



**COLLEGE OF EDUCATION AND BEHAVIORAL STUDIES**

**DEPARTMENT OF PEDAGOGICAL SCIENCE AND ENGLISH LITERATURE**

**PRACTICE OF PRE- SCHOOLING IN BULE HORA ADMINSTRATIVE TOWN**

**A SENIOR ESSAY SUBMITTED TO THE DEPARTEMENT OF PEDAGOGICAL  
SCIENCE AND ENGLISH LITERATURE IN PARTIAL FULFILMENT OF  
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## ACRONYMS AND ABBREVIATION

AU- African union

ECCE- Early Childhood Care and Education

ECE- early childhood education

FTI- Fast Track Initiative

GER- gross enrolment ratio

MOE-ministry of education

MoH-Ministry of health

NGOs-non-governmental organizations

PRSPs- Poverty Reduction Strategy Papers

UNESCO-United nations educational, scientific, and cultural organization

UNICEF-united nations children's international emergency fund

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## ABSTRACT

*The main purpose of this study was to assess the practice of pre-schooling in Bule Hora town. Quantitative approach was employed for this study. Two private preschooling centres (walifand sifnahe preschools) are randomly selected for the study. 18 preschool teachers (9 from walif, 9 from sifnahe) are selected. Semi-structured questionnaires had used to collect quantitative data in which 14 items are filled by preschool teachers which were dealing with Early Childhood Care and Education (ECCE) practices. Data presentation, analysis and interpretation were used to analyze the quantitative and data. The Ethiopia Somali Regional Education Bureau is recommended to address shortage of trained ECCE teachers, develop standardized ECCE curriculum, applying developmentally appropriate content, materials, and teaching methods, use locally and culturally appropriate materials and assign teachers who can speak the local language of the community.*

Keywords: Early Childhood Care; Education; Practices; Challenge.

## CHAPTER-ONE

### 1.1BACKGROUND

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

In 2014, the global gross enrolment ratio was 44%, considerably lower than in 2012 as a result of a large downward adjustment to the estimate for India. Indeed, Southern Asia is the region with the lowest participation rate at 18.5%, followed by sub-Saharan Africa (21.5%) and Northern Africa and Western Asia (29%). Much higher rates are observed in Latin America and the Caribbean (73%), Eastern and South-eastern Asia (76%) and Europe and Northern America (85%) (UNESCO, 2016)

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

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

At the national level, 19% of pupils enrolled in grade 1, in 2006 E.C. (2013/14), have left school before reaching grade 2 in 2007 E.C. (2014/15). Therefore, to decrease the dropout rate at primary school (grades 1 to 8), the Ethiopian education system should focus on decreasing the number of grade 1 students who dropout, as if grade 1 students are kept in the system the probability of the student dropping out in future grades is less (MoE,2014/15).

Similarly, Ethiopia Somali Regional Education Bureau has also given due attention to the expansion of the ECCE centers that have improved Gross Enrollment Rate from 1.7 % in 2009/10 to 12 % in 2014/15 G.C. ( Somali REB EMIS, 2014/13). However, Somali Regional State still have huge number of pre-primary school age children who are out of school. As stated in 2014/15 National Educational Statistical abstract, out of the 490,945 children of appropriate age ( 4-6) about 60,920 children have only access to preprimary education all over the region while 430,025 children of appropriate age ( 4-6) are out of the school in the region. Primary school in both urban and rural areas in Somali Region.

As stated by some research studies which have been made by different scholars, for instance AmogneAsfaw Eshete (2014) Recently there is considerable expansion of ECCE centers particularly O'classes attached with studied on the impact of attending pre-school education on later academic achievement of students in Dessie, AndualemTesfay (2014) explored the contribution of community based Early Childhood Care and Education Centers in creating access and delivering quality education for orphan and vulnerable children in Addis Ababa, RahelGashaw (2014) focused on quality of Early Childhood Care and Education in Government ECCE centers in Bole and Kirkos Sub-cites in Addis Ababa, Girma Lemma (2014) emphasized on quality of Early Childhood Care and Education in Addis Ababa from the caregiver child interaction, parental perception, and social competence of children (Input-Process-Output Approach) angle. Yigzaw and Srinivas (2015) has conducted a similar study focusing on Practice, benefits and challenges of Early Childhood Care and Education in Government and Private centre of Jijiga City Administration. Most of the above mentioned researches have not focused on the practice and challenges in relation with established policy framework and strategic operational guideline.

## 1.2 Statement of the problem

In Ethiopia there are some common problems which may suffer the child in terms of accessing education at the age of their primary cycle. Specially the unavailability of school and at per school level. With regarding to these issues, different scholars have given same arguments.

According to RahelGashaw (2014) concluded in here study that was conducted in Addis Ababa in her major findings the presence of challenges to meet desired quality in ECCE in terms of ECCE Curriculum, teachers' qualification, teaching and learning process, inadequacy of indoor and outdoor materials. Research conducted by Assefa (2014) revealed that inadequacy of qualified teacher, availability of enough playing ground and materials, child sized table and chairs, classroom space per child, separate rest room for the children, practicing different teaching method safe environment were most challenges faced by the preschool in the study areas.

A research conducted by Tigistu (2013) revealed that the majority of the existing personnel working at the different echelons of the education system related to ECCE had irrelevant or only slightly relevant qualifications. Second Ethiopia EGRA Result (2014) showed that a high number of Grade 2 and Grade 3 children were not able to read a single word, which meant that the students were far below benchmark of reading fluency (i.e., 60 words per minute). In all eight regions, more than 80 percent of children were not reading at expected fluency benchmarks in 2010 (RTI, 2010). The above result from second EGRA result shows how much contribution of the Pre-school education in Ethiopia is important.

The main key points that researcher concluded from this EGRA was that major contribution of the preschool for the children that have not experienced early childhood education and that was why children were struggling in grade 1, 2 and also grade 3 in reading, writing and comprehension skills. Although EGRA has forwarded as recommendation for expansion of the access to preprimary in Ethiopia, it has not mentioned clearly key role that preschool can play in addressing these problems.

As one of research questions, the researcher has look at the key contribution of the preschool in addressing above mention problems. A lot of gaps were observed and identified from all above empirical studies mentioned and discussed. All most of the above studies selected and worked on only government run preschools (O'classes). None of them have also placed high

emphasis on the key contribution of preschools and included in their research objective and questions as well. Similarly their key research questions and objectives were not looking at actual practices observed in relation with ECCE policy framework and its strategic operation and guideline of Ethiopia and Regional context specific. Thus based on above empirical researches gaps, this thesis was interested to examined and explore practice, contribution, and challenges of preschool education as very few research was done in the areas. This research was aimed to address the following major statements of problem. The current practices of private pre-school Education in Bule Hora town (it also consider ECCE input and process, ECCE practice alignment with ECCE policy and quality standard)

## **1.3 OBJECTIVE OF THE STUDY**

### **1.3 .1 General Research Objective**

The primary objective of this study was to examine the practices of private pre-school Education in Bule Hora town.

### **1.3.2 Research questions**

1. What the current practice of the Private pre-school in Bule Hora town in relation input and process?
2. To what extent the policy is practiced effectively pre- school in Bule Hora town?
3. What are the major challenges Private pre- schools faces in the implementation?

### **1.3.3 Specific Objectives**

The detailed objectives of this study aimed:

- 1) To assess the current practice of the private pre-schools in Bule Hora in relation with input and process?
- (2) To identify the major challenges of private schools faces in the implementation?
- 3) To assess which the policy is practiced effectively

## **1.4 Significance of the Study**

This study has the following significance: It helps education officials and policy makers to gain information on the current status of the program; It helps to know what major challenges are encountered in the implementation process; The study is also expected to identify what achievements are gained following the implementation of the program; It will contribute to the literature on the area and serve as reference for those working on the program.

## **1.5 Limitation of the study**

Due to lack of time, money, covid-19 pandemic, and logistics reasons, the researcher has only focused on Sinaye & Walif nursery schools.

## **1.6 Delimitation of the study**

The study designed to access the practice of pre schooling in Bule Hora administrative town. So, the study was delimited to only west Guji zone regional state of Oromia in practice of pre schooling in Bule Hora administrative town.

## **1.7 Organization of the Study**

This this research is organized in a way that it comprised of five chapters. Chapter one consists of the background of the study, statement of the problem, objective of the study, significance of the study, limitation of the study, delimitation of the study and organization of the study. Chapter two is a review of related literature that is relevant to the problem under study. Chapter three deals with the methodology, chapter four- data presentation, analysis and interpretation, chapter five- Discussion of find and chapter six-Conclusion & recommendation.

## **1.8 OPERATIONAL DEFINITION OF THE TERMS**

**Practice of Pre- Schooling In Bule Hora Adminsterative Town**

**Practice-**having practiced activity of education

**Pre-schooling-** a nursery school



## CHAPTER-TWO

### 2 Review of Related Literature

There are a number of written works on the area of Early Childhood Care and Education Program. Therefore, this chapter is devoted to discuss on the Concept, Rationale and Benefit of the Program. In addition to this, Historical development of the program, Preschool Education, Management and Structure of the Program are also included.

#### **2.1. Early Childhood Care and Education (ECCE)**

Under this part concept, rationale and benefit of ECCE program is presented:

##### **2.1.1 Concept of ECCE**

Different countries and scholars give definitions for the term ECCE in different ways. The common agreement about the term is its content or approach that means all acknowledge that ECCE refers to a holistic and integrated approach to health, nutrition, protection, and education services (UNESCO, BRENDA, 2010). AU education outlook report, (2014) shows that Childhood Care and Education (ECCE) is the support for children's survival, development and learning from conception to the time of entry into primary school. It is also stated as a strategy to improve the development of children with difficulties and to maximize and expand health, nutrition and education services for children (UNICEF, 2005).

On the other hand, early Childhood Care and Education refers to a comprehensive approach to policies and programs for children from prenatal to seven years of age, their parents and caregivers. This period requires due attention and a great deal of investment. Failing to provide children at this stage of development with better nutrition, health care and education deprives them of their right to develop as productive citizens, enjoy a better quality of life and eventually contribute to society's growth. (MoE, MoH, MoWA, 2010). On the other hand, in the definition of UNESCO and UNICEF (2012), it is described that ECCE is or early childhood care and education is 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 a family and community need to promote children's healthy development. This would cover developmental priorities for each sub stage within the continuum, i.e. care, early stimulation/interaction needs for children below 3 years, and developmentally appropriate

preschool education for 3 to 6 year olds with a more structured and planned school readiness component for 5 to 6 year olds. According to the national ECCE policy of India (2012), early childhood care and education (ECCE) refers to programs and provisions for children from prenatal to six years of age and child care is “ensuring and promoting children’s survival, protection, growth and development in good health with proper nutrition in safe environment. Because of the different nature of the services given to young children, it often goes by a number of different names in different countries as well as between different stakeholders. Educators use different terms to mention early childhood care and education. Some of the terminologies used are “Early childhood development”, “Early childhood care and education”, “Early childhood education”, “pre-primary education”, “preschool education”, “kindergarten” etc. (MoE, 2007).

According to Education International Report, (2010) partners use different terms, for example, UNESCO refers to early education as early childhood care and education (ECCE), the OECD calls it early childhood education and care (ECEC), the World Bank calls it early child development (ECD), while UNICEF calls it early childhood development or ECD. The central idea of this writing is that different countries or educators are using different terms to represent early childhood care and education. In general, the concept and definition of ECCE is all about the services that should be provided for young children to facilitate their physical, mental, emotional and spiritual development. From the above explanations it’s possible to generalize that, however literatures define ECCE differently the content and approach of the idea is the same.

### **2.1.2. Rationale of the Program**

Literatures state that the first eight years of a child’s life is a period of tremendous growth and development. Brain development is high in the first three years, and the potential for ensuring optimal development is very high up to age 8. It is imperative that this true ‘window of opportunity’ is fully used and strengthened to ensure long-term benefits, not just for each individual child’s development but also for the larger community (Arnold, 2004).

Other literature further states that Early Childhood Care, Education and Development is a topic whose time has arrived in Africa as well as internationally (UNESCO, 2004). Young

Lives, (2016) on the other hand underlines this idea by stating that early childhood is the most critical first phase of life, and the most cost-effective opportunity for investing in prevention and intervention programs that reduce the effects of poverty, inequality and trauma .On the other hand, ECCE is referred as a range of processes and mechanisms that sustain, support and aid in the holistic development of children, from birth to age eight. To the rapid neural connections, brain development and growth that take place at this age, this period is considered a critical window of opportunity for optimizing children’s development through the combined impact of education, care, health, nutrition, protection and stimulation (UNESCO and UNICEF, 2012). For this reason, the service should be provided to a child which is the prerequisite of success for the rest of life and their holistic development and reach goals. Early childhood education and the child’s physical and social environment play a significant role in his/her development.

A number of research conducted on the area of ECCE depict that high quality care, learning and experiences of ECCE can be a powerful instrument for helping to be successful for the rest of life (ERPA, 2014). ECCE can assist governments in fulfilling their commitments (such as through the Convention on the Rights of the Child) to help young children exercise their rights and develop to their full potential (UNESCO and UNICE, 2012). It is also true that children’s early development is a strong predictor of a variety of later outcomes including education, earnings, benefits receipt and even crime. It is well understood that the early years of child’s life before the age of 8 are critical to his/her future wellbeing. This time or period is widely considered the most vulnerable and crucial stage of a person's life with 75% of brain development taking place at the early years. The home is where it begins and it is indeed clear that if the home is dysfunctional and does not impact positively on the child, it can result in damage which is difficult to undo through education at later stages in the child’s life (Montserrat, 2011,).

In general, the logic behind why ECCE needed is stated by different literatures in a more or less similar way. Early life of a child is a crucial period in which developmental foundation is laid. Hence, it is true that, this period requires attention to deliver all the supports in time to all children so that they would have a better quality life in the future and to make them able to contribute to the development of their society.

### **2.1.3 Benefits of ECCE Service**

Investments in human capital yield the highest returns in the preschool stage (Esping Anderson, Gosta, 2007). Some of the benefit countries gain by investing are early identification of vulnerable children, good economic returns, Cost savings for both the families and the nation, Reduction of poverty, Improved chances for the girl child, Improved family welfare, Increased opportunities for parental and community mobilization and empowerment (MoE, MoH and MoWA, 2010).

On the other hand, to maximize the benefit of the program, the service delivered needs to be appropriate. According to literatures education given for children need to be developmentally oriented and should develop in self-discipline and self-direction (Montosery, 1870-1952, Early life in Italy). Research validates that Early Childhood Development has been found to help alleviate future impoverishment for the child if the service provided is of a high quality.

Ministry of Education, ( 2007) further underscores the importance of ECCE by stating that appropriate care and stimulation provided during this period has long lasting positive consequences in the later development, it helps to identify and provide early support for children with different problems, it has social benefit by shaping children at early age to make them socially responsible citizen, it promotes economic rate by reducing mortality rate, childhood illness, school repetition and drop out. In general investment in human capital yields the highest returns in the preschool stage for early identification of vulnerable children and good economic returns. Hence it is important to invest on children to make them have a good physical, mental and socio emotional development that leads to a good performance in school and ultimately linked to increased economic activity of the society.

## **2.2 Historical Development of Early Childhood Care and Education**

The historical development of early childhood care and education internationally and nationally presented as follows:

### **2.2.1 The beginning of ECCE internationally**

The aspiration 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 400B.C (Wills & Stedman, 1994 cited in Temesgen, 2006). Plato of Greek (427-347B.C) was the supporter of the importance of childhood education for children aged below 6 under the guidance of a trained teacher. John Amos (1592-1670) stressed that systematic education for children should begin early. Schools should be established for children for the first six Years. He was the first to underline the value of play and firsthand experience in education children (Butler, 2001).

Jean, Jacques Rousseau (1712-1778), French, said that since early experience serves as a base for latter life, should be educated at an earlier age. He also supported practical activity and learning by doing (Alken, 1992:352: wider, 1970), John Pestalozzi (1746-1827) of Swiss recognized the vital contribution of early years' education for later education at earlier times. Moreover, Early childhood education as a distinct discipline had its beginning with Johan Pestalozzi (1746- 1827) as the ninetieth century began.

Therefore, one can understand that though early childhood education is relatively new field it has developed out of a long historical tradition. And the base for many of the significant aspects and practices found in today's programs were laid by philosophers, writers, and teachers of the past. Friedrich Wilhelm Froebel (1782-1852) a German philosopher, like Pestalozzi and so many other before him, was deeply concerned with the education of children three through six ages by opening the first kindergarten (children's garden) in 1837.

### **2.2.2 Historical Development of ECCE in Ethiopia**

Though there is a doubt that ECCE is for the first time started in the traditional form in the Ethiopian Orthodox church (Pankhurst, 1955) it's still difficult to be sure about its exact time of beginning in the country. However, it was documented in the work of Ethiopian philosopher Zara ya'aqob and his follower walda Hayat which shows that there was a practice of ECCE in the 17th century (MoE, 2007).

Generally, the historical root of early education in Ethiopia is classified in to traditional and western system. The Ethiopian Orthodox Church believed to be one of the bases for

traditional education system through Churches and monasteries. Education provided in these centers was theology, philosophy, computation, history, poetry and music (Wagaw, 1979). During the medieval period, the curriculum of formal education attended by children around age 4 were practicing alphabet and reading of religious texts. The modern early education began in the early twentieth century, where the first modern kindergarten was established in Dire Dawa town in 1900. It was opened to serve children of foreigners who were participating in the building of rail road in the country (Negash, 1996, Pankhurst, 1986).

Following this establishment other preschools were opened in the country to serve children of foreigners and well to do families, these schools were English, German and Lise G/Mariam. However, preschool for community service began in the country in 1963 in Addis Ababa around rasdestasefer, Debrezejyt. Debrebirhan, Awasa and Asmara (MoE, 2007). In the Socialist revolution of 1974, the increased involvement of women in the economic activity leads to the need to centers for child care and education and following this department responsible for this activity opened in the ministry of education. Another study shows that after the socialist revolution pre-school education became part of the education system of the country and the curriculum developed for the first time (Demeke, 2007).

After the down fall of socialism, government established new education and training policy in 1994 which emphasizes the importance of ECCE program. Up to 2010 the role of the government was only to support the program indirectly. However, in 2010 government started to play a direct role in the expansion of ECCE service via establishing an ECCE policy to reach to all children including vulnerable and children with special needs (MoE, MoH and MoWA, 2010). Therefore, based on what the literatures describe, it is possible to associate the beginning of ECCE with the traditional education of the Ethiopian Orthodox church. More over during that period ECCE service was not delivered for female children. On the other hand, there is concrete evidence as to when modern education and preprimary education began in the country.

### **2.3 Preschool Education**

Preschool is a period of transition to school and the world at large, which parents should be encouraged to facilitate. Depending on the degree of synchrony between home and school, this transition can be relatively easy or extremely difficult. From age four onwards, early childhood programs are typically associated with early learning and preschools, but health

and nutrition remain key components of what young children need. It makes children /age 4-6/ ready for the primary education by using child-centered approach. (MoE, 2013/14). Therefore, in connection to this, basic principles of childhood education and modalities of preschool education were presented as follows:

### **2.3.1 Basic principles of Early Childhood Education**

According to Tina Bruce, (2011) the most influential pioneers of early childhood practices (Frederic Wilhelm Froebel, Maria, Montessori and Rudolf Steiner) draws out commonalities among them that form the following ten bed rock principles on early childhood education. The best way to prepare children for their adult life is to give them what they need as children, children are whole people who have feelings, ideas and need to be healthy, areas of learning for young children like humanities, arts, and sciences should be given in an integrated way and when they are given responsibility, children learn well.

The other principles are instead of extrinsic reward ,children need their efforts to be valued and appreciated/intrinsic reward, there are times when children are especially able to learn particular things, What children can do is the starting point of a child's learning, when learning environment is conducive at home, in the ECCE settings, indoors and outdoors, then different kinds of symbolic behavior develops, relationship with other people (both adults and children) are of central importance in the emotional and social wellbeing of children and quality education is about three things and they are the child ,the context in which learning takes place and the knowledge and understanding that the child develops ( Bruce, 2011).

### **2.3.2 Modalities of Pre-primary Education**

Pre-primary education is delivered by categorizing it in to four classifications. They kindergarten, O-class, Child to Child approach and accelerated school readiness. The approach of each modality is presented as follows:

#### **i. Kindergarten**

It is a three years' program. It makes children /age 4-6/ ready for the primary education by using child-centered approach. Children can learn through play at their own peace. This contributes to the formation of their identity, expression and social learning (AACEB, 2013).

## **ii. O-class**

It's one of the four modalities of pre-primary education program and it's opened up in the already existing primary schools. It is single year program for 6 year olds children before entering grade one (MoE, 2013/14).

## **iii. Child to Child Program**

The core of the Child-to-Child Initiative is that older children in the community (socalled young facilitators) engage in structured play-oriented activities with their younger siblings and neighboring children. They do so in their own houses or in a place close to the participating children's homes. The activities are as much as possible adapted to the local context and fit in with the children's daily life. The young facilitators are preferable grade 5 and 6 students trained and guided by their teachers. Teachers are involved as trainers and supervisors. Parents take turn and observe. The main aim of the Child-toChild Initiative is to better prepare young children for primary school. Facilitators play with younger children to make the ready for grade one (MOE, 2012).

## **iv. Accelerated School Readiness**

It's one of the four modalities of pre-primary education program and it's a two-month program for 6+ year old children who do not have other access.

Children attend the program on July and august before entering grade one on September. The purpose is to avoid negative influence on those children who come to school without passing through preschool education (MoE, 2017).

## **2.4 Pre-Primary School Program**

### **2.4.1 Scheduling and Structure of Pre-School activities**

It is stated in the pre-school teachers' guidebook that a single day of children's education should be organized to include indoor and outdoor playtimes, time for singing, for stories, for discussion in between other activities. Time is also allocated for brief writing and reading, for snacks and lunch, etc. (MoE, 2013/14). In preparing the schedule of the day, teachers need to discover that developing a schedule is more than just filling in time slots and Various factors

have to be taken into consideration depending on the setting and age groups of the children concerned (Perry, 2004).

### **2.4.2 Contents of Preschool Curriculum**

According to UNESCO, (2010) a preschool curriculum is one that delivers educational content through daily activities, and furthers a child's physical, cognitive and social development. Pre-school curriculum is nothing but answering two basic questions and they are what young children should learn and what is the most effective way to teach children (Perry, 2004). Other studies show that curriculum is everything that affects the child in the learning environment. It covers not only the activities, both indoors and outdoors, offered to young children, but the attitudes of the staff not only towards the children but to each other, to parents and anyone who visits the setting (Curtis, 1998). Therefore, the contents of the curriculum should assist children to develop physically and emotionally, to Improve language use, basic arithmetic skills, Social, and personal development, knowledge about the surrounding the creativity ability of children (MoE, 2013/14).

### **2.4.3 Environment and Physical Space**

Children need a stimulating environment that has protection, safety, care and nurturing. To promote the growth and development of young children the physical environment should have: Concrete materials that are appropriate and safe (toys, books, blocks for construction, people to interact with a child, enough space for freedom of movement and adequate and high quality food (NACECE, 2003). Other literature states that since the child learns to accumulate information from many sources, it is the role of the teacher to prepare and continue to adapt the environment to link the child to it through well planned lessons. Furthermore, one of the most important features of the environment is that it must be both physically and psychologically safe and secure. In addition to this, ideal equipment and materials are of little value if the children do not feel emotionally safe and relaxed to explore and move around freely (Curtis, 1998).

### **2.4.4 Learning Methodology**

Young children are very eager to learn new things and they learn impulsively using play. For children to learn effectively and experience the world around them play is the most effective

method. By using play and their senses children discover new knowledge and expand their ideas (NACECE, 2003).

Developmentally appropriate teaching is based on predictable sequences of growth and change on the age of children. It also requires the teacher to take account of the age of the child, his individuality, learning style and family background. In the teaching process the role of the teacher is to provide different activities, materials, and support whenever necessary (Curtis, 1998). According to the Ministry of Education (2009) to help children learn through play, the methodology should depend on children interest, thematic learning approach should be applied and teachers should use integrated learning approach.

### **2.4.5 Assessment**

In the pre-school education assessment is a process of measuring that address children's physical and motor development, social and emotional change, language skill and general knowledge (NAEYC, 2003). It is also a process focusing on children's status and progress in their abilities to learn about themselves and others (Car, 2001). The same literature states that to assess young children's strengths and progress the assessment approach should be developmentally appropriate. Some of the low-level skills can be assessed in the pre-primary education are: cutting with scissors, coloring between the lines, saying a series of numbers in the correct sequence, knowing the sounds of letters etc (NAEYC, 2003).

### **2.4.6 Learning Material and Environment**

According to AACAEB (2011/12), indoor learning materials for preschool education includes: puzzle, flash card, different geometrical shapes, story books, construction blocks, toys and materials to equip different corners in the classrooms (family corner, health, shopping, science, language and math's corner etc.). The same document states that outdoor playing material consists of balance, slide, Mary go round including some locally made playing materials. Furthermore, children develop their imaginative discovery and creative skill through the use of different learning materials. They have a very strong emotional attachment to them. Moreover, children also use this material as a link between themselves and the environment (NACECE, 2003).

Moreover, many of the skills and competencies which children develop during those early years are learned from the outdoor natural environment. Because it offers rich learning experiences not found indoors. In a well-planned outdoor environment children do much more than run, climb, and ride bikes. They notice the weather, insects, plants, and everything going on around them. Their curiosity is stimulated as they seek answers to their questions about new discoveries (Curtis 1998, cited in Haile, 2010).

### **2.4.7 Preschool Teachers**

According to Choudhury (2002) the role of pre-school teachers and other care givers influence the development of children more than any specific curriculum or educational methodology. Moreover, there is some expected quality of pre-school teachers and they are: Working based on the interest of children, ensuring privacy of children and their families, recognizing diversity among children and families (Perry, 2004). Pre-school teachers should work hard on all areas of child's development. The teaching learning process in the pre-school is expected to emphasize the Social, emotional, intellectual and physical developmental aspects of children (Feeney et al, 1987 cited in Yalew).

2.4.8 Parent and Community Engagement Parents are the first caregivers of their children. This shows that all other caregivers and teachers need to work closely with them. Therefore, parents need to be involved actively in deciding what activities and services should be delivered in the pre-school. They can support preschool centers by: -Sending their children to the centers, assisting in the provision of learning materials, coordinating and supervising the teaching learning process in the preschool centers, raising funds for the running of the school etc. (MoE, 2016) . On the other hand, Community is people from the same neighborhood or the whole community including non-governmental organizations (OECD, no year).

Communities have a responsibility to make environments safe and conducive to children in their early years of development and they have the power to organize families, the state and other social institutions so as to support pre-school education (MoE, MoH, MoWA, 2010). The preschool educational system can promote holistic child development through supporting comprehensive programs with active involvement of families and communities (Eagle, pallet al 2007 in Yalew, 2011). Additionally, a community initiates and manages community-based services for young children by providing supports in care, health, and nutrition (Yalew, 2011).

## **2.4.9 Children with Special Needs**

These are children that are different from the normal one in: physical characteristics, emotional, social adjustment and communication ability. They can be grouped as: visual impairment, hearing impairment, psychologically distributed, mentally retarded etc. Children that are gifted and talented are also categorized under children with special needs and identified by their outstanding performance (NACECE, 2003). On the other hand, Preschool/kindergarten is a place designed for all children from three to six years. This means, the program includes also children with special needs (MoE, 2009).

## **2.5 Management and Structure of ECCE**

### **2.5.1. Target Children**

Extensive research revealed that with respect to equity, countries must purposefully target specific children, families and communities in their ECCE policies, strategic plans and laws. ECCE services should provide the greatest help to marginalized groups and families living in difficult circumstances, including: Children with developmental delays, fragile birth status, disabilities, a typical behavior, malnutrition, and chronic illnesses, Families living in poverty and in rural and remote areas, Communities of ethnic and language minorities including, Communities affected by violent conflicts, Refugee and internally displaced group (UNESCO, 2000).

### **2.5.2 Starting Age for Preschool Education**

For delivering early childhood care and education services countries have almost similar starting ages. However, based on their economic status and other conditions countries indicate the minimum age in their policy to deliver ECCE service. Ethiopia includes children from prenatal to 3 for nutrition and health care and children 4 to 6+ years preschool education is provided (MoE, MoH and MoWA, 2010).

In 2011, in Philippines to meet the EFA 2015 goals, the Department of Education made preschool education mandatory for 5-year-old children. In Singapore, the Child Care Centers Act and the Child Care Centre Regulations of 1988 has been established to control, license and regulate child-care centers for children aged 18 months to 7 years. Thailand, early childhood

development activities are provided to two age groups: 0–3 years old and 3–5 years. Timor-Leste, an ECCE policy has ensured the incorporation of at least one to two years of pre-school into the education system (UNESCO, 2012).

According to the African Union outlook on education, (2014) the majority of African countries start pre-primary school at the age of three. However, from the sixteen listed countries below, South Africa is the only that starts at the age of 6.

Table 2.1: Starting age for preprimary schools in different countries

Starting age	Countries
3-5	Uganda, Swaziland, Madagascar, Lesotho, Kenya Botswana and Comoros
5	Angola
4-6	Rwanda Ethiopia, Burundi
5-6	Tanzania, Namibia, Eritrea
6	South Africa

Source (AU Outlook on Education, 2014)

### 2.5.3 Integrated Approach

ECCE program For historical reasons, policies for the “care” and “education” of young children have developed separately, with different understandings of children and fractured systems of governance. Responsibility for services may be divided among several ministries, based more on traditional divisions of government than on the actual needs of families and young children. Early childhood education and care systems tend to be more fragmented under governments that see early care as a private responsibility for parents, and not a public responsibility. In order to enhance the integration of early childhood services for 0- to 6-year-olds the following are suggested: to formulate and work with coordinated policy frameworks, to nominate a lead ministry that works in cooperation with other departments and sectors, to adopt a collaborative and participatory approach to reform and to forge strong links across services, professionals, and parents in each community

#### a) Coordinated policy frameworks

At Centralized level Countries that aim to create systems that can deliver services to parents and young children in a coordinated way feel the need to pull together these various policy strands. A systemic approach entails developing a common policy framework with consistent goals across the system and clearly-defined roles and responsibilities at both central and decentralized levels of governance one policy option has been the creation of interdepartmental and/or intergovernmental co-ordination bodies to generate co-operative policy frameworks. Such bodies are supported by an administrative unit and a Children’s

Committee at cabinet level, chaired by Ministry of Finance. However, the limitations of coordinating bodies and cross-sectorial co-operation can also be seen as ministerial boundaries remain an issue. Generally, though the fact of ministries working closely together constitutes real progress, the cultures and aims of different government departments can make it difficult to achieve coordinated policies in favor of the development and education of young children.

### **b) Appointing a Lead Ministry**

Under this integrating policy approach, national responsibility for ECEC is shifted to one lead Ministry that has a strong focus on the development and education of young children. This ministry can be education, social welfare, family affairs or gender equality, as each can demand some legitimacy in the early childhood field. Integration under one ministry can occur by building expert capacity under one ministry, decentralizing management of services to municipal or county or school district levels and reinforced early childhood expertise in universities, research agencies, associations and unions

### **c) Collaborative and Participatory Approach to Reform**

While government should play a large leadership role, regional and local authorities, business representatives, organized civil society, and community groups should be involved in the formulation and implementation of the ECEC policy agenda. This inclusive and participatory approach will help ensure broad public support for ECEC and ensure that multiple perspectives contribute to decision-making. In particular, parents need to be considered as the central partners in policy and program development in the field (OECD, 2006).

## **2.5.4 Management of ECCE practices in Other Countries**

Countries around the world are increasingly aware that early childhood education (ECE) can have a strongly positive impact on a child's further development (Bertram et al, 2016). Although there are differences among countries in policies, delivery models, providers, access to, and participation in the ECCE program, their objectives are almost the same. The experience on how they develop and implement the ECCE program varies based on their economic status, context and priority area of governments. This shows countries with different social context and economic status have different experiences. Though there are no

as such best experiences in Africa with regard to ECCE planning and implementation relative to others, just for the purpose of getting lessons from all sides, the practice of different countries including Africa would be discussed.

In Brazil, according to UNESCO (2009), Current Issues in Comparative Education, there's a program called millennium fund for early childhood education with the purpose of improving the capacity of ECCE staffs (principals, teachers, supervisors who are working in the preschools where vulnerable children are learning) and improving the facility of these selected ECCE centers. They carried out this program by engaging different partners, representative of government bodies and NGOs using the following strategies:

Establishing educational board (a place where continuous professional development on ECCE is practiced), providing training and supervision support to this establishment by coordinators from Municipal education office, and mobilizing partners for fund raising and mobilizing the community to increase sense of ownership on the program. The organization of the program has five components: Pre-school (for staff development), Executive team :responsible for the management of the program and consists members from (UNESCO, different organizations providing financial support for the program and coordinators of the project), Local council: consists members from every municipalities, NGO and private sectors and work as joint manager and finally Educational board :it is an ECCE classroom which can hold about 40 participants from five vulnerable preschool centers. The room is equipped with all necessary teaching aid and corners (theater corner story telling corner).

Under this tool the ECCE educators develop their profession by sharing and discussing their work experience with other participants. The program is given for 4 hours in a week and 360 hours in 12 months. The program is found to contribute to the quality of ECCE service and it also helped to strengthen social commitment to ECCE through the partnership and networking of local public and private sectors, daycare centers and preschools, families and the community members. From this we can see that the country has used this program as a mechanism to solve the problem of quality of ECCE program (UNESCO, 2009).

## **2.6 Challenges in Pre-Schools in Ethiopia:**

Research shows more than half of the world's children are still excluded from preprimary education. From this some of them are more vulnerable than others, and this shows more service is still needed to ensure their development. Regarding this need, the Ethiopian

government has established a national policy instruments in 2010 to regulate the existing private sector provision, to provide low-cost ECCE programmers through community based centers and primary schools including non-formal pre-primary education program. However, there are a number of challenges : fund from government and donor is very limited, the majority of the burden to expand the program is placed on the already overstretched primary education system, an intense focus on primary education has resulted in relatively little attention to ECCE, a strong rural-urban division in ECCE provision, in rural areas, the private and non-governmental sectors provide very few preschool service, the coverage and quality of the provision is low and finally the majority of ECCE service providers are located in urban areas. However, the ECCE provisions of 2010 marks significant progress and offers the promise of ambitious increases in the access of the service is unclear as to how this would be resourced (Young Lives, 2016).

## **CHAPTER THREE**

### **RESEARCH METHODOLOGY**

#### **3.1 Research Design**

There are three types of research approach; the first one is Qualitative research which involves studies that do not attempt to quantify their results through statistical summary or analysis. In a way it seeks to describe various aspects about behavior and other factors studied in the social sciences and humanities. In qualitative research data are often in the form of descriptions, not numbers. The other one is Quantitative research which engages in systematic and scientific investigation of quantitative properties and phenomena and their relationships. The objective of quantitative research is to develop and employ mathematical models, theories and hypotheses pertaining to natural phenomena. The process of measurement is central to quantitative research because it provides the fundamental connection between empirical observation and mathematical expression of an attribute (Abiy et al., 2009). The third one is mixed which consisted of both qualitative and quantitative approach. Regarding this particular research quantitative research approach will be employed due to the fact that it involved factor analysis, and other quantitative method of analysis. The researcher has employed non experimental casual research design which involves studying naturally occurring variation in the dependent and independent variables, without any intervention by the researchers. Causality refers to the relationship between events where one set of events (the effects) is a direct consequence of another set of events (the causes). Causal inference is the process by which one can use data to make claims about causal relationship.

#### **3.2 Population and Sampling**

The study populations are all males and females Teachers, including principal in the selected Walif and Sinaye teaching academic kindergarten schools in 2013/2020.

##### **3.2.1 Sample Size**

The sample size was simply a subset of a population. According to Mugenda (2003), the researcher has used 18 percent of the target population to represent the characteristics of the

entire population. For the sake of this study, 8 private pre-school centers are found. Out of 8 private preschools, 2 private preschools were selected. Purposive sampling had used to select 20 sample size participants from both pre-schools, which mean (10+10) for the purpose of responding questionnaire. From each pre-school 9 teachers and one director were selected and the respondents were both females & males Walif and Sinaye kindergarten teachers including principals.

### **3.2.2 Sampling Techniques**

Sample is a portion of a population or universe. The sample has drawn by using purposive or judgmental sampling technique and random sampling technique. Under purposive/judgmental sampling technique, the researcher was selected those who were knowledgeable and able to deliver the required data. The researcher has deliberately selected the ones with necessary, reliable and relevant information that suited the purpose of the study. Random sampling technique has used to select members of the respondents whereby respondents were selected randomly from the list of employees in the respective department through picking the 3<sup>rd</sup> (i.e., the n<sup>th</sup>) employee after the first name selection. Each respondents had equal chance of being selected.

## **3.3 Data Collection**

Generally, there are two types of data, qualitative and quantitative. As discussed by Creswell (2014) mixed methods involve the collection and “mixing” or integration of both quantitative and qualitative data in a study.

Data has gathered from primary sources. Which mean quantitative data, and it was used principally in both descriptive and explanatory research. There are several methods of collecting primary data, particularly in surveys and descriptive researches. The important ones are: observation, interview, questionnaires, depth interviews, and content analysis (Kothari, 2004). Here, the researcher has used only quantitative approach to get reliable information from the respondents.

Moreover, in this thesis, with the aim to explore the research question, the researcher has used primary data collection. According to Hollensen (2007) primary data can be defined as “information that was collected first-hand, generated by original research tailor-made to answer specific current research questions”. The responses has collected, analyzed and assembled comprehensively.

### 3.4 Sources of Data

There are two sources data which are primary and secondary source of data

#### 1. Primary source of data

In order to obtain the relevant and adequate data, the researcher has used both primary and secondary source of data. The primary source of data were teachers and principals.

#### 2. Secondary source of data

The secondary source of data was school record, document and relevant documents.

### 3.5 Data Collection Instruments

**Questionnaires:** All techniques of data collection in which each person was asked to respond to the same set of questions in a predetermined order (Saunders, 2009). In this study questionnaires was both open and close-ended which was prepared and distributed to teachers, The researchers were adopted this method because large amount of information was collected in a short period of time and in a relatively cost effective way and also easily kept anonymous.

**Interview:** The director interview made after the questionnaire has been fully collected and analyzed so the interview was designed in order to support and identify answers on the results of the questionnaire. This method provided a room for clarification to both the researcher and respondents, it guaranteed a good return rate, and provided more information in detail. It also helped the researcher to reduce time in his data collection process.

### **3.6 Procedural of Data Collection**

Quantitative data was collected with questionnaires and qualitative data was collected and processed and analyzed. Quantitative data was processed, presented in tables, analyzed and interpreted.

### **3.7 Ethical Consideration**

Information about the study was given for the participants, including purpose and procedures, potential risk and benefits so that encourage provision of accurate and honest responses. The study subjects were told participation was their volunteer and there was no interpretation of a single response (fully confidential). An informed consent was obtained from the study subjects and they were told that they have a full right to refuse to response either partly or completely. But, I was told that their genuine responses were vital importance for my study.

## CHAPTER \_ FOUR

### 4.1 Data Presentation, analysis and interpretation

This part deals with the major findings of the study. For data analysis and interpretation purpose, the relevant information was gathered from questionnaires distributed to the teachers of the school

Finally, the collected data organized and arranged in appropriate manner, that will be readable and understandable to the reader by using different analysis and interpretation techniques like percentage, pie chart and table.

Table 4.1 Demographic characteristic of respondents their educational status & age **WALIF ACADEMY & SINAYE ACADEMY**

Sex	status/position						Age							
	Teacher		Assistance teacher		Total		18-23		24-27		28-32	33-37	38	
	No	%	No	%	No	%	No	%	No	%				
Male	11	61.1%	3	16.6%		%	6	33.3	8	44.4				
Female	4	22.2%		%		%	1	55.5	3	16.6				
Total	15	83.3%	3	16.6%		%	7	88.8	11	61				

Table 4.1 shows that, 61.1% is male teachers, with the age of 33.3%, where as 22.2% is females teachers with the age of 55.5%. And 16.6% is assistance teacher with the age of 44.4%. Here, male teachers & assistance are more than females from both academic schools. *This indicates that females are needed in both academic schools. Because of females are better to handle children tolerantly males.*

Table 4.2 Academic qualification & work experience

Academic qualification								Work experience							
Below Certificate		Certificate		Diploma		Degree		Below 2yrs		2-4yrs		5-7yrs		8yrs	
No	%	n	%	N	%	N	%	n	%	n	%	n	%	n	%
		3	16.6%	6	33.3%	9	50%	6	33.3%	3	16.6%	6	33.3%	3	16.6%
<b>Total</b>		<b>3</b>	<b>16.6</b>	<b>6</b>	<b>33.3</b>	<b>9</b>	<b>50</b>	<b>6</b>	<b>33.3</b>	<b>3</b>	<b>16.6</b>	<b>6</b>	<b>33.3</b>	<b>3</b>	<b>16.6</b>

Table 4.2 shows that, 50% is degree holder, 33.3% is diploma holder, 16.6% is certificate holder, 33.3% is below yrs, as well as 33.3% is 5-7yrs, and 16.6% is 2-4yrs, 16.6% 8yrs work experience respectively.

*This implies that, half of the percent is degree holder from both academic schools. But lower percent work experience. This means, that organization needs more experienced and qualified academicians for further success & being famous from the others schools.*

Table 4.3 Practice of pre-schooling Walif Ana Sinaye Academy schools

Below are a series of statements which represent practices and challenges of early childhood education and care program in the kindergarten. Read each statement carefully and indicate your opinion about the practices and challenges in your kindergarten by putting a “√” mark in one of the alternatives: **very high (=5), high (=4), medium (=3), low (=2), very low (=1).**

no	I.practice								
		5	4	3	2	1			
1	<b>Regarding to target group</b>	Fr.&%		Fr.&%	Fr.&%		NoFr.&%	NoFr.&%	
1.1	Only children aged from 4-6 are allowed to be enrolled in the kindergarten	1	66.66%	6	33.3%				
1.2	In the class room ,I give	1	66.66%	6	33.3%				

	additional support for children with special need	2											
1.3	Priority is given for enrolment of children from poor family	4	22.2%	10	55.5%	4	22.2%						

Table 4.3 shows that 66.6% children aged 4-6 allowed to enrolled highly, 33.3% is medium aged enrolled to this academic.

66.6% is shows that they give additional support in the class and 33.3% is medium supported in the class to both academic schools. 55.5% is shows that medium priority enrolment is given for poor family, whilst 22.2% is high from poor family and 22.2% is lower for poor family.

*This indicates that 33.3% needs additional supportive in the class for their in academic highly. The most percent medium they give priority enrolment for poor families.*

Table 4.4 Physical environment

2.1	The kg is physically safe and free from garbage sites	1 8	100%									
2.2	Adequate latrine service is available	1 6	88.88%	2	11.1%							
2.3	Adequate water supply is available.	1 2	66.6%	4	55.5%	2	11.1%					
2.4	The space in the class room is adequate allowing free movement	1 4	77.7%	2	11.1%					2		11.1%
2.5	Size of the school compound is adequate	1 4	77.7%	2	11.1%				2	11.1%		

Table 4.4 shows that 100% is highly free and safe from garbage site.

This indicates that safety is totally given for children for both academic schools.

88.8% is highly adequate latrine service is available and 11.1% is medium latrine service. This means the medium percent needs adequate latrine service for children.

On another 77.7% space in the class room is adequate to freely move, whilst 11.1% is medium &

11.1% lower respectively. This means 22.2% needs space class to move in the room in both academic schools. 77.7% respondents say the size of the school compound is highly adequate, whilst 11.1% & 11.1% is medium and lower respectively. This implies that the size of both compound needs to expand for the freedom of children.

Table 4.5 Learning materials and equipment's

3.1	Adequate learning materials ( puzzles, riddle and guessing games, stories and fairy tales ,etc) are	8	44.4%	6	33.3%	4	55.5%				
3.2	The class rooms and their walls are equipped with learning materials and visuals rich in colours	1 2	66.6%	4	55.5%	2	11.1%				
3.3	Developmentally appropriate play equipment's ( balance, swinging, slid, ladder etc) are adequately	1 4	77.7%	2	11.1%	2	11.1%				

Table 4.5 shows 55.5% respondents say that there is lower adequate learning materials puzzles, riddle and guessing games, stories and fairy tales available, whilst 44.4% respondents medium & 33.3% respondent say high. This indicates that materials highly needed for the children from both academic schools to coup up in their education.

And 66.6% respondent say the class rooms and their walls are very high equipped with learning materials and visuals rich in colours, whilst 55.5% respondents say high and 11.1% respondents say low respectively. This implies that the most percent is highly equipped for the children but still some gaps to be fulfilled by both academic schools.

77.7% respondents say developmentally very high appropriate play equipment's ( balance, swinging, slid, ladder etc) are adequately, whilst 11.1% respondents say high and 11.1% respondents say medium. This shows that most of the percent equipments are ad equated in both academic schools and still needs some gaps to be fulfilled.

Table 4.6 Scheduling activities

4.1	Teachers prepare daily schedule of activities and display in the	1 2	77.7%	5	27.7%	1	11.1%				
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	classroom										
4.2	The Pre-school programmes runs for three terms in a year	7	38.8%	9	50%	2	11.1%				

Table 4.6 shows that 77.7% respondents say that teachers are very high prepare daily schedule of activities and display in the classroom, whilst 27.7% respondents are high and 11.1% medium respectively. This indicates that the highest percent teachers are prepare daily schedule activities & display in the class room in both academic schools. But still some gaps needs to be fulfilled for both academic schools. In other word ways, 50% respondents say very high the Pre-school program runs for three terms in a year, whilst 38.8%respondents say high and 11.1% respondents say medium. It indicates that half of it runs for three terms in a year while some of it needs to do on it. 55.5% & 16.6% respondents say very high & high adequate time is scheduled for play, discovery and rest of children, 11.1% respondents say very low and 5.5% low respectively. This shows that more than of the percent is adequate time is scheduled for the children. Whilst some percent needs to be fulfilled in both academic schools.

Table 4.7 Content of the Curriculum

5.1	Teacher guidebook is readily available to all teachers	10	55.5%	6	33.3%	1	5.5%			1	5.5%
5.2	The curriculum (teacher guidebook and others) is government-approved	11	61.1%	5	27.7%	1	5.5%	1	5.5%		
5.3	The content of the curriculum is adapted to the local context	7	38.8%	5	27.7%	5	27.7%	1	5.5%		
5.4	The content of the curriculum is developmentally appropriate	11	61.1%	5	27.7%	1	5.5%				1 5.5%
5.5	The content of the curriculum emphasis different aspects of the child development	8	44.4%	9	50%	1	5.5%				

Table 4.7 55.5% respondents say teacher guidebook is very high readily available to all teachers, whilst 33.3% respondents say high, where as 5.5% respondents say medium and 5.5% respondents say very low. This implies that most of the percent readily available to both academic schools. But

there is some gap still now in both academic schools which to be fulfilled. 61.1% respondent say the curriculum (teacher guidebook and others) is very high government-approved, 27.7% respondents say high, while 5.5% respondents say medium and 5.5% respondents say low in both academic schools. This indicates that more than half of the percent teachers' guide book approved in both academic schools. While some gaps needs to be approved. 38.8% respondents say the content of the curriculum is very high adapted to the local context, 27.7% respondents say high, 27.7% respondents say medium, while 5.5% respondents say low. This implies that the curriculum needs to adopted to the local context. Unless it is developed to the local context, it is difficult for the students to learn environment scenario. So both academic schools needs to develop the curriculum the local context that can aids the students and being known for that organization.

61.1% respondents say the content of the curriculum is very high developmentally appropriate, 27.7% respondents say high, 5.5% respondents say medium while 5.5% respondents say very low. This indicates that more than half of the percent is developmentally appropriate where as some percent needs doing on it in both academic schools.

50% respondents say high the content of the curriculum emphasis different aspects of the child development, 44.4% respondents say very high while 5.5% respondents say medium. It implies that both academic schools needs to on the children curriculum development.

**Table 4.8 Teaching and Learning Methodology**

6.1	Teachers use child-centred teaching method	7	38.8%	9	50%	2	11.1%				
6.2	Teachers facilitate group setting in teaching children	8	44.4%	8	44.4%	2	11.1%				
6.3	Teachers and others support and encourage children effort in the process of learning	7	38.8%	6	33.3%	4	22.2%	1	5.5%		
6.4	Teachers use mainly play based teaching approach	6	33.3%	9	50%	2	11.1%	1	5.5		
6.5	Teachers use different teaching aids in the classroom	9	50%	6	33.3%	3	16.6%				

Table 4.8 shows that, 50% respondents say teachers use high child-centred teaching method, 38.8% respondents say very high while 11.1% respondents say medium. It indicates that both academic schools using child-centred method more than half of it while near half of the percent

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needs to do on the child-centred method.

44.4% respondents say very high Teachers facilitate group setting or group work in teaching children, 44.4% respondents say high while 11.1% respondents say medium respectively. This implies that teachers facilitating group setting in high percent while some gaps needs to do on it.

38.8% respondents say very high Teachers and others support and encourage children effort in the process of learning, 33.3% respondents say high, 22.2% respondents say medium, 11.1% respondents say very low respectively. It indicates that teachers & others need to support children effort in the process of learning in both academic schools.

50% respondents say high percent Teachers use mainly play based teaching approach, 33.3% respondents say very high, 11.1% respondents medium while 5.5% respondents say low in both academic schools respectively. This implies that half of the percent teachers are using play teaching approach. This is good for the children to easily catch & understand their education while some percents are needed to work on it.

50% respondents say very high Teachers use different teaching aids in the classroom, 33.3% respondents say high, while 16.6% respondents say medium. This implies that half the percent teachers are using teaching aids, this good for the children to understand quickly from tangible materials. But some gaps are needed to work on it in both academic schools.

Table 4.9 Assessment

7.1	Assessment is continuous and practiced appropriately	9	50%	7	38.8%	2	11.1%				
7.2	Assessment result is not used as a basis for promotion and encouragement	3	16.6%	11	61.1%	2	11.1%	1	11.1%	1	11.1%
7.3	It is appropriately communicated to parents	10	55.5%	5	27.7%	2	11.1%	1	5.5%		

Table 4.9 shows, 50% respondents say very high Assessment is continuous and practiced appropriately, 38.8% respondents say high, while 11.1% respondents say medium respectively. This concludes that half of the percent assessment is continuous and practice based. This is good for the students for their potentially enough & being competent while some gaps still needs working on it.

16.6% respondents say very high Assessment result is not used as a basis for promotion and encouragement, 16.6% respondents say high, 11.1% respondents say medium, 11.1% respondents say low whereas 11.1% respondents say very low.

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This implies that assessment result is not used as a basis for promotion encouragement in both academic schools. Here result is a basis for the promotion of the children in their life.

55.5% respondents say very high, It is appropriately communicated to parents, 27.7% respondents say high, 11.1% respondents say medium while 5.5% respondents low respectively. This implies that more than half of the percent teachers communicate to the parents. This is good for the parents to control & follow up their children to being competent enough in their education and it also give a credential for both academic schools.

Table 4.10 Human resource

8.1	Teachers are trained in the kindergarten teaching profession	10	55.5%	4	22.2%	3	16.6%	1	5.5%		
8.2	There are assistant teacher's/care givers in the classroom.	10	55.5%	3	16.6%	4	22.2%	1	5.5%		
8.3	ECCE caregivers are holders of health and nutrition assistant certificate	7	38.8%	3	16.6%	5	27.7%	2	11.1%	1	5.5%

Table 4.10 Indicates that 55.5% respondents say very high Teachers are trained in the kindergarten teaching profession, 22.2% respondents say high, 16.6% respondents say medium while 5.5% respondents say low respectively. This implies that more of the percent teachers are trained in the kindergarten teaching profession. This is good to handle & control the children according to their age & behavior for the children success as well as for effectiveness of both academic schools.

55.5% respondents say there are very high assistant teacher's/care givers in the classroom, 22.2% respondents say medium, 16.6% respondents say high while 5.5% respondents say low respectively. This indicates both academic schools have enough care givers in most of the percent. But still it needs some care givers for the gap visible.

38.8% respondents say very high ECCE caregivers are holders of health and nutrition assistant certificate, 27.7% respondents say medium, 16.6% respondents say high, 11.1% respondents say low, whilst 5.5% respondents say very low respectively. This study indicates that there is a gap in ECCE care givers are holders of health & nutrition assistant certificate. This is not good for the children to treat them with this profession.

Table 4.11 Participation of Parents and communities

9.1	Parents and teacher share	1	55.5%	2		1	5	27.7%	1	5.5%		
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	information regularly on the child's progress	0				1							
						1							
9.2	There is a regular parent teacher association meetings and support in the pre-school	9	50%	5		2	3	16.6%	1	5.5%			
						7							
						7							
9.3	Information about the home environment of children is delivered to teachers	6	33.3%	4	22.2%	4	22.2%	4		22.2%			
9.4	The preschool works closely with the community	6	33.3%	6	33.3%	5	27.7%	1					

Table 4.11 indicates that, 55.5% respondents say very high Parents and teacher share information regularly on the child's progress, 27.7% respondents say medium, 11.1% respondents say high whilst 5.5% respondents say low respectively. This implies that most of parents and teachers are sharing information regularly on children's progress. This is good for the children's health & safety to follow up their daily life, especially on the area of behavioral change. Still there is a gap to be fulfilled by both academic schools.

Consequently, 50% respondents say there is very high regular parent teacher association meetings and support in the pre-school, 27.7% respondents high, 16.6% respondents medium whilst 5.5% respondents say low respectively. This study show that there is the most of regular parental - teachers association meeting and support in the pre-school. This communication is good for the constructive of both academic schools & strength of the teachers, whereas it needs some gaps to work on it.

33.3% respondents say very high Information about the home environment of children is delivered to teachers, 22.2% respondents say high, 22.2% respondents say medium while 22.2% respondents say low respectively. This indicates that most of the information about the home environment of children is not delivered to teachers. Delivering information is very important for betterments of the children.

33.3% respondents say that very high preschool works closely with the community, 33.3% respondents say high, whilst 27.7% respondents say medium. This implies that most of

preschool works with the community. This good & supportive for the development of those academic schools as well as for further quality enhancement.

Table 4.12 Health and Nutrition

10.1	Health workers give regular check-up to the children	2	11.1%	6	33.3%	3	16.6%	6		1	5%
10.2	Growth monitoring charts is available for teachers to use it	4	22.2%	5	27.7%	2	11.1%	6	33.3%	1	
10.3	First aid kits is available to be used by teachers	4	22.2%	6	33.3%	4	22.2%	2	11.1%	2	11%
10.4	There is a feeding room /area with a good hygienic and clean environment	9	50%	4	22.2%	2	11.1%	2	11.1%	1	

Table 4.12 shows that 33.3% respondents say high Health workers give regular check-up to the children, 16.6% respondents say medium, 11.1% respondents say very high, whilst 5.5% respondents say very low respectively. This study implies that regular health check-up is not giving for the children. This is not good for the children & the images of those academic schools.

Consequently, 33.3% respondent say that low growth monitoring charts is available for teachers to use it, 27.7% respondents say high, 22.2% respondents say very high, while 11.1% respondents say medium respectively. This implies that growth monitoring charts are not provided for the teacher.

33.3% respondents say high first aid kits is available to be used by teachers, 22.2% respondents say very high, 22.2% say medium, 11.1% respondents say low as well as 11.1% respondents also say very low respectively. This indicates that there is a gap first aid kits to be used by teachers.

50% respondents say that there is very high feeding room /area with a good hygienic and clean environment, 22.2% respondents say high, 11.1% respondents say medium while 11.1% respondents say low respectively. This implies that half of is available for the children. This is good for the safety & freedom of the children while some percent needs to do on it.

Table 4.13 Monitoring and supervision

11.1	The woreda education office and the principal of the kg gives support and supervise teachers	9	50%	6	33.3%	2	11.1%	1	5.5%		
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Table 4.13 shows, 50% respondents say that very high woreda education office and the principal of the kg gives support and supervise teachers, 33.3% respondents say high, 11.1% respondents say medium, whilst 5.5% respondents say low respectively. This implies that there are supervision & support teachers. This is good in the quality of education enhancing while small percent needs work on it.

Table 4.14 Regarding challenges

12.1	The management of the kindergarten under elementary school is not suitable for the work of teachers	3	16.6%	4	22.2%	7	38.8%	3	16.6%	1	5.5%
12.2	The work of the kindergarten is impeded by the shortage of budget	2	11.1%	6	22.2%	3	16.6%	3	16.6%	4	22.2%
12.3	Short training is not organized for teachers	4	22.2%	1	5.5%	4	22.2%	5	27.7%	4	22.2%
12.4	There is no adequate NGOs supporting the teaching - learning process of the center	5	27.7%	1	5.5%	4	22.2%	7	38.8%	1	5.5%

Table 4.14 shows, 38.8% respondents say that medium management of the kindergarten under elementary school is not suitable for the work of teachers, 22.2% respondents say high, 16.6% respondents say very, 16.6% respondents say medium, while 5.5% respondents say very low respectively. It indicates that there is a lack of management kindergarten under the school elementary.

22.2% respondents say that high work of the kindergarten is impeded by the shortage of budget, 22.2% respondents say very low, 16.6% respondents say medium, while 11.1% respondents say very high respectively. This study indicates that the work of kindergarten delayed by the shortage of budget. This is tackle quality of education in both academic schools.

27.7% respondents say low, Short training is not organized for teachers, 22.2% respondents say very high, 22.2% respondents say medium while 5.5% respondents say high respectively. This implies that there is a lack teachers training for both academic schools. If the training is no give for the teachers, it has an impact on the quality of education & a crisis for both schools.

38.8% respondents say low, there is no adequate NGOs supporting the teaching - learning process of the center, 27.7% respondents say very high, 22.2% respondents say medium, 5.5% respondents high, whilst 5.5% respondents also say very low respectively. This study is implies that there is no supportive bodies for both academic schools without themselves. Where there is NGOs, like save the children, quality education running in a well manner.

## CHAPTER\_FIVE

### SUMMARY, CONCLUSION AND RECOMMENDATION

#### 5.1 Summary

In the section of chapter four, data gathered in mixed approach have been analyzed. And the study instrument has employed survey method. The main findings have been drawn and the recommendation has been forwarded depending on the discussion deeply. The findings from the analysis data of the mixed approach are dealt together. In this section, related literature have been incorporated to the research objective more over on pre-schooling theories are the major points used to analysis and give interpretation of the outcome.

The study work brought to the result relative Practice of pre- schooling in bule hora adminsterative town, the particular sources to the teachers kindergarten and professionals population. The study was carried out using Walif and Sinaye Academic schools as its population study with a sample size of 18(Eighteen) respondents.

The study clearly showed that, 61.1% is male teachers, with the age of 33.3%, where as 22.2% is females teachers with the age of 55.5%. And 16.6% is assistance teacher with the age of 44.4%. Here, male teachers & assistance are more than females from both academic schools. This means no gender balance & work experienced in both academic schools.

Additionally,33.3% is diploma holder, 16.6% is certificate holder, 33.3% is below yrs, as well as 33.3% is 5-7yrs, and 16.6%is 2-4yrs, 16.6%8yrs work experience. Here even if half degree holders are there, still there is a gap on educational status.

Consequently,22.2% needs space class to move in the room in both academic schools. This means there is a gap on the space class for children freedom.

In addition to that,22.2% is lower priority for poor family children enrolment. This is concluded that there is no more priority giving for poor family children enrolment.

Although 55.5% respondents say that there is lower adequate learning materials puzzles, riddle and guessing games, stories and fairy tales available. This might affect the knowledge of students & the quality of education.

Consequently, 33.3%respondent says that low growth monitoring charts is available for teachers to use it. This is one of the hinder teaching-learning progresses.

Additionally,38.8% respondents say that medium management of the kindergarten under elementary school is not suitable for the work of teachers. This implies that teachers under problem in teaching situation.

Consequently,27.7% respondents say low, Short training is not organized for teachers. This indicates timely giving not short training has the negative impacts on the teachers knowledge, children and quality of education.

Finally,38.8% respondents say low, there is no adequate NGOs supporting the teaching - learning process of the center. This implies that no supportive from outside except the owner of academic private schools.

In the researcher's opinion, there is lack of gender balancing, work experience, teachers, enough space room for children, priority for poor family enrolment and supportive givers like NGOs that can hinder teaching-learning quality of education.

## **5.2 Conclusion**

In the section one, study has been dealt with the objective of practice pre-schooling in Bule Hora administrative town and the research questions have been raised to come up with the findings. In section two, the related literature review has been used to analysis and relate with the findings. Section three, study employed mixed method approach to collect data. Thus, the researcher has used total population of Walif and Sinaye academic teachers. The study sample size was 18(eighteen) people. 18(eighteen) teachers respondents were selected for responses of questionnaire.

In Section 4<sup>th</sup>, collected data has presented, analyzed and interpreted depending on the 18(eighteen) responded questionnaires. In the 5<sup>th</sup> section, the study has come with the major results discussion found out.

In the 6<sup>th</sup> section, the study has come with conclusion and recommendation.

The study concluded that, there is a lack of gender balancing, work experience, teachers, enough space room for children, priority for poor family enrolment and supportive givers like NGOs that can hinder teaching-learning quality of education.

Finally, the researcher identified as there are biased gender, work experience, short training, enough space room, priority for poor family enrolment and supportive from NGOs practice pre-schooling under the study on the Kindergarten that need to follow some important recommendations so as to make these issues for further research and betterments of pre-schooling.

### **5.3 Recommendation**

On the bases conclusion drawn, the following recommendation ideas are forwarded so far.

- Both private academic should on gender balancing
- work experience should be considerable for more effectiveness
- Status of the education should be added to degree
- priority poor family enrolment should be given
- Training teachers ought to be given timely
- Enough space room for the children should be done on it.
- Training center should be there.

### **5.4 Suggestion for further Research**

This research has done only on the practice of pre-schooling, so the next researcher needs to do on:

- the impacts of government pre-schooling comparing with private pre-schooling
- the car service for children & traffic safety
- feeding room & recreation area.

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## APPENDICES



**COLLEGE OF EDUCATION AND BEHAVIORAL STUDIES**

**DEPARTMENT OF PEDAGOGICAL SCIENCE AND ENGLISH LITERATURE**

### **QUESTIONER FOR MAIN AND ASSISTANT TEACHERS**

#### **Questioner to be filled by Teachers and A/teacher**

Dear, respondent! The purpose of this questionnaire is to assess the practices and challenges of ECCE(preschool) in your kindergarten. The questionnaire is designed to collect data for BA Degree thesis with the title of “policy practices and challenges of ECCE in Bule Hora.” So, you are kindly requested to give genuine and appropriate response.

The researcher would like to assure you that the information you give will be kept confidential and used only for academic purpose. The researcher is interested to thank you in advance for your cooperation and kindness.



no	I .practice					
		5	4	3	2	1
1	<b>Regarding to target group</b>					
1.1	Only children aged from 4-6 are allowed to be enrolled in the kindergarten					
1.2	In the class room ,I give additional support for children with special need					
1.3	Priority is given for enrolment of children from poor family					
2	<b>Physical environment</b>					
2.1	The kg is physically safe and free from garbage sites					
2.2	Adequate latrine service is available					
2.3	Adequate water supply is available.					
2.4	The space in the class room is adequate allowing free movement					
2.5	Size of the school compound is adequate					
3	<b>Learning materials and equipment's</b>					
3.1	Adequate learning materials ( puzzles, riddle and guessing games, stories and fairy tales ,etc) are					
3.2	The class rooms and their walls are equipped with learning materials and visuals rich in colours					
3.3	Developmentally appropriate play equipment's ( balance, swinging, slid, ladder etc) are adequately					
4	<b>Scheduling activities</b>					
4.1	Teachers prepare daily schedule of activities and display in the classroom					
4.2	The Pre-school programmes runs for three terms in a year					
4.3	Adequate time is scheduled for play, discovery and rest of children					
5	<b>Content of the Curriculum</b>					
5.1	Teacher guidebook is readily available to all teachers					
5.2	The curriculum (teacher guidebook and others) is government-approved					

5.3	The content of the curriculum is adapted to the local context					
5.4	The content of the curriculum is developmentally appropriate					
5.5	The content of the curriculum emphasizes different aspects of the child development					
6	<b>Teaching and Learning Methodology</b>					
6.1	Teachers use child-centred teaching method					
6.2	Teachers facilitate group setting or group work in teaching children					
6.3	Teachers and others support and encourage children effort in the process of learning					
6.4	Teachers use mainly play based teaching approach					
6.5	Teachers use different teaching aids in the classroom					
7	<b>Assessment</b>					
7.1	Assessment is continuous and practiced appropriately					
7.2	Assessment result is not used as a basis for promotion and encouragement					
7.3	It is appropriately communicated to parents					
8	<b>Human resource</b>					
8.1	Teachers are trained in the kindergarten teaching profession					
8.2	There are assistant teacher's/care givers in the classroom.					
8.3	ECCE caregivers are holders of health and nutrition assistant certificate					
9	<b>Participation of Parents and communities</b>					
9.1	Parents and teacher share information regularly on the child's progress					
9.2	There is a regular parent teacher association meetings and support in the pre-school					
9.3	Information about the home environment of children is delivered to teachers					
9.4	The preschool works closely with the community					
10	<b>Health and Nutrition</b>					
10.1	Health workers give regular check-up to the children					

10.2	Growth monitoring charts is available for teachers to use it					
10.3	First aid kits is available to be used by teachers					
10.4	There is a feeding room /area with a good hygienic and clean environment					
11	<b>Monitoring and supervision</b>					
11.1	The woreda education office and the principal of the kg gives support and supervise teachers					
12	II .Regarding challenges					
12.1	The management of the kindergarten under elementary school is not suitable for the work of teachers					
12.2	The work of the kindergarten is impeded by the shortage of budget					
12.3	Short training is not organized for teachers					
12.4	There is no adequate NGOs supporting the teaching - learning process of the center					

**Instruction three:** - Below are two open ended questions. Give your answer on the blank space.

1 what do you think of the major achievements of pre-school education program?-----

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2.what do you think of other major challenges of pre-school education program that is different from what is mentioned on item 12? -----

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**THANK YOU!**