects the timely completion of the study. However, the researcher has been able to manage the limitations by making extensive visit to the preschools.

1.8 Operational Definition

- **Childcare:** any situation in which children are provided with an overall supervision and support in matters like health, safety and education (UNICEF, 2010).
- **Early childhood care and education (ECCE):** programs, in addition to providing children with care, offer a structured and purposeful set of learning activities either in a formal institution (Firehiwot, 2016).
- **Early Childhood Education /pre-primary School Education/ Kindergarten Education:** encompasses provision of education capturing through early stimulation, guidance and arrange developmental activities and opportunities before enter to primary school, yet between age 4 and 6years (G/Egziabher, 2014).
- **Early childhood:** the period of a child's life from birth to age 8 (UNESCO and UNICEF, 2012).

- **Mother tongue language:** main language spoken in the home environment and acquired as a first language. Sometimes it is known as a home language; see indigenous language and vernacular language (UNISCO, 2006).
- **Stakeholder:** a person or organization with an interest or concern in something (Fancy, 2006).

1.9 Organization of the Study

The study consists of five chapters. As an introduction of the research, chapter one deals with the background of the problem, statement of the problem, objectives, significance, delimitation, limitation, definition of key terms and organization of the study. Chapter two treats the review of the related literature that focused on high lighting the conceptual framework of the study. Chapter three deals with the methods, procedures of the study and data collection and analysis. Chapter four presents data analysis and interpretation to answer the research questions raised. Chapter five presents summary of findings, conclusions and recommendations of the study. Finally, the lists of reference materials used for the study and data collection instruments are attached to the appendix of the study report.

CHAPTER TWO

REVIEW OF RELATED LITERATURE

This chapter provides recent available researches, theories, histories, experience of countries, international commitments, and the current policies of the Ethiopia on early childhood care and education program.

2.1. Historical Development of Early Childhood Care and Education

The desire for organized education of young children outside the home has long tradition. The time in which the recognition of its importance and activity of advocating towards educating young children traced as far back as 400 B.C (Wills & Stegman, cited in Temesgen, 2006). However, particular attention was given to Plato of Greek (427-347B.C) and among those advocates of importance of organized early intervention in children's life under the guidance of trained teacher, and John Amos (1592-1670) who was the 1st person who gave emphasis to the value of play in educating children (Butler cited in G/Egziabher , 2014). Rousseau (1712-1778) of French and John Passtelozzi (1746-1827) of Swiss recognized the vital contribution of early years education for later education at earlier times. Moreover, Rousseau advocated direct experience, practical activity and learning by doing approach of education in his time.

Early childhood care and education as a distinct discipline had its beginning with Johan Pastalozzi (1746-1827) as the ninetieth century began. Then it can be said that early childhood education is a new field though it has old roots. It has developed out of a long historical tradition. Philosophers, writers, and teachers of the past suggested many of the significant aspects and practices found in today's programs (Mc carthory and Houston, 1980; Feeney, Christensen, and Moraucikey, 1987).

The histories of Early Childhood Care and Education developments ECCE in several countries in much of Europe and North America, and even in several of the developing countries such as China and India, kindergartens and nurseries were first established in the nineteenth century, often drawing on the same models: Froebel, Pestalozzi, Montessori, and the activities of missionaries. Early on, a distinction was made between “kindergartens” for educational purposes and day nurseries to provide care (Kamerman, 2006).

However, subsequent developments were slow, with some expansion occurring during World War II and some following that, except for the eastern European socialist countries, with extensive developments occurring right after the War II, and France, with the integration of preschool into the education system in 1886. The most significant developments date from the 1960s because of the end of colonialism, the establishment of independent states in Africa, the dramatic increase in female labor force participation rates, the extensive developments in child and family policies in Europe and the United States the debate between care and development as the critical issue in the ECCE field (UNESCO, 1961; 1976, 1991; Mialaret, 1976; Fisher, 1991, Kamerman, 2006).

Much of what is thought most characteristic of modern child-centered good practice in ECCE the use of first-hand experience, the value of praise and active learning, learning through play can be traced back to seventeenth and eighteenth century European philosophers and educators such as the Czech, Jan Amos Comenius, the Swiss philosopher, Jean-Jacques Rousseau and the Swiss educator, Johann Pestalozzi (Cunningham, 1995). A practical orientation to early child hood care and education came from the British industrialist and socialist, Robert Owen, who set up an infant school for the children of his cotton mill workers from the age of one and the German educator, Friedrich Froebel, who put his ideas into practice in a school he called a “kindergarten” (GDCECE, 2012:6).

In Lawrence (1970), innovation continued in the twentieth century with a focus on the very youngest children. The Italian Maria Montessori had a profound influence through her ideas and practice of emphasizing individual over class teaching, children learning rather than the teacher teaching and children's liberty to follow self-chosen activities. This change was carried forward in United Kingdom-based experimental schools, such as Neill's summer hill School and Bertrand Russell's Beacon Hill School, and child development work by Swiss psychologist Jean Piaget, who was also influential in shaping ECCE in countries as distant as Japan (GDFECE, 2012).

Following these, especially during and after the Second World War public policy towards ECCE evolved in the twentieth century in relation to multiple challenges, most notably pauperization, the needs of working mothers, demands for an enriching preschool education for a growing middle class, and for preparing young children for primary schooling. By the end of the century, the concept of the public nursery or preschool as a place offering education for children from all backgrounds and run by highly qualified professionals was widely accepted in Europe and North America (UNESCO, 2007). This development, termed by UNICEF "the childcare transition" (UNICEF, 2008: 16), has led to the majority of very young children in high income countries spending a large part of early childhood outside of the home in some form of care (GDFECE, 2012; Kamerman, 2006).

In developing countries the existence of early childhood programs come mostly after 1970 and was driven by different rationales. As the basic needs of so many young children were not being met, many developing countries emphasized infant and child health, poverty reduction, safe and affordable environments for child minding, and the transition to primary schooling (UNESCO, 2007). Africa has the shared history of colonization by European countries and the impact of this experience on Early Childhood care and Education developments. Most of the African countries

achieved independence in the 1960s, a decade when most of the countries were confronted by the over-arching task of nation-building (Kammerman, 2006).

In the ADEA Newsletter (2002) Africa is described as having the *youngest* population in the world, (half of the population are children under 14 and 20 percent under 5). It is the region with the highest infant mortality rate, with children likely to suffer from chronic malnutrition and an inadequate food supply, experience severe poverty, likely to live in the midst of armed conflict and/or becoming an AIDS orphan. Enrollment rates improved during the 1990s in response to the 1990 Jomtien and Dakar conferences, the World Summit for Children, and the CRC, but coverage remains very low. Most African countries have pre-primary enrollment rates of less than 10 percent, but rates vary greatly in the region from over 90 percent in Mauritius to less than 1 percent in the Congo and Djibouti. The situation varies across the countries, with eastern and southern Africa accounting for 62 percent of the participating children. The programs are largely private with 80 percent of the children enrolled in private programs (UNICEF, 2008). International organizations have played an especially important role (e.g. UNICEF and the World Bank; the Bernard van Leer and Aga Khan Foundations), ECCE is still viewed as a luxury, primarily the responsibility of families and communities, and investments in ECCE not viewed as important (Kammerman, 2006). Of particular importance in Africa, is the shared history of colonization by European countries and the impact of this experience on ECCE developments. Most of the African countries achieved independence in the 1960s, a decade when most of the countries were confronted by the over-arching task of nation building. Pence (2004) points out that ECCE has a much longer history as a part of colonization activities in Africa than many seem to have realized. The first nursery school in Kenya was established for European children in Nairobi in 1942, when the country was under British administration. “In the post WWII period a particularly important factor in ECD

development throughout Africa is the interaction between colonial structures typically established to serve only the colonizing population and post-independence efforts to establish ECD systems for all”. As he states, “The colonial structure of preschools, nurseries, crèches, kindergartens and other programs bearing European names are familiar from their European origins and they did not look greatly different in their African settings” (p. 9). The problem was that these newly independent governments were trying to address the much larger needs of the overall country with very limited financial resources and while they were also nation-building. The inability to do this led many countries to turn to the private sector for ECEC provision instead (Kammerman, 2006:26).

Early Childhood Education based on expansion, enrolment, teachers, rural, and gender distribution in the last three decades, has undergone tremendous changes in terms of growth and development. More schools for Early Childhood Education have been constructed in villages, rural areas and urban areas. Such construction has been in response to the demand of the people for such provision. This indeed is a new chapter in the history of Africa, given that for too long, neither the governments in power nor parents paid that much attention to Early Childhood Education (Firehiwot, 2016). Governments did not pay that much attention, simply because the governments they succeeded did not have that much attention to Early Childhood Education. They have had inherited such concept from where they came from. Parents did not care just as much, because in their lives, they never attended Early Childhood Education (Mwamwenda, 2014).

Before 1990 young children from birth to 5 were largely invisible in most African policy documents except with regard to health and nutrition policies. Despite the conviction stressed in the Jomtien Declaration that “Learning begins at birth,” almost no attention had been paid to the youngest children, under age 3 (Kammerman, 2006:27-28)

2.2. Historical Development of Early Childhood Care and Education: The current status in Ethiopia

The concept of ECCE dates back to the 17th century Ethiopian philosophers Zar'aYa'aqob and his disciple WaldaHaywat while others associated its development to religious education given to children at the age of four in which children learnt alphabets in church services in the medieval Ethiopia (Summar cited in UNESCO IICBA,2010). Two major traditions characterized the development of education in Ethiopia-"traditional" and "Western" systems. While Western educational ideas have flourished since the early twentieth century, the traditional approach has characterized Ethiopian education throughout the history of this ancient nation. This traditional system is deeply rooted in the Ethiopian Orthodox Church and is recognized as one of the oldest educational systems in the world (Pankhurst, 1986). For centuries Orthodox churches, monasteries, and convents were the only Centers for formal learning from preschool through the university level. Traditional subjects of study in these programs included theology, philosophy, computation, history, poetry, and music (Pankhurst and Wagaw cited in Hoot, et.al. 2004).

In this regard, at least for males, the importance of early education was recognized as early Medieval Ethiopia Pankhurst in (Hoot, et al., 2004). During the Medieval period, male children began attending church services at around age four. At these services, children began the first stages of formal education. The curriculum for children of this age consisted primarily of & drill and practice of the alphabet. Mastery of the alphabet was followed by reading and recitation of religious texts that began with the Psalms of David (Hoot, Szente, and Mebratu, 2004).

The first modern kindergarten was established in Dire Dawa for the children of French consultants who were helping the construction of the first railroad in Ethiopia; and the number of kindergarten in the country grew to 77 in 1974 and 912 in 1990. Most of these pre-schools were run by private

individuals, religious institutions, and nongovernmental organizations. The increase in the number of private and public preschools underscores the growing belief that early childhood education should become an integral component of public education (MOLSA and MOE Cited in UNESCO-IICBA, 2010).

Mwamwenda also agreed that the beginning of modern Early Childhood Education started as long time as the 1900 for French children, whose parents worked as a rail way consultants in the country (Perham, 2007). This was followed by English, and German schools intended for affluent families in Addis Ababa. By 1971, a pilot project of Early Childhood Care and Education in major towns commenced, administered by Swedish and American Peace Corps Volunteers (Ministry of Community Development and Social affairs (1972). There were 77 ECCE schools for children whose age ranged from 4-6 years, for a population of 3.5 million. Most of such schools were in urban areas, and there were hardly any in rural areas. Those responsible for schools were missions, private organizations and the Ministry of National Community Development and Social Affairs. The Ministry of Education was involved in the administration of Early Childhood Education (2014).

By the end of the nineteenth century Negash (1996) Pankhurst (1986) a few changes emerged in the formal education of young children. The emperor of the country at that time, Menelik II (emperor from 1889-1913), recognized that greatly improved education would be needed for a modern Ethiopia.

Development of such programs was very slow compared to kindergarten expansion in other nations during the same period of time. From 1908 to 1974, for example, only 77 kindergartens were established in Ethiopia. Moreover, these programs provided education for only 7,573 out of the 3.5million children aged 3-6. In addition these kindergartens were limited to urban areas of the

country and operated by missionaries, private organizations, and the Ministry of Social Affairs and Development. The federal government at that time paid little attention to early education since it was felt that scarce resources should be directed toward creating literate adults to run the emerging modern state (Hoot, Szente, and Mebratu, 2004).

Following the socialist revolution of 1974, ECCE was greatly expanded. As the result of the increased involvement of women in economic activities, the need for facilities to care for children became increasingly evident. This need resulted in the establishment of day care centers for early care and education. To meet the demand for teachers at this level, a Preschool Teacher Training Center was opened in the capital city, Addis Ababa, in 1986 (Hoot, Szente, and Mebratu, 2004). Additionally, at the Ministry of Education, specialized departments that were responsible for the early childhood education were introduced. These included departments of curriculum development, supervision and teacher education (Hoot, et al., 2004). Also contributing to expansion of early childhood education during the socialist period was the launching of the National Literacy Campaign supported by UNESCO in the late 1970s. While supporting literacy in the cities, this campaign also expanded education to the rural parts of the country where the majority of the population live. Likewise. The formation of Farmers' Cooperatives during this era also contributed to early education, since schools were needed to take care of children while parents were working in the fields (Hoot, et al., 2004).

During the 3 month specialized training program at the Preschool Teacher Training Institute (PTTI), trainees engage in basic coursework emphasizing the preparation of preschool teaching materials and Courses are organized in 12 course modules that include: preschool pedagogy, child psychology, health and nutrition, language development, pre-math, environmental education, arts and craft, music, health and physical education, preschool management and administration and

play. Following this coursework, trainees engage in a short practicum with children using the materials they constructed through the modules (ibid, 2004:4-5).

The turning point in Early Childhood Education started in 1981, with the establishment of The Ethiopian Children Commission, whose primary function was to care and educate Ethiopian children. This resulted in policy development, activity involving awareness, workshops, and seminars; followed by the inclusion of Early Childhood Education into Educational Policy. A curriculum was developed and teacher education for ECE was introduced with relevant support from UNICEF (Mwamwenda, 2014).

The government has relegated ECCE to NGOs, communities and faith-based organizations, as it has focused on Primary School Education. Despite the government's disengagement in ECCE, Early Childhood has grown from strength to strength. Prior to 2001, there were 964 schools which increased dramatically to 3,318 schools (Ministry of Education, 1957, 88, 89). The enrollment increased from 109,358 to 341,215, with the number of 3,214 teachers rising to 9,647. ECCE is predominantly accessible to urban children, while for those in rural areas access is very low. Fees are charged, and therefore this makes it rather difficult for parents whose income is low. There are equal numbers of boys and girls attending ECCE, which reflects a middle class of parents, who practice no discrimination between boys and girls when it comes to education (Mwamwenda, 2014).

2.2.1 Early Child Hood Care and Education in Ethiopia Today

The 1994, Ethiopia formulated its new Education and Training Policy (Negash, 1996). This policy addresses educational goals of the nation from kindergarten through the secondary level for the wide variety of educational program types. Through this policy the education of primary grade children (i.e., children in grades 1-8) has been given considerably more government attention than the education of preschool children (Hoot, et al., 2004).

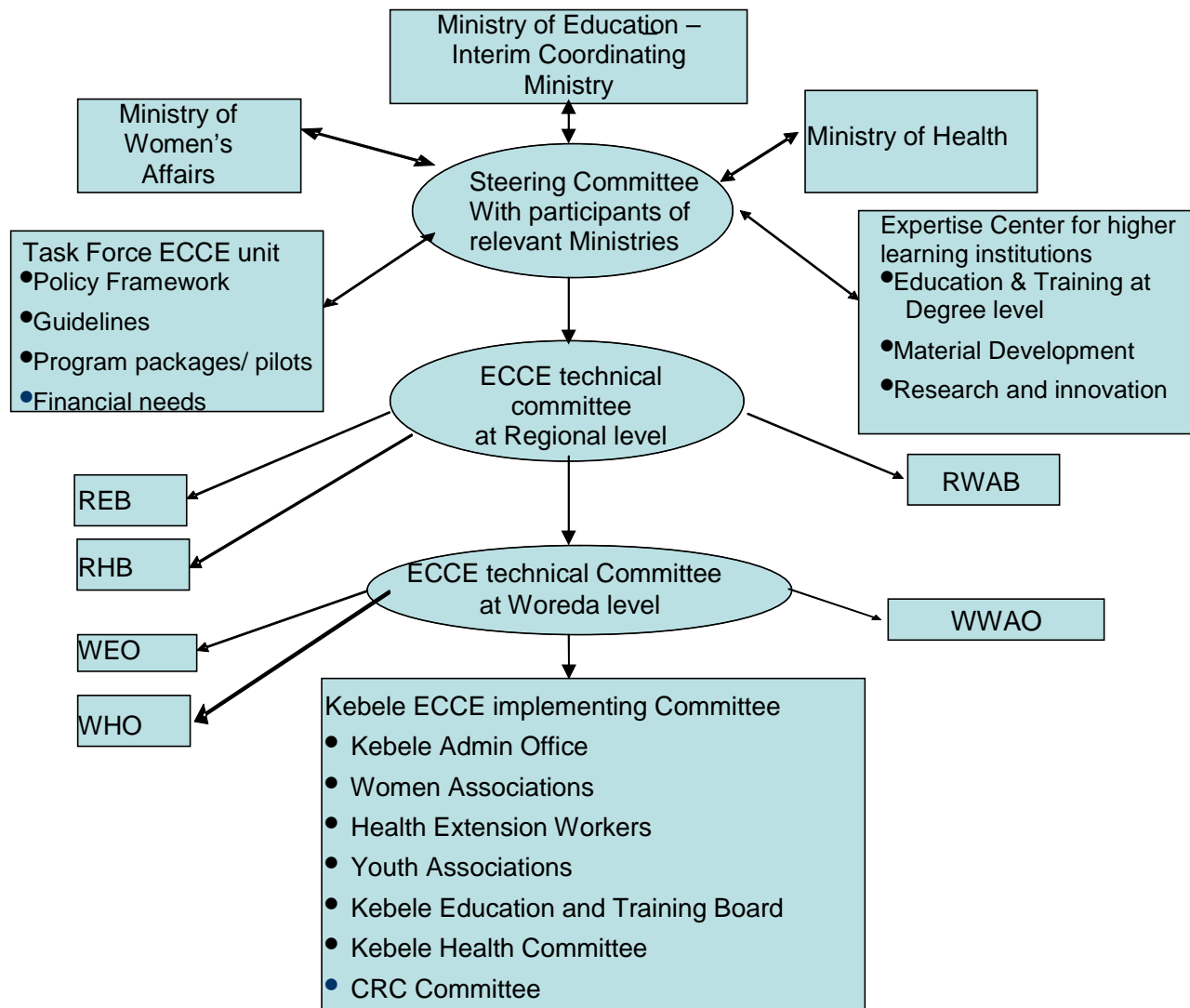


Figure 2. 1: Coordinating Structure for Implementation of ECCE (adapted from ECCE policy framework)

The Ethiopian Government moving ECCE up domestic and international agendas, stressing a holistic approach, ECCE requires high-level political support for early childhood policies and programs in countries, and technical support internationally. Given ECCE's complexity, and its unique role in providing the individual child with strong foundations for life and learning, it is important to (a) develop a national policy framework with goals, regulations, monitoring of quality and funding commitments that span the full range of provision for children from birth to age 8; and (b) clearly designate a lead ministry or agency for ECCE that works with all related sectors. UNESCO (2006) strongly argued that ECCE must encompass policies and programs for children under 3, including support to parents, as well as for pre-schools.

According to Five Year Education Sector Capacity Development Strategic Plan, the government of Ethiopia notionally assumes responsibility for issuing policy directives, setting of standards for curriculum, support in teachers training, supervision, and licensing of pre-primary education institutions. The level of supervision to support and maintain quality is seriously constrained by lack of curriculum structure, professional staff, and budget. Statistical data with regard to relevance, efficiency, and quality of the service are lacking. Pre-primary education is a key missing element in the development of education in Ethiopia, along with adult education. It has received little attention in terms of policy direction and resource commitment, both from the side of the government and international development partners (MoE, 2006).

Therefore, the Ethiopian government has planned to popularize and expand pre-school education, expanding pre-school teachers training in twelve teacher-training institutes, developing and producing educational and play materials in local languages, training Para-professionals at the grass roots level to work in kindergartens, and issuing laws and decrees to motivate investors in the sub-sector (UNESCO-IICBA, 2010).

In Ethiopia ‘Pre-primary schools’, ‘kindergartens’, and ‘pre-schools’ are different names for education of children before age 7, the age for primary school entry (Demeke cited in G/egziabher, 2012).

The pre-primary education includes kindergartens, “O” class and child to child programs. This level normally involves children of ages 4-6 enrolled in the pre-primary education. Nongovernmental organizations such as communities, private institutions, and faith-based organizations, are the predominant operators of kindergartens (G/egziabher, 2012). The government of Ethiopia introduced “O” class and child-to-child programs in the education system in the past few years. The government is also involved in developing curriculum, training teachers, and providing supervisory support. The enrolment of pre-primary education is increasing every year though under reporting remains a persistent issue in the kindergarten program of the pre-primary education the Annual Abstract of education statistics of Ministry of Education (MOE, 2011).

A. **Kindergarten program:** Kindergarten is part of the pre-primary education in which children aged 4-6 are involved. This program has its own curriculum, trained teachers, administrative staffs, and school compounds. Most of the kindergarten schools are operated by non-governmental organizations such as communities, private institutions, and faith-based organizations. 94 % of the enrollment in 2011/12 is covered by non-government organizations.

B. **“O” Class program:** “O” class is also a part of the pre-primary education system which involves children of age 5-6 that do not have access to kindergarten. The children of this program are coached by selected teachers from the respective primary school. Through this process the preschool child gets ready for grade one.

C. **Child to child Program:** Child to child is also a part of the pre-primary education system by which older brother or sisters (younger facilitators of grade 5/6 students) play with their younger siblings and neighbor children. The playing becomes learning as the benefiting child gets to know how for instance, to count or to differentiate colors and identify letters. Through this process the preschool child gets ready for school.

D. **Preschool Education:** Since current resources are insufficiency for providing even basic primary education to Ethiopian children, the Ministry of Education (MOE, 2001) currently de-emphasize preprimary education. Nevertheless, Recognizing the importance of quality education at this level, the Ministry is currently strongly encouraging the involvement of private institutions and individuals to invest in education at this level. Thus. Through nongovernmental organizations, missions, private individuals, religious institutions, and other organizations, a number of preschools are beginning to reemerge in urban areas. Only a very small number of parents, however, can afford tuition for their children to attend such programs.

2.3. Education and Child Care

A country economy depends on the competencies of its citizens and those competencies are set early in life with minimal effort to acquire desired cognitive and attitudinal development. This is possible through the provision of better nutrition, health care and mental stimulation in the earliest years of life of children (MoE,MoH & MoWA,2010a; Tirussew, 2007).

In other words, lack of proper care & support during childhood period implies wastage of human as well as material resources for the country (UNICEF, Tirussew, cited in Yalew 2011).

Care is described by UNICEF as “ ensuring and promoting children’s survival, protection, growth and development in good health with proper nutrition in safe environment that enables

them to be physically healthy , mentally alert, emotionally secure, socially competent and able to learn” (UNICEF in Taylor Woods,2005).

Moreover, from economic point of view access to quality early childhood care and education is a proper pro-poor strategy capable of increasing equity in addition to its usefulness for the holistic development of a child and realizing their right (Woodhead et al., 2009)

Child-centered, family-focused, community –based holistic care and education of preschool children is essential for securing the wellbeing and rights of all children and should be supported by national policies and sufficient funds (Yemane, 2007).

In complete with these, Woodhead (2009:5) in his review tried to put the contribution of the government of Ethiopia towards the provision of early education as:

The role of the government in providing pre-school services has been minimal. This is not surprising. Primary education is still being consolidated in Ethiopia, and current public expenditure is still insufficient to ensure even basic primary schools, especially many isolated communities. To fill this gap at pre-primary level, the government is encouraging the involvement of other partners, including the private sector.

The Ministry of Education stated standards of pre-school education such as the teacher children ratio should be 2:40 (a main teacher and an assistant teacher in a class);a pre-school must have outdoor play materials like different size balls, skipping ropes, foam Javelin, gymnastic mat, multiple purpose mats, large and small mobile toys, tricycle and small care tires. In addition, a pre-school need to have outdoor play equipment namely, swinging, merry-ground, slide, balance, boxes, crawling tunnels and climbing. Further a pre-school need to have child sized tables, and chairs and other indoor equipment and materials (MoE, 1995).

Hence indoor to carry on effective teaching learning process, the pre-schools need to have trained and adequate human power, indoor and outdoor facilitates according to the above stated standards. Education primarily plays a role in changing the attitude, skill, and knowledge of an individual throughout life. As different findings suggest, particularly early childhood care and education plays a crucial role in the future prospect of a child, the society and the nation as a whole is important for individual educational and social progress as well as national economic development.

A large body of evidence from social science, psychology and neuroscience, demonstrates the importance of early years for later development. Investments in human capital yield the highest returns in the pre-school stage. Further to this, where children do not get a good start in life, early intervention is essential as schools are generally ill equipped to remedy a bad start. (Esping-Andersen and Gosta 2007). Studies of the relative return on skills investment in early life show that ‘investments yield the highest returns in the pre-school stage (0-6) and decline exponentially thereafter...the returns are especially high for underprivileged children. (Ibid).

According to Esping-Andersen (2008) there is strong evidence that once a child falls behind, they are likely to remain behind and so, to some extent, the basis for future learning and social and emotional development is set before children start school. Thus, the foundations of policy lie in the realization that learning abilities are formed during the first years of childhood. In addition, the family is the key influence on young children, and some initiatives are focused on families. It sets out a range of measures to assist parents in supporting their child’s education, especially in the early years. However, while the home environment has a greater effect on children than outside care, the opportunities for policymakers to exert influence are fewer. It is argued that, even if it agreed that familial ‘cultural capital’ is crucial, it would appear difficult to conceive of

a policy that corrects for differences in parenting quality and dedication. The attention and the love they give to children; the way they understand, deal and manage children; the quality of their interaction with children have far reaching implications in the wellbeing of children. This lays the foundation for human capital development across countries and ensures development, peace and stability in the continent (Tirussew, 2012).

A National Study on Early Childhood Care and Education in Ethiopia (Tirussew et al, 2008) captured the following useful and harmful cultural practices across the country conceived

Useful practices

-) Breast feeding (lactating), strong emotional attachment/ and frequent physical contact particularity with the mother,
-) The involvement of the extended family , the neighbors and the community in child care and development,
-) The practice of local adoption of abandoned children “ Gudifecha” ,
-) Sibling take-caring (older children taking care for the younger children particularly girls)
-) Availability of children stories, games, locally prepared playing materials and storytelling practices as well as fascinated methods of posing riddles etc.

Harmful practices

- Milk teeth extraction, tonsillectomy, female genital mutilation, mutilation of the skin on the forehead, eyebrow of their babies etc.,
- Prevalence of corporal punishment at home and in schools,
- Verbal abuse such as yelling, deploring, cursing, terrifying & chastising for shaping children’s behaviors,
- Existence of domestic and outside home child labor,

- Discouraging children from sitting and discussing with adults ,
- Practice of early marriage, abduction and child labor,
- Limited role of fathers on early child care and development, and
- Large family size lack of family planning tradition. (Tirussew ,2012)

According to UNESCO (2007/8) summary report Early Childhood care and Education is defined as the support for children’s survival, growth, development, and learning from birth to the time of entry in to primary school as formal, informal, and non-formal settings. As we can see from the above definition, the concept of ECCE is wide and vast which cannot be with hold only by those in the education sector only.

Cognizant of this fact, ECCE policy Framework (MoE, MoH, & MoWA 2010a) has identified the major tasks of the education sector as the preparation of policy guide lines, provision of training to teachers & certifying them, developing play and teaching materials, maintaining and supplying quality standards along with assurance of quality curriculum development, supervision support together with coordinating other partners and stakeholders in both governmental and nongovernmental sectors.

According to the ECCE policy Framework in Ethiopia (MoE, MoH, & MoWA, 2010a) it is responsible of Ministry to Women’s & Child Affairs to promote the protection, care, right, and welfare of children in discrimination of any form of traits or variables together with mobilizing resources for the establishment of pre-schools and eradicating harmful practices that inhibit the development of a child. Therefore, in our case, all relevant sectors, professionals and stakeholders in particular the current women and child Affairs Ministry should work together especially with the Education sector Ministry and in particular to kindergartens, schools so that

children particularly from low income and destitute families can have access legal and rights protection from any form of abuse anywhere at any time (Yalew 2011).

2.4. Quality of Early Childhood Care and Education

The approach in conceptualizing quality early childhood care and education is to make its meaning operational in a socially and historically constructed framework. Carr cited in Girma (2014: 22) stated that “definition of quality reflects the values and beliefs, needs and agendas, influences and authorities of various decision groups who have an interest in those eservices.” How and by what mechanisms quality ECCE services are delivered in early childhood care and education centers is determined by social, cultural, political, and historical contexts.

The argument that quality in early childhood care and education centers is a socially constructed concept does not necessarily mean that it is a bizarre concept (Girma, 2014). Opportunities in research and practice in the field enabled to have a shared understanding of it. Rather “the infiltration of many concepts into the everyday early childhood practices in different countries through the exchange of ideas in an international setting” enabled to narrow down theoretical differences and helped to achieve mutual understanding (Tietze, Cryer, Bairrao, Palacios, &Wetzel, 1996).

The precise meaning of education quality and the path to improvement of quality are often left unexplained and are controversial. However, examined within context, education quality apparently may refer to quality impute (number of qualified teachers, number of textbooks and its content relevance), quality process (amount of direct instructions time accompanied by active learning) quality outputs (tests, scores, graduation rates), and quality outcome (employment, ability creating new jobs and its overall performance in their subsequent activities) Yalew (2011).

The issue of quality early childhood care and education in center-based settings is not simply a theoretical abstraction but should be viewed in terms of child rights and the long-term benefits accrued from the delivery of services in the centers. The landscape of quality ECCE is a comprehensive phenomenon comprising the holistic development of the child, developmental appropriateness of programs, the impact of early experience on later developments, the role of establishing partnership with parents and the combined effect of enabling the transition of children from one microenvironment to a hierarchically complex system. Hence, the discourse of quality ECCE is a topical issue in research and in the formulations of strategic policy frameworks and operational plans. It has become an indispensable component of early childhood care and education researches and practices in the area of child development.

Despite its elusive nature to define, quality is, therefore, an essential component of early childhood care and education research agenda. Researches that focus on early childhood care and education consider the issue of quality as their first and foremost agenda. Assessment of implementation strategies, the relevance of programs that would bring a positive difference in the lives of children and their families, and the extent to which these programs have achieved the goal of promoting cognitive and social development of children are cardinal issues addressed in these research works (Meisel & Burnett, 2006).

The symbiotic relationship between research and policy framework in a way that one feeds the other has strategic importance in reaping the benefits of quality and equitable early childhood care and education programs (Flett, 2008). There is a need for policy makers to look into recent evidences from neuroscience and developmental researches that justify the long term cognitive and emotional benefits of quality early intervention. The complementarily relationship between research and policy would enable to devise guidelines for good practice and help to work out a

regulatory framework within which the efficiency of early care and education can be assessed (Wood head, Vennam & Wiorkineh ,2009 ; Flett, 2008).

Governments, worldwide, have at last begun to recognize that early childhood education matters. However, successful quality early education is more than providing children with a few facts or cognitive skills; it is about empowering children and providing them with the opportunity to ‘learn how to learn’ (Curtis and O’Hagan, 2003). It is also about providing children with the resources to deal with challenges and failure and to help them understand that achievement is as much about persistence and motivation as it is about intelligence. (Curtis and O’Hagan, 2003).

(Adams cited in Adams & Champam 2002) explained additionally quality education may imply simply the attaining of specified targets and objectives. Views that are more comprehensive are also found, and interpretation of quality may be based on an institution, the extent to which schooling has influenced change in student knowledge, attitudes, and behavior Yalew (2011).

Early childhood education is playing a major (and increasing) role in shaping many children’s lives and their future, including in developing countries where basic education services are still being consolidated. But early education service is often of vary variables quality, as are the school classrooms to which children progress (Woodhead et al, 2007).

The increasing importance of quality in early childhood care and education can also be viewed from growing interest of parents for services and technologies catered by institutions and the need to make wise choices and decisions based on information from experts and researchers (Dahlberg, Moss, & Pence, 2000). There is a consensus among practitioners and researchers in the mainstream that children and their parents have the right to get developmentally appropriate and quality care and education services. The discourse of quality ECCE research presupposes the setting of standards and criteria against which the provision of services can be gauged with a

certain degree of certainty. The measurement of attributes at different levels of the child's environment, the process of setting objectively verifiable criteria against which the efficiency of service delivery can be assessed , and identification of performance indicators at center and policy making levels are some of the basic tenets of quality early childhood care and education program.

The challenge, however, is to establish a common yardstick that serves diverse situations and that accommodates structural and process aspects under which the centers are functioning. Children, parents, early childhood care and education center teachers, and policy makers might not agree and arrive at a definitive answer to the question 'what constitutes quality?' As the possibility of standardization loses meaning in the face of diversity and complexity (Dahlberg, Moss, & Pence, 2000), it appears reasonable to seek meaning contextually.

The parameters for assessing quality in early childhood care and education range from economic or political environment to structural-philosophical aspects of programs as well as processes children face in their day-to-day center-based interactions (Tietze, Cryer, Bairrao, Palacios & Wetzel, 1996). Currier (2001) categorized preschool quality measurement scales into two components i.e. 'Structural' and 'Classroom process' in which the former includes attributes such as teacher-pupil ratio, class size, teachers and administrators back ground characteristics and the latter comprising teacher-child interaction, the layout of classroom materials and developmental appropriateness of programs.

According to Peralata (2008) the commonly used quality criteria include: parental involvement, adult-child interaction, suitability of program, involvement in play, physical space and stability of routines. Despite variations in setting parameters in the assessment of quality, criteria that take into account the inherent philosophies of the programs as well as the dynamics between the

various agencies and their views are important dimensions whilst addressing quality issues. Classroom interactions between children and caregivers in a state of positive social and emotional atmosphere promote early literacy and language development. Effective interaction built around instructional content areas was found to be predictor of children's general knowledge area and academic skills (Howes et al; 2008).

Research findings documented in the literature of early childhood development have shown the importance of building mutually satisfying relationship between children and adults. This has been attested by early and modern theories of child development (Osofsky and Thompson, 2009). The idea of "affect attunement" coined by Stern cited in (Osofsky and Thompson, 2009) to describe the ability of both partners in bringing feelings, images and memories to their mind, for example, would help to predict the behavior of one another and a means to monitor one's behavior. The concept of "emotional availability" developed by Emde cited in (Osofsky and Thompson, 2009) to illustrate the instrumental role of reciprocity for optimal emotional development emphasizes adult's capacity to read the emotional cues and work towards meeting these needs. Hence, the presence of a consistent care giver that values and appreciates the wellbeing of a child in ECCE centers is not only the most determinant factor in the child's development but also a protective element against risk factors.

2.5. Physical setting and Classroom Environment in Preschools

A learning environment, which is called the third teacher in the Reggio Emilia schools (Gandini, 2002) plays one of the most important roles in education and development of children with special needs. A learning environment has been broken into many aspects, such as the social/emotional environment, the behavioral environment and the physical environment. It is generally accepted that the richer and more pleasant pre-school environment provides more opportunities for a child

to explore, experiment, plan, and make discussions for them, thereby enabling them to progress in their learning and development (promoting good practice, n.d).

A good environment for children must be safe physically as well as psychologically (Feeney et al., 1987). In line with this, Curtis (1998) also explained that children are active learners in well prepared, safe and secure learning environment. Mayers (1990) with the same concept strengthened this idea by stating that the cognitive development of infants living in environments with little variety is generally lower than that of infants living in the environment that contain variety (Haile, 2010).

The literature review indicates that the physical environment of preschools has an important influence on education and development of children. Greenman (1988: 5) states “More than the physical space, it [an environment] indicates the way time is structured and the roles we are expected to play. It conditions how we feel, think, and behave; and it dramatically affects the quality of our lives”. Caples (1996: 20) also emphasizes the importance of the physical environment in children’s education and states, “The better the architect understands the school’s philosophy, schedule and operations, and the more likely the design will embody the school’s fundamental goals”. Accordingly, it is important to examine how the physical environment influences preschoolers if it is well designed or poorly designed.

Dukes and Lamar-Dukes (2009) state that when thinking about the issues involved in designing an environment for children, it is important to define the parameters of the issue first. In the current study, more than a physical space, the physical environment is discussed in terms of different aspects, namely, relation of the physical environment to the curriculum philosophy, general schedule of activities, modifications, safety-security, areas, placement of different areas, furniture/materials, lighting, textures/colors, and the outdoor area. Since the needs and interests of

children may change from classroom to classroom, the aim is not to suggest one specific environmental arrangement or examine each material or area individually. General factors related to the physical environment will be examined considering that the physical environment must be adapted to individual needs of children. Before examining the physical environment, it is essential to define it.

Curriculum may come into mind first when planning is the issue in classrooms. However, planning a supportive environment is as important as planning the curriculum, since it will support the teacher, the children and the curriculum. Wolery (2004) states “intervention and educational programs are manipulations of children’s environments; thus, understanding those environments is central to making decisions about using assessment results in planning children’s individualized intervention programs” (p.205). Negative effects may occur if the physical environment is not planned thoughtfully. There is some evidence indicating that if the classroom is poorly designed and planned, it will not support children’s development and growth and will lead to inattentive and frustrated children (Kentucky State Dept. of Education, 1991).

Dukes and Lamar-Dukes (2009) state that the environmental design process begins by identifying all of the issues that may help or hinder education and development of children. Failure to recognize the power of the physical environment over children may lead to problems. For example, the physical environment may hinder children’s development or hurt children. In order to avoid the drawbacks of physical environment and to add a significant dimension to children’s experience and development, it is essential to understand how the physical environment can be carefully and knowingly arranged. The physical environment and the curriculum together enhance and support the child's ability to do something himself, take care of himself, initiate and complete activities,

take control of his own actions and responsibilities, communicate and interact with others easily, and have better perceptual and motor skills.

Moreover, if the physical environment is designed thoughtfully, it can encourage choices, discoveries, and communication among children and the teacher. Bailey and Wolery (1992) state that a good physical arrangement meets the following three components:

- (a) “the ideal space allows the teacher to observe ongoing activities in the classroom and yet reduces distractions across activity areas”;
- (b) “the space should be functional, comfortable, and safe for both children and adults”;
- (c) “finally, the space should be designed to encourage and facilitate maximum independence for children with sensory and motor impairments” (p.210). Many researchers and educators studied the physical environment to understand how it can support young children. Behind the research, there are many theories about the physical environment and its relation to its inhabitants. Bailey and Wolery (1992) indicate that many theorists agree that the environment has an influence on education, development, and experiences of young children.

Depending on the goals of the curriculum and changing needs of preschoolers, different areas of interest can be created, such as an art/science area, a dramatic play/water area, a computer area, a reading/language area, a block area, a big group area, and a therapeutic area. Different interest areas are very important, because they allow children to feel secure, and not overwhelmed with the complexity of a big room (Caples, 1996; Greenman, 1988). This leads children to develop a sense of control and easiness to explore the environment (Kentucky State Dept. of Education, 1991). Different interest areas also enable teachers to provide diverse activities for individualization. Accordingly, each child can choose what to do (Kentucky State Dept. of Education, 1991). Moore

(1996) called these areas resource-rich activity pockets, since each area is a different source of activity.

Allen and Schwartz (1996) state “Minimizing clutter and confusion enhances the ability of all children to concentrate on the tasks at hand; for children with attention or learning disorders, reducing distractions may be the best way to promote learning” (p.225). Clayton and Forton (2001) indicate that if the area is clearly defined with distinct boundaries and obvious pathways, children will use it more appropriately and successfully. A physical order in spaces may lead to the room more predictable and familiar (Caples, 1996; Greenman, 1988), and may foster children’s skill of competence and independence (Kentucky State Dept. of Education, 1991; Greenman, 1988). Shepherd and Eaton (1997) indicate that young children need familiarity and stability in their physical environment. They also state, “In a stable and orderly environment, children are secure in their knowledge of where things are and aimless wandering is therefore reduced” (p.45).

Children need and love high mobility activities, such as sliding, climbing, gardening, spraying, crawling, balancing, riding and running, and playgrounds are usually the places for high mobility activities. Prescott (1994) indicates that when choices are provided, a number of children will never choose sitting down activities. Accordingly, playgrounds are another physical environment which should be examined for benefits of children.

Outdoor spaces are essential not only for exercise and physical coordination, but also children’s social skills and their imaginations. In order to create safety play areas, rubber matting is essential. They should be used in especially areas around equipment and stairs. Moreover, well-designed equipment can allow an exuberant level of body movement. Also, it can provide shapes and configurations that encourage children to connect the natural world and their imagination, so that they can create stories (Caples, 1996).

Moreover, teachers should be careful about whether there is shade, because shade provides children a place for role playing games, as well as medical necessity to escape from heat and sun light. Teachers should provide a source of water for any reason, such as drinking or watering plants (Allison, 1999; Caples, 1996). Allison (1999) also suggests that easy access to toilets is important for children to satisfy their various needs. Furthermore, Shepherd and Eaton (1997) indicate that through effective organization and simple room arrangements, teachers can have more time and energy to devote to meaningful interactions with children.

Research demonstrates that the design, layout and space of ECCE environments can influence a child's learning, creativity, behavior and cultural interests (Dearing *et al.*, 2009). Cross cultural studies of preschool quality highlight that the quality of conditions for children's learning depend on physical space in addition to staff-child ratios and staff working environment. Specifically, well-defined spaces and boundaries are associated with more positive classroom interactions and increased time spent exploring environments (CCL, 2006). Based on research findings, numerous countries have set minimum "space per child" benchmarks, which gradually decrease with age (Childhood Resource and Research Unit, 2004).

2.6. Training and Adequacy of Pre-school Teachers.

Pre-school teachers play a critical role in the development of the children. There is general agreement today that teachers of young children need to be involved in all areas of child's development (Social, emotional, intellectual and physical). (Feeney *et al.*, 1987 cited in Yalaw 2011). Feeney *et al.*; (1987) indicates that the job of pre-school teachers is varying and challenging; it demands knowledge, skill, sensitivity and creativity. Likewise, Miller and McDowelle (1993); further explained the need for basic knowledge in the area of health and nutrition, pedagogy, curriculum development, handling of interpersonal and inter group relations

with children, parents, specialists and colleagues. On the same vein, Woodfield (2004) stressed the fact that preschool teachers need to have knowledge and understanding of:

-) all aspects of children development including theories and approaches to learning;
-) how to combine and apply pedagogical knowledge and understanding;
-) multi-sensory learning and teaching approaches for young children; and
-) safety issues and application in practice

In addition to that Marguaruta and Cohen (1984) explained that the professional training in pre-school education includes: curriculum and methods, school-parents relationships, materials and equipment experiences and resources, current problems, history, philosophy of education and the administration and organization of schools.

Quality in the early-childhood field requires adequate training and fair working conditions. In particular, staff who have more formal education and more specialized early-childhood training provide more stimulating, warm and supportive interactions with children (OECD cited in ECD, 2011). As the document which called European Commission Directorate, professionalism is to be considered as an ongoing process and, in addition to pre-service training, systemic conditions of ongoing support are necessary for professional development (ECD, 2011).

Higher levels of initial training correlate positively with the higher quality of ECCE as well as with better developmental outcomes for children. There is a consensus that a bachelor degree should be required for the core professional. Italian studies highlight the central role in the initial training of practice-based learning and workshops for the development of the competences of future ECCE teachers (OECD, 2006). Supporting educators by providing systematic opportunities for continuous professional development is essential, especially for the practitioners without or with

low level qualifications. Research shows that in service training may be equally important as pre-service (initial) qualifications, provided it is of sufficient length and intensity (ECD, 2011).

The importance of teachers' knowledge of the curriculum, as well as their knowledge and understanding of child development is necessary for quality preschool education (Naudeau et al., 2011).

Schools without trained teachers cannot do their job effectively, because teachers play a pivotal role in educational provision and thus significantly affect education quality. The number of teachers available, the pupil–teacher ratios, and the personal characteristics of teachers are considered as indicators of quality. The personal characteristics include academic qualifications, pedagogical training, content knowledge, ability and teaching experience (Workneh and Tassew, 2013).

According to Chowdhury and Choudhury (cited in (G/Egziabher, 2012) there are several basic requirements of preschool teachers such as,

-) should be at least 18 years old-matured enough to handle young children;
-) should be healthy enough to perform all duties safety and should have no disease that could be communicated to the children;
-) must be willing and able to carry out the activities required by the curriculum;
-) must be able to work with children without using physical or psychological punishment;
-) be willing and able to increase her/his skills and competence through experience, training, and supervision;
-) be very progressive and enthusiastic, always to work for the development and welfare of the children;

-) be academically well trained and qualified, while training in early childhood education, or child development as well as child psychology;
-) be preferably women to deal with the young children with their soft and motherly affection;
-) be a good “house keeper” both indoors and outdoors so that the school is always clean and attractive;
-) be enthusiastic and enjoy being with the children relax and smile on the whole, personal characteristics of pre-school teachers, either enhance or diminish the implementation of the pre-school education as intended.

The trainees at pre-primary teacher education department of Kotebe College of Teacher Education get ten month certificate training; while training at the private pre-school teachers training institutes train pre-school teachers for between three to ten months. This is indicative of the wide variety of training programs, modalities for training, standards and contents of training in privately owned ECCE –TTIs. Hence, there is lack of harmonization of qualification for pre-school teachers in the country (UNESCO-IICBA, 2010).

Preschool teachers need to have a 10-month pre-school teacher training course certificate from the Kotebe Teacher Education Institute or have attended a 2-month course to upgrade their skills and knowledge, especially in the field of active learning of young children. Besides, assistant teacher should have reached grade 8-10 and hold a Health Volunteer or Health Assistant certificate with special attention to early stimulation, as offered by the Government or other institutions authorized by the Government. They need to be sound mind and no criminal record (MoE, 2015).

But, most private teacher training institutes do not have qualified staff to train pre-school teachers and many of them work in these institutes on part-time basis. The courses offered at the pre-school

teachers training institute (ECCE -TTI) at Kotebe College of Teacher Education as well as those in the private pre-school TTIs are presumed to be well structured and relevant to the purpose (firehiwot, 2016). However, the problem with the private TTIs is the lack of professionals trained in early childhood education and the inappropriate settings within which most of these centers function (UNESCO-IICBA, cited in firehiwot, 2016).

In the end, adequate training of teachers and caregivers in ECCE program is a mandatory component for the overall development of children at their own setting. Furthermore, according to the report mentioned above, the allotted and utilized time discrepancies in the training of teachers at pre-school level between the private and government training institutes should be harmonized and given due emphasis from all sides of concerned bodies (Yalew, 2011).

2.7. Methods of Teaching in Pre-school

Children arrive at school with different backgrounds, experiences and at different stages of development. To give each student the best possible start, it is essential that pre-school programs provide a variety of method of teaching and instructional experiences (Haile, 2010). According to Chowdhury and Choudhury (cited in (G/egziabher , 2012 play as “It is part and parcel of a child’s life, Play is a fun, Children without fun, children without play, is children without childhood”, the right to play is truly a basic right for each child. Whatever the social or economic situation may be, indeed fostering of play is clearly a part of preventive medicine. Furthermore, Sawyers as cited in (Haile, 2010) explains that Play help children develop knowledge, social skills, motor skill. It also helps those express feelings appropriately. It is also believed that play helps children to prepare for adult life by letting them, in natural way, practice and explore what they will need to be able to do as adults. According to Aggarwall (2006:153), “play is the purest,

most spiritual activity of the child and gives joy, freedom, contentment, inner rest and peace in the world. It is the source of all that is good”.

Meanwhile, most scholars agreed that play is the first and most appropriate method of teaching in kindergarten or pre-school (Saracho, 1993; Curtis, 1998; Feeney et al, 1987; Bruce, Wall, cited in Haile, 2010). In preschool teaching strategies have different characteristics; there are many theories of teaching methods in preschools. Some of them are mentioned as follows:

*i. **The Montessori Method:*** Under the belief that every child was born with potential and that

children should be allowed to be free to explore and play within their environment. The main focus is to always be attentive to the children and follow the children in the direction they chose to go when learning. It is centered on establishing independence, self-esteem and confidence while fostering learning at a child's own pace. This self-paced education is accomplished by changing the role of adults in the classroom from teachers of a whole class into that of "guides", as they are often called, for the students as individuals. Teachers show children how to use the materials, then let the children select which ones they will use, expecting them to return the materials to assigned places when they are finished (History of Early Childhood Education, Lunenburg cited in Firehiwot, 2016).

*ii. **Play-Based Learning:*** Play-based learning is exactly what it sounds like, playing to learn. Many

educators have helped pave the way to understanding the wonders of allowing children to learn through their play. It encourages children lead themselves through problem solving and discovery with minimal intervention, and to learn through play (History of Early Childhood Education, 2011).

According to the book, entitled “Pennsylvania leaving standards for early childhood” (2014) pre-kindergarten Play based learning is the best way to support children’s learning in the early

years to provide hands-on, active learning experiences. Play enables children to weave together past knowledge and new information to acquire new understanding and skill development. It sequences and activities expand across all Key Areas of Learning and can build social, cognitive, and physical skill development when they are intentionally planned and facilitated by teachers who interact with children, asking open-ended questions to maximize children's thinking and problem-solving (P.10).

iii. Direct Instruction: Here the goal is for children to be directed through their development with teachers leading activities directed toward specific learning. Often drilling methods are used as well as rote learning. Other characteristics of direct instruction are fast-paced learning activities, active involvement between teachers and children, and positive reinforcement offered often and mistakes corrected immediately (History of Early Childhood Education, 2011). Direct Instruction focuses on academics, specifically the content of intelligence and achievement tests (Lunenburg, cited in Firehiwot, 2016).

According to "The Education and Training Policy and Its Implementation" Children between the ages of four to six years are offered fun-like education that would enable them to express their feelings, to appreciate beauty, and to learn to distinguish and form letters and numbers (MoE, 2002), the design and development of the Ethiopian preschool curriculum acknowledges the importance of play to curriculum practice, allowing children to be active learners, interacting with a wide variety of materials and engaging with learning centers in the process. Varied approaches to play and child centered methods of learning are encouraged. Learning is guided by planned, integrated curriculum with identified developmental outcomes that are age, stage appropriate, and take into account the development of the "whole" child (MoE, 2001).

Teaching must be child-centered, with the children actively involved in the learning process. Learning grows out of the child's direct actions on materials the Child's describe what he or she is doing. Interaction with peers is also important to learn to communicate and interrelate with one another. Children have common experiences which they enjoy sharing. Sharing experiences in a communal setting helps them to develop group problem solving skills and they would get some freedom to choose what to do (MoE, 2001). Since learning results from the child's attempts to pursue personal interests and goals, the opportunity to choose materials and activities is essential for appropriate materials that the child can use in a variety of ways. Furthermore, through language, children reflect on their actions, integrate new experiences into their knowledge base, and seek the cooperation of others in their activities and they will have opportunities to explore, manipulate, combine and transform the materials. Teachers recognize and encourage the child's reasoning, creativity and problem-solving efforts. Refer children to each other for ideas and assistance and let them interact in small and large groups of children (MoE, 2001 & MoE, 2010).

2.8. Curriculum of Pre-school Education

Dodge (1995) asserts that it is important for educators to be guided by a curriculum framework that is based on child development theory. Not doing so could lead to inappropriate practices in infant and toddler classrooms as well as decisions that could be harmful to children. According to Sigel (1999), Vygotsky stressed that symbols can be used as cognitive tools in order to record events, aid in planning, and assist in lightening the burden of memory. Every culture has its own symbols and symbol system that supports the cognition and communication that is important to each culture. Symbolic representations refer to the use of symbols as a tool in order to make sense of the world around us. At an early age, children learn how to reason and problem solve through the very symbols that represent various experiences (Sigel cited in Rahel, 2014). Furthermore, creating mental representations is directly related to our cognition; and cognition is necessary for learning;

thus, learning is how teachers assist children in succeeding academically. In order for teachers to promote student Success, they need to have a theoretical foundation on the developmentally appropriate curriculum in order to apply structure in their teaching methods. The developmental characteristics of children of pre-school age call for the curriculum that involves a variety and balance of activities that can be provided in the context of project work (Katz and Chard as cited in (G/Egziabher, 2012). They further noted that, a good curriculum provides activities that include:

-) opportunities for children to learn by observing and experimenting with real objects;
-) balance of child and teacher initiated activities;
-) group projects in which cooperation occur naturally;
-) a range of activities requiring the use of large and small muscles;
-) exposure to good literature and music of children's own cultures and of other cultures represented in the class;
-) authentic assessment of each child's developmental progress;
-) opportunities for children with diverse backgrounds and developmental levels to participate in the whole group activities ;
-) time for individuals or small groups of children to meet with teachers for specific help in acquiring basic reading, writing, mathematical and other skills as need.

Similarly, Miller and Mc Dowelle as cited in (Haile, 2010) suggested that quality curriculum in pre-school education demonstrates the following:

-) it organized around central themes abilities and personalities;
-) employs sound and consistent assessment and documentation procedures; and,

) integrates objectives, methods, material as well as implemented by teachers who have formal training and experiences.

2.9. Parent's and Pre- school Teachers; and Community's Relationship:

A. Parent -Preschool Teachers' Relationship

Parents or Family Members are the primary caregivers and the child's first educators of the child in his or her home setting. They have the greatest influence in shaping young children's attitudes, values, behaviors, habits and skills. Learning for sustainability can be effectively undertaken by parents, siblings, grandparents and other extended family members. Often, grandparents have old wisdom about ways of life that favor living together, preservation of the nature throughout generations and co-habitation of different species, which should be tapped upon. Thus, where formal early education programs are not available, non-formal education through parents' and grandparents' with opportunities to discuss become an effective agent of bringing about sustainable development. Where an early childhood education program does exist, a parental education can complement what children experience in the program (UNESCO, 2008). Parents and teachers must work together for better understanding of each other, guided the children cooperatively for more improved welfare of them. Home-school relationship can be improved through, home visits, parents, interviews and meetings, parents participation in school programs and developing material for parents.

The policy framework stated that Parents and other caregivers' role are to socialize the child and inculcate life principles and spiritual, cultural and moral values for his/her character development. They also provide an enabling environment for the child's growth and development, and early stimulation for his/her future development. They meet the child's survival needs, and ensure healthy growth in terms of adequate and proper nutrition, immunization and growth monitoring.

They make sure the child's birth is registered, and ensure early identification of disabilities, assessment and intervention. They are the safeguards of the child's rights, provide learning and play materials and link the child to ECCE services (MoE, 2010). But when we see the experience of some parents, they do not pay attention to education of their children. They simply leave the responsibility to teachers only; in relation to this idea Haile (2010:71) states "The parent involvement in the pre-schools has been low as compared to the numbers of children found in pre-schools. Limited numbers of parents have made contact with the teachers about their children's learning."

B-Community's and Pre-school Teachers' Relationship

The preschool educational system can promote holistic child development through supporting comprehensive programs with active involvement of families and communities supplemented with the provision of health care and nutritious food so that the quality of the service increases to meet the intended objectives Yalew (cited in G/Egziabher, 2014).

Community involvement has manifested itself in two primary ways: participation in community associations; and financial contributions. School Management Committees (SMCs) and Parent Teacher Associations (PTAs) have also had a significant influence on schools' operations. PTAs are involved in planning and budgeting, and also in addressing discipline and attendance issues. Influential people in the community have effectively monitored learning center sites and mobilized participation. In some areas, committees call community meetings to address low attendance issues, and will particularly follow the case of a student if that student is repeatedly absent (Engel, 2011).

The policy framework stated that the community supports the parents' efforts in providing for the child's holistic needs. It makes support services available for the young children and provides a

protective environment and physical facilities. The community safeguards the children's rights and mobilizes resources to enhance their holistic development. It sets the social norms that guide parents in socializing their children and in inculcating spiritual and moral values and life principles. It addresses the needs of the disadvantaged children within the locality, advocates for services for young children and links them to other service providers (HEP, 2010). The community also initiates and manages community-based services for young children, provides alternative and complementary approaches in care, health and nutrition and generally supports parents and other caregivers in meeting children's health, care and nutritional and developmental needs. Community leaders are board members of the Community based Health Extension Program, Community based Pre-school and Non-Formal School readiness Initiative. The Community Conversation approach is an effective way to address behavior change, particularly within the HEP cited in (Firehiwot, 2016). The community also initiates and manages community-based services for young children, provides alternative and complementary approaches in care, health and nutrition and generally supports parents and other care givers in meeting children's health, care and nutritional and developmental needs (Yalew, 2011).

2.10. Opportunities and Challenges of Early Childhood Care and Education in pre-schools in Ethiopia

The importance of early childhood care and education is now widely accepted in international research and development policy. More than half of the world's children are still excluded from pre-primary education, with high income children more likely than low-income children to attend in many countries. Some groups of children are more vulnerable than others, and therefore more services may be needed to ensure their development. There is lack of uniformity in the curriculum of pre-school education that pre-schools follow. Kebele and public owned preschools

use the curriculum of the Ministry of Education, whereas private pre-schools do not (UNESCO, 2010) There is the absence of culturally relevant materials and the use of English as the medium of instruction in classrooms (Hawine, 2014) There is also lack of similarity among pre-schools in terms of the use of language of instruction. Some pre-schools consider the development of foreign spoken language as an important outcome of pre-school education (UNESCO, 2010).

The Ethiopian government has designed a national framework for ECCE (2010). Within this framework, the state would regulate existing private sector provision. It would also begin to provide low-cost ECCE programs through extending existing government primary schools to provide a reception year. Where this is not possible, some older primary school pupils would be trained as Child-to-Child facilitators in a program of play designed to improve the readiness of younger children to start school (Young Lives in Ethiopia, 2012). But there is extremely limited government and donor funding available for the plans in the framework. The implementation of ECCE risks placing a significant burden on an already overstretched primary education system. (Young Lives in Ethiopia cited in G/Egziabher, 2014)

Ethiopia offers a case study of the opportunities and challenges in developing early childhood care and education services in low-resource settings. The country has been viewed as a success story of Education for All, with the number of children out of school reduced from nearly four in five in 1992 to one in five in 2009. However, there are significant challenges in improving the quality of education provision, and an intense focus on primary education has resulted in relatively little attention to ECCE (Young Lives in Ethiopia, 2012).

There is a strong rural-urban division in ECCE provision. In urban areas, there is a diversity of non-governmental providers. Wealthier parents tend to use private preschools, while many poorer parents use faith-based facilities. In rural areas, the private and non-governmental sectors

provide very few pre-schools. The coverage and quality of rural ECCE provision is low because government primary school systems are still being consolidated and lack the resources to offer pre-schooling. There is also a problem of lack of understanding on the part of parents and some school proprietors regarding the major purpose of pre-school education. Parents have either no or limited knowledge that children learn about themselves and their surrounding through play. Hence, many privately owned preschools focus on chalk and talk type of learning (UNESCO, 2010); Lack of commitment from the part of the government to expand and support this sub sector is another challenge, especially as a large majority of people live under poverty line and limited or no role of the government in the sector denies many children to access the program (UNESCO, 2010). Young Lives in Ethiopia (2012) explained that the introduction of the ECCE policy framework in 2010 marks significant progress. It offers the promise of ambitious increases in ECCE access but to date it is unclear how this will be resourced.

Cost savings are anticipated by drawing heavily on the existing primary school system. But risks attach to this proposal. Expecting the primary education system to take major operational responsibility for ECCE in rural areas, without additional resources, risks burden a structure which is already overstretched. For ECCE to provide benefits, it may be worthwhile investing in longer-term, proven strategies to provide high-quality ECCE programs rather than attempting to score quick wins through improvements in access (G/Egziabher, 2014).

Much of the evidence of the benefits of ECCE comes from smaller-scale, relatively well-funded community based programs. Scaling-up needs to be adequately planned and resourced for ECCE to achieve maximum potential for children. According to Young Lives in Ethiopia (2012), the following could assist in ensuring the success of the framework:

- a strategy and funding to train a cadre of ECCE teachers, to deploy them across rural and urban areas and to pay them enough to keep them in the system.
- a national curriculum, with technical support and structures to ensure compliance across the range of providers in the sector.
- in rural areas, alternative structures for ECCE that rely less on primary schools, such as community-based schools not attached to pre-schools, or Rapid School Readiness Programs.
- in urban areas, structures to ensure that poorer children can access non-government providers, either through direct subsidy to providers in poor communities or vouchers issued to parents.

In the long term, the government's ECCE framework offers a real opportunity to provide universal, low-cost and quality ECCE in Ethiopia. However, if the framework is to deliver the full benefits of ECCE, it must be carefully phased in and provided with sufficient resources.

CHAPTER THREE

3. RESEARCH DESIGN AND METHODOLOGY

3.1 Research Design

The major purpose of this research is to assess the implementation of ECCE in four selected preschools in Bahir Dar city administration. To carry out this research, descriptive survey design in a comparative perspective is employed. In the study, both quantitative and qualitative research approaches used to analyze the collected data. As of Creswell (2012), mixed methods design is that the combination of both forms of data provides a better understanding of a research problem than either quantitative or qualitative data by itself.

3.2 Early Childhood Care and Education in light of Developmental Theories: Theoretical Discourse

Attachment theory: is rooted in the joint work of John Bowl and Mary Ainsworth, whose research first documented as the importance of the relationship that developed between the mother and her child. Attachment is thought to be developed in phases, beginning before birth, when mothers first develop emotions for their unborn babies. Attachment is believed to be a lifelong process, involving both intimacy and independence (Armstrong et al; 2014).

Newborn babies have been described as “wired for feelings and ready to learn” (National Research Council and Institute of Medicine, 2000: 4), and advances in research about early brain development support the importance of nurturing during the earliest years of life (NRCIM, 2000).

Cognitive Theory: Piaget is best known for his theory of cognitive development in children, which proposed that children’s cognitive skills progress through a series of stages in which new information from experiences is taken in and understood. Stages in early childhood development

include the sensori-motor (ages birth to 24 months) and pre operational (ages 2–6 years) periods (Armstrong et al; 2014). Piaget believed that from birth, children are driven to explore and master their own environment, take pleasure in mastery, and develop self-confidence through doing. Children learn by taking in new information (*assimilation*), which adds to and changes (*accommodation*) their prior understanding and knowledge (*schemas*).

Social learning theory: emerged from learning theory and helps to explain how new behavior may be learned simply by watching others (Bandura, 1977). Social learning theory is also known as modeling or vicarious learning. Through the controversial Bobo Doll experiments, Bandura proved that young children exposed to televised aggression became more aggressive, even though their behaviors had not been reinforced through consequences. Social learning is thought to be influenced by internal processes involving attention, memory, and motivation, which might not be as readily observable as behavior and its consequences. Young children are especially attuned to learning through modeling or watching others, especially; if they identify with the model or see that the model is reinforced for its actions. Thus, aggressive and violent actions shown by cartoon characters or other media and seen by children may actually influence children to behave in similar ways, especially if the character is reinforced for its actions (Armstrong et al, 2014).

Parenting styles is a concept first described by Diana (1966) and later expanded by Maccoby and Martin (1983). It refers to the degree to which parents respond to their child's needs, disciplinary strategies they use, parental expectations for maturity and control, and the effects that this has on their child's development. There are four styles of parenting:

1. Authoritarian or “too hard”, parenting style is described as highly demanding but not responsive parenting. Children are expected to follow strict rules, and not following rules will

result in punishment. These parents value obedience, tradition, and order, and expect children to obey without questioning. This type of parenting style may lead to children who are obedient and proficient, but less happy and self-confident. In extreme cases, abusive parents may fall in this category.

2. Permissive or “too soft”, parenting style is depicted as low demands, but highly responsive. Parents, who are permissive, place few demands on the child, allow the child to regulate his or her own behavior, and remain nurturing and communicative. Parents take on the role more of a friend than a parent. This may lead to children who seem spoiled or self-centered, and they do not perform as well in school.

3. Authoritative or “just right”, parenting style is portrayed as moderately demanding and responsive. Authoritative parents set and reinforce limits, but are much more responsive and willing to listen to questions. When children fail to meet expectations, they are more likely to be forgiving instead of punishing, and see discipline as teaching. Children of authoritative parents are thought to be the most happy, capable, and successful.

4. Uninvolved parenting style is characterized by few demands, low responsiveness, and little communication. These parents seem to be detached from their child’s life and, in extreme cases, may neglect or reject their child. Their children may lack self-control, have lower self-esteem, and are less competent than peers.

Various researchers have supported the authoritative parenting style as being the most beneficial towards raising happy, confident, and capable children (Guzell & Vernon-Feagans, 2004; Neary & Eyberg, 2002). As such, the authoritative parenting style is the most often included in the evidence-based parenting programs.

Prevention Model: Concerns about young children's health and well-being have caused researchers and practitioners to think in terms of prevention. The public health prevention model emphasizes multiple layers of supports and services aimed to decrease risk factors and reduce disorders, in order to promote better outcomes (Kazak, 2006). In the case of young children, the principle of nurturing environments is proposed to prevent multiple problems and improve success (Mercy & Saul, 2009).

Primary prevention refers to efforts which target all children and families. An example of primary prevention would be the Back-to-Sleep campaign, which is intended to reduce infant deaths due to Sudden Infant Death Syndrome or SIDS.

Secondary prevention / intervention is more intensive and is targeted towards at-risk populations with Head Start being a prime example as it supports young children at risk for school failure due to poverty.

Tertiary prevention / intervention is considered to be the most intensive support within the prevention model, and intended for children and their families who are already experiencing significant difficulties. Federal special education and early intervention are examples of tertiary prevention/intervention, as only the most at-risk are eligible for those services, and the intention is to prevent further damage and improve outcomes.

The prevention framework allows for greater efficiency in how service delivery is organized, delivered and funded with the most intensive services reserved for the most at-risk. This framework is called by different names depending upon the system of care in which it operates; among them are:

- Recognition and Response (Coleman, Buysse, & Neitzel, 2006),
- Teaching Pyramid (Fox et al., 2010),

- Stepped Care (Bower & Gilbody, 2005),
- Nurturing Environments (Komro, Flay, & Biglan, 2011),and
- Response to Intervention (Van Der Heyden & Snyder, 2006).

Each of these models describes supports and services in a three- or four-tiered model which describe the most effective and efficient methods of preventing and treating problems. Developmental psychology has been the major discipline that marked not only advances in human knowledge about child development but also a dominant discourse in understanding the interplay between the child's multi-layered milieu and the importance of quality care and education. Lubeck cited in (Dahlberg, Moss, &Pence, 2005:100) stated that "child development knowledge has been so foundational to the field of early childhood care and education that erasing it would seem to leave us in a mindless limbo".

The new paradigm of the sociology of childhood aligns itself with the constructivist perspective. This approach takes into account the child's "world of diversity" (Pence & Nesmenang, 2008), instead of looking at the child as a biological entity whose development is constructed in isolation, detached from the systems the child is growing. The new paradigm recognizes childhood as a social construction whose environment is constructed for and by children, within an actively negotiated set of social relations. Dahlberg, Moss and Pence (2005) also noted the importance of examining social processes taking place in the child's everyday life.

Theories in developmental psychology underlined the importance of quality care giver-child interaction for cognitive and social development of children. Piaget and Vygotsky implicitly or explicitly, for example, acknowledged the indispensable contribution of social transaction between caregivers and children to children's development. Carl (2005) also noted that it is the

quality of the relationship created by the sensitive caregiver that provides the framework for assistance, encouragement and promotes development.

The concept of equilibration in Piaget's developmental theory, for example, presupposes the importance of active interaction between children and their environment. Accordingly, children assimilate new actions into existing schema and accommodate them into new groupings through active transaction with the environment (Girma, 2014). Piaget's model of social interaction emphasizes cooperation between equals. Accordingly, reciprocity in this social relation is better achieved and equilibrium in thinking is better realized when children are able to discuss problems as equals. Peer interactions may help preschool children to become aware that there are alternative views of looking into situations during playing and learning. According to Piaget cited in (Barbara, 2005) "The child's socialization with his fellows is greater or at least different from his socialization with adults alone. Where the superiority of the adult prevents discussion and cooperation, the play fellow provides the opportunity from such social conduct as will determine the true socialization of the intelligence" (p.78). Vygotsky approaches the role of social interaction from different perspective in the sense that he conceived development as moving from the social to the individual; both Vygotsky and Piaget shared the notion that interaction is essential to effect children's development. According to Vygotsky cited in (Essa, 1990: 115), "Social interactions, especially dialog, are between children and adults are the mechanism through which specific cultural values, customs and beliefs are transmitted from generation to generation." Vygotsky's theory was found to be relevant in early childhood care and education programs in terms of both practice and research.

On the other hand, Bronfenbrenner's Ecological Model of child development is also a theoretical framework that underlined the profound importance of maintaining quality relationship between

the child's immediate and distant systems. This theoretical framework conceives the necessity of bridging the child's transition between home environment, early childhood care and education centers and schools. According to the Ecological model, the developmental potential of the home and childcare institutions is enhanced when a supportive link of mutual trust, positive orientation, goal consensus, and two-way communication is established between the systems. Carl (2005) as well noted that when caregivers and parents work together to participate in open communication and positive interactions, the child fulfills developmental needs.

3.3 Conceptual framework of the study

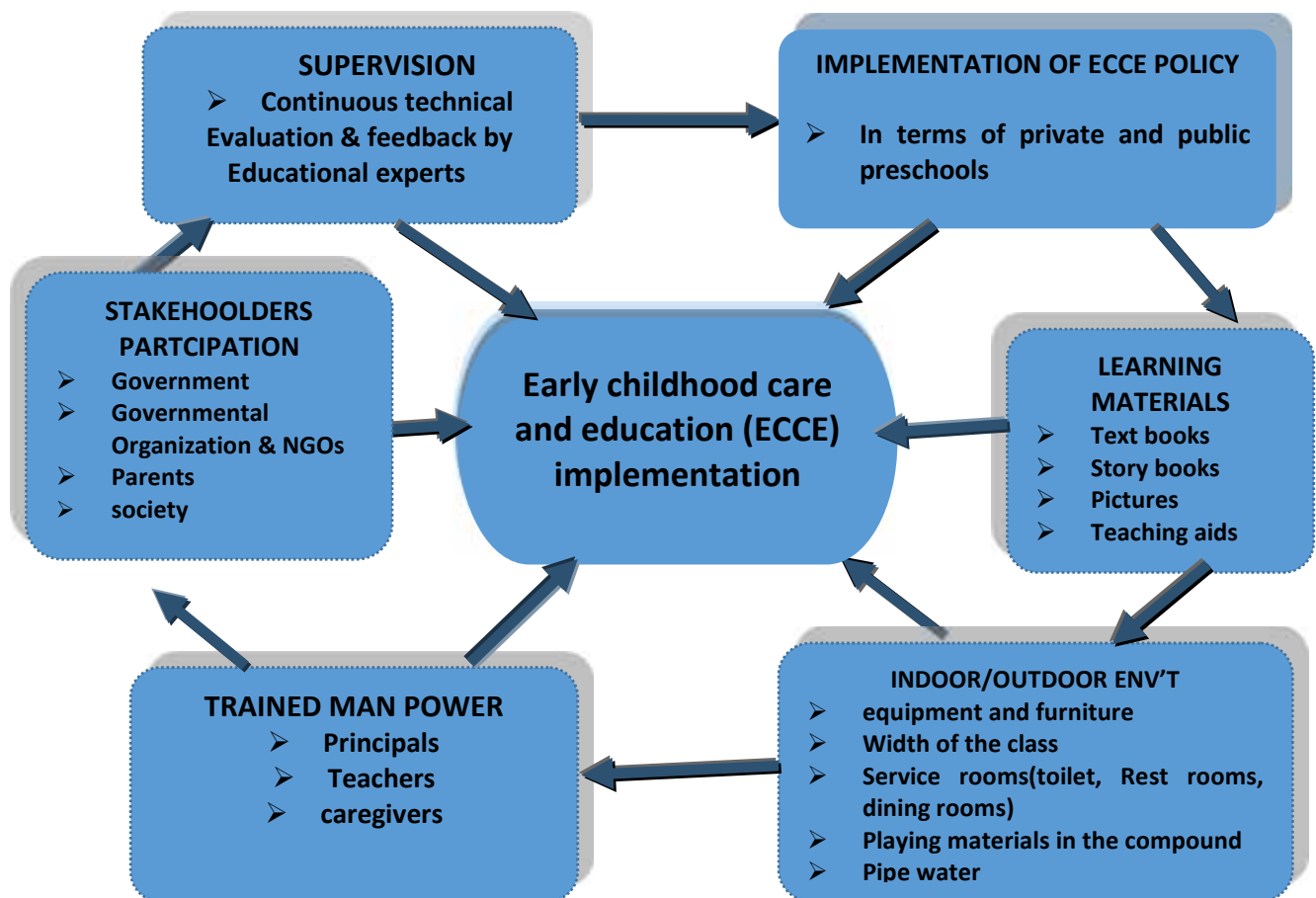


Figure 3. 1: model of the study

The model should be seen as an open model (UNESCO, 2000). This means that contributions go in all directions to the center. The researcher considers this model as an open and dynamic system. It is never in stability, always moving towards a deeper and fuller understanding of what is best for children who could benefit from early childhood care and education activities (UNESCO, 2000).

As showed in the diagram Early child hood care and education implementation is dependent variable and trained manpower, indoor/outdoor environment, learning materials, implementation of ECCE policy, supervision and stakeholders are independent variables for this study. There are also actors for the effective implementation of the program; family, caregivers, school principals, teachers and city administration department educational implementers and other stake holders are actors play decisive role in the ECCE. As far as possible it is important to see their role one by one.

- **Early childhood care and education (ECCE):** refers to a wide range of programs, all aimed at the physical, cognitive and social development of children before they enter primary school theoretically from birth to about age 7 or 8.
- **Supervision:** educational supervision and guidance are among the most important duties, which are required for administration of a desirable educational system. Its main goal is to modify and to improve educational status. Available educational supervision and guidance plans and quality of its perpetuation in materialization of educational goals play a determining role (Ramezan & Mitra, 2013)
-) **Indoor/Outdoor materials:** high quality early learning and child care programs provide safe, stimulating environments that are warm, comfortable and aesthetically pleasing. Children are active learners who use the physical environment in a direct, hands-on

manner. The physical environment, as well as all the materials and equipments are part of a child's learning experience (Morgan, 2003). The schedule, space, interaction with others and daily routines all provide learning opportunities. The learning environment should provide a rich assortment of materials and equipment for children to develop socially, cognitively and physically.

- **Stakeholders:** educational stakeholders, presenting a collection of initiatives and policies that have been making gains in student achievement and can be expanded to improve the education system, especially if they continue to engage all segments of the population—from the government to the private sector to teachers and parents (Acqueline, 2008).
-) **ECCE policies:** are multi-sectoral and they usually include the following sectors: education, health, nutrition, sanitation, and protection. They provide a general framework for operational planning, including the vision, mission, goal, core concepts, objectives and strategies for ECCE. A few ECCE policies are, in actuality, brief 'policy statements' that present the general intention of the country to focus investments on all aspects of young child development. Policy statements rarely provide sufficient guidance for expanding and improving comprehensive ECCE services and activities (Barón, 2015).
-) **learning materials:** teaching learning materials were hardly used in the classroom. The Teaching Learning Materials (TLMs) are being designed to disable the monotonous learning methods. These TLMs made a shift from Response Strengthening to Knowledge Acquisition for construction of Knowledge. In this context, a teacher provides an environment where any student can construct his knowledge by interacting with his physical and social environment.

) **Trained man power:** trained man power for the early childhood education workforce is essential to providing high-quality services to children and families. Consistent terminology and definitions related to methods, roles, knowledge, and capabilities have emerged as a critical issue for the early education field. Recently, states have experienced new early childhood education system challenges and needs related to training and technical assistance. The urgency of these issues grows, particularly as states increase their focus and work on quality improvement activities, including quality rating and improvement systems.

3.4 Source of Data

Two types of data sources were used for the purpose of this study, Primary and Secondary sources. The primary data was gathered from kindergarten teachers, caregivers, principals, parents, pre-primary education expert at city administration and the pre-primary school themselves. ECCE educational experts from the city administrative and preschool principals are included because of their leadership role and believed to have valuable information of ECCE program implementation by virtue of their roles and responsibilities. Teachers and Caregivers are selected as respondents, since they are the front line program implementers and are able to share their experience on the exiting problems. Parents were also included as they are beneficiaries of the program. Moreover, relevant documents like reports, plans and different documents like policy, directives, standards and other documentations at all levels of the administrative hierarchy were consulted and used as secondary sources of data.

3.5 Sample size and Sampling Techniques

There are fifty preschools in Bahir Dar city administration. For the selection of the preschools, systematic random sampling technique was employed in order to give equal chance for each preschool to be included in the sample. Accordingly, four (two public and two private) of the 50 preschools were chosen and included in the study as sample. All teachers and caregivers of targeted preschools and school principals were taken by availability sampling since their size is manageable. Pre-primary education experts from Amhara Regional State Education Bureau and Bahir Dar city Administration Education department were purposely included by non-probability sampling technique to participate in providing information through interview since they are the ones that have got strong attachment to the program implementation due to their responsibility. Lastly, parents were selected by random sampling method.

Table 3. 1 number of students of sample schools

| School | KG1 | | | KG2 | | | KG3 | | |
|-------------------|-----|-----|-----|-----|----|-----|-----|----|-----|
| | M | F | T | M | F | T | M | F | T |
| Public | | | | | | | | | |
| Fasilo | 24 | 27 | 51 | 32 | 17 | 49 | 33 | 39 | 72 |
| Belay Zeleke | 19 | 20 | 39 | 18 | 24 | 42 | 21 | 12 | 33 |
| Total | 43 | 47 | 90 | 50 | 41 | 91 | 54 | 51 | 105 |
| Private | | | | | | | | | |
| SOS | 47 | 48 | 95 | 16 | 20 | 36 | 20 | 16 | 36 |
| Bahir Dar Academy | 79 | 89 | 168 | 78 | 77 | 155 | 77 | 70 | 147 |
| Total | 26 | 137 | 263 | 94 | 97 | 191 | 97 | 86 | 183 |

As showed in table 3.1 above there are 90 students of which, 43 male and, 47 female in KG one. In KG two, 91 students of which 50 male and 41 are female. Whereas in KG three, from 95 students,

male 54 and female 51 in the sample governmental preschools. Therefore, it is expected that 286 parents sent their children in these preschools. The researcher takes one third out of the total parents from the population for questionnaire by using random sampling method. Similarly, in private preschools there are 263 three students in KG one, 191 students in KG two, and total of 183 students in KG three, there for there is a total of 637 students. Therefore, it is expected to those 637 parents. Likewise governmental preschools, one third of parents selected by using random sampling method.

3.6 Instruments of Data collection

In the process of collecting the relevant data for this study, Questionnaires, Interviews, Focus Group Discussion (FGD), and Observation check list were employed. The purpose of employing these multiple instruments was to increase the credibility of the finding and to minimize the risk of drawing erroneous conclusion.

3.6.1 Questionnaire

In this study, two sets of questionnaires, with open and closed-ended items were designed to obtain the relevant information from parents. The closed-ended items represent the likert scale and each question having five options. Open-ended questions were provided to give enough freedom to respondents in view of their coming with innovative ideas which will have significance to the research. A questionnaire is a form used that participants in a study complete and return to the researcher. The participant chooses answers to questions and supplies basic personal or demographic information (cresswell, 2012).

3.6.2 Interview

Interview is a data collection method where the researcher is in the same location as the participant and asks questions to which the participant responds. Interviews are a common source of qualitative data because they are an effective means to learn from participants about their perceptions of and experiences with a study's topic (Encyclopedia, 2008). Hence, in this study for the session to be held with key informants: principals and educational expert's interview questions were prepared. The interview questions were developed based on the potential barriers ECCE implementation and the main ideas of the two sets of questionnaires. The semi-structured interview was conducted directly by the investigator.

3.6.3 Focus Group Discussion

Guiding questions were prepared and focus group discussion was conducted with teachers and caregivers. The focus of the discussion were on the overall ECCE program implementation issues such as their attitude, competence and interest of teachers and caregivers, sanitation hygiene and related issues. Focus groups are a form of group interview, though not in the sense of a backwards and forwards between interviewer and group. Rather, the reliance is on the interaction within the group who discuss a topic supplied by the researcher (Morgan 1988).

3.6.4 Observation

Observations represent a frequently used form of data collection, with the researcher able to assume different roles in the process Spradley (cited in Cresswell, 2012). A check list is a simple device consisting of items which are thought by the researcher to be relevant to the problem being identified and researched Koul (cited in G/egziabher, 2014). Kindergartens were observed by the researcher to collect and organize relevant data on key inputs and overall indoor/outdoor

environment of kindergartens including their documentation along with their entire contents of about the overall current status on the ground by using checklist.

The purpose of using checklists during the periods of observation is to draw pertinent data from classrooms and outdoors play areas that supplement the questionnaire. Accordingly, in the classrooms the use of teaching methods, materials, assessment procedures and interactions were observed. For this purpose, one classroom was observed in each preschools randomly selected for two or three periods depend on the grade level of the class. In addition, organization of classrooms and activity centers, supply materials and equipment, and their arrangements were the main focus of the observation in all classrooms of each preschool. In the outdoor, playground, supply and arrangements of play materials and equipment were observed in all sampled kindergartens. For the purposes, observation checklists were prepared. It has been believed that the students -teacher interactions, their intention and efforts occur in the classrooms. Thus, it is possible to say that classroom observation is a key instrument of data collection in examining how preschool programs are being implemented. Therefore, the classroom observations were used to describe the classroom interaction of preschool teachers and students.

3.6.5 Document analysis

To secure facts and figures along with new policies, directives and strategies, different documents like education abstracts, reports, annual and strategic plans were consulting as secondary source to supplement and/or triangulate the data or information collected through various means as mentioned above. Document analysis is the study of the written text and takes into account the document's physical condition, the handwriting or printing used, and its idiosyncrasies (Given, 2008).

3.7 Pilot Test

To test the reliability and validity of the questionnaire and interview items, a pilot-test was conducted in a small sub-sample (Creswell, 2009). For the validity, the draft instruments were given 2 educational experts and 1 preschool supervisor. The purpose of conducting the pre-test on the draft was to obtain information about the clarity of the questions, directions and for the data that it could draw from parents, educational experts' caregivers, teachers and preschool principals. Based on their feedback (suggestions and comments) items which were found ambiguous and that are not the concern of respondents were refined and canceled. For the reliability, the draft questionnaires were administered in other preschools out of the targeted preschools for 17 parents from Soma Academy 10 parents & it is private school and Shum Abo 7 parents it is public school, encoded using SPSS software Version 20 and the calculated Cronbach Alpha for the five Likert-scale items was found to be 0.79 which indicated the reliability of the instrument is adequate.

3.8 Data Management

The quantitative data collected through questionnaire were managed by using SPSS version 20-application software. Qualitative data were coded and interpreted thematically.

3.9 Method of Data Analysis

The data were analyzed by used both quantitative and qualitative techniques. The quantitative data used through questionnaires were analyzed using descriptive & inferential statistical techniques such as mean, standard deviation, one sample t-test and independent sample t-test besides percentages and tables were employed to compute different variables' these statistical techniques were used to compare and contrast the relationships between factors affecting the implementation of ECCE in private and public preschools. Qualitative descriptive techniques

were used to describe data acquired through observation, focus group discussion, interview and document analysis.

3.10 Ethical Consideration

Efforts were made to make the research process professional and ethical. To this end, the researcher tried to clearly inform to the respondents about the purpose of the study. As the researcher introduces its purpose in the introduction part of the questionnaire and interview guide to the respondents, the researcher shall confirm to subjects, confidentiality was protected. The participants made to understand what has been explained and be given the opportunity to ask questions and have them answered by the researcher. The informed consent document must be written in brief language, avoiding any technical terminology.

The participant's consent to participate in the research was voluntary, free of any coercion or promises of benefits unlikely to result from participation and no group was disadvantaged by being excluded from consideration. In doing so, first the researcher went with official letter written from Bahir Dar University Department of Teachers education and curriculum studies to the Bahir Dar City Administration Education department and sample preschools. Then the researcher explained the purpose of the study to the school principals to get permission to accomplish the work the same thing did to the experts and Finally to start the study the researcher introduced the objective and advantage of the study to the respondents to obtain their voluntarily participation; and also informed the information obtained from the respondent, data obtained from the document and others were kept confidential. In addition, the study was conducted after obtaining informed consent from respondents.

CHAPTER FOUR

4. PRESENTATION ANALYSIS AND INTERPREATION OF DATA

This chapter deals with the presentation and analysis of the data gathered from the sample preschools and educational experts at two levels, namely Amhara Regional Education Bureau, Bahir Dar administrative Zone Education department, Principals of sample preschools and from families of kids.

A total of 294 parents were involved in filling out the questionnaires. Of the total 294 copies of questionnaire, 146 (49.65%) were given for parents which teach their kids in Bahir Dar academy , 56 (19.04%) copies for SOS parents, 54 (18.36%) copies for Fasilo parents and the rest 38 (12.92%) copies distributed Belay zeleke preschool Parents. Among these 294 questionnaires 250 (85.03%) were returned with their responses and used for the analysis.

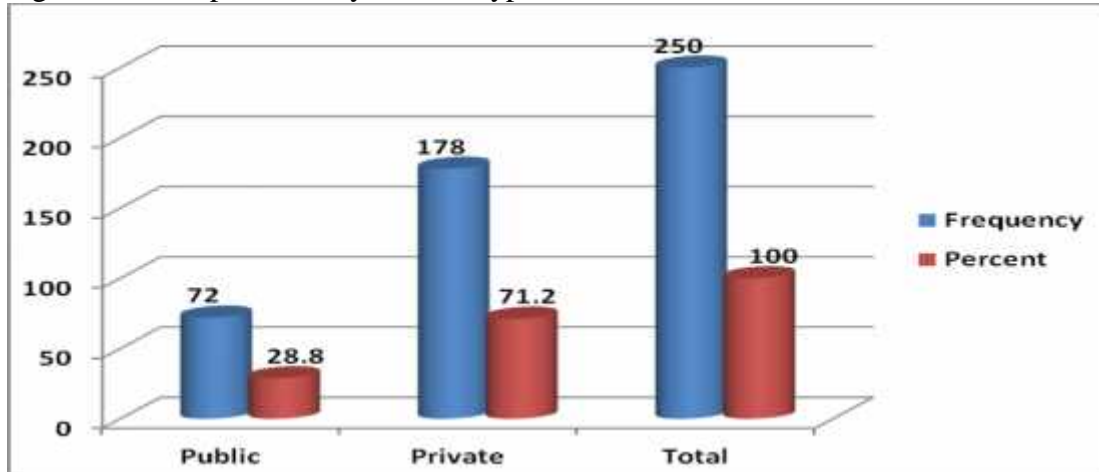
The other groups involved in the study were teachers, assistant teachers, and care givers of the sample preschools in which 25 teachers, assistant teachers and care givers in the private preschools and 13 teachers, assistant teachers and care givers in the public preschools, totally 38 participants were involved in the focus group discussion sessions. An interview was also held with two educational experts and 4 sample preschool's principals for this purpose. Furthermore, observation checklist was conducted in the sample preschools.

4.1 Background Characteristics of Respondents.

As mentioned above, three respondent groups were involved in this study were Amhara Regional state Education Bureau ECCE focal person, Bahir Dar administrative Zone Education department ECCE implementer, Preschool principals and parents. The other group consists of teachers, assistant teachers, and caregivers who were the front line implementers of ECCE.

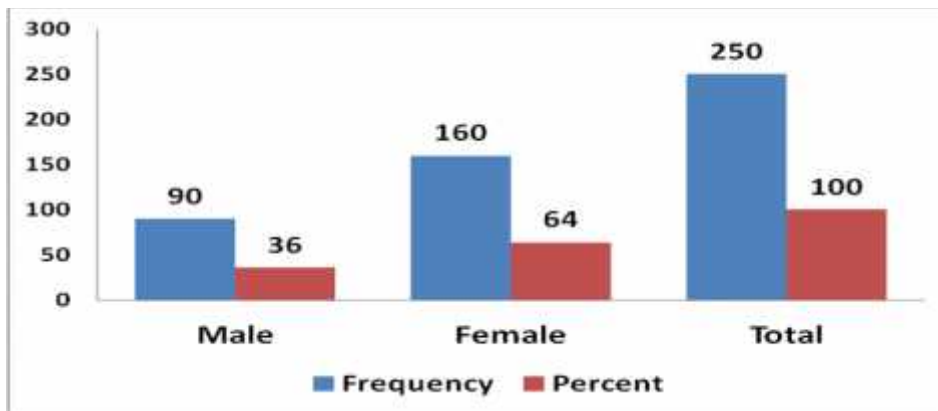
Accordingly, some basic information about the study population, personal characteristics, and background of both groups of respondents has been presented and discussed here under.

Figure 4. 1: Respondents by School Type



The above figure 4.1 shows the respondents in sample preschools. According to the table, 72 (28.8%) of parent respondents were from public preschools, while 178(71.2 %) private preschool respondents. This tells private preschools are preferable and most parents teach their kids in private preschools.

Figure 4. 2: Sex of respondents



The above figure 4.2 shows the sex profile of the respondents of parents, accordingly, 90 (36.0%) of parents were males, while 160(64.0%) were females. This indicates gender imbalance of parents who participating and filling questionnaires in this study.

Figure 4. 3: Educational Qualifications of respondents

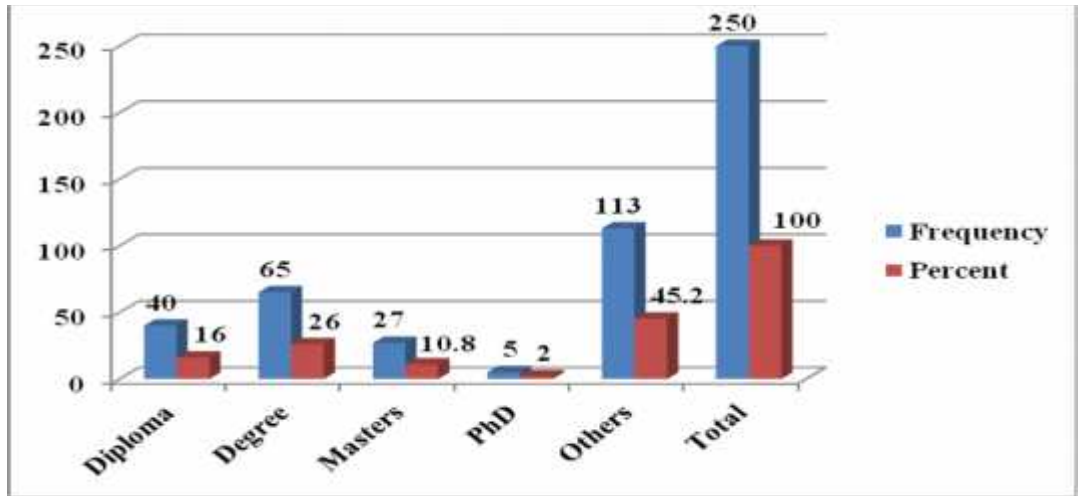
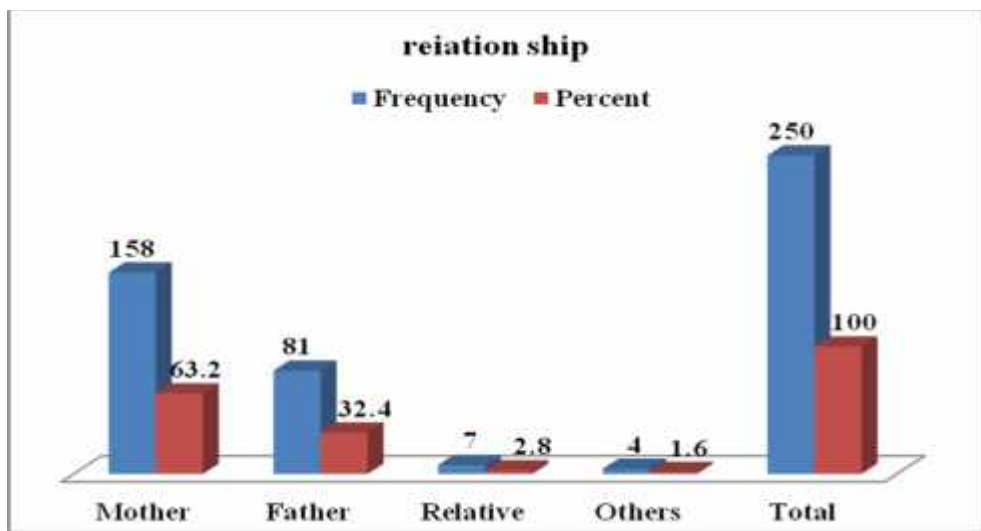


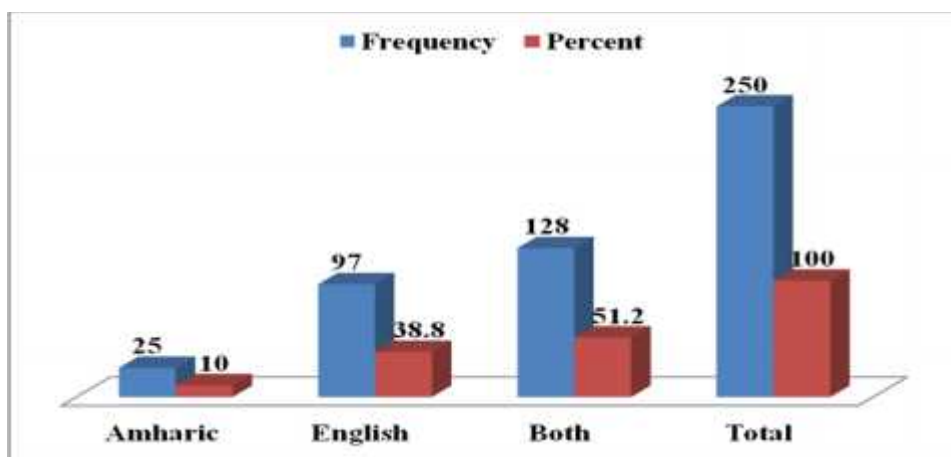
Figure 4.3 of this study shows the educational level of the respondents. As indicated in the table, most of parents 113(45.2%) have Other educational qualifications means 10+3, graduated different levels, 12thcomplete and other grade levels. 65(26.0%) parents qualified by first Degree, 40(16.0 %) parents have diploma and the remaining 27(10.8 %) and 5(2.0%) of the sample educational parents have MA/MSC degree and PHD respectively. As can be seen in the table, all of the families possessed good level of education. This indicates the questionnaires responded and gives reliable information for the study.

Figure 4. 4: Relationships with Students



The above figure 4.4 shows the respondents' relation with the students. Of the respondents 158 (63.2%) were mothers, fathers were eighty one (32.4%) the rests were seven (2.8%) are relatives means sisters brother uncle or aunt and four (1.6%) were others adopted families. This also indicates gender imbalance in the member of parents who participate in their kids' preschool affairs and educational activities of their child and attachment because mothers take the highest number in this study.

Figure 4. 5: Language Preferences of parents



According to Figure 4.5 most parents 128(51.2%) were prefer their children learn both languages (by English & Amharic), 97(38.8%) were prefer their children learn by English, the rest parents 25 (10.0 %) were prefer Amharic as a medium of instruction for their children.

However, Principals also asked about the parents' language preference of medium of instruction for their children. Almost all principals from the private preschools said that majority parents wanted to their children learn in English, because they understand that speaking with English is as a high level of knowledge. Thus, as the private preschool principals said parents' attitude towards the language was their big challenge to implement the preschool curriculum properly.

Further, Private Principals were asked why the preschool gave much attention to English language rather than children’s mother tongue and all of them gave similar answers, because the majority parents preferred their children learn all the subjects with English language. They also mentioned that the school gave much attention to English language because they need to satisfy customers need for their survival. In line with this, UNESCO explained to us private preschools gives high recognition for foreign languages. Some pre-schools consider the development of foreign spoken language as an important outcome of pre-school education (UNESCO, 2010)

4.2 Results

The first purpose of this study was to examine the extent to which kindergartens equipped with the necessary trained work force, learning materials and over all indoor/outdoor environments. To accomplish this objective, one sample t-test used and the results are presented in Table 4.1 below.

4.3 Classroom materials in public preschools

Table 4. 1: Extent of Public kindergartens equipped with Classroom materials and equipment (public preschools)

| | N | Mean | Std. Deviation | t | Df | Sig (2-tailed) |
|--------------------------------------|----|--------|----------------|--------|----|-------------------|
| Adequate text books in the school | 72 | 1.5417 | .73038 | 17.911 | 71 | .000 |
| Classroom equipment | 72 | 2.6250 | .54223 | 41.078 | 71 | .000 |

As shown in Table 4.1 the results of one sample t-test for public kindergartens with respect to adequacy of textbook indicated that the obtained mean score (m=1.5417), at (t (71)=17.911 p = .00) is less than to the expected mean (m=3), with a mean difference of (MD=1.4583). The result implies that there is lack of adequate of textbooks in the school. Similarly, the result of

classroom equipment revealed that ($m=2.6250$), at ($t(71) = 41.078$ $p=.000$) almost similar to the mean test value of adequacy of classroom materials and equipment which was 3 as perceived by parents.

The researcher observed that in public preschools, the available classrooms were not well ventilated and there is no available interest corner, teaching materials and equipment, there are no shelves; crowdedness of classrooms was the problem of public pre schools.

The principals were asked during the interview about the causes of the problem. In their response, all principals in the public preschools two (100%) agreed that the preschool were not enough for children in their surroundings; and there was high demand of enrollment in the government schools, as the service was free of charge and that was the reason to have crowded class room. All kindergartens in the sample, were built for the school purpose, hence they have appropriate class size.

A learning environment, which is called the third teacher in the Reggio Emilia schools (Gandini, 2002) plays one of the most important roles in education and development of children with special needs. In addition to this, the guide lines for ECCE and standards of preschools, (MoE, 2010, 2013 & 2015 EC) there should be One Main teacher, one assistant teacher and One care giver for Forty students with 1.5 square meter space for a child in a classroom. As it is observed from the finding, the Public preschools Classroom materials and equipment is not consistent with the policy of ECCE.

4.4 Qualification and Competency of the school Employees

Table 4. 2: Extent of Qualification and Competency of the school Employees (public preschools)

| | N | Mean | Std. Deviation | t | Df | Sig (2-tailed) |
|----------------------------------|----|--------|----------------|--------|----|----------------|
| Competencies of Teachers | 72 | 3.0972 | .41655 | 63.092 | 71 | .000 |
| Competencies of Caregivers | 72 | 2.5278 | .62736 | 34.189 | 71 | .000 |
| Competency of the School Leaders | 72 | 3.0972 | .38124 | 68.935 | 71 | .000 |

The above table 2 one sample t-test indicated that the overall competencies of employees in the institution. The result revealed teachers in the school are competent with a mean score of (m=3.0972), at (t (71) = 63.092 p =.000) which is greater than the expected mean which was 3 as perceived by parents. In relation to care givers competency the one sample t-test revealed below the average expected mean score with a mean score of (m=2.5278), at(t (71) =34.189 p= .000.) the finding shows that care givers of the school are incompetent as perceived by parents. In addition to this leaders in the school are competent with a mean score of (m=3.0972), at (t (71)= 68.935 p = .000) which is greater than the expected mean which was 3 as perceived by parents.

In the observation and interview, most teachers in public schools have certificate on ECCE from former Menen training school in Addis Abeba, which give training for preschool teachers before forty years. But, assistance teachers have no any type of training or know how about ECCE and there is no care giver in these schools but assistance teachers additionally played caregivers role. Similarly, principals of these sample preschools have certificate from Menen School.

According to the document, entitled preschool inspection checklist (preschool standard); Pre-school leader and main teacher should have pre-school teacher training diploma. And assistant teachers need to have certificate from grade 10 national exam center and pre-school teacher training certificate; care givers need to have certificate from grade 10 national exam center and it is said better if they are trained with food preparation (MoE, 2015).

The finding of the study revealed that the qualification of the public preschool employee is inconsistent with the standard, which is stated in preschool inspection checklist.

4.5 Outdoor facilities

Table 4. 3: Extent to which public kindergartens equipped with outdoor facilities (public preschools)

| | N | Mean | Std. Deviation | T | Df | Sig (2-tailed) |
|----------------------------|----|--------|----------------|--------|----|----------------|
| Outdoor Playing Materials | 72 | 2.4167 | .72675 | -68.11 | 71 | .000 |
| Sanitation of the Area | 72 | 2.3750 | .75875 | -6.990 | 71 | .000 |
| The Area safe for Children | 72 | 2.6667 | .67135 | -4.213 | 71 | .000 |

As it is shown in table 4.3 above, the overall outdoor facilities in public kindergartens is below the expected mean as perceived by parents in the three dependent variables. Outdoor play materials with the mean score of (m=2.4167), at (t(71)= -68.11, p=.000). Sanitation (m=2.3750), at (t (71) = -6.990, p = .000); and safety of the area (m=2.6667) at (t (71) =-4.213, p=.000) respectively. From the finding, one can conclude that there is lack of outdoor facilities in public kindergartens.

The information obtained through observation using checklist mentioned items of key inputs in preschools. Based on the observation, the researcher was able to find one public preschool with rest room, feeding room and store, but rest room and store were not found in the other preschool. Similarly, in the public preschools the toilet rooms were not adequate in number it was inappropriate and the staff and children's toilet was not separated.

Based on the researcher observation the play materials seem more or less similar across all the observed preschools. There are out door playing materials but the available equipment were inadequate in number specially in public preschools.

4.6 School community relation ship

Table 4. 4: Extent to public kindergartens engaged in School community relationship (public preschool)

| | N | Mean | Std. Deviation | T | df | Sig (2-tailed) |
|---|----|--------|-------------------|---------|----|-------------------|
| The tendency of the School approaching with parents and community | 72 | 2.0972 | .63156 | -12.129 | 71 | .000 |
| Parents interaction with Teachers of their child | 72 | 2.1806 | .65706 | -10.582 | 71 | .000 |
| Parents participation in Their children preschool affairs | 72 | 2.3611 | .58876 | -9.208 | 71 | .000 |

Table 4.4 one sample t-test result shows about the extent of school community relationship. Accordingly, all the three variables related to school community relationship the obtained mean scores of t-test indicated below mean average of the expected mean score (m=3) as perceived by

parents. The tendency of the school approaching with parents and community mean score ($m=2.0972$) at ($t(71) = -12.129, p = .000$), parent interaction with teachers of their child with a mean score of ($m= 2.18$) at ($t(71) = -10.582, p = .000$), and parents participation in their children preschool affairs mean score ($m= 2.36$) at ($t(71) = -9.208, p = .000$) respectively. The finding indicated that there is lack of interaction among overall school community relationships.

On the other hand, to triangulate the information the researcher conducted the interview with principals of the preschools and asked them about parents' participation in their preschool affairs, as principals indicated there were public preschools' parents especially (PTA) committee members who were highly participated in the preschool matters. In line with this, influential people in the community have effectively monitored learning center sites and mobilized participation. In some areas, committees call community meetings to address low attendance issues. And, they will particularly follow the case of a student if that student is repeatedly absent (Engel, 2011).

4.7 Classroom materials in private

Table 4. 5: Extent of Preschools equipped with Classroom materials and equipment (private preschools)

| | N | Mean | Std. Deviation | t | df | Sig (2-tailed) |
|-----------------------------------|-----|--------|----------------|---------|-----|----------------|
| Adequate Text Books In the School | 178 | 2.1011 | .81712 | -14.677 | 177 | .000 |
| Classroom Equipment | 178 | 4.3989 | .52443 | 35.588 | 177 | .000 |

As shown in Table 4.5 the results of one sample t-test for private kindergartens with respect to adequacy of textbook indicated that the obtained mean score ($m=2.1011$), at ($t(177) = -14.677 p$

= .00) is less than to the expected mean (m=3), with a mean difference of (MD=0.8989). The result implies that there is lack of adequate of textbooks in the school. Similarly, the result of classroom equipment revealed that (m=4.3989), at (t (177) = 35.588, p=.000) above the expected mean which is m=3, as perceived by parents. This result revealed that private kindergartens have sufficient classroom equipment.

The researcher observed that in private preschools the available classrooms were well ventilated and equipped. In addition to this in one preschool, there are available interest corners with local and international materials helped to kids know their culture and world, teaching materials.

4.8 qualification and competency of the school employees in private preschools

Table 4. 6: The qualification and competency of the school employees One-Sample Statistics (private preschools)

| | N | Mean | Std. Deviation | T | df | Sig (2-tailed) |
|---|-----|--------|----------------|--------|-----|----------------|
| Competencies of Teachers | 178 | 3.5169 | .69887 | 9.867 | 177 | .000 |
| Competencies of Caregivers | 178 | 3.6348 | 1.02859 | 8.234 | 177 | .000 |
| Competency of the teaching materials School Leaders | 178 | 3.6742 | .67690 | 13.288 | 177 | .000 |

The above table 4.6 one sample t-test indicated that the overall competencies of employees in the institution. The result revealed teachers in the school are competent with a mean score of (m=3.5169), at (t (177) = 9.687 p =.000) which is greater than the expected mean which was 3 as perceived by parents. In relation to care givers competency the one sample t-test revealed above the expected mean score with a mean score of (m=3.6348), at (t (177) =8.234 p= .000.) the finding shows that care givers of the school are competent as perceived by parents. In addition to this

leaders in the school are competent with a mean score of (m=3.6742), at (t (177)=13.288 p = .000) which is greater than the expected mean which was 3 as perceived by parents.

According to the preschool standard, it is possible to say that there were not qualified main teachers and caregivers in the sample private preschools; the diplomas and degrees of the teachers and principals were not related with preschool education. Training in other field of discipline might limit the competency of teachers to implement the curriculum, which in turn affect the whole development of children in the studied preschools.

The interviewee, the principals witnessed about the training that was to be given for preschool teachers at college/University was not helpful to implement the current syllabus of preschools. The Bahir Dar preschool education expert agreed with this idea and asserts the reason, why on the job training was needed.

The study by others indicated employees qualification is decisive for children's holistic development (Feeney et al, 1987 cited in Yalew 2011).Feeney et al, (1987) indicated that the job of pre-school teachers is varying and challenging; it demands knowledge, skill, sensitivity and creativity.

4.9 outdoor materials and facilities in private preschools

Table 4. 7: Outdoor materials and facilities in private preschools

| | N | Mean | Std. Deviation | t | Df | Sig (2-tailed) |
|----------------------------|-----|--------|-------------------|--------|-----|-------------------|
| Outdoor Playing Materials | 178 | 2.4382 | 1.17848 | -6.360 | 177 | .000 |
| Sanitation of the Area | 178 | 4.7584 | .42924 | 54.655 | 177 | .000 |
| The Area safe for Children | 178 | 4.1685 | .45686 | 34.125 | 177 | .000 |

As it is shown in table 4.7 above, the overall outdoor facilities in private preschools is below the expected mean of ($m=3$) as perceived by parents in the three dependent variables outdoor play materials with the mean score of ($m=2.4382$), at ($t(177) = -6.360, p=.000$). From the finding, one can conclude that there is lack of outdoor playing materials in private kindergartens, sanitation ($m=4.75$), at ($t(177) = 54.655, p= .000$), and safety of the area ($m=4.1685$) at ($t(177) = 34.125, p=.000$) respectively. From the finding, one can conclude that private preschools highly equipped with outdoor facilities and safe for children.

Based on the researcher observation the play materials seem more or less similar across all the observed preschools. Mary-go-round, slide, seesaw, and swing were common to two public and one private preschool, but the available equipment were inadequate in number especially in public preschools. In one private preschool only two playing materials, it is to mean that playing materials almost none in this preschool.

Preschools are expected to have natural landscape on which children are supposed to learn concepts that naturally occur outside. Additionally, the environment contributes to their learning. Therefore, if children are learning about concepts that naturally occur outside, they need to learn these concepts through active exploration, using as many senses as possible.

Initially this is a process of trial and error. However, with time and repetition they use new information to increase their understanding of the world around them. According to the observation, all of the sample preschools had natural landscape and appropriate playground.

4.10 School community relationship in private preschools

Table 4. 8: School community relationship in private preschools

| | N | Mean | Std. Deviation | T | Df | Sig (2-tailed) |
|---|-----|--------|----------------|--------|-----|-------------------|
| The tendency of the School approaching with parents and community | 178 | 4.2921 | .49179 | 35.054 | 177 | .000 |
| Parents interaction with Teachers of their child | 178 | 4.2584 | .43900 | 38.244 | 177 | .000 |
| Parents participation in Their children preschool affairs | 178 | 3.1966 | .66434 | 3.949 | 177 | .000 |

Table 4.8 one sample t-test result shows about the extent of school community relationship. Accordingly, all the three variables related to school community relationship the obtained mean scores of t-test indicated above mean average of the expected mean score ($m=3$) as perceived by parents. The tendency of the school approaching with parents and community mean score ($m=4.2921$) at ($t(177) = 35.054, p = .000$), parent interaction with teachers of their child with a mean score of ($m= 4.2584$) at ($t(177) = 38.244, p = .000$), and parents participation in their children preschool affairs mean score ($m= 3.1966$) at ($t(177) = 3.949, p = .000$) respectively. The finding indicated that there is strong interaction among overall school community relationships.

According to FGD and observation to triangulate, the data there is strong relation between parents and the school. In addition, in one preschool, the PTA is very strong in the school affairs and facilitating trainings for the school community. However, in the one private preschool was not this kind of parents' participation. The preschool has list of parents; as a committee member on, but in

reality it was not functional, as principals indicated the written document was helpful to show the list to the City administrative education departments supervisors when they visit the preschool.

4.11 trained man power, learning materials and over all indoor/outdoor environments

Table 4. 9: Extent to which kindergartens equipped with the necessary trained man power, learning materials and over all indoor/outdoor environments

| Kindergartens | N | Mean | SD | T test | df | Sig |
|--|----------|-------------|-----------|---------------|-----------|------------|
| Classroom materials and equipment | 250 | 2.9140 | .75889 | 1.792 | 249 | .074 |
| Qualification and competency of the school employees | 250 | 3.4067 | .67429 | 9.536 | 249 | .001 |
| Outdoor facilities | 250 | 3.4133 | .80483 | 8.120 | 249 | .001 |
| Total school situation | 250 | 3.2447 | .67281 | 5.750 | 249 | .001 |

As shown in Table 4.9, the results of one sample t-test indicated that the mean score of adequacy of classroom materials and equipment 2.9140 was almost similar to the mean test value of adequacy of classroom materials and equipment that was 3 as perceived by parents. This finding shows that parents claim that adequacy of classroom materials and equipment is at average level. Similarly, the results of one sample t-test indicated that the mean score of qualification and competency of the school employees (3.40) was significantly higher than the mean test value of qualification and competency of the school employees, which was 3 as perceived by parents. This finding shows that parents maintain that qualification and competency of the school employees is at higher level. Likewise, the results of one sample t-test demonstrated that the mean score of outdoor facilities in the sample kindergarten schools (3.41) was significantly higher than the mean test value of outdoor facilities in the sample kindergarten schools, which was 3 as

perceived by parents. This result shows that teachers claim that supervisors' practice of support function is at higher level. Correspondingly, the results of one sample t-test indicated that the mean score of the total situation of preschools (3.24) was significantly higher than the mean test value of total situation of preschool, which were 3 as perceived by parents. This finding illustrates that parents assert that the total situation of preschools in this sample groups is at higher level.

The second purpose of this study was to discover the status of stakeholders' involvement in preschool education. To attain this one sample t- test was conducted and the results are presented in Table 4.10.

4.12 Status of Stakeholders' Involvement in Preschool Education

Table 4. 10: Extent to which kindergartens equipped with the necessary trained man power, learning materials and over all indoor/outdoor environments

Test Value = 3

| Kindergartens | N | Mean | SD | T test | Df | Sig |
|---|----------|-------------|-----------|---------------|-----------|------------|
| Stakeholders 'involvement in preschool education. | 250 | 3.4267 | .91407 | 7.380 | 249 | .001 |

As indicated in Table 4.10 the results of one sample t-test portrayed that the mean score of stakeholders' involvement in preschool education (3.42) was significantly higher than the mean test value of stakeholders' involvement in preschool education, which was 3 as perceived by stakeholders. This results shows that stakeholders argue that the status of their' involvement in preschool education is at above average level. The finding of the study suggests that the status of stakeholders' involvement in preschool education is at higher level.

In connection to the second objective, an attempt was also made to examine stakeholders' participation in preschool education in terms of school type (public and private) schools. To attain this objective an attempt was made to carry out independent samples t-test and the results are presented in Table 4.11.

Table 4. 11: School Type difference in stakeholders' participation in preschool education

| | School Type | N | Mean | SD | T-test | Df | Sig |
|---------------|-------------|-----|--------|--------|--------|-----|-------|
| Stakeholders | Public | 72 | 2.2361 | .55507 | 23438 | 248 | 0.001 |
| Participation | Private | 178 | 3.9082 | .49194 | | | |

As indicated in Table 4.11 above, the results of independent samples t-test portrayed that there is statistically significant mean score difference between schools types (public and private) in terms of stakeholders' participation. The t-value depicted that private schools had significantly higher mean score than public schools. This shows that there is high stakeholders' participation or involvement in preschool education in private schools compared to public schools.

The interviewees (The principals) was witnessed the high level of participation of parents in the preschools affairs especially the private preschool principals said that parents were very concerned about their kids' education. According to all principals from the public schools, most of the parents were not willing to attend the program even if the preschools has the program to meet the parents to discuss with them about their children behavior and performance. Most of the parents from one private school principal mentioned that they do have many works to do and they do not have time to come to school because most of parents were business man or women. However, about the parents of public owned preschools principals indicated that parents give priority to only their private job to get their daily bread by running here and there to assure their survival. Thus, it is

possible to conclude that towards the private preschools, the participation of parents in the preschools was good, but it needs a lot of work to encourage specially the public preschools' parents to participate in the preschools affairs.

During the interview, the principals were asked what did, the participation of health office with their preschool looks like. The principal who worked in one public preschool responded that the office gave the training and issued the handout for the teachers and principals on sanitation and first aid at the beginning of this year, the rest principals who worked in the rest sample preschools did not get this kind of chance. However, all principals and teachers agreed on the office were giving the vaccines for kids in the preschools for several times.

The principals (interviewees) witnessed about the presence of local and international NGOs participating in the government preschools, but the, sample preschools they didn't get chance to supported by NGOS. However, other studies affirm that such types of relations are necessary to ECCE. The preschool educational system can promote holistic child development through supporting comprehensive programs with active involvement of families and communities supplemented with the provision of health care and nutritious food so that the quality of the service increases to meet the intended objectives (Yalew cited in G/Egziabher, 2014).

The third purpose of this study was to explore the difference between public and private preschools in terms of implementing polices on ECCE. To manage this, independent samples t-test carried out and the results are reported in Table 4.12.

4.13 Implementation of policies on ECCE by school type

Table 4. 12: public and private Pre Schools Difference in Terms of Implementing Polices on ECCE

| Preschools Implementation | School Type | N | Mean | SD | T-test | df | Sig |
|---------------------------|-------------|-----|--------|--------|--------|-----|------|
| Material and equipment | Public | 72 | 2.0833 | .46724 | 15.331 | 248 | .001 |
| | Private | 178 | 3.2500 | .57305 | | | |
| Employees Qualification | Public | 72 | 2.9074 | .40040 | 8.428 | 248 | .001 |
| | Private | 178 | 3.6086 | .65795 | | | |
| Outdoor facility | Public | 72 | 2.4861 | .57582 | 17.029 | 248 | .001 |
| | Private | 178 | 3.7884 | .53577 | | | |
| Community relationship | Public | 72 | 2.2361 | .55507 | 23.438 | 248 | .001 |
| | Private | 178 | 3.9082 | .49194 | | | |
| Total school situation | Public | 72 | 2.4282 | .40676 | 19.076 | 248 | .001 |
| | Private | 178 | 3.6388 | .47213 | | | |

As indicated in Table 4.12 the results of independent t-test depicted that there was statistically significant mean score difference between public and private preschools in terms of adequacy of classroom materials and equipment. The t-value revealed that private schools exhibited significantly high mean score than public schools in the adequacy of classroom materials and equipment. This finding shows that private schools well furnished with materials and equipment than their public counterparts.

The researcher observed was that entirety all classrooms observed were stuffed by stimulating learning and teaching materials ranging from teacher-made to child-made from local to industrial products. Classrooms were stuffed wall to wall with pictures, drawings, numbers, letters, and real objects. Hence, it was possible to say that teachers have made maximum effort to make their

classroom environment stimulating and child friendly to enhance interactions. The problem was here most of these materials were paper works than being objects with three dimensions. There were classrooms observed with no sand tray slays, or objects that children can work with. Availability of learning and teaching materials was one opportunity. Access to these materials and their effective utilization was another bigger opportunity. Children's book, toys, construction material exploratory materials were not adequate in all the sample preschools except one private preschool. This school has a well-organized interest corner, toys, construction materials, blocks, puzzles, etc. Children learn through hands-on interaction with materials.

Similarly, the results of independent t-test illustrated that there was statistically significant mean score difference between public and private preschools in terms of qualification and competency of school employees. The t-value revealed that private schools displayed significantly high mean score than public schools in the qualification and competency of school employees. This finding demonstrates that private schools well-staffed by qualified and competent school employees than public schools.

During the interview, principals were asked whether they trained in kindergarten education or not. 2 of them (50%) responded as "yes" that confirmed that the principals took training on preschool teachers' education in certificate program, but based on their response no one principal had training on educational leadership; there was 1(25%) principal who has got BA, and 1 (25%) principal have got diplomas with unrelated field.

The preschool education experts at AREB and Administrative zone level also mentioned that they knew there was the knowledge gap of caregivers, teachers and principals to implement preschool curriculum and that was the reason the zonal education department gave training to them. Regarding preschool teachers' training, the researcher asked Bahir Dar city administration

preschool education expert, whether there was diploma program for preschool teachers training in teachers training Colleges in the region. Accordingly, the interviewee responded that teachers training in diploma program has started at Enjibara Teachers Training College in summer and regular program since 2009 in Ethiopian calendar and there will be graduates at the end of 2011 from the institute and they will be expected to be on the job on 2012. However, according to the preschool standard (2007), it is expected that the preschool teachers and principals have to have diploma with preschool education from colleges with no the program was running in the institutes. Thus, it is possible to say that there was the gap between the standard and the training program of the institute, the experts also agreed. In addition to this, in the focus discussion teachers and principals especially private preschools strongly mentioned that the government gives less attention for private preschool teachers in all aspects including upgrading and trainings to enhance their profession.

Similarly, during the interview; the AREB said about the teachers and principals training towards the implementation of preschool curriculum that the education bureaus currently started giving professional and financial support for the government preschools because they serve low income community. Systematically the bureau will prepare short-term training, workshop and seminars to preschool teachers to the city. The expert further declared that private owned preschools were responsible to give training for their employees help them to implement the curriculum.

When the teachers were asked in their discussion whether they have KG Related knowledge and whether they have knowledge about working with children, all of respondents responded as “yes”, but if there was the shortage of training as mentioned above, it is possible to say that there were KG Related knowledge gap in the preschool teachers.

Correspondingly, the results of independent t-test portrayed that there was statistically significant mean score difference between public and private preschools in terms of outdoor facilities. The calculated t-value exposed that private schools exhibited significantly high mean score than public schools in the outdoor facilities. This finding shows that private schools well outfitted with outdoor facilities than their public counterparts.

Based on the researcher observation, the play materials seem more or less similar across all the observed preschools. Mary-go-round, slide, seesaw and swing were common to two public and one private preschool, but the available equipment were inadequate in number especially in public preschools.

In addition to this, service rooms are also differ in public and private schools, the information obtained through observation using check list mentioned items of key inputs in preschools. Based on the observation, the researcher was able to find one public preschool with rest room, feeding room and store, but rest room and store were not found in the other public preschool. Similarly, in these public preschools the toilet rooms were not adequate in number, it was inappropriate, and the staff and children's toilet was not separated.

In another category, the researcher observed that there was one private preschool, which had most of service rooms: first aid room, store, pedagogy center, and adequate separate toilet for girls and boys, separate toilet for teachers and administrative staffs. The other private preschool did not have one or two items mentioned above. Similarly, both private schools classrooms serve multiple purposes. They serve as dining room as same time they serve as nap taking places.

Other studies indicated that learning environment have a great impact on a child holistic development, a good environment for children must be safe physically as well as psychologically (Feeney et al., 1987). In addition to this, studies implicated take time and think on students'

compound. Dukes and Lamar-Dukes (2009) state that when thinking about the issues involved in designing an environment for children, it is important to define the parameters of the issue first.

Likewise, the results of independent t-test represented that there was statistically significant mean score difference between public and private preschools in terms of school community relationship. The t-value revealed that private schools exhibited significantly high mean score than public schools in school community relationship. This finding shows that private schools have improved school community relationship than their public preschools.

The interviewees (principals) witnessed the high level of participation of parents in the preschools affairs, especially; the private preschool principals said that parents were very concerned about their kids' education. According to all principals from the public schools, most of the parents were not willing to attend the program even if the preschools has the program to meet the parents to discuss with them about their children behavior and performance. Most of the parents from one private school principal mentioned that they do have many works to do and they do not have time to come to school because most of parents were businessmen or women. However, about the parents of public owned preschools principals indicated that parents give priority to only their private jobs to get their daily bread by running here and there to assure their survival. Thus, it is possible to conclude that towards the private preschool, the participation of parents in the preschools was good, but it needs a lot of work to encourage specially the public preschools' parents to participate in the preschools affairs. In line with this, Haile (2010:71) states "The parent involvement in the pre-schools has been low as compared to the numbers of children found in pre-schools. Limited numbers of parents have made contact with the teachers about their children's learning."

In addition to this, the participation of local and international NGOs including local volunteers seems encouraging and commendable. However, it lacks a sort of coordination and consistency, which actually may trigger unequal distribution of resources among those in need of support either unequal distribution of resources among those in need of support either due to chance or matter of focused activities done by concerned people or organization. According to the document titled National policy framework for ECCE, children's holistic development can only be ensured if there is close coordination or preferable integration of the education, social, and health sectors together which parents, and other organizations working in the area including program implementation. (MoE, 2010: 24-28)

In the same way, the results of independent t-test proved that there was statistically significant mean score difference between public and private preschools in terms of overall preschool conditions of the policy of ECCE. The t-value revealed that private schools showed significantly high mean score than public schools in overall preschool conditions of the policy of ECCE. This finding discovered that private schools well implemented with overall preschool conditions of the policy of ECCE than their public preschools.

According to the questionnaires, observation, interview and document analysis and FGD even if, the teachers and principals especially the government ones tried to their best for implementation of the curriculum of preschools, there was the training gaps in implementing the policy properly, more specially in syllabus implementations of all sample preschools.

Observation made by the researcher verified the fact that the government preschools have tried to incorporate all items mentioned above in their program. All of public preschools have tried to implement all items e.g., the syllabus, use scheduling of lessons based on standards, teachers guides, Mother tongue/Amharic/ as medium of instruction, appropriate teaching methods,

appropriate teaching aids, implementing students' continuous individual assessment, having parents and teachers communication note book, teachers' portfolio and students' portfolio. However, the private preschools partially incorporated some of these items.

Hence, the researcher observed the profile of the children found in the classrooms in all sample schools and there were some holistic observations or information documents, the children's work like their drawings, paintings, and the semester score result of each child. In some of the observed classrooms children's art works and best practices were posted on the wall so that other children and parents could see and appreciate. In relation, MoE, MoH and MoWA (2010) ECCE guideline emphasized the importance applying continuous assessment procedures, systematic collection, documentation, analysis and utilization of information on the overall development of the children in any setting in different means. In this regard, the existing practice is encouraging in all preschools, but there is the supply of white papers in the public preschools.

As the Private preschool principals mentioned, there were problems to implement practices. One of the problems was shortage of manpower, shortage of training in the curriculum implementation, lack of supervision and support by experts and supervisors, government not given attention for private preschools in supplying textbooks and training for principals and teachers upgrade them and the formal training which they get from the college as it did not help them to implement the curriculum.

On the other hand public preschool Principals mentioned, shortage of manpower, shortage of training in the curriculum implementation, lack of budget and teachers have no exposures to updating them is their problem.

According to the Ethiopian preschool curriculum (2009), the preschool program contains five areas of learning and development that must shape educational programs in early year's settings.

All areas of learning and development are important and inter connected. These areas are crucial for igniting children's curiosity and enthusiasm for learning and for building their capacity to learn, from relationships and succeed. But, in the majority of the observed preschool much emphasis was given to the development of numeric and literacy with little or no attention to other aspects of development, and almost all observed private preschools give more emphasis for English language. And, also there were no many children reference books like tales and a plaything material like toys that indicates their culture.

Based on the observation of the researcher, all sample preschools' classroom sessions were didactically structured in a rigid and fixed manner like that of the formal school system. Lesson plans were prepared in exactly the same way in the formal school system allowing little or no room for child activities other than the development of literacy and numeric abilities. In almost all cases teachers wanted children to show their excellence and brevity in reading, writing and computational skills. Hence, children were forced to stay idle detached from any interaction with peers in the classrooms. But, the chalk-talk method does not give equal opportunity for the child to be involved in the same way as the discovery oriented, hands-on process method. According to Miller (1996) "What a child does, a child learns. The more often a child engages in an experience, the more the learning is cemented; this is one reason why children love to repeat the same activity" (p.18). Moreover, children arrive at school with different backgrounds, experiences, and at different stages of development. To give each student the best possible start, it is essential that pre-school programs provide a variety of method of teaching and instructional experiences.

The researcher asked the principals about all about the implementation around the policy when she conducted the interview with them. The private preschools principals responded that even if they tried to implement the policy zone education directive expertise didn't give curriculum materials

which guided them and the supervisors ordered them they should copied the materials from the government preschools, and they also mentioned that they didn't know how they implemented the directives in the documents even if they have the documents, because they did not have got training about how they implemented and also the principals indicated that the zone education directive did not support or give them professional comment because the offices gave more attention only to government preschools. As the researcher observation sample private and preschools have been using the books that prepared by them or private publishers, when they were asked why they did it, because there were no text books for preschools from the MoE - principals mentioned.

During the interview principals of all preschools were mentioned their challenges to implement the policy were shortage of qualified teachers, insufficient knowledge, haven't safe environment for special need education student, lack of materials in the market especially text books, low attention of government for preschools and especially public preschools haven't budget that allocate by the government to administer their affairs this is a big challenge to them.

In conclusion, according to the above discussion, the following items listed as challenges and listed towards their worsen: unavailability of incentives for preschool teachers, unavailability of teachers' guide, and unavailability pedagogy center were the first challenges. Further, lack of on-the job training for teachers and principals, unavailability of text books, unavailability of culturally relevant materials, inadequate playing materials and large numbers of students in a class were the second challenges for policy implementation.

CHAPTER FIVE

SUMMARY, CONCLUSION AND RECOMENDATIONS

This final chapter of the study deals with the summary of the major findings of the study. On the basic of these findings, conclusions were drawn. Finally, feasible recommendations were forwarded.

5.1. Summary of major findings

The main purpose of this study was to investigate the implementation of ECCE in private and public preschools in Bahir Dar city. To this effect, the study attempted to explore the international, national, and regional policy issues on Early Childhood Care and Education (ECCE). The study also examined the status of preschool education practices, strengths, and limitations. Furthermore, the study endeavors to identify ways for the improvement of the preschool policy implementation. Therefore, the study particularly focused on addressing the following research questions:

1. To what extent are the preschools equipped with the necessary trained manpower, learning materials and over all indoor/outdoor environments?
2. What is the status of stakeholders' involvement in preschool education?
3. To what extent government officials give uniform support or supervision to both institutions on the implementation?
4. Is there any significant difference between public and private preschools in the implementation of ECCE policies?

In light of the above research questions, both quantitative and qualitative methods of research were employed. The participants of the study included two preschool education expertises: two from AREB and Bahir Dar city Education Department. 38 teachers and 4 principals of 4 sample preschools. Data was collected through questionnaires, observations, interviews, and document

analysis. The study also employed the review of ECCE policy documents and other written documents of the sample preschools. Above all, the major findings of the study have been presented below in the form of answers given to the basic research questions:

The extent of the ECCE policy implementation

Language: Private preschools gave more emphasis for English language, because; even if parents' questionnaire indicated 128(51.2%) were preferred their children learn both languages (by English & Amharic), 97(38.8%) were preferred their children learn by English, the rest parents 25(10.0 %) were preferred Amharic as a medium of instruction for their children. In, contrary most teachers and principals indicated that the parents' influence to made English language for medium of instruction for their children was the big challenge to implement the preschool policy in their centers. In addition to this, most parents indicated they have not knowledge about the current policy for ECCE in the questionnaire

Qualification and competency: the finding of the study revealed that teachers in the public school are competent with a mean score of ($m=3.0972$), at ($t(71) = 63.092, p = .000$) which is greater than the expected mean which was 3 as perceived by parents. In addition to this, leaders in the school are competent with a mean score of ($m=3.0972$), at ($t(71) = 68.935, p = .000$) which is greater than the expected mean which was 3 as perceived by parents. The result from the interview is contrary to parent's response, the training and educational background of teachers and principals was not appropriate to implement the preschool curriculum. In the observation and interview, most teachers in public schools have certificate on ECCE from former Menen training school in Addis Abeba before 40 years, which give training for preschool teachers. In relation to care givers competency, the one sample t-test revealed below the average expected mean score with a mean score of ($m=2.5278$), at ($t(71) = 34.189, p = .000$.) the finding shows that care givers of

the school are incompetent as perceived by parents. Results from observation and focus group discussion supported results from questionnaire, assistance teachers have no any type of training or know how about ECCE and there is no caregiver in these schools but assistance teachers additionally played caregivers role. Similarly, principals of these sample preschools have certificate from Menen School. However, have not leadership courses. In contrary to this, the result revealed teachers in the private preschools are competent with a mean score of ($m=3.5169$), at ($t(177) = 9.687$ $p = .000$) which is greater than the expected mean which was three as perceived by parents. In relation to caregivers competency, the one sample t-test revealed above the expected mean score with a mean score of ($m=3.6348$), at ($t(177) = 8.234$ $p = .000$.) the finding shows that care givers of the school are competent as perceived by parents. In addition to this, leaders in the school are competent with a mean score of ($m=3.6742$), at ($t(177) = 13.288$, $p = .000$) which is greater than the expected mean which was 3 as perceived by parents.

According to the preschool standard, it is possible to say that there were not qualified main teachers and caregivers in the sample private preschools; the diplomas and degrees of the teachers and principals were not related with preschool education. Training in other field of discipline might limit the competency of teachers to implement the curriculum, which in turn affect the whole development of children in the studied preschools. In relation, majority of teachers and principals from private preschools had no opportunities for on the job training to improve or up-date their professional skill in implementing the ECCE policy effectively, and there were also the knowledge gap to implement the preschool syllabus in all most sample preschools.

According to the document entitled preschool inspection checklist, Pre-school leader and main teacher should have pre-school teacher training course diploma and assistant teachers have to have certificate from grade 10 national exam centre and pre-school teacher training certificate;

care givers need to have certificate from grade 10 national exam centre and it is preferable, if they are trained with food preparation (MoE, 2007). Training in other field might limit the competency of teachers to implement the policy of ECCE, which in turn affect the whole development of children in the studied preschools.

Classroom materials and equipment: the results of one sample t-test for public kindergartens with respect to adequacy of textbook indicated that the obtained mean score ($m=1.5417$), at ($t(71) = 17.911$ $p = .00$) is less than to the expected mean ($m=3$), with a mean difference of ($MD=1.4583$). The result implies that there is lack of adequate of textbooks in the school. Similarly, the result of classroom equipment revealed that ($m=2.6250$), at ($t(71) = 41.078$ $p=.000$) almost similar to the mean test value of adequacy of classroom materials and equipment which was 3 as perceived by parents.

The researcher observed that in public preschools, the available classrooms were not well ventilated and there is no available interest corner, teaching materials and equipment, there are no shelves; crowdedness of classrooms was the problem of public preschools.

On the other hand, the results of one sample t-test for private preschools with respect to adequacy of textbook indicated that the obtained mean score ($m=2.1011$), at ($t(177) = -14.677$ $p = .00$) is less than to the expected mean ($m=3$), with a mean difference of ($MD=0.8989$). The result implies that there is lack of adequate of textbooks in the schools. Similarly, the result of classroom equipment revealed that ($m=4.3989$), at ($t(177) = 35.588$, $p=.000$) above the expected mean which is $m=3$, as perceived by parents. This result revealed that private kindergartens have sufficient classroom equipment.

The researcher observed that in private preschools the available classrooms were well ventilated and equipped. In addition to this, in one preschool, there are available interest corners with local and international materials helped to kids know their culture and world, teaching materials.

Outdoor facilities: the overall outdoor facilities in public kindergartens are below the expected mean as perceived by parents in the three dependent variables. Outdoor play materials with the mean score of ($m=2.4167$), at ($t(71) = -68.11, p=.000$). Sanitation ($m=2.3750$), at ($t(71) = -6.990, p = .000$); and safety of the area ($m=2.6667$) at ($t(71) = -4.213, p=.000$) respectively. From the finding, it can be concluded that there is lack of outdoor facilities in public kindergartens.

The information obtained through observation using checklist mentioned items of key inputs in preschools. Based on the observation, the researcher was able to find one public preschool with rest room, feeding room and store, but rest room and store were not found in the other preschool. Similarly, in the public preschools the toilet rooms were not adequate in number it was inappropriate and the staff and children's toilet was not separated.

The overall outdoor facilities in private kindergartens is below the expected mean of ($m=3$) as perceived by parents in the three dependent variables outdoor play materials with the mean score of ($m=2.4382$), at ($t(177) = -6.360, p=.000$). From the finding, it can be conclude that there is lack of outdoor playing materials in private kindergartens, sanitation ($m=4.75$), at ($t(177) = 54.655, p= .000$), and safety of the area ($m=4.1685$) at ($t(177) = 34.125, p=.000$) respectively. From the finding, one can conclude that private preschools highly equipped with outdoor facilities and safe for children.

Based on the researcher observation the play materials seem more or less similar across all the observed preschools. However, in one private preschool only two playing materials, it is to mean that playing materials almost none in this preschool.

School community relationship: the results of independent t-test represented that there was statistically significant mean score difference between public and private preschools in terms of school community relationship. The t-value revealed that private schools exhibited significantly high mean score than public schools in school community relationship. This finding shows that private schools have improved school community relationship than their public preschools.

The interviewees (principals) witnessed the high level of participation of parents in the preschools affairs, especially; the private preschool principals said that parents were very concerned about their kids' education. However, about the parents of public owned preschools principals indicated that parents give priority to only their private jobs to get their daily bread by running here and there to assure their survival. Thus, it is possible to conclude that towards the private preschool, the participation of parents in the preschools was good, but it needs a lot of work to encourage specially the public preschools' parents to participate in the preschools affairs. In line with this, Haile (2010:71) states, "The parent involvement in the pre-schools has been low as compared to the numbers of children found in pre-schools. Limited numbers of parents have made contact with the teachers about their children's learning."

From the overall result finding, the investigator observed that there are lack of continuous supervision, lack of text books, less role of stakeholders on ECCE and lack of trained principals, teachers and care givers on the market which hinder the effective implementation of the ECCE in observed preschools which needs intervention from concerned bodies.

5.2 Conclusion

On the basis of findings mentioned above the following conclusions are drawn:

As the finding of the study indicated, even though there are a policy and standard provision for ECCE in the country, the great majority of private and public sample preschools in Bahir Dar city administration had problems/challenges to implement the policy.

According to the preschool curriculum and current preschool standard, the data analysis indicated that the practices of preschools got challenges: teachers' and principals' qualifications; teaching methods; the classroom environment and its organization; playgrounds and play equipment; parent teacher interactions; and assessment practices which are the indicators of the policy implementation for ECCE, were not properly implemented even if there were the effort to implement a policy preschools.

Learning with mother tongue was implemented in almost all preschools, but private preschools which thought English language as a subject, and there were schools that have thought subjects with English language which are not recommended in preschool curriculum.

The early childhood period is so complex that involved the collaborative effort of parents, schools, governments, and other supporters in realizing the holistic development of the child. Nevertheless, there were limitations working with parents, communities, health offices, and local/international NGOs in preschools.

The availability of separate rest rooms, separate toilets, children's reference books about their surroundings, feeding rooms, in classrooms were claimed to be inadequate. Moreover, there were no medical consults, interest corners, and pedagogy center in almost all preschools except in one. In addition, materials and equipments for children with special needs were nonexistent in the preschools.

5.3 Recommendations

In order to solve the challenges the preschools faced, and to improve their performance the following recommendations have been forwarded based on the findings of the study.

- Teachers are the most important persons in implementing the policy, all teachers at this level must be well trained to assist the children and implement the program as well. Refreshment trainings, workshops, and seminars on the issue of preschool education need to be prepared by the concerned body.
- The organization of classroom and outdoor spaces, materials and equipments, child centered teaching methods, individual assessment, and play are important parts in helping children to acquire the skills and competencies associated with preschool provision. Therefore, the preschools need to provide age appropriate and well equipped materials and instructional methods to facilitate the children needs.
- Participating families and communities in children's learning, and use of culturally-relevant materials are very vital for preschools for holistic development of children.
- Teachers' incentives and commitment should be strengthened to their maximum effort and preparing instructional materials using low cost or locally available raw materials, are advisable ,to improve the shortages.
- In connection with the children with disability, the support should be strengthened by creating conducive nature and trained work force of preschools for them.
- Amhara Regional State Education Bureau needs take the initiation, lead to using its curriculum expert to supplement the existing preschool curriculum with contextualized textbooks and teacher guides to minimize or avoid the ambiguity and difficulty nature of the curriculum, and

repeatedly demand of refreshment training from existing teachers and the new comers in to the system.

- Bahir Dar city Administration education department should keep responsibilities in running preschool education. Therefore, it needs strictly make sure that a minimal level of requirement in program facilities maintained in licensing for preschool education.
- The education department also should effectively overcome its duties and responsibilities in ensuring and controlling standards. Effective and continuous supervision need to be conducted to support teachers to implement the curriculum properly.
- As this study is very limited to come up with all critical problems being featured in the current preschool policy implementation process in Bahir Dar, further and more in-depth study should be carried out on the same area to identify or provide possible answers to the other problems uncovered in the study.

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APPENDICES
BAHIRDAR UNIVERSITY

COLLEGE OF EDUCATION AND BEHAVIOURAL SCIENCE

DEPARTMENT OF TEACHER EDUCATION AND CURRICULUM STUDIES

MA PROGRAMM IN INTERNATIONAL AND COMPARATIVE EDUCATION

QUESTIONNAIRE TO BE FILLED BY PRE SCHOOL PARENTS

The purpose of this questionnaire is to collect information on "The Implementation of Early Childhood Care and Education (ECCE) in Bahir Dar City Administration: A comparative study between private and public pre- primary schools". Hence, you are kindly requested to respond honestly and thoughtfully. The success of the study depends on your genuine information. The information to be gathered will be used only for research purpose. The information from participants will be used confidentially. Your frank and sincere responses will be highly appreciated. There is no need of writing your name.

I thank you in advance for your sincere cooperation!

Direction: Please, indicate your choice by using tick () mark except those that require written answers in each of the following sentences.

Part I: Back ground information

1. Name of the school: _____
2. Type of the school: Public Private
3. Sex: Male Female
4. Your Educational Level _____
5. Relation with the student: Mother Father Relative
Other if any, _____
6. What language do you prefer to use as medium of instruction for your child in the preschool education? A. In Amharic B. In English C. with both language

Part II: Parents' role in the school

5. Very high; 4. High; 3. Average; 2. Low; 1. Very low

| | Place the rate of Statements below relating to the school situation | Rating Scale | | | | |
|----|--|--------------|---|---|---|---|
| | | 1 | 2 | 3 | 4 | 5 |
| | Classroom materials and equipment | | | | | |
| 1 | Adequate textbooks in the school | | | | | |
| 2 | The school equipped with in classroom equipment (table, chair shelf, blackboard e.t.c) | | | | | |
| | the qualification and competency of the school employees | | | | | |
| 3 | Competencies of teachers in the school | | | | | |
| 4 | Competencies of care givers in the school | | | | | |
| 5 | Competency of the leader in the school | | | | | |
| | outdoor facilities | | | | | |
| 6 | The school equipped with outdoor playing equipment | | | | | |
| 7 | Sanitation of The Area | | | | | |
| 8 | All the area /the gate, compound, classroom, toilet, etc./ is safe for children | | | | | |
| | School community relation ship | | | | | |
| 9 | The tendency of the school approaching the parents and the community in general | | | | | |
| 10 | Your interaction with the teachers of your child | | | | | |
| 11 | Your participation in your children preschool affairs | | | | | |

12. What is your opinion regarding the national education policy of ECCE?

13. What types of knowledge do you prefer to your child in the preschool? (including your language preference)

14. Any comments about the school

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**Interview for educational Experts in Bahir Dar Zone Administration Education department
and preschool principals**

Dear Interviewee: The purpose of this interview is to collect information on the fulfillment of inputs to realization of The Implementation of Early Childhood Care and Education (ECCE) in Bahir Dar City Administration: A comparative study among private and public pre- primary schools. Hence, you are kindly requested to respond honestly and thoughtfully.. Hence, you are kindly requested to respond honestly and thoughtfully. The success of the study depends on your genuine information. The information to be gathered will be used only for research purpose. The information from participants will be used confidentially. Your frank and sincere responses will be highly appreciated.

I thank you in advance for your sincere cooperation.

Interview Questions

Background Questions:

1. What is your highest qualification?
2. What is your position?
3. How long have you been in your position?

I. Interview questions for Bahir Dar education office experts

1. What roles are expected of the Zone Administration Education department in the management and supervision of preschool?
2. Do you think policies on ECCE get implemented?
3. What are the challenges related to implementation of ECCE in preschools?
4. What differences do you observe between private and public preschools towards the implementation of ECCE?

II. Interview questions for Preschool leaders:

1. What roles are expected from the leader of the preschool?
2. Do you think policies on ECCE get implemented?
4. What are the challenges related to implementation of ECCE in your preschools?
5. Do you have the document of preschool syllabus /curriculum?
6. Do you have trained teachers and caregivers for the preschool?
7. Do you have adequate and appropriate indoor and outdoor facilities to promote child learning and development?
8. How do you interact with parents, Health office, and other community? Do they have any role in the kindergarten?
9. Do city administration education department supervise the school in the cause of supporting the school?
10. Any other issue you want to tell me.

Thank You

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OBSERVATION CHECKLIST FOR PRESCHOOLS

Indoor and outdoor information about the target preschool:

| No | I. Teaching learning process | Yes | No | Remark |
|-----------|---|------------|-----------|---------------|
| 1. | Implementation of preschool syllabus of the country. | | | |
| 2. | Instructional documents in the class e.g. teachers guides, syllabus, check lists, student portfolio, communication books and other documents. | | | |
| 3. | Education schedule based on preschool standards | | | |
| 4. | Teaching methodology of teachers | | | |
| | II. Classroom materials and equipment | | | |
| 5. | Teaching aids in the class rooms | | | |
| 6. | Pictures placement at the eye level of children | | | |
| 7. | Adequate lighting and width of the class | | | |
| 8. | Books and teaching aids promote holistic development of students | | | |
| 9. | Class rooms Furnishes appropriate for the physical size of the children | | | |
| 10. | The classroom suitability for children with special needs | | | |
| 11. | Access of text book for children | | | |

| | | | | |
|---------------------------------------|--|--|--|--|
| 12. | The number of children in a class according to the standard of preschool | | | |
| III. Language and culture | | | | |
| 13. | Teaching materials and pictures reflecting the society's culture | | | |
| 14. | Mother tongue used in teaching learning process | | | |
| IV. Outdoor materials | | | | |
| 15. | Playing materials in the compound | | | |
| 16. | Adequate playing materials according to the number of students | | | |
| V. Service rooms | | | | |
| 17. | Convenient of toilets for children, children with special needs | | | |
| 18. | Separate toilets for girls and boys & children and adults | | | |
| 19. | Sanitation of toilets | | | |
| 20. | Rest rooms, dining rooms | | | |
| 21. | Availability of pipe water | | | |
| VII. Working with stockholders | | | | |
| 22. | Interaction between the center and community | | | |
| 23. | Interaction between teachers and parents | | | |
| 24. | Communication note book | | | |
| VIII. Policy documents | | | | |
| 25. | Instructional and policy documents in the office | | | |
| 26. | Instructional documents at teachers' hand | | | |

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FOCUS GROUP DISCUSSION LEADING QUESTIONS FOR TEACHERS AND

CAREGIVERS

Dear Group members: The purpose of this Group discussion is to collect information on the fulfillment of inputs to realization of The Implementation of Early Childhood Care and Education (ECCE) in Bahir Dar City Administration: A comparative study among private and public pre-primary schools. Hence, you are kindly requested to respond honestly and thoughtfully. The success of the study depends on your genuine information. The information to be gathered will be used only for research purpose. The information from participants will be used confidentially. Your frank and sincere responses will be highly appreciated.

1. Have you trained in the preschool teaching and care giving At College/University level?
If you have taken trainings how much is helpful to coach your baby?
2. Is your teaching and learning process guided by the policy and the standard? (E.g. Scheduling of lessons, teachers guide, medium of instruction, teaching methods, reference books like tales and plaything like toys related to their culture, Appropriate teaching aids, continuous assessment, Teacher student ratio etc.).
3. Is their adequate Outdoor play materials and equipment like sand box, Balls, Merry go round, Slides, Swings, climbing frames in your school ?

4. What seem adequate service facilities in your campus (e.g. water supply, Space for Play, Latrine, Feeding room, Separate restroom for girls and boys, Separate toilets for teachers and for administrative staff, first aid room, Store, Pedagogy center).
5. What seems availability of regular health service is given? e.g. Vaccinations
6. Is their adequate supervision and support for your school?

በባህር ዳር ዩኒቨርሲቲ

የትምህርት እና ስነባህሪ ኮሌጅ

የመምህራን እና ስርአተ-ትምህርት ጥናት ክፍል

የአለም አቀፍ ትምህርት ንጽጽር ፕሮግራም

በቅድመ መደበኛ ትምህርት ቤት ወላጅ የሚሞላ መጠይቅ

የዚህ መጠይቅ አላማ ቀዳማይ ልጅነት እንክብካቤ እና ቅድመ መደበኛ ትምህርት ትግበራ በባህርዳር ዳር ውስጥ በሚገኙ የግል እና የህዝብ ቅድመ መደበኛ ትምህርት ቤቶች ለሚል ጥናታዊ ጽሁፍ ግብአት የሚሆን መረጃ ማግኘት ነው። ስለሆነም መጠይቆቹን በታማኝነትና በግልጽነት እንዲሞሉ በትህትና እጠይቃለሁ። የዚህ ጥናት ስኬት እርስዎ በሚሰጡት መረጃ ላይ የተመሰረተ ነው። የተሰበሰበውም መረጃ ለዚህ ጥናት ዓላማ ብቻ የሚውል ይሆናል። ከተሳታፊዎች የሚገኘውም መረጃ ሚስጥራዊነት የተጠበቀ ነው። እርስዎ ለሚሰጡት ግልጽና ቅንነት የተሞላበት ምላሽ በጣም አመሰግናለሁ። መጠይቆቹ ፎርም ላይ ስምም ሆነ አድራሻ መግለጽ አስፈላጊ አይደለም። ለአደረጉት ቅን ትብብር በቅድሚያ አመሰግናለሁ።

መመሪያ:- የፅሁፍ መልስ ከሚያስፈልጋቸው ውጪ ላሉ መጠይቆች ምርጫዎን የጭረት() ምልክት በማድረግ ያሳዩ።

ክፍል 1፣ ግላዊ መረጃ

1. የትምህርት ቤቱ ስም፣-----
2. የትምህርት ቤቱ አይነት:- የህዝብ የግል
3. ጾታ:- ወንድ ሴት
4. የትምህርት ደረጃ:- -----
5. ከተማሪው ጋር ያለዎት ዝምድና:- እናት አባት የስጋ ዘመድ
 ሌላ ካለ ይጥቀሱ -----
6. ልጅዎ በየትኛው ቋንቋ ቢማር ይመርጣሉ?
 ሀ. በአማርኛ ለ. በእንግሊዘኛ ሐ. በሁለቱም

ክፍል ሁለት

መመሪያ: የዕሁፍ መልስ ከሚያስፈልጋቸው ጥያቄዎች ውጪ ላሉ መጠይቆች ምርጫዎን የጭረት() ምልክት በማድረግ ያሳዩ።

1. በጣም ዝቅተኛ 2. ዝቅተኛ 3. መካከለኛ; 4. ከፍተኛ; 5. በጣም ከፍተኛ;

| ተ.ቁ | ከዚህ በታች የተዘረዘሩትን አረፍተ-ነገሮች ከትምህርት ቤቱ ነባራዊ ሁኔታ ጋር በማዛመድ በተቀመጡት የልኬታ ደረጃዎች ላይ ይመድቡ | የልኬታ ደረጃ | | | | |
|-----|---|----------|---|---|---|---|
| | | 1 | 2 | 3 | 4 | 5 |
| 1 | ህጻናቱ ለተማሪዎቹ የመማሪያ መጻሕፍትን በበቂ ሁኔታ የማዳረስ አቅም | | | | | |
| 2 | ልጅዎ የሚማርበት አጸደህጻናት የክፍል ውስጥ የአደረጃጀት ሁኔታ (ወንበር፣ ጠረጴዛ፣ ሽልፍ፣ ብላክቦርድ ወዘተ) | | | | | |
| 3 | የመምህራን ሁለንተናዊ ብቃት | | | | | |
| 4 | የትምህርት ቤት አመራሩ ብቃት | | | | | |
| 5 | በአጸደ ህጻናቱ ሞግቢቶች ለህፃናት የሚሰጡት እንክብካቤ እና አያያዝ | | | | | |
| 6 | ከክፍል ውጪ ያሉት የመጫወቻ ቁሳቁሶች አደረጃጀት እንዲሁም ተማሪዎችን በበቂ የማስተናገድ አቅም | | | | | |
| 7 | የአጸደ ህጻናቱ የጽዳት ሁኔታ | | | | | |
| 8 | የአጸደ ህጻናቱ ግቢ እና በግቢው ውስጥ ያሉ የመጫወቻ ቁሳቁሶች፣ የመማሪያ ክፍሎች፣ መጻዳጃ ቤቶች እና የመሳሰሉት ለህጻናቱ ያላቸው ምቹነት | | | | | |
| 9 | ትምህርት ቤቱ ወላጆችን ከማስተናገድ አንፃር ያለው ገጽታ | | | | | |
| 10 | ከልጆቻቸው መምህራን ጋር በልጆቻቸው የትምህርት ሁኔታ ለመወያየት የሚያደርጉትን ግንኙነት በምን ደረጃ ያስቀምጡታል | | | | | |
| 11 | በልጆቻቸው የትምህርት ቤት የውስጥ ጉዳዮች ላይ ያለው ተሳትፎ | | | | | |

12. ስለ ጨቅላ ህፃናት እንክብካቤ እና ቅድመ መደበኛ ትምህርት ፖሊሲው ላይ ያለዎት አስተያየት ምንድን ነው?

13. በዚህ የቅድመ መደበኛ ትምህርት ደረጃ ልጅዎ ምን እንዲማርገልዎት ይፈልጋሉ? ከላይ የመረጡትን ቋንቋ ምርጫዎትን ለምን እንደ መረጡ ጨምረው ያብራሩ።

14. አጠቃላይ በቅድመ መደበኛ ትምህርት ቤቱ ላይ የሚሰጡት አስተያየት ካለ ይግለጹ

በባህር ዳር ዩኒቨርሲቲ
የትምህርት እና ስነባህሪ ኮሌጅ
የመምህራን እና ስርአተ-ትምህርት ጥናት ክፍል
የአለም አቀፍ ትምህርት ንጽጽር ፕሮግራም

ለቅድመ መደበኛ ትምህርት ባለሙያዎች እና ለቅድመ መደበኛ ትምህርት ቤቶች ርእሰ-መምህራን
የሚቀርብ ቃለ-መጠይቅ

ውድ ቃለ-መጠይቅ ሰጪዎች የዚህ ቃለ-መጠይቅ አላማ ቀዳማይ ልጅነት እንክብካቤ እና ቅድመ መደበኛ ትምህርት ትግበራ በባህርዳር ዳር ውስጥ በሚገኙ የግል እና የህዝብ ቅድመ መደበኛ ትምህርት ቤቶች ለሚል ጥናታዊ ጽሁፍ ግብአት የሚሆን መረጃ ማግኘት ነው። ስለሆነም መጠይቆቹን በታማኝነትና በግልጽነት እንዲመልሱልኝ በትህትና እጠይቃለሁ። የዚህ ጥናት ስኬት እርስዎ በሚሰጡት መረጃ ላይ የተመሰረተ ነው። የተሰበሰበውም መረጃ ለዚህ ጥናት ዓላማ ብቻ የሚውል ይሆናል። ከተሳታፊዎች የሚገኘውም መረጃ ሚስጥራዊነት የተጠበቀ ነው። እርስዎ ለሚሰጡት ግልጽና ቅንነት የተሞላበት ምላሽ በጣም አመሰግናለሁ።

ክፍል አንድ፡- መነሻ ጥያቄዎች

1. ክፍተኛ የትምህርት ደረጃዎ፤
2. በቦታው ያለዎት ኃላፊነት
3. ባሉበት የስራ መደብ ምን ያህል ጊዜ ቆይተዋል፤

ክፍል ሁለት፡- ለቅድመ መደበኛ ትምህርት ባለሙያዎች የሚቀርብ ቃለ-መጠይቅ

1. የቅድመ መደበኛ ትምህርትን ክትትል እና ድጋፍ ከማድረግ አኳያ የከተማ አስተዳደር ትምህርት መምሪያው የሚጫወተው ሚና ምን ይመስላል? (ክትትል እና ድጋፍ በምን መልኩ ታደርጉላቸዋል?)
2. ከልምድም በመነሳት በቀዳማይ ልጅነት እንክብካቤ እና ቅድመ መደበኛ ትምህርት ላይ የወጣው ፖሊሲ ሙሉ በሙሉ እየተተገበረ ነው ብለው ያስባሉ?
3. ከልምድም በመነሳት የቀዳማይ ልጅነት እንክብካቤ እና ቅድመ መደበኛ ትምህርትን እንዲሁም ፖሊሲውን በተግባር ላይ ለማዋል እያጋጠሙ ያሉ ችግሮች ወይም ፈታኝ ሁኔታዎች ምንድን ናቸው?
4. ላነሷቸው ችግሮች ወይም ፈታኝ ሁኔታዎች ይሆናሉ ብለው የሚያስቧቸውን የመፍትሄ ሀሳቦች ቢጠቁሙኝ!

5. በግል እና በህዝብ ቅድመ መደበኛ ትምህርት ቤቶች መካከል በትግበራ ላይ ያላቸው ልዩነት ምን ይመስላል?

6. ሌላ የሚጨመሩት ሀሳብ ካለ ቢገልጹልኝ!

ክፍል ሶስት:- ለቅድመ መደበኛ ትምህርት ቤቶች ርዕሳን መምህራን የሚቀርብ ቃለ-መጠይቅ

1. በማር ማስተማሩ ሒደት እና በአጠቃላይ እንቅስቃሴ ማለትም ምቹ ሁኔታን በትምህርት ቤቱ ከመፍጠር አንጻር የርእሰ መምህሩ ሚና ምንድን ነው?
2. በቀዳማይ ልጅነት እንክብካቤ እና ቅድመ መደበኛ ትምህርት ላይ የወጣው ፖሊሲ ሙሉ በሙሉ እየተተገበረ ነው ብለው ያስባሉ?
3. የቀዳማይ ልጅነት እንክብካቤ እና ቅድመ መደበኛ ትምህርትን እንዲሁም ፖሊሲውን በተግባር ላይ ለማዋል እያጋጠሙ ያሉ ችግሮች ወይም ፈታኝ ሁኔታዎች እንደ እርስዎ ትምህርት ቤት ምንድን ናቸው?
4. ምን ምን አይነት የቅድመ መደበኛ ትምህርት ዶክመንቶች በትምህርት ቤታችሁ አሏችሁ? (ለምሳሌ ስርተ-ትምህርት፣ ሌላም ሌላም....)
5. በሙያው የሰለጠኑ መምህራን እና ሞግዚቶች አሏችሁ ወይ?
6. በቂ የክፍል ውስጥ የክፍል ወጪ ቁሳቁሶች (ለምሳሌ:- ለህፃናት የሚሆኑ ጠረጴዛዎች፣ ወንበሮች፣ የህፃናትና የመምህራን ቁሳቁስ ማስቀመጫ መደርደሪያዎች (ሼልፎች)፣ የተለያዩ አይነት መጫወቻዎች፣ አገልግሎት የሚሰጡ ተጨማሪ ክፍሎች የወንዶችና የሴቶች ተማሪዎች የተለያዩ መጻፋት ክፍል፣ የማረፊያ ክፍል ወ.ዘ.ተ አሏችሁ ወይ?
7. ከባለድርሻ አካላት ጋር የመማር ማስተማሩን ሒደት ለማገዝ እንዲሁም ከወላጆች ጋር በልጆቻቸው የትምህርት ሁኔታ ለመምከር ቋሚ የሆነ የመመካከሪያ መድረክ አላችሁ?
8. ምን ምን ተግባራትን እና ድጋፎችንስ በትምህርት ቤታችሁ ያከናውናሉ?
9. የከተማ አስተዳደር ትምህርት መምሪያው በቂ እና ቀጣይነት ያለው ሙያዊ ክትትል እና ድጋፍ `ያደርጉላችኋል?
10. ሌላ የሚጨመሩት ሀሳብ ካለ ይግለጹ።

በባህር ዳር ዩኒቨርሲቲ
የትምህርት እና ስነባህሪ ኮሌጅ
የመምህራን እና ስርአተ-ትምህርት ጥናት ክፍል
የአለም አቀፍ ትምህርት ንጽጽር ፕሮግራም
የቅድመ መደበኛ ትምህርት ምልክታ ነጥቦች /የምልክታ ማስታወሻ/
ለናሙና የተመረጡ ትምህርት ቤቶች ውስጣዊና ውጫዊ መረጃዎች

| ተ.ቁ | የምልክታ ነጥቦች | አለ | የለም | አስተያየት |
|-----|--|----|-----|--------|
| | I. የመማር ማስተማር ሒደት | | | |
| 1. | መምህራን የሀገሪቱን ስርዓተ ትምህርት ተከትለው መማር ማስተማሩን የማካሄድ ሁኔታ | | | |
| 2. | በክፍል ውስጥ ወሳኝ መዛግብት (ለምሳሌ የመምህራን መምሪያ፣ ስርአተ-ትምህርት፣ የተማሪዎች መከታተያ ቅጾች፣ የመምህር እና የተማሪ ማህደረተግባር፣ የወላጅ መምህር ማስታወሻ፣ ወዘተ). | | | |
| 3. | በአፀደ ህፃናቱ ስታንዳርድን መሰረት ያደረገ የትምህርት መርሀ ግብር | | | |
| 4. | ስታንዳርዱን መሰረት ያደረገ የመምህራን የማስተማር ዘዴ | | | |
| | II. የመማር ያክፍል ቁሳቁሶች እና አገልግሎት | | | |
| 5. | በክፍሉ ውስጥ መርጃ መሳሪያዎች | | | |
| 6. | ስዕሎች ለህፃናቱ ዕይታ በማያዳግቱና አካላዊ እድገታቸውን ባገናዘበ መልኩ የተለጠፉበት ሁኔታ | | | |
| 7. | የመማሪያ ክፍሉ በቂ ብርሃን የማስገባት ሁኔታ | | | |
| 8. | የመማሪያ ክፍሉ ስፋት | | | |
| 9. | ያሉት መፃሕፍት ለህፃናቱ ሁለንተናዊ እድገት ፋይዳ | | | |
| 10. | በክፍል ያሉ መርጃ መሳሪያዎች ለህፃናቱ ሁለንተናዊ እድገት ፋይዳ | | | |
| 11. | በክፍል ውስጥ ያሉ ቁሳቁሶች ከህጻናቱ አካላዊ ብቃት ጋር የመጣጠን ሁኔታ | | | |
| 12. | የመማሪያ ክፍሉ ልዩ ፍላጎት ያላቸው ተማሪዎችን ለማካተት የሚያስችል አቅም (ለልዩ ፍላጎት ተማሪዎች ምቹ የመሆን ሁኔታ) | | | |
| 13. | ለተማሪዎች የተሟላ የመማሪያ መጻሕፍት | | | |

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|-------------------------------|---|--|--|--|
| 14. | በክፍል ውስጥ ያሉ ተማሪዎች ብዛት በደረጃ መለኪያው /በእስታንዳርዱ/ መሰረት የመደራጀት ሁኔታ | | | |
| III.ባህል እና ቋንቋ | | | | |
| 15. | የትምህርት መረጃ መሳሪያዎች እና ስዕሎች ባህልን መሰረት ያደረጉበት ሁኔታ | | | |
| 16. | ተማሪዎች በአፍ መፍቻ ቋንቋቸው የመማር ሁኔታ | | | |
| IV.ከክፍል ውጪ ያሉ አገልግሎቶች | | | | |
| 17. | በግቢው ውስጥ ለተማሪዎቹ በቂ መጫወቻ ቁሳቁስ | | | |
| 18. | የህፃናቱን አካላዊ ብቃትና ባህልን ያገናዘቡ የመጫወቻ ቁሳቁሶች | | | |
| V.አገልግሎት ሰጪ ክፍሎች | | | | |
| 19. | ለህፃናት እንዲሁም ልዩ ፍላጎት ላላቸው ተማሪዎች ምቹ የመጻፃጃ ቤት | | | |
| 20. | ለህፃናት በጾታ የተለየ መጻፃጃ ቤት | | | |
| 21. | ለህፃናት እና ለ አዋቂዎች ተለይቶ የተዘጋጀ መጻፃጃ ቤት | | | |
| 22. | በመጻፃጃ ቤቱ ጥሩ የጽዳት ሁኔታ | | | |
| 23. | ለህፃናቱ በቂ የማረፊያ ክፍል | | | |
| 24. | ለህፃናቱ በቂ የመመገቢያ ክፍል | | | |
| 25. | በቂ ቧንቧዎች | | | |
| VI.የወላጅ እና ማህበረሰብ ተሳትፎ | | | | |
| 26. | ተቋሙ ከማህበረሰቡ ጋር ግንኙነት መኖሩን የሚያመለክቱ ማስረጃዎች | | | |
| 27. | በመምህራን እና ወላጆች መካካል ጠንካራ ግንኙነት | | | |
| 28. | የግንኙነት ደብተር | | | |
| VII.የቢሮአደረጃጀት | | | | |
| 29. | ወሳኝ መዛግብት እንደ ስርአተ ትምህርት፣ የመምህሩ መምሪያ፣ የልዩ ፍላጎት ተማሪዎችን ለመርዳት የሚያስችሉ ማኑዋል፣ወዘተ በቢሮ ይገኛሉ. | | | |
| 30. | ለየክፍሉ መዛግብቱ እንዲደርሱ የተደረጉበት አጋጣሚ (በመምህራን እጅ የተዳረሱበት ሁኔታ) | | | |

በባህር ዳር ዩኒቨርሲቲ
የትምህርት እና ስነባህሪ ኮሌጅ
የመምህራን እና ስርአተ-ትምህርት ጥናት ክፍል
የአለም አቀፍ ትምህርት ንጽጽር ፕሮግራም

ውድ የቡድን አባላት የዚህ የቡድን ወይይት አላማ ቀዳማይ ልጅነት እንክብካቤ እና ቅድመ መደበኛ ትምህርት ትግበራ በባህር ዳር ውስጥ በሚገኙ የግል እና የህዝብ ቅድመ መደበኛ ትምህርት ቤቶች ለሚል ጥናታዊ ጽሁፍ ግብአት የሚሆን መረጃ ማግኘት ነው። ስለሆነም ወይይቱን በታማኝነትና በግልጽነት እንዲያደርጉ በትህትና እጠይቃለሁ። የዚህ ጥናት ስኬት እርስዎ በሚሰጡት መረጃ ላይ የተመሰረተ ነው። የተሰበሰበውም መረጃ ለዚህ ጥናት ዓላማ ብቻ የሚውል ይሆናል። ከተሳታፊዎች የሚገኘውም መረጃ ሚስጥራዊነት የተጠበቀ ነው። እርስዎ ለሚሰጡት ግልጽና ቅንነት የተሞላበት ምላሽ በጣም አመለካከት ለሆነው።

- 1) የቅድመ መደበኛ ትምህርት መምህርነት እና የ ጨቅላ ህፃናት እንብካቤ በኮሌጅ ወይም በዩኒቨርሲቲ ደረጃ ስልጠና ወስደዋል? የስራ ላይ ስልጠና ለማግኘት? የወሰዱት ስልጠና የቅድመ መደበኛ ስርአተ ትምህርቱን ለመተግበር አስችሎታል?
- 2) የመማር ማስተማር ሒደቱ በ ስርዓተ ትምህርቱ እና በተቀመጠለት ደረጃ (ስታንዳርድ) መሰረት ይመራል ወይ? ለምሳሌ (የመምህሩ አጋዥ መጻሕፍት መጠቀም፣ በአፍ መፍቻ ማስተማር፣ አግባብነት ያለው የማስተማሪያ ዘዴ ባህላቸውን ያልሳቱ የሕፃናት መጻሕፍት/ የተረት፣ ወዘተ./ እና መጫዎቻቸው/ አሻንጉሊቶች፣ ወዘተ አግባብነት ያለው መርጃ መሳሪያ አጠቃቀም፣ ተከታታይ ምዘና የተማሪ መምህር /ዋና እና ረዳት/ እና ሞግዚት ጥምርታ(1ለ40) የመሳሰሉት) በትምህርት ቤታችሁ ምን ይመስላል?
- 3) በቂ ክፍል ውጭ የመጫዎቻቸው ቁሳቁሶች አሏችሁ? ለምሳሌ መንሸራተቻ፣ ሻፕፕርፍ፣ መሳሰሉት፣ የአሸዋ ሳጥን ወዘተ የመሳሰሉት
- 4) ተጨማሪ አገልግሎት መስጫ ክፍሎች እና ቁሳቁሶች በግቢያችሁ በቂ ናቸው? ለምሳሌ የመምህራንና የአስተዳደር ሰራተኞች መጻጻጃ ክፍል፣/ለወንዶችና ለሴቶች የመጀመሪያ እርዳታ መስጫ ክፍል፣ የተደራጀ የትምህርት ማበልጸጊያ ማዕከል፣ መመገቢያ ክፍል፣ የማረፊያ ክፍል፣ የወንዶችና የሴቶች ተማሪዎች የተለያዩ መጻጻጃ ክፍል እና የመሳሰሉት
- 5) ባለ ድርሻ አካላት በትምህርት ቤታችሁ እና በልጆች ጉዳይ ላይ ተሳትፎ ያደርጋሉ ወይ?
- 6) የትምህርት ባለሙያዎች በቂ የሆነ ክትትል እና ድጋፍ ያደርጉላችኋል? የስራ ላይ ስልጠና ያመቻቹላችኋል?
- 7) ተጨማሪ ሀሳብ ካላችሁ ብትገልጹልኝ



Pic 1 Indoor/outdoor environment of private preschools



Pic 2 Indoor/outdoor environment of public preschools