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College of Education and Behavioral Studies  
Department of Special Needs Education

Policy-Practice Gap on the Implementation of the Pre-School Education,  
Selected Government Schools in Sebata City Administration

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Addis Ababa, Ethiopia

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## ACRONOMY

ECE	Early Child Education
ECCE	Early child hood care and Education
ECD	Early Childhood Development
ECED	Early Child Education Development
EFA	Education for All
ESDP	Education Sector Development Program
ETP	Education and Training Policy
FGD	Focus Group Discussion
MDG	Millennium Development Goal
MOE	Ministry of Education
OEB	Oromia Education Bureau
OEBPPS	Oromia Education Bureau preprimary school
PPSE	Pre Primary School Education
PSE	Preschool Education
SWSENs	Students With Special Educational Needs
PTA	Parent Teachers Associations
UNICEF	United Nations Children’s Emergency Education Fund
UNESCO	United Nations Educational, Scientific and Cultural Organization

## ABSTRACT

*This study aimed to examine the essential process of preschools and to investigate the view point of the policy practice gaps in preschools. The study considered school principals, preschool teachers, expert from education office and parents of children. Using the purposive sampling technique, 2 preschool principals, 4 preschool teachers, 1 expert and 2 parents of children were selected from Alemgena and Mulugeta Gedle preschools in Sebata City Administrations in the academic year of 2020/2021. Data were collected through interview questions, focus group discussion guiding questions and observation checklists. The research design was qualitative approach guided by four research questions. Based on the essential questions of the study, prosperous information was obtained from the participants individually and in groups. Using the obtained data, the study tried to point out the policy practice gaps on the implementation of preschool education encountered. The data collected from the participants were categorized into themes and interpreted as a result. The study found that the accomplishment of holistic progress of children in the preschools were based on teachers' understanding of the how to practice and implement preschools according to policy of preschool education and minimize the gaps. The study also exposed the lack of commitment of the government to promote preschools education to the desired level. Besides, findings of the study revealed that the appropriateness of ECE provision was challenged and there are unqualified stake holders (experts, principals and teachers) and lack of adequate physical learning environment and facilities as well as the large class size. It is recommended that to implement the policy practice, all stake holders must be well qualified and trained to assure quality education in preschools. By this reference, implementation of the preschool curriculum, teacher's guide and textbooks must be found in the schools. Furthermore, lack of budgets and manpower should be revised regarding by city education office and government. It would be better if the government give attention to allocate ear marked budget and trained man power to support pre-primary schools and help them run their work independently to the required extent and give them awareness program about the use and objectives of preschool educations.*

**Keywords:** *Practice gaps and implementation of preschool*

# CHAPTER ONE

## 1. INTRODUCTION

### 1.1. Background of the study

Early childhood is a very essential time in life, when young children learn skills and develop ability that set the stage for future development and where they joined second world in their life. Furthermore, the initial ages in children's growth were investing in building their behavioral change and shaping their personality as well as ECCE is the issue of substantial discussion and consideration among governments and politicians in all parts of the world (Mwamwenda, 2014).

As universal like, UNICEF and UNESCO brings more pronouncement on the delivery of quality ECCE to all children (Heather. 2013). Likewise, one main theme is the movement and society from private charity start in the initial and central 19th century to public function, regular processing or evolving basically after World War II (UNESCO-II CBA, 2010). Furthermore, the degree of public obligation does differ, though across the countries (Kamerman, S.B. 2006). Although ECCE strategies and programs in Europe, Anglo and American, states progressed available of remarkably alike historic streams: child safety, initial childhood education, facilities for children with special needs, and to give services or facilitate mothers' labor power contribution (Maunganidzel. L & Tsamaase, 2014). According to the case of Europe, in Australia ECCE facility have settled with a little attention or focus (to make available long day care for children for working families, to provide an educational program for children age 4–5 years prior to school entry).

Therefore Africa has the same experience with the world experience, ECCE as its low level of development (Maunganidzel, L & Tsamaase, 2014). Most African countries even those with the better level of economic development tend to implement ECCE in unstructured way this make children grow in short of social emotional development in skills abilities attitudes towards others disregard to social environments which at last

results to the unconsolidated and unorganized social and emotional development of children which in turn will affect the economic, social, political and cultural aspects of a nation (Mwamwenda T, 2014).

In Africa, the number of youngest population is described as higher compared to other countries. However, many of them will not receive any ECED care because such services are still very rare in the continent, with some exceptions for children aged 3 to 5 years. For instance in Nigeria, many childcare centers are now started to provide early childhood education, though there are challenges in addressing many rural areas (Sheila B, Kamerman. (2006). Furthermore, 26 countries in Sub-Saharan African Countries had involved ECCE in policy practice and strategic plans, such as EFA goals, poverty reduction strategy identification, targets for education, and health sector-wide programs or national plans for education, nutrition, health, and protection. Eleven countries have included ECCE in their Fast Track Initiative (FTI) Action Plans (UNESCO, 2010).

Therefore, Ethiopia is one of the twenty-six (26) countries in Sub-Saharan African which has advanced ECCE Policy Framework in collaboration with UNICEF and other non-governmental organizations. In addition to the ECCE strategic operation plan and guidelines, the new ECCE framework has also been developed that consists of four pillars; parental education, Health and Early Stimulation Program (Parental to 3+ years), preschools: community-based kindergartens (4 to 6+ years) and community-based Non-formal school readiness (MOE, 2010)

According to Ethiopian education policy, Ethiopia recognizes the importance of kindergarten 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. In order to improve ECCE Ethiopia developed 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. Guidelines for Preschools (4 to 6 + year) give clear instructions regarding the physical space of the preschools, cleanliness, sanitation facilities and the recommended minimum number of children for one teacher and one assistant. The recommendations are also given on learning materials,

(visual, and rich in color), outdoor play equipment, preschool curriculum and scheduling of preschool activities.

The minimal qualifications for teachers and assistant teachers are given, as well as the guidance for pedagogically sound teaching and learning methodology, to focus on teacher child interaction and active learning. The parents are guided to have regular contacts with teachers and teachers are guided to carry out holistic, continuous assessment (MoE, 2010). When we see early childhood care and education practice in Ethiopia, teachers are not well trained for pre-school teaching: 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 also inclusive for children with special needs (Demeke, 2007).

The strategic operational plan and guide line for Early Child Care and Education in Ethiopia (FDRE: MOE, MOH and MOWA 2010) also pointed out that; children in Ethiopia starting at the age of 4-6 year olds to participate in either in the Child to Child Initiative program by the help of grade 5th and 6th older brothers or sisters (the young facilitators) play with their younger siblings and neighbor children. In this program the younger facilitator gets training once a week, at school, by his or her Home room teacher and then at least once a week the young facilitator will play with three to five preschool children in the community (relatives, neighbors or friends), close to the children's home; or enrolling in the 'O' Class program which are supposed to be opened one 'O' Class in every primary school found in Ethiopian governmental schools. Through these the preschool child gets ready for school and playing becomes learning as the benefiting child gets to know how for instance , to count or to differentiate colors and identify letters.

Furthermore, the Ethiopian government has given due attention to ECCE to ensure all children the right to a healthy start in life, and to create the environment that allow to develop their fullest potential. Children aged 3-7 years constitute a large section the Ethiopian population according the recent estimation by ministry of education. Over 26% of the total 110 million populations that more than 20 million were under this age category and above 10% were in the ages 4 to 6 years. However, ECCE is one of the most

neglected areas in Ethiopia. As to the Annual Educational Statistical Abstract of Education (MoE, 2013), the gross enrollment rate of Kindergarten (KG, age 4 to 6 years) was only 6.2%, indicating that majority of the children did not get the opportunity to attend preprimary education.

Likewise, according to the Education Statistics Annual Abstract (ESAA) 2006/2007, the gross enrolment ratio (GER) and the net enrolment ratio (NER) for pre-primary education in Oromia were low (29.4 % and 16.4 %, respectively) and as far as below the national average of 40.7 % and 23.9 %, respectively. However, these rates have increased significantly, with the GER for pre-primary education in Oromia nearly doubling since 2012/13. Therefore, in Oromia Regional state due to several factors, less than half percent of children did not get the access to the preschool education.

Likewise, Sebata City Administration has the current problem to get accessibility of preschool education because of the wider gaps in implementation, practice and challenges of early child hood care and education in the selected public preschool education. Therefore the study was initiated to assess policy-practice gap on the implementation of ECCE in public preschools in Sebata City Administration. In addition, the study aimed to examine the status of preschool education practices, strengths, opportunities and limitations.

## **1.2. Statement of the Problem**

ECCE is one of the main important level of education where kids are expected to grow up mentally (cognitive development), socially and emotionally. It also gives an opportunity and implementation for the child to improve communication skills. This indicates that appropriate implementation of the program contributes to overall development of children who will be future leaders of the country. Due to the recognition of the contribution of the program, ECCE the requirement for preschool education has been increasing from time to time. Whereas the gross enrolment ratio of preschool has been increasing from year to year but still the request of ECE is not satisfied. Likewise, the ministry of educations enrolled, gross enrolment rate increased from 5.2 % in 2011 to 39 % in 2015 (MOE, 2016).

Though the preschool policy is establishing to deliver quality pre-primary education to all children, there are still big gaps in practicing it properly. Therefore, so many research results showed that ECCE was distress from many gaps as well as its lack of accessibility for children of poor parents of urban residents in particular and rural parts of the country in general. Preschools have been facing many gaps such as lack of qualified human power, availability of indoor and outdoor equipments, first aid services, instructional resources, supervisor and parents/stakeholders participation and commitment of stakeholders (Sisay, 2013 and Tirussew, 2005).

In same way, a lot of studies have been conducted on the quality of ECCE by different approaches in Addis Ababa in different sub cities (Rahel, 2014; Girma 2014). Furthermore, research study had been conducted on the challenges, practice and benefits of ECCE in Jigjiga city administration (Yigzaw & Srinivas, 2015). Concerning these studies, widely accepted gaps were further identified by another research findings too (UNESCO, 2006). For this reason, the Government has developed ECCE Policy-Practice and Strategic agenda that emphasis on enhancing the quality, availability (accessibility) and equitable distribution of services in 2010. Though the contribution of ECCE towards broader social, economic and education goals is being recognized, the sector remains under-developed in a number of countries. These are attributed to a lack of investments, as well as the gap of policy implementation (practice) and diversity.

The actors involved in its organization and provision were not well coordinated and regulated (Education International, 2010). For instance, the Ethiopia's Education Policy has been started to assuring the implementation of preschool education in terms of both access and quality education. However, like in other developing countries, children's access to resources is limited; opportunities for education, health, adequate nutrition, recreation, etc. are highly limited; and a considerable part of the child population is exposed to different forms of exploitation and abuse, hindering the full realization of their potentialities (MoE, 2010). In addition, there is a gap between policy practice and implementation in preschool education and the preschool education has been a much lower government priority (Education International, 2010).

According to the 'National policy, in Oromia, preschool education is recognized to value as the first children aged four to six (4 to 6). It targeted to the development of social, intellectual, emotional and physical, and to promote children's success in the primary grades. in addition the standards describe the range of curriculum, quality of indoor and outdoor learning environments, materials and equipment of minimum essentials, professional requirements of teachers,' parental involvement, and government supportive services required to lay a sound foundation for preschool children (OEBPPS, 2003).

Though there is a relatively good coverage of preschool education in Sebata City Administration, there is wide spread dissatisfaction and several challenges on the success of the program (as informally dealt with Mr. Gebre (Expert of pre-primary education bureau). The major stakeholders, including the implementing primary schools, the city education office, women and children affairs office have been discussing on the challenges encountered and main causes for the programs ineffectiveness. Besides, as to my knowledge no previous research has been conducted on policy practice gap on the implementation of preschool education in Sebata City Administration. Therefore, the proposed study was conducted to fill the gap created in implementing preschool education, practice and challenges of early childhood care and education in the selected public schools. In addition, the study identified ways for the improvement of the preschool policy-practice implementation in Sebata city administration. Based up on this, the study attempted to seek answers to the following basic questions.

### **1.3. Research Objectives**

#### **1.3.1. General Objective**

The main objective of this study was to assess the current policy-practice gap on the implementation of preschool education in selected government primary of schools of Sebata city administration.

#### **1.3.2. Research Questions**

1. What the degree of the trained human power is assigned for the preschool Education?
2. What the status of accessibility and conduciveness of physical environment of the schools for the students?

3. What the availability of basic teaching and learning materials for preschool teachers and students respectively?
4. What the degree of engagements of parents in discharging their role and responsibility to promote the academic performance their respective children?

#### **1.4. Significance of the Study**

Preschool Education is one of the fresh creativities or programs that the Ethiopian Government has announced to cover the access gaps in ECCE.

The findings and recommendations drawn from this study may contribute for educational office of the city to devise strategy to overcome policy-practice gap on the implementation preschool education and uses available potentials preschool education.

The study results very useful contribution and key input for sebata city administration education office for their future in order to improving preschool educations gaps.

To recommend as they committed on the gaps of faced in preschool for stake holders and minimize practice gaps in the preschool educations

The study expected to gain some benefits especially for public preschool education and to rise depth understanding about preschool education especially that didn't have awareness about preschool education as city administration and regional levels

Besides, the study could add some insights and empirical evidence to what has been known already and would trigger for further study on the policy-practice gap in the present study area and other parts of the country.

#### **1.5. Scope of the Study**

Sebata is found in Oromia Regional State which is Special Zone around Finfinne. It is 25km far from the Capital city of the country. In Sebata City Administration, there were 132 preschool educations with public and private preschool education. From 132 preschool educations, there are 14 public and 118 private preschool educations. The study was delimited to only 2 public preschools educations. The basis for selected only Government preschools was because of the decisiveness of the type of the service, which

Government preschools have been opened succeeding the establishment of the ECCE policy mainly to contain the majority of children who didn't have access of pre-primary education. For this reason, to saw the status of the practice gap and implementation, the study focused on the Government preschools. Additionally, although the research site was rather than other public preschool found in Sebeta city administration study was on the practice of preschool policy. On the other hand, it was impossible to consist all preschool education because of it was very difficult to manage the research. Additionally, it was very difficult to manage the left preschool because of, Shortage of time on respondents, COVID-19, in terms of trained human power, availability of instructional materials, physical environments schools and lack of independents of preschool education.

### **1.6. Definition of Operational Terms**

**Challenge:** the difficult that preschool faces from different perspectives etc.

**Early Childhood:** the period of a young child between the ages of 4 to 6 years old.

**Kindergarten:** school that focuses on all-round development of the child (age 4-6) in preparation for formal schooling.

**Opportunity:** advantageous that conditions for the implementation of preschool program.

**Trained manpower:** The scarcity of well trained and experienced practical aquaculture is probably the most important constraint to rapid expansion of human power

**Parent engagement:** is the schools is defined as parent and school staff working together to support and improve the learning, development and health of children and adolescents

**Physical environment:** the area in which youngsters grow works and play and can be virtually anything concrete the children my encounter in their lives

**Policy-practice gap:** practice, challenges that faced in preschool education and the opportunities to implement the preschool education.

**Pre-primary Education:** a child who are joining determined set of learning experiences for children between 4 up to 6 ages, carried out in the formal organizations before they join primary schools.

## **CHAPTER TWO**

### **2. REVIEW OF RELATED LITERATURE**

#### **2.1. Definition of Early Childhood Education (ECE)**

Early Childhood Education is a broad term that includes any kind of academic program that supplied to serve children before starting primary school. It gives out children before school years and includes the period from birth to 8 years of age in children's life. It also contains the group setting for child through elementary school (Miles & Signal, 2010).

Furthermore, it intends the holistic development of child's physical, emotional, cognitive and social growth. It also helps children construct a solid and base line for permanent learning and welfare. At this stage, kids are highly influenced by the physical environments and the people that enclose them. Though, to resist such like gaps, ECE ought to nurture children in terms of socialization rather than only educational improvement. Moreover, from age four forward, ECE programs are typically associated with early learning and preschools. Therefore, by using child-centered approaches, ECE makes children of 4-6 ages ready for primary education (MoE, 2013/14).

Children and childhood affairs were recognized exceptional in the history of ECE in the country (MoE, 2010). ECE program which begins at 3 to 6 years in the setting of pre-primary schools was stated in the national ECE policy document of Ethiopia. However, getting registered real age in the sebata city administration is not easily available as some women gave birth at home.

#### **2.2. History of Early Child Care and Education**

Until the end of the 15th century, infants were not recognized as exceptional period of life. Throughout the 17th and 18<sup>th</sup> centuries, the education of children less than 6 years of age was not assumed as clearly different from that of the older children. The ECE as a distinct discipline had its beginning as the 19th century started. Hence, everyone can understand that ECE is comparatively new field which industrialized out of a long historical tradition. In addition, the base for many of the significant aspects and practices found in current

programs were laid by writers, philosophers and teachers of the past. As a result, the foundation of many of the practices, concepts and theories that continue to reinforce ECCE were established as a rising awareness on the importance of early years in education.

Each country has its own unique historical background about the concept and importance of early childhood education. In America, the best known compensatory Kindergarten program called “Project Head Start” was established with the aim of providing intellectual enrichment, health care and a supportive environment to the children from low income and socio-economic problems of families. This could improve their everyday effectiveness in dealing activities with the present and preparing for the future.

### **2.3. The Concepts of Curriculum and Methods of ECCE**

Early child care and education (ECCE) refers to digest and rounded approach to nutrition, health, protection and education services (UNESCO, 2010). The African Union education outlook report shows that, ECCE is the conservation for children’s development, persistence and learning from conception to the time of getting into primary schools. It is also stated as a policy or strategy to improve the development of children with difficulties and to maximize and expand nutrition, health and education services for children (UNICE, 2005). Additionally, ECCE refers to a comprehensive approach to policies and programs for children from prenatal to 7 years of age. Similarly, it is expressed as a range of processes and mechanisms that survive and support development during the early years of life (UNICEF & UNESCO, 2012). Therefore, it encompasses education, social, physical and intellectual stimulation, nutrition, health care and emotional care. Concerning 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.

Hence, educators use different terms to mention ECCE. Some of the expressions used are “ECCE, ECD, ECE, PSE, PPE and Kindergarten” (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”, the World Bank calls it “Early child development

(ECD)”, UNICEF calls it “Early childhood development”. All these show that different countries or educators used different terms to represent ECCE. In general, the concept and definition of ECCE is all about the services that should be provided to young children to facilitate their emotional, physical, mental literatures define ECCE differently, the content and approach of the idea is the same.

#### **2.4. Historical Development of Early Child Care and Education in Ethiopia**

Development of ECCE is one of the most significant stage of education where children are predictable to develop socially, cognitive development and emotionally. In Ethiopia, traditional church education has historical contribution to education of young children. Children who had access to church education aged four to seven. In modern sense, preschool education started in 1908 by the embassy of France in Dire Dawa (Aregash, 2005:6). Then, a number of private preschool attached to the existing educational institutions such as English school and the German school started giving services for children of rich parents in Addis Ababa. But, preschool as a general community services began in August 1963 (E.C) with few pilot projects established in the major lawns of the country under the Ministry of National Community Development and Social Affairs (MNCMDSA), cited in Demeke (2007).

The socialist revolution of 1966 E.C was a turning point in the history of childhood education in Ethiopia (Demeke, 2007). The author also explains that in 1973 E.C, an independent commission called Ethiopian Children Commission was established with a task of caring and educating Ethiopian children. Due to increasing public demands for preschool education and involvement of the private sector, the communities and non-governmental organizations, the number of kindergarten was 550 in 1993 (UNCRC, 1995). In addition, preschool for community service began in the country in 1963 in Addis Ababa around Ras Desta sefer, Debrezeiyt, 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. Following this, department responsible for this activity opened in the ministry of education. Then, the

number of kindergartens rise to 2313 in 2006/7 (MoE, 2006). Similarly, in Oromia Regional state the number of kindergarten which was 418 in 2004/5 (ESDP-III, 2005) rise to 711 in 2006/7 (MoE, 2006).

The Orthodox Church in Ethiopia assumed to be one of the clues for traditional education system through Churches and monasteries. Education provided in these centers was theology, philosophy, computation, history, poetry and music (Teshome G. Wagaw, 1979). 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.

#### **2.4.1. Curriculum and Early Child Education in Ethiopia**

Early childhood education curriculum is not a list of topics that need to be taught or activities that have to be completed. As describe by Shipley (2008) preschool curriculum is a way that teachers design interaction, relationship, environments and experiences to create learning opportunities. In Ethiopia, Ministry of Education (MOE, 2010) developed national integrated play-based curriculum based on the national preschool policy framework. Thus, the document clearly described what types of teaching-learning approaches would be followed in preschools. Accordingly, “children learn through play in an informal environment at their own pace” (MOE, 2010, p.14).

It also clarifies that play encourages the child to engage in learning voluntarily, experimenting and making their own discoveries either independently or with other children and adult supports. Of course, play can promote self-care, self-expression and social interaction when play materials and equipment are available in the barrier free learning environment (MOE, 2010, 2009). In order to promote children’s learning and development curriculum activities should be prepared in line with the children’s needs and age levels because each child is unique and learns differently at different pace so that

teachers need to be sympathetic to each child's interest and needs avoiding a blanket approach.

Since children are curious to explore and experiment their environment, adults should understand the rich opportunities of learning in many areas of the curriculum within one activity. For example science, mathematics, language and social skills can be learnt during a creative arts and motor skills development (MOESAA, 2015; MOE, 2010). However, children require experiencing the relevance of their world before they separate themselves from it and begin to analyze it in a detached way. According to the national early childhood education curriculum framework (MOE, 2010), there are five specific approaches in facilitating early education curriculum. Four of them are described as follows:

- Children learn through free and facilitated play-such as sports, dance, music, visual arts and role-play
- Use mother tongue as a medium of instruction and for storytelling;
- Using hand-on activities with a creative approach facilitating open –ended project with a focus on the process rather than final product thus allow the child to experiment and discover independently

Teaching an integrated curriculum where all areas of learning are learnt together (p.15). As mentioned in the national curriculum framework (MOE, 2010), the integrated preschool curriculum consists of the following learning areas:

- Taking care of themselves: children explore themselves, their body parts  
My environment: children are always eager to know more about their environment  
developing literacy: encouraging children to develop basic communication and interaction with adults
- Developing numeracy: develop the concepts of space, quantity, size and number  
relating with others: children need to have relationships and feel a sense of belonging

The framework also gives special emphasis adults take responsibilities when they plan curriculum activities for children. That means; teachers can adapt the curriculum based on

the children needs, interest, capacity and experience that help them to meet learning outcomes. Play is the first and most important defined behavior of a young child in the document. Many research results justified that play cannot be replaced by any other activity (MOE, 2009, Bodrova & Leong, 1996; Vandell & Powers, 1983) because play enhances all area of development in young children. For example, dramatic play helps children to develop language communication skills and identify variety of societal roles. So play has so many benefits for the children learning and development. Other researchers also justified in relating to play-based curriculum that when children engaged in different play curriculum activities, they learn problem solving and scientific concepts that help them to express and control emotion, and it has also play an important role in learning physical and perceptual skills (MOE, 2010; Shipley, 2008; Gullo, 1992; Sponseller, 1974). Even if preschool curriculum models are varied, literatures described that a preschool classroom with a planned curriculum has a more positive impact on child outcomes than one with no set curriculum (MOESAA, 2015, MOE, 2010).

It is believed that young children tend to learn more and be better prepared for formal schooling when they attend well planned, high-quality preschools in which curricular aims are specified and delivered (MOE, 2009; NAECS,2003). Thus, thoughtfully planned, challenging, developmentally appropriate, culturally and linguistically responsive, preschool curriculum likely promote to positive outcomes. As stated by MOE (2010; 2009; 2005), play is an integral part of a curriculum and methodology to facilitate learning and development in the early years. It is true that at early age children expected to be engaged in language skills, numbers, life skills, art, and music developments mixed with indoor and outdoor play. Therefore, curriculum is the sum total of the experiences, activities, and events, whether direct or indirect that occurs within an environment that is designed to foster children's learning and development.

According to OEB (2012), states about the education policy and curriculum materials that PPSs should provided with are: Text books, Syllabus, Teacher's guide, OEB, Educational administration, Policy Framework & guide line for PPE, Child Right Convention, Education and training policy, Guide line for PWDs, World Child Right Convention.

### **2.4.2. Scheduling and Structure of Pre-school activities**

In pre-schools, a single day of children's education should be organized to include outdoor and indoor time for singing, for stories, playtimes, and for discussion in between other activities. Time is also allocated for brief reading and writing for refreshments 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 period. During scheduling, various factors have to be taken into consideration depending on the setting and age groups of the children concerned (Perry, A. 2004).

### **2.4.3. Modality of preschool education**

Pre-primary education is delivered by categorizing it into 4 classifications. When each of modality presented with their definitions:

1. Kindergarten: It is a three-year program. That means children age 4-6 ready for the primary education by using child-centered approach. Children can learn through play at their own pace and they can contribute to the formation of their identity, expression and social learning (AACEB, 2013).
2. O-Class: Pre-school education program and it's opened up in the already surviving primary schools. It is single year program for 6 year olds children before entering grade one (MoE, 2013/14).
3. Children to Children Program: The core of the Child-to-Child program is that older children in the community (so-called young facilitators) engage in structured play-oriented activities with their younger siblings and neighboring children. The main aim of the Child-to- Child program is to better get ready young children for primary school and children to make the ready for grade one (MoE, 2012).
4. Accelerated School Readiness: pre-primary education program and it's only attending two-months for 6-year-old children, who do not have other available or access. The program attended on July and August before entering grade one on September (MoE, 2017).

#### **2.4.4. Teacher-to-Child Ratio policy**

The ratio of adults to children in childcare programs should be sufficient to give children the individual care and attention they need. In Africa, there has been a shortage of quality preschool facilities and personnel, especially teachers. The ratio is 1 teacher to 14 children, as to the international standard (UNESCO, 2010)

In addition to, according to the guidelines and standard of ECCE of preprimary schools, (MoE,2010,2011, and 2013), underlined that, for one classroom should be present main preschool teacher 1, assistant 1 and care giver 1 for 40 children/students found in one class with 1.5 km<sup>2</sup> space for children.

#### **2.4.5. Class Size**

Overcrowded schools are a serious problem in many school systems. Corcoran et al. (1988) found that overcrowding and heavy teacher workloads created stressful working conditions for teachers and led to higher teacher absenteeism/ turnover. Teacher-child ratio per classroom is found 1:40, 1:55, 1:106 and 1:25. (UNESCO, 2010). The size of class differed from one teacher to another, with some teachers handling loads of children without any assistant teachers. Hence, crowded classroom conditions not only make it difficult for students to concentrate on their lessons, but inevitably limit the amount of time teachers can spend on innovative teaching methods.

#### **2.4.6. The quality of infrastructures and materials**

As Morrison (2011), learning involves activities, materials, and opportunities for exploration and interaction. UNESCO (2010) states that for effective interaction between children and teachers/ caregivers there must be good working conditions in terms of facilities, health environment, low child/ teacher ratio, instructional materials, and overall support. Concerning quality of school infrastructure and facilities many schools, in particular at primary level, are constructed in non-durable materials, which decrease children's motivation to attend and remain in school (ESDP IV, p. 19).

#### **2.4.7. Early Education systems and Policy in Ethiopia**

The UN convention on the rights of the child (CRC) adopted by the Transitional Government of Ethiopia (TGE) in December 1991. This convention has relation to the child's right for education. Accordingly, the government committed to provide preschool education that is focused on all round development of the child in preparation for formal schooling in an integrated manner (MOE, 2010; UNESCO, 2006; TGE, 1994).

Current national policy framework and strategic operational plan and guidelines for early childhood care and education (MOE,2010) gives more emphasis to the continuity of community based preschool to promote high quality mother/caregivers-child interaction and parents getting their children ready to go school at the right age. This policy also gives special consideration children obtain age appropriate education through the joint involvement of teacher-parent in order to support children's learning and development. Accordingly, the government recognized integrated early childhood policy that covers the period from prenatal up to the primary school. According to this policy preschool/kindergarten (4 to 6+ years) program caters for the acquisition of basic skills (pre-reading, pre-writing, counting and arithmetic) in preparation for the child's formal schooling considered as the focus area. However, in the national preschool curriculum guide learning and developmental activities are organized into three levels: nursery/prekindergarten, lower kindergarten and upper kindergarten. Thus, all private, religious, community and NGOs preschools are implemented accordingly.

Early childhood education (ECE), which was formerly called pre-primary education, includes kindergartens, non-formal pre-school services, and "O" level or zero classes. As it has been mentioned before, in Ethiopia kindergartens are predominantly operated by non-governmental organizations (NGOs), communities, private institutions, and religious organizations, while non-formal preschool program is being delivered mainly through the child-to-child initiatives. On the other hand "O" level or Zero classes are an initiative of the government, and serve children age six who are not enrolled for ECE. In general the government introduced "O" classes and child-to-child/child friendship programs aimed to prepare children for the primary education.

#### **2.4.8. Roles of Teacher in preschool**

The role of preschool teachers is implementing the practice gaps in the preschools. Concerning the challenges of preschool educations, role of pre-primary teachers and other care givers influence the growth of children more than any specific curriculum or educational methodology (Choudhury, 2002). Furthermore, there are some expected quality of pre-primary teachers such as working based on the needs and interest of children, ensuring confidentiality of children and their families, recognizing diversity among children and families (Perry, 2004). However, it is one of the most fulfilling occupations to see children grow and develop. Pre-primary teachers play very essential role in ensuring that no child starts school without the basic skills they need to succeed in their future life.

The pre-primary are expected to serve as educator, substitute parent and psychologist in order to growth students who are well-adjusted and eager to learn. Therefore, preschool children watch everything that adults do. Thus, teachers are expected to be a role model in the appreciations of their students. Moreover, pre-primary teachers should be aware of the curriculum expectations for grade one and later primary grades. Likewise, preschool education teachers should also promote integrated learning and allow children to experiment, handle and explore with a variety of materials that are familiar to them and connect to their everyday life. Furthermore, preschool education teachers should also use their knowledge of the cultural and social contexts in which the children live to provide learning experiences and develop that are relevant, respectful and meaningful (MOE, MoWA, MoH and, 2010).

#### **2.4.9. Parent and community engagement**

The primary care givers for the children are parents/guardians as well as communities. For this reason, parents are required to be involved energetically in determining what is going on and facilities that should be delivered in the pre-primary schools. Simply parents /guardians could care for preschool center by: Transporting their children, supporting availability of learning materials with managing, supervising the teaching learning process in the kindergarten centers, nurturing funds for the success of the school (MoE, 2016). In

addition, parents and communities should have accountability to safe and create physical environments in good way concerning the ages of growth and they have power to organize families and other social institutions so as to care for pre-primary education (MoE, MoH, MoWA, 2010). To foster all rounded child developmental system, the preschool education program needs high active involvements of families and communities. Furthermore, community initiates and brings about community-based services for young children by providing supports in attention, health and nutrition (Yalew, Z. 2011).

Parents and preschool teachers are usually the first to notice when infants and preschoolers are not developing and learning as expected and when they have troublesome behaviors such as refusing, hitting, interrupting, biting and tantrum. Children with disabilities. The school environment should have suitable condition to include children having visual impairment, hearing impairment, psychologically distributed, and mentally retarded (MoE, 2009).

In addition, Family involvement describes the strategies by which parents and teachers cooperate to support children's early education. Family involvement activities can take place in the school, at home, or in the community (Mooney, 2000). The collaborative relationship between families and schools has been referred to as a "third institution" built on mutual support and reciprocal exchanges between parents and teachers. Hence, Families and schools share the social functions of educating, nurturing, protecting children. Children learn best when their family and classroom learning experiences are linked (Mooney, 2000).

## **2.5. Training and adequacy of pre-school teachers**

The training of workers for early year's settings was essential. According to Brudenel, (2004, p. 6) children now being admitted to out-of-home settings at a progressively earlier age than the formerly. The training of personnel in educate is, therefore, an area that has received some considerable attention in recent years. (TGE, 1994), article 3.4 and sub-article 3.4.5, regarding the training of teacher's states:

*Teachers starting from KG to higher education will be required to have the necessary teaching qualification and competence in the media of instruction, through pre-service and in-service training.*

Correspondingly, the standard setting adopted in the region, indicates the qualities of those entrusted with the responsibility of supporting the learning and development of PPS children need to have adequate number of workers in each PPSs/per sections and the expected qualifications for PPE program. Thus, one of the qualities of workers are expected to be the holder of a training certificate in child development and PPS teachers are expected to be a diploma holder in PPE from teacher training college (OEB, 2012, p. 29-31). In recent years, educators stress the crucial importance of providing well-trained teachers for PPS children and emphasize adequate and professional education as a pre requisite. Because, the quality of PPS programs, depends greatly on the availability of qualified teachers who have been trained in the education of PPS children. A program's success depends on the teachers who implement it, their interest in the problems of children, and the ways they devise to solve these problems (Bulter, 2001 cited in Temesgen, 2006, p. 68).

In addition, by the same explanation, preschool education teachers who had unrelated preschool educations and no experiences with on job-training in the preschool were teaching children (Tigistu, 2013). Likewise, preschool teachers need essential knowledge in the area of the health, pedagogy, nutrition, curriculum and treatment of group relationship with children, parents, specialists, and colleagues. Generally, teachers in the kindergarten should be qualified in preschool teaching professional, ECCE caregivers is assigned and complete 8 grade with having nutrition assistance and health certificate (M0E, MoWA, MoH and, 2010).

## **2.6. Roles of Administration bodies in PPSE**

Regarding to the roles and responsibilities of partners in the provision of ECCE services, the ministry of education provides policy guidelines on PPE, certifies PPE teachers and trainers, develops play and teaching materials, and maintains standards and quality assurance. The Ministry is also responsible for the training of PPSs teachers. It provides

training services for PPE, develops the curriculum, supervises PPSs Programs and registers PPSs at regional level (REB).

The Ministry will be required to carry out capacity building and advocacy, facilitate networking and build linkages. It was also stated that Woreda Education office would be responsible for furniture and indoor-and outdoor play-equipment (MoE, 2010). While the government's direct involvement in the provision of ECCE will remain limited, its role in maintaining the improvement of quality of ECCE and its governance through supervision and inspection will deepen during ESDP IV.

The government's role will be mainly one of promoting, coordinating, supporting and monitoring the involvement of other stakeholders. The clear policy option for decentralization to the regional and Woreda levels is present throughout all sectors including in education. The success of this policy depends very much on the competence demonstrated by the local actors and on the support they receive from the upper levels of the administration.

The decentralization reforms have transferred important responsibilities to the Woreda Offices in order to exercise their responsibilities with support from regional offices, within an overall framework developed at federal level. However, according to ESDP IV many offices do not yet have the required capacity to exercise their responsibilities effectively. School functioning also needs further improvement, in particular concerning school leadership (MoE, 2010).

### **2.6.1. Early Childhood Assessment**

Childhood assessment is a tool used to gather and provide educators and parents/guardians with critical information about a child's development/growth with the main critical part of a high-quality ECE program. Additionally, in the preschool education, it uses process of assessing that concentrates on children's physical and motor development, social and emotional change, and language development with general knowledge that encourage future academic performance. Furthermore, the same explanation pointed out about assessment on the young children's that gives strength and mature enough with well approach in good developmental appropriate. Children with low level skilled can be

assessed in the preschool educations by cutting with scissors, coloring between the lines, saying a series of numbers in the correct sequence, knowing the sounds of letters etc. (NAEYC, 2003).

## **2.7. The role of physical learning environment in Early Child Care and Education**

Children need interesting and stimulating environment that has shield 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 like: toys, books, blocks for construction, people to cooperate with a child, enough space for freely movement and adequate or enough with high quality food (NACECE, 2003). The physical environment and social environment of the preprimary school class room influence children's physical, cognitive, linguistic, and social development. The public/social environment consists of the instantaneous physical surrounding, social relationships, and cultural settings in which children function and interact.

Furthermore, one of the most important features of the environment is that it must be both physically and psychologically safe and secure. Hence, the equipments or materials for children have well safe and relaxed to explore and move around freely (Curtis A, 1998). Furthermore, the quality of the environment at the preschool plays a significant role in the quality of stimulation in teaching. Safe, fostering and stimulating environment that provide for differences in learners' ages, abilities and developmental levels is essential for maximum stimulation and both the indoor and outdoor environments play an important role in stimulation of the learners per their developmental needs (Labuschagne, 2015).

### **2.7.1. In-door Environment and Organization**

Classroom is prepared and organized to encourage or promote the interaction of learning and teaching setting. The high quality classroom is one which makes children feel as if they are at their homes. If this is so, children feel a sense of ownership (Morrison, G.S. 2011). Well-arranged and organized classroom encouraged children's self-help which is a fundamental goal of pre-primary school education. Hence, preparations of in-door environments are important features of preschool classroom. Therefore, teachers should have consideration to appropriately setup the classroom with the help of a comprehensive

and detailed plan of how the classroom can be well arranged. These arrangements aim at providing an environment with satisfactory space for free movement and easy access to toys and learning materials, and serve the purpose of motivating children to learn (Labuschagne 2015).

Likewise, learning environments in pre-primary school should have comprehensive varieties of stimulating play and learning materials that promote not only simple but also higher thought processes like puzzles, riddle, stories, and visually rich in color, fairy tales, etc. (MoE, 2010). Furthermore, preschools need to consider providing activities indoor for the children in the program by providing appropriate equipment's and the individual needs of the children (Molla B., 2019). And also class room walls and floors must be decorated by different charts that summarize alphabets, numbers, words, pictures and others (Labuschagne, 2015).

### **2.7.2. Out-door Environment and Organization**

The out-door play environment is one the most accessible areas that gives high opportunities to support and increase children's understanding, skills and stimulation of their world (Bredok and Copple, 1997). The playground learning centers hold up activities such climbing, swimming, running, sandbox, reading and nature study.

The outdoor physical environment offers intellectual, creative, emotional, and social development and provides a variety of stimulation for play and exploration. Outdoor play equipment must be well maintained, clean and developmentally appropriate that can provide ample opportunity for creativity and development of different skills (MoE, 2010). Play equipment should also be arranged in an organized manner to allow for accident-free play. The play equipment for outdoor include permanent and take-apart climbers, sturdy wooden crates and barrels, railroad ties surrounding sand box, tire swings with holes punched in several places for drainage, slides, inner tubes, balance beam, tricycles, wagons, other wheeled toys, plastic hoops, chimneys, rubber balls of various sizes, mounted steering wheel, sturdy cardboard boxes, can be used in preschool setting (Jackman, 2001).

Teacher needs to monitor and facilitate children's outdoor play, just as they do within the classroom. At least two adults should be supervising the playground at all times. The outdoor time requires adults who are playful, have sharp senses and quick reactions, and who will closely observe children (Jackman, 2001). Children need safety and enough space where they can play, run, jump, rest, observe natural and man-made objects create things themselves and the like. It proved to increase cognitive function, improve academic achievement and accelerate neuron-cognitive processing.

### **2.7.3. Existing Practice Gaps on the Implementation of Pre-Schools**

Many research evidences show that more than half of the world's children are still left out from pre- primary education. It shows that some of them are more vulnerable than others, and this shows more service is still needed to ensure their development. On this regard, Ethiopian government has established a national policy instruments to regulate the existing private sector provision, to provide low-cost ECCE programmers through community based centers and including non-formal pre-primary education program (TGE, 2010).

However, there are a number of practice gaps. Resource supply from government and donor is very limited and as a result, majority of the burdens to expand the program is placed on the already overloaded primary education system. An intense focus on primary education has resulted in relatively little attention to ECCE in rural-urban divisions. In rural areas, the private and non-governmental sectors provide very few pre- school services. Moreover, the coverage and quality of the provision is low. Relatively, the majority of ECCE service providers are located in urban areas.

The other practice gap on the implementation of preschool education is poor pay and higher levels of teacher stress. These are in turn associated with lower observed classroom quality in early childhood programs. Furthermore, programs that serve predominantly low-income children are especially less likely to have the resources to compensate and support highly qualified teachers, meaning that these children may be experiencing high levels of stress from multiple sources. Fragmented policies and inadequate resources present significant barriers to create a high-quality early childhood education system.

These practice gaps or challenges include inadequate compensation and benefits, inconsistent workforce standards and uncoordinated professional development systems.

## **2.8. Challenges and Opportunities of ECCE preschool in Ethiopia**

The major gaps facing in school assembly are with public schools adopting the programs of preprimary schools. The governmental schools continuously faced specially budget and place where separate for preschools and other setting are not available. Likewise, in the preschools there is collection that has the potential for limiting the opportunities for prevailing public education programs. Therefore, the essential opportunity is increasing countrywide awareness of early childhood education, particularly from birth to age when brain development occurs. Many researches indicated just like opportunities to develop investment in early childhood level of education. The higher awareness creation also makes available opportunities for us to raise the skilled profile of the entire early childhood education delivery and the important contribution educators make in the development of young children.

Furthermore, the very essential for ECCE is now broadly accepted in universal research and development policy. That's why 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. The Ethiopian government has designed a national framework for ECCE. By this framework, the situation would adjust accessible private sector provisions. Besides, it begins to provide not expensive ECCE programs through extending existing government primary schools to provide a reception year. If this is not success, 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. But there is extremely limited government and donor funding available for the plans in the framework.

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. Although overall levels of ECCE provision in Ethiopia are low, there are diverse providers. Most are located in urban areas, giving urban families different choices and opportunities for accessing ECCE (Young Lives in Ethiopia, 2016).

## **CHAPTER THREE**

### **3. REASERCH METHEDODOLOGY**

#### **3.1. Research Design**

Research design is the path used by researchers to collect and analyze data using one of the three methods i.e. qualitative, quantitative, or mixed methods (Creswell, 2012). The research design applied for the present study was qualitative case study design. Qualitative study focuses on extracting available information from real situations. As Creswell (2007) noted a qualitative case study is the optimal approach for conducting an in-depth analysis of one or more cases in a bounded system. The main purpose of this study was to identify policy-practice gap on the implementation of preschool education in selected government schools situated in Sebata City Administration. To achieve the purpose, the study collected data from preschool teachers, principals, expert of education office, and parents using tools such as: interview, focus group discussion and observation. Therefore qualitative case study design is the appropriate approach to explore and obtain an in-depth understanding of existing preschool education practices and challenges and implementation and opportunities. Accordingly, the purpose of this qualitative case study was to investigate early childhood education provision and to explore appropriateness of the curriculum preschools use in line with children learning and development, and the most pressing challenges/barriers in curriculum implementation in the preschools. It is selected due to the reason that it enables the author of the research to clearly explore the Policy-Practice gap on the Implementation of Preschool Education in targeted Government schools.

#### **3.2. Description of the Research Site**

The study schools, Mulugeta Gedele and Alemgena Primary Schools, are situated in Sebata City Administration in Oromia Region, 25 Kilometers Southwest of the capital. Sebata city administration has 14 governmental preschools and 118 private preschools. From all schools found in the city the above mentioned preschool educations were

purposely selected. The total population size of the city is estimated to 179,897 according to the recent estimation by City Administration (Chaka, 2018). The number of children enrolled to Mulugeta Gedele and Alemgena primary schools is 216 (Table 2). The reason for selecting these two Government Kindergartens was because they were opened recently following the establishment of the ECCE policy to include children who did not have access of pre-primary education. In addition, these two schools have a large number of preschool children compared to other preprimary schools.

Table 1: Number of children in the academic year of 2020/2021 in both schools

Selected Schools	Ages	Regular registration						Currently available children		
		Plan			Initially recruited children					
		M	F	Total	M	F	Total	M	F	Total
Preschool Children At Mulegeta PPS	Age 4	8	9	17	11	7	18	3	4	7
	Age 5	15	15	30	9	12	21	5	7	12
	Age 4-5	23	24	47	20	19	39	8	11	19
	Age 6	46	33	79	13	21	34	10	15	25
	4-6 total	69	57	127	33	40	73	19	26	45
Preschool Children At Alemgena PPS	Age 4	16	21	37	14	15	29	14	15	29
	Age 5	19	22	41	37	31	68	37	31	68
	Age 6	15	9	24	37	38	75	37	38	75
	Age 4-6 total	50	52	102	87	84	172	87	84	172

Source: Sebata City Education Office

### 3.3. Research Participants

In Sebata City Administration there are 14 governmental pre-primary schools. Out of 14 governmental preschools, two public preschools were selected for the present study because these two government kindergartens were opened recently following the establishment of the ECCE policy to include children who did not have access of pre-primary education. In addition, these two schools have a large number of preschool

children compared to other preprimary schools found in the study area. Therefore, 2 principals, 4 preschool teachers, 2 parents and 1 expert from education office were interviewed about the policy practice gap/challenges and implementation of preschool education due to their direct responsibilities they have in the area.

### **3.4. Sampling Techniques**

Five administrative cities, including Sebata, Lega Tafo Lago Dadhi, Dukem, Gelan, and Sululta, are found around Addis Ababa. Out of these cities, sebata was selected purposely based on the presence of challenges affecting the implementation of preschool education. Principals, preschool teachers, parents and expert from education office were also selected using non random sampling (purposive sampling) technique. In addition, since it was not manageable to study all the preprimary schools found in Sebata City Administration, two governmental kindergarten schools were selected using purposive sampling technique. The two selected preprimary schools with their total children were (table 2): Mulugeta Gedele (45) and Alemgena Primary Schools (172).

### **3.5. Sample Size**

Sample size according to the qualitative research must be enough to gate data result effectiveness, richness and not too large because it is too difficult to manage in depth, meaningful study. Concerning the number of participants in qualitative studies, a common range is usually from 8 to 15 participants, but it may vary widely both inside and outside this range (Violeta L. and Dean, 2013). Based on this fact, the study considered nine (9) study participants were adequate and expected to give the necessary information about the research problems. These were 1 expert of preschool education office, 2 principals (one from each school), and all preschool teachers (two from each schools) and 2 parents of children (one from each school) were purposively selected to provide information through interview since they were the ones that they have got strong attachment with the preschool education program to practice and implement due to their responsibilities. Because they have children at preschools and they are the member of Parent Teachers Associations (PTA) at schools

### **3.6. Data Collection Tools and procedure**

According to selected preschools or primary schools and education office to discuss about the purpose of the study were committed cooperation letter. After received permeation researcher continuous the qualitative data obtained through interview, open-ended questionnaires, observation and Focus Group Discussion. Additionally, the three data collection tools in qualitative research were used and to enhance the validity and trustworthiness of the study, semi structured interviews, observation, and focus group discussion was employed to collect data for this study (Burgess, 1999, as cited in Pathak, 2011).

#### **3.6.1. Interview**

Patton (2002) explains that the key informants are people who are particularly knowledgeable about the investigation setting and expressive about their knowledge, and whose insights can be helpful in support researcher in understanding procedures that have happened and motivation those procedures occur. Furthermore, (Best and Kahn, 1993 as cited in (Sosina, T. 2013) the central way in which a researcher achieves to perceive the understanding, feeling, and knowledge of people in a certain program is through interview. This interview was conducted using guided interview questions. In this regard, nine study participants were interviewed to collect information about policy-practice gap on the implementation of preschool education. Interview was conducted with primary schools' principal, expert of preschool from education office, preschool education teachers and parents of children. On average each interview was taken may one hour. These participants were selected because the researcher believed that they have information to describe policy practice gap on the implementation of preschool education in Sebata City Administration. The question guides for the interview were prepared in English and the translated into Afan Oromo, to facilitate the contribution and active engagement of the participants in the study.

#### **3.6.2. Observation**

The observations correspond to repeatedly used form of data collection, with the researchers able to suppose different roles in the process (Creswell, 2012). Observation check list is a simple device consisting of items which are thought by investigators to be relevant to the problem being identified and researched (Asefa G, 2014). Two class rooms

were observed by the researcher to collect and organize relevant data on key inputs and overall indoor/outdoor environment of Preschool educations including their documentation along with their entire contents of about the overall current status on the ground by using checklist.

Furthermore, the purpose of using checklists during the periods of observation was 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. 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 Preschool educations. Hence using observation checklist, two preschools education were observed by the researcher to collect and organize relevant data on key inputs and overall indoor and outdoor environment of the preschool Education

### **3.6.3. Focus Group Discussion (FGD)**

FGD is one of the qualitative research technique and data collection methods in which a selected in research participants discusses a prepare questions series in detail. The method is based upon the statement that the FGD help to identify and make clear joint knowledge that is not easy to obtain with a series of individual interviews. It was difficult to obtain detail information with the use of interview alone. For this reason, the researcher prepares topic to discussion guide line and organizes focus group discussion to explore the general impression towards the program. One FGD session consisting seven participants from both preschools was conducted for two hours. The reliance is on the interaction within the group who discuss a topic supplied by the researchers (Creswell, 2012). Therefore, study was aims at policy-practice gap on the implementation on the preschool education in Sebata City Administration.

### **3.7. Data Analysis**

The data analysis was obtained concerning on arrangement thematic in the interview guide and were analyzed qualitatively and triangulated the responses obtained from the study

participants. Furthermore, data obtained through observation and focus group discussion were analyzed.

### **3.8. Ethical Issues considerations**

A permission form was present and consent from research participants and has got permission from who have responsible in different levels was asked and have gotten allowed in order to data gathering process. Before the interviews started the research participants informed about the aims of the research. Then all the participants were personally contacts and discussions were holds on the purpose of the study in order to make sure that the participants were willing to participate in the study. Have confidentiality for the information to the sound recorded because everything gathering care secret and it used only for research purpose after used for the research purpose automatically cancelled tape recorded. Furthermore, their confidentiality of information supplied by research subject and the anonymity of respondent must be respected, all interviewed were holding on with the agreement of the participants at time they feel comfortable (Janet Enke, 2013). Because qualitative methods approach are extremely personal and interpersonal communications with research participants.

## CHAPTER FOUR

### 4. RESULTS AND PPRESENTATION OF DATA

This chapter aims to present results of data collected from school principals, preschool teachers, educational office expert and parents of children. The data were collected using the semi-structured interview process with the study participants to assess the policy-practice gap on the implementation of preschool education.

#### 4.1. Demographic Characteristics of Participants

**Table 2: Demographic characteristics of participants involved in interview**

No.	Sex	School	Age	Marital status	Academic qualification	Occupation	Experience	Responsibility in the study area
1	F	1	40	Married	BA	Principal	20 years	Principal
2	F	1	55	Married	Diploma	Preschool Teacher	27 years	Teacher
3	F	1	32	Married	BA	Preschool teacher	6 months	Teacher
4	M	1	38	Married	Theologian	Priest in church	22 years	Parents
5	F	2	38	Married	BA	Principal	21 years	Principal
6	F	2	28	Married	TTI	Preschool teacher	3 years	Teacher
7	F	2	30	Married	TTI	Preschool teacher	4 years	Teacher
8	M	2	39	Married	MA	Youth and Sport office	21 years	Parent
9	M	Office	43	Married	BA	Expert of preschool	24 years	Expert of preschool

**Table 3: Background information of the study participants involved in FGD**

No.	Sex	School	Age	Marital status	Academic qualification	Occupation	Experience	Responsibility in the study area
1	F	1	40	Married	BA	Principal	20 years	Principal
2	F	1	55	Married	Diploma	Preschool Teacher	27 years	Teacher
3	M	1	38	Married	Theologian	Priest in church	22 years	Parent
4	F	2	38	Married	BA	Principal	21 years	Principal
5	F	2	30	Married	TTI	Preschool teacher	4 years	Teacher
6	M	2	39	Married	MA	Youth and Sport office	21 years	Parent
7	M	Office	43	Married	BA	Expert of preschool	24 years	Expert of preschool

It was show in the above table that it seems to be a female teacher's all most dominated program. This similar with for the fact that the standard adopted in the region (OEB, 2012, p. 29), it indicates that not only the preference of female teachers but also principals and caregivers also preferably females that would be serving in the preschool educations. It also shows that female teachers can play motherly roles in teaching children in the kindergartens. Therefore, the researcher point of view, a half-done unqualified female teacher's dominated program may not guarantee to increase rapidly children's education as expected.

#### **4.2. Trained Human Power at Preschool Education Level**

Primary school principals and preschool teachers were asked whether the number of teachers is adequate or proportional to the ratio of students. In their response both principals argued that the number of teachers assigned in the preschools were not proportional to manage and deliver the necessary preschool education to students they have at their schools.

Principal 1 has explained briefly regarding the number of teachers assigned to the school and compatibility with size of children and he stated that:

Having adequate preschool teachers is a foundation for all rounded development of the children and essential to ensure the quality of education offered at ECCE. We have 2 preschool teachers and 45 children at our school. The number of teachers we have at this moment is not proportional to size of children enrolled to this school due to lack of enough class and qualified teacher. To alleviate this problem, we have assigned one teacher who provide free service and another teacher from regular primary schools by her interest as she had immense experience on preschool education and she had training on preschool education.

Besides, principal 2 raised similar problem concerning the number of teachers assigned in the school compared to the number of children they have that:

We have faced a big challenge to teach 172 children using only 2 teachers because of lack trained preschool teachers and adequate class room at this preschool.

Although children do not only need education but also consistent support from their teachers and other supportive staffs at the preschool, the government did not give much attention to allocate adequate budget for preschool educations. In this regard, as we do not have adequate trained teachers and enough budget for preschool education, we have been collecting money from parents of children and from school guarantee (income generated by schools) to pay salaries of teachers providing free service at our school.

Like principals, preschool teachers were asked similar questions concerning whether the number of teachers' staff is adequate or proportional to the ratio of students. Fortunately, their responses were not different from that of the principals. The preschool teachers from school 1 described that:

Due to lack of adequate class room in our school, we have been teaching the preschool children in one classroom for the last three years without classifying them into KG1, KG2 and KG3. This shows that we are simply teaching the preschool children without grouping them according to their ages.

The interview responses of preschool teachers from school 2 have confirmed that they have shortage of trained teachers and limited class rooms that can hold their children. One of the preschool teachers from school 2 also explained that:

We have two classes at our school and averagely 86 children are attending at each class which is actually difficult to manage these all children in one class. Besides, we think that we are not teaching this all children in one class but we are shouting at them because they are crying, hitting and playing each other in the class while we are trying to teach them.

For the same question, one of the preschool teachers from school 2 also stated that:

In my classroom there are 86 children found and the classroom is crowded because small size with large number of children. I can't go round in the class to evaluated or observed children's activities in the class room. So my chance only is stopping in front of children without evaluating their activities.

For the success full achievement of preschool educational goals, preschool teacher training and experience is crucial. Adequate and skilled human power is indispensable in

order to access quality education in any educational institutions particularly for preschool education programs. Accordingly, an expert from City's Educational Office stated that:

Although giving education at preschool level is a baseline for ensuring the quality of education, we were unable to get adequate and skilled preschool teachers for our kindergartens due to lack of trained or skilled manpower in the region. In addition, the preschool teachers who are trained in Afaan Oromo are scarce in the labor market due to limited preschool training institution that are able to produce capable trained preschool teachers at the regional level for kindergarten.

The interviewer probed the expert "who is responsible for this problem?" and he further explained: the government by itself is accountable because before commencing the preschool education, the government must fulfill at least the following criteria: I ) employ preschool education teachers who are qualified and trained, ii) open preschool training institution at different areas, iii) separate preschool education from primary school, iv) employee independent principal for preschool education, however, due to the lack of independent budget for this program we were urged only to initiate the preschool program for the moment".

Likewise, the principals from both schools stated that:

Although hiring trained preschool teachers is very indispensable in order to produce competent children, getting trained manpower was not easy in this area so that those who have experience and interest to teach preschool education are allowed to teach at our schools. In addition to trained human resource, there are other factors that affect the implementation of preschool education, including lack of curriculum and guidelines, lack of budget allocated for the preprimary education, lack of trained experts in our schools and lack of governmental commitments. Although many of these challenges need governmental support, we are running this preschool education program by employing preschool teachers who are volunteer to give free service and by collecting money from parents of the children.

All participants agreed on the FGD, were also asked about the availability of service to get training and on job-training in order to foster quality of preschool education.

Their response, there is lack of opportunity for in-service training or refresher courses for almost all of teachers in the area. Besides, expert of preschool education stated that, the absence of in-service training or update course provided for teachers by government body that could satisfy in terms of their preparation and commitment.

For the question forwarded "Why teachers who teach preschool education are not getting training currently?" Both principals further explained:

We are too busy because we are also leading the primary schools where there are several activities that need to be done in line with the preschool works. Both principals suggested: “Whether you believe or not we simply take this preschool education as an additional work not as a mandatory like that of primary education due to the lack of consistent support from the government and other stakeholders.” They have also pointed out that there is lack of commitment from the government and budget constraints from the education office.

The same type of interview question was forwarded for preschool teachers concerning the opportunity to get relevant training that would qualify them to teach at preschool level. One of the preschool teachers from school 1 explained that:

I am not actually qualified to teach at preschool education but since I have short term training from UNICEF before (15 years) and a long time experience (3 years) on teaching of preschool education, I believe I can teach preschool children.

Furthermore, preschool teacher from school 1 was also asked the same question and stated that:

I received my BSc degree from Wollega University and I do not have appropriate training on preschool education, but since I do have a great interest to teach preschool children I am currently teaching at this school.

In contrary, preschool teachers from school 2 are qualified and obtained formal trainings before being assigned to this preschool. Both preschool teachers have Teachers Training Institution (TTI) certificate from Dembidollo Missionary School. They have also obtained on job training from Sebata Special Needs Teachers Education and nongovernmental organization on how to give care to children and how to offer education for preschool children based on their age.

Expert, principals and preschool teachers were asked if the government has given due attention in promoting early child education. They pointed out that:

.....We can say the government has given attention to the preschool education at least if it can closely supervise the preschools, allocate adequate budget and assign trained teachers. ....We think the government did not give much attention to the preschool education due to the fact that many of the children attending governmental schools are from the poor families while those who have good economic status took their children to private preprimary schools, where the

quality of education is relatively good, but we hope the government should give much emphasis for public preschool education as many of the children are from poor families who cannot afford the high payment from private preschools.

Moreover, in response to the above interview question, school 1 principal stressed that:

I am sorry to say this but I think preschool education has no responsible body who closely observe the status of our preschool education as far as we are giving much time for the primary education which has many school children given in three shifts, namely morning, afternoon and night (extension program), which actually need much time and effort to handle and supervise the overall activities. Finally, she concluded, “When education of child goes too wrong, nothing goes to right”. Therefore it is better if government to see again about the practice of preschool education in each primary school.

### **4.3. Accessibility and Conduciveness of School Physical Environment**

Under this research question, the very essential themes were identified including size of class room, seating arrangement, toilet, play materials, playgrounds and the primary school environments.

#### **4.3.1. Physical Environment of the Schools**

A preschool need to have suitable indoor environment and class room organization to enable the children to solve problems and exert their creative ideas as well as to carry out effective teaching-learning process. However, the observations result showed that, the existing class rooms at both preschools were not sufficient and convenient to hold the children enrolled to these schools. In addition, the indoor materials such as chairs, tables and other equipments were not sizeable and comfortable for the lower age groups.

Although the visited preschools have understanding about the need for suitable physical environments for the children learning and development, there were no stimulating and suitable learning environments that enable children to support effectively social skills and physical development. Regarding the presence of suitable indoor environment and class room organization, one of the preschool teachers stated that:

We do not have properly adjusted class rooms for the preschool children as the school was initially not designed for these age groups, but for the children

attending primary school. The lack of originally designed school for preschool children has allowed us to bring the preschool children to this school where chairs and tables are not sizeable to children's age. Since the numbers of children are high and the class rooms are very small in size, the preschool children often sleep and play during the actual class; especially this is the major problem as the teaching-learning approach is teacher-centered.

Both principals and all preschool teachers from both schools were asked concerning the availability of conducive physical environment of preschool education such as class room, play field, toilet, cubbies, bath room and dining room for preschool children and they explained that:

.....Of course well designed and suitable physical environment could promote children to build strong relationships with their friends as there is a direct relationship between physical environment and children's development of cognitive and social competency. In our schools we do not have a separate physical environment for the preschool education because we are using the same environment with the primary schools which are primarily designed for the primary children. ....Basically, the class rooms we have are not conducive and large enough to hold many preprimary children as they are not constructed for the preschool purposes. In addition, the already available play field and toilet are used by both the primary and preschool children. Other necessary physical environment for preschool education such as clean water supply, cubbies, bath room and dining room were also not available due to lack resources and support of the government.

All participants in the FGD discussion also agreed that the preschool children did not have conducive physical environment and separated playing field in their schools. In addition, they were asked why preschools do not have separated playing field and they agreed that:

.....Although playing areas found in the schools are large enough for both the preschool and the primary school children; they are not separated and suitable for the preschool children due to safety problems for the lower age groups. In this regard, the government and other stakeholders (parents, community, local NGOs, City's Educational Office) should give due attention to separate the playing areas for the preschool educations by building concrete wall or by using other artificial mechanisms that can allow the children to play in different environments.

Well designed and facilitated physical environments of preschool education have strong encouragement to explore experience and stimulate self-confidence and to play and

practice social interaction directly related with cultures. As observation result showed both preschools did not have their own playfield and play materials such as merry go round, seesaw (go up down), slides and swing. In addition, the observation of the physical environments of the schools revealed the absence of suitable infrastructures, including inappropriate school class room, presence of physical obstacles in the schools' compounds, presence of safety problems related with electrical installation in the classrooms and lack of separated playfield and exit from schools.

The physical environment of preschool regarding to policy guide line, should have free from garbage site, safe, toilet with water service, adequate age appropriate with space, though the observation results showed that, both preschools established not the purpose of preschool education, it was already existed in primary schools. Therefore, all facilities toilet, water service, and other safe site not consider preschool children with their age appropriate.

Preschool teachers were asked why preschools do not have outdoor physical learning environment and did not facilitate appropriate ways in considering preschool children and they stated that:

In fact, children need access to a wide physical learning environment of well-organized breathing, play materials and equipment which help them to promote physical strength and social interaction, and they want free movement with free playing on the field. But as our schools, neither the primary principals nor education office of the city focus on the preschool education. The other problem related with this issue is the total dependence of preschool on the primary schools and this could be the main reason why preschool is forgotten, especially with regards to availability appropriate materials for children.

In addition, the same question was forwarded to one of preschool teacher from school 1 and she explained that:

....of course, as I mentioned before there is lack of accessibility of outdoor play materials at our school so that during play time of the children we always worry for the physical harm on their body as far as our school physical environment lacks appropriate infrastructures. On top of that during their playing time the children require unlimited needs to play in our school environment which is actually difficult to manage and keep them using our limited man power..... Most

importantly, some children play with each other and others do not want play with peers, while others are creating their own play activities in groups by dividing females and males.

All preschool teachers stated that again: our schools not have availability of rest rooms where children have playing or sleeping, we using outside of class specially under the trees and others that have shadows. Especially when the season was hot children needs rest and sleep. So during they were sleeping under the trees they may faced some affect on their healthy. As observation result showed that, it confirmed the preschool teachers explanation and also they not have mats or other availabilities that sleep on when their rests.

With regards to the outdoor physical learning environment, principals from both schools stated that:

We are too happy if our schools have enough space and well facilitated outdoor environments for preschool children and we believe this will encourage and stimulate children's learning and teaching process. Therefore, our environment is sharing with preschools and primary schools without considering preschool children. Not only for preschools children but also for primary children, there were no required environmental facilitates. Hence, children who were learning in preschools were facing many safety problems in case of sharing the outdoor environments. In general, there were no outdoor free play activities and play field for children in our schools.

#### **4.3.3. Conduciveness of school environment for SWSENs**

Accessing preschool education for children with disability or special education needs is right and a pertinent issue to obtain all round development in these groups of children and to give quality education in the country's system. The interview responses of the principals from both schools have shown the absence of flexible environment to accommodate children with special educational needs. The principal from school 1 stated that:

Actually our school environmental is not flexible and conducive to accommodate children with special needs. Fortunately, we have three deaf and two mental retarded children at this school who need special support. Basically, there were no trained preschool teachers at our school who can help these children with disability but as a chance a teacher from Sebata Special Needs Teachers' College who

visited our school noticed the presence of those who need special support from trained preschool teachers. From that day onwards, this teacher helped our school by employing two trained teachers by her interest to assist those children with disability so that at this time those who are deaf are learning sign language and those who are mental retarded are being helped by a professional in separate class rooms. In this regard, we would like to express our gratitude for this teacher for her professional skill and consistent support that allowed those children with disability to learn at our school. Of course... if she was not interested to help these children nobody can help them and fulfill their needs.

The same type of interview question was forwarded to the principal in school 2 regarding the availability of flexible environment that accommodate children with special educational needs and she explained that:

Our school is only providing education for those who are without disability as those who need special education should attend schools that can serve only who have disability so that we do not have trained preschool teachers at our school who can assist those who may need special support.

In the mean time, the researcher forwarded a question how she hosts if children with special needs education come to school to be registered to attend their study. She pointed out:

Of course, we cannot do anything as we do not have professional teachers who give special support for those children. Besides, I think this is not the responsibility of the schools so that the government must assign teachers who support children requiring special need before the children seeking support are registered to schools. Further again, the school environments did not welcome children with disabilities. Especially blind students faced many problems because accessibility and infrastructures of environments has many obstacles and holes in the compound.

On the same question, all preschool teachers replied that:

We do not know about special needs and we did not get trainings, experiences about it. Parents of children did not tell us and came to our school with their children with special needs or disabilities. Our school also did not tell us about how to help those children with special educational needs. As a chance if they will come in the future with their parents, we are not ready to welcome them because

preschool setting and our skills will not let us how help them. Moreover, the school environments like buildings, primary compounds, classrooms sizes and absence of required materials for special educational needs will be among the other challenges.

One preschool teacher from school 2 pointed out that:

We not have future plan for SWSENs in our program if they will come to our school....because no one is considered and have knowledge about it. As well as our environment and classroom did not prefer those who have require special supports.

#### **4.4. The Availability of Basic Teaching and Learning Materials**

In the teaching and learning activities the availabilities of basic teaching and learning materials for teachers and students are essential and the back bone of the academic education. Moreover, in order to provide quality education for children, availability of very essential materials is also crucial. As observation result showed, there were lack of basic teaching and learning materials for teachers and children in the both preschools.

Were asked both principals, all preschool teachers and children have access to textbooks, computer, ICT rooms and other supporting materials, they stated that:

In fact, we believe learning materials is very crucial in the teaching-learning process. But our schools do not have textbooks, computer, ICT rooms and other supporting materials for preschool teachers and students. Therefore, we recommend that the education office or government should fulfill the availabilities of basic teaching and learning materials for students and children because without these materials it is impossible to assure the quality of education.

FGD result showed that, there is problem of students and teachers text book in the governmental preschools due to lack of commitment of education office to provide text book. One preschool teacher stated during FGD, we don't have text book to teach our students, really it is shameful for education office or government because it is very easy to provide text book for us but it needs commitment and positive thinker for these children.

Regarding the availability of basic teaching and learning materials for teachers and children, all preschool teachers in their interview response:

....Of course, effective achievement of preschool program and quality education is depended on the availability of resources. But to tell you the truth, we do not have those availability in our schools and on our hands.

The same question interview with one principal from school 1 explained that:

On preschool program, we have scarcity of the basic teaching learning materials and lack of support from local government. Hence, preschool teachers face problems in implementing the preschool policy education. Therefore, to fulfill learning materials for teachers and students we have lack of budget allocated for preschool, so I want to recommend government as preschool budgets assigned independently unless otherwise we can't do any think to fulfill such materials.

Regarding the availabilities of teaching aids for the preschools, both school principals explained that:

We believe that local teaching aids are the back bone of real objects of the topic but without having textbook or teachers' guides, it might be challenging for teachers in using teaching aids. Sometimes, teachers may produce local teaching aids by their own but the schools have no models that could be used as local teaching aids for preschool educations. Under this condition, teachers depend more on textbooks than teaching aids for teaching. In the absence of textbooks, teaching and learning will be difficult. Therefore, preschool teachers in our school were facing big challenges due to the absence of teaching learning materials. To ensure quality of education, we strongly recommend that the government should provide textbooks for preschool teachers and students.

On the same interview question, all preschool teachers from both schools confirmed what the principals justified above. Furthermore, one of preschool teacher from school 2 forwarding question teachers use real objects and locally made teaching media during the teaching-learning process.

We teach our students by using different pictures in class by our own techniques. For example, "We draw on the hard paper to make letters A, B, C, D etc. then we give the name for each letter as children simply understand it". Such like, A = ana (me), B = Burtukaana (Orange), C = Callee (amber) and D = Daabboo (bread) etc.

Observation result showed that, the commitment of preschool teachers using on local made teaching that needs and not needs payment was very weak, because they can use many local made teaching from their local by using simple materials by drawing many pictures as well as ...others pictures that encourage their teaching learning process.

The interview question forwarded "How do teachers teach without teachers' guide?" the preschool teacher from school 1 replied:

Of course, I have been working in teaching for 27 years and 3 years in preschools by my interest. I have never seen teacher's guide on preschool education. As I am the mother to those children, lack of textbooks and teachers guide never stop me from teaching them but many limitations might be faced on the quality of education.

Regarding the necessary instructional materials provided for preschool students and teachers, expert from education office said that:

I believe that instructional materials are very important for teachers and children. I am the expert of preschool education at sebata city administration but I have not seen any instructional materials to given to preschool teachers and children from any stake holders or government. Without providing instructional materials (textbook, teachers guide, curriculum, pictures/models etc) for teachers and students, it is very difficult to speak about the quality of education and about preschool education. So I want to recommend the government must allocate budgets to all the materials for teachers and students.

During the teaching-learning process, clear time schedule is needed on how activities are practiced in the class room and out of classroom. Therefore, the school must have schedule in the learning-teaching activities. Regarding the clear schedule, preschool education school 1 and 2 principals stated that:

We not have clear schedule for preschool education. Because without teachers' guides, textbooks and curriculum it might be difficult to have schedule for preschool education. The other problem that the preschool education facing is that there is no clear program from government. Preschool education has not leader, expert and others qualified stake holders, we have over load working at primary school program. But our teachers use their systematic way for teaching preschool.

#### **4.4.1. Availability of preschool curriculum**

Preschool education curriculum implementation highly needs the communication of stake holders to plan the program in learning-teaching process and fulfill the instructional materials for teachers and students. Therefore, the program has its own curriculum, separate school compounds and human power (trained teachers, independent administrative staff, experts etc). Thus, the implementation of preschool education depends on the implementation of curriculum. Besides, if the commitments of stake holders are low on the curriculum of preschools, there is a very big gap to implement

preschool education and it is very difficult to assure the quality of education at low level of schools.

On the issue of the current implementation of curriculum at preschools, all preschool teachers and both principals replied that:

....Curriculum is one of the basic and guidance as well as the foundation of teaching and learning process but we do not have preschool curriculum at our schools and we do not know what it is saying about preschool education and we not have training about it. But currently we are running preschool education without curriculum at our schools. Therefore, this is one of the indications as preschools not have attention regarding government and other responsible stake holders.

Regarding the gaps for implementing the curriculum, expert of preschool education stated that:

Of course, curriculum one of the essential in education programs. But there are big gaps to implement curriculum preschool educations. Because of preschool stakeholders do not have awareness of the preschool curriculum and lack of trained human power. Furthermore, some stakeholders did not consider preschool education as one of the basic and primarily high need focus rather than primary school. Other basic gaps for implementing preschool curriculum are lack governmental attention for preschool education.

#### **4.4.2. Budget allocations for preschool**

To implement preschool education program and fulfill the gaps of preschool education the basic and very important one is budget. Interviews with both principals and all teachers about the budget allocation of the city for the promotion of preschool education. They stated that:

....due to lack of budget, we faced many problems to promote or run the preschool education as needed. Because, we did not fulfill the very essential materials and create favorable physical environments for children. As far as our knowledge, the city did not allocate budget for the promotion of preschool education.

On the same question, expert of preschools education stated that:

I believe that without budget the implementation of preschool education is the problem but as our office or city, there is no any budget that would be allocated for preschool education that assigned from our office and governments. Preschool education is only running by the participation of parents and may be if the primary schools have school guarantee they can use it. As our city, preschool educations depended on the primary schools and it is running by the participation of local communities and parents of children. Therefore, preschool education was forgettable because it does not have attention from government and other stake holders.

Observation results showed that both preschools lack budget to facilitate physical environment of schools, classroom and to employ qualified and trained preschool teachers, to make more attractive and conduciveness of play materials for children and also fulfill teaching materials for teachers.

FGD discussion participants result showed that in similar expression, lack of governmental involvement or participation in preschools caused failure to policy implementation, lack of curriculum, unavailability of materials and lack of all technical supports in all directions.

#### **4.5. Engagement of Parents in the Preschool Education**

To ensure quality education specially in preschool educations, parents and teachers should having communication together well understanding about children academic performance to improving their interesting on education as well as parents should having awareness on the public preschools regarding stake holders (expert, principals and teachers) of preschools to promote objective and important of public preschool educations.

Preschools expert from education office in this interview response replied about the duty of parents in discharging their role and responsibilities to promote the academic performance of their respective children. He pointed out that:

....Of course, parents should have awareness about the importance of preschool education..... if they have awareness on the preschool education, simply they can believe in the service of public preschool to address the needs of children potential and they are standing with promotion of preschool in all activities with the stake holders of preschool educations. Similarly, the linkage of parents with preschool

administration to make try to understand the natural interest and to walk around for investigation and their children learn freely. Because preschools are the second world for preschool children and serve as a place for creating relationships and to play in promoting children's educational progress. Therefore, parent's role and responsibilities to promote the academic performance of their respective children are crucial to successful understand their children and to support them in all activities when it is required. ...this could also help to form good relationship with school administrations. However, what I am mentioned above is not practiced due to lack of awareness and willingness in participating in preschool education.

Interview response from principals of both preschools revealed that the parents of preschools have awareness about the importance of preschool learning. They stated that:

Parents of children do not have equal awareness about the objective of preschool learning and the service provided in governmental preschools. Parents of children who have awareness about the importance of preschool education are standing with public preschool and they are sending their children to these public preschool education. Particularly, when we call parents of children for meeting or for other purposes only few parents come to our schools...but parents of children who do not have awareness about public preschool education do not have interest or willingness to come schools to visit their children or participating on meeting at our schools. One of the important things why parents of children do not to come to school is that more than 95% of parents of children are extremely poor so that they spend most of their time working day and night to survive and help their family. Few parents have awareness about importance of preschool education and visiting preschools and follow education progress of their children and these parents have good relationships with school communities.

Concerning awareness about the importance of preschool learning, principal from school 1 has stated that:

....many parents have showed willingness to send their children to our school especially because we provide one cup of milk and bread per day for each child. However, they would not send their children to school if we do not offer breakfast at our school and we have confirmed the high dropout rate of children last month when milk supply was reduced due to the occurrence of drought. ...generally, parents of many of the children attending our school have less awareness about the importance of preschool education as they only consider our school as place where their children can get food.

For the same question, principal from school 2 stated that:

As much as possible we give awareness for parents of children in our school when they come here for registering their children (first semester and end of the year). Even it is very difficult to gate parents of children because, they sending their child with other person or neighbor. They did not want to come to school due to lack of awareness and other problems. Therefore, there are very big gaps between schools and parents on the awareness of preschool education.

Parents of preschool students have awareness about the importance of preschool learning. FGD participants reveal that:

More than 98% of parents of children did not have willing to come to schools and present on the meeting by the problem of socio-economic, have less attention, uneducated and lack of commitment of schools to give awareness for them.

Furthermore, on the FGD discussion and interview result with all preschool teachers showed that parent's participation in bringing and taking their children on time and encouraging their needs with financial, assessing academic improvement was very weak.

The school must be facilitating the engagements of parents working with the school management and teachers. Additionally, the school has to close relationships with teachers and managements on the discussion time on the issue of education progress of preschool children and the school must have obtained facilities for preschool teachers on the teaching – learning process. School 1 and 2 principals stated that:

We believe it, working together with school management and teachers are very important because it has to ensure quality of education. But when we come to preschool education there are very big gaps working with preschool teachers. Because we give attention to primary schools as it is our responsibility. As our school the other problem is preschool teachers giving service at our schools and they are not employed by government. So we cannot push them as primary school teachers. That's why very big gaps working with preschool teachers and managements about preschool education.

For the same question asked, School 1 teacher stated that:

*“Wanti baayyee yeroo hunda nagaddisisu manni barumsaa wal gahii waajira barnootaa irraa waamee, barsiisota sadarkaa Iffaa waliin wahee baruu fi barsiisuu mar’atu. Nuy barsiisota idileen duraa keessaa hanbisanii yeroo marii gaggessan, ilaacha barnoota idileef qaban baayyee gad aanaa fi tuffii ykn gad*

*aantummaatti akka nu ilaaln mul'isa. Silaa akka kiyyaattti marii guddaan kan barbaachisu barsisota barnoota idilen duraa barsiisan caalaa unuuf ture". Maaliif jennaan rakkoolee hedduun kan jiru waahee baruu barnoota idileen duraa irratti waan taheefidha".*

**When this is translated to English:**

What always makes me worry was that the school called meeting from education office and have been discussing about the teaching learning processes with primary school teachers. While holding the meeting by excluding the preschool teachers from it, we felt that they undermined the preschool education. As to me, hot discussion need to be conducted with preschool teachers. This is because, many problems were found on the preschool education.

**4.5.1. Policy about ages of preschool children**

The preschool education with kindergarten, “O” class and child to child programs were involved children ages 4 up to 6 join up preschool education level. When children joined preschool education they are with different experiences, backgrounds, and different levels of the physical and other developments. Depending on this, the ages of children attending preschool in the class should match with preschool policy.

Regarding this, all preschool teachers pointed out the same explanation as:

The ages of children found in our school may exceed or become less because of the absence of birth certificates of children when they come to school for registration. Our evidence is only what parents tell us. We then tell parents about the ages of children who can join preschool education should have age ranges from 4-6 years. But in our school we are sure the ages of children 7 up to 8 ages and less than 4 ages are present in class. That means, the ages of children attending preschools are not matching with policy of preschool education.

From the observation results showed, the researcher also actually saw this in the class. Similarly, from FGD, all participants agreed on these results regarding the ages of children did not match with preschool policy.

Again on the same issue, one of preschool teachers from school 1 stated that:

Really, whether you believe or not, I do not know what the policy stated about age on preschool education. But what I heard orally is that child attending preschool has age ranges from 4 to 6 years. As our school we have only one class room for

all children without separating them according to their ages. Thus, regarding the age range, we were not implementing the policy on preschool education program.

As observation result confirmed above mentioned showed that, school 1 had only one classroom for preschool children and they were not arranged and separated according to their ages. Therefore, preschool policy and ages of children who were attending preschool education did not match accordingly. This could indicate that currently the preschool education was not following that age range policy in kindergarten levels and his might be a problem to join grade level depending on their ages.

While responding to the question “Where did the children of your community stay before the opening of preschools?” school 1 and 2 parents of children stated that:

Of course this question is very important because parents of children with better economy were sending their children to private preschool educations while parents who did not afford the payments were sending the children to public preschools. In some cases, poor parents of children were guardians of parents of better economy. In some other cases, children such parents (who could not afford the private school payments) directly join primary school without attending preschool. Specially children who are living around city/town they practice forbidden things and bad words from surroundings (thief, hate speech, smoking and may work beyond their ages etc). What we have seen practically around our environments is that while they were entering primary school, their ages were seven years and above because public preschools were not opened and private school needs high payments.

#### **4.5.2. Assessment the performance of children**

To assess the performance of children in ECE has great important to support the potential learning and it supports their future academic career with the cognitive progress. Therefore, parents of children and teachers must have intercommunication on the assessment of preschool children.

Besides, all participants of Focus Group Discussion (FGD) also agreed that parents or guardians of children in preschool education lack involvement in their child’s preschool education. It was found that, parents’ involvement in bringing and taking children after and before from the preschool on time, even it needs high attention. A parent of children paying economic support per month but there are big gaps about assessing their children performance on academic criteria because of parent’s lack of awareness.

Furthermore, as observation and FGD views result showed that most of the parents do not assess their children at home and few of the preschools parents tried to comment and suggest about their children academic performance and also gave feedback about children performance for the preschool teachers.

Were asked one of preschool teacher from school 1, parents/guardians ask feedback about the progress of academic performance of their respective children and how they are assessing their children performance at home. She stated that:

There is no indication that parents of children ask feedback about the progress of academic performance of their children at their home. Because most parents of children look like preschool education is not a place of education just they take as staying place or spend time for poor parents of children. Therefore, poor parents rather than asking their children performance, they choose first what they get from daily labor activities (**kensira**) that is the income for their children. If they are missed these activities, their families face strong problem in their life. Besides, a few of parents assess their children at their home and ask the school or their teachers about performance of their children.

On the same question, one preschool teacher from school 2 expressed that:

Once a day parents of children write a comment to me that his child can write letters, numbers and draw different pictures. But the child's exercise book bears no such things on it. Others write comments as mentioning that the behavior of his child was not good at home and even with the children of their neighbors. From this parent I understand as he is assessing his son at home and I feel happiness because few of parents assess and follow their children academic performance at their home and ask feedback.

School 1 parent on "How often they check their children's overall performance" he replied:

I am not educated person; I can only be writing and reading simple words. But as much as possible I check my child's exercise book after and before school and ask him what he learned from day to day at school and how his performance looks. Additionally, I advise him as he is writing and practicing what he learned at school.

Similarly, parent from school 2 replied on the same question as:

I check my son performance seriously depending on what he is learning at school. I ask him whether he can write letters A to Z, read simple words, do mathematical

operations. Then, I check what he did and I encourage him and help him at home. Depending on that my child is very clever and he has good scored his class. In addition, I have phone number of his preschool teacher and ask his academic performance.

Were asked, interview question was forwarded for the principals from school 1 and 2 concerning the understanding about the importance of preschool education for future academic career of children. They explained their views as:

It has very important for children's education in future academic career. After they completed preschool education they will join primary school. When they join preschool, the learning teaching process will not be new to them, because they already adapted environments of schools. In addition, they can reflect their idea without hesitation and fearing to their teachers in the class. All this are very important on their future academic career of children depending on preschool education and good base of children. Therefore, everyone can understand that children who are attending preschools will be socially, morally, raised up them self and they will be good developmental economic contribution for their country as well as they can running their life in model ways for others.

Further again, one parent from school 2 stated about his understanding and importance of preschool education for future academic career of children as:

Most of children join primary school without attending preschool education. They faced strong problem in the class and also it has impact on the future academic career of children. Because they are not attending preschool education and they are not competing with children who are attending preschool education. When children participating and answering the question in the classroom, children who did not attend preschools directly joined primary schools feel morally down and they will become uninterested for education. Therefore, most of them dropout from the school and they have less vision for future academic career.

All preschool teachers and both principals and expert of preschools from education office explained the major challenges for the promotion and implementation of preschool education in the context of the city as follow:

As sebata city administration, we can say, preschools are on the zero level in practicing, promotion and implementing preschool education. Because teachers, principals and experts have training gap in preschool education and, there is lack of awareness problems regarding parents of children about importance and objectives of public of preschools.

Moreover, the expert from education office further explained the same question as:

Really, there is lack of independent preschool education, lack of independent leader, lack of guides and curriculum at schools, lack of independent allocated budgets, lack of support from local government, lack of attention just like primary school levels and etc were serious challenge as seбата city administration for promotion and implementation of preschool education.

The expert continued forwarding his idea what should be done for the improvement of the quality of service of preschool education. He pointed out that:

To employing qualified stake holders (preschool teachers, principals and experts) might be one step forward to the solution. Additionally, education sectors at all level should give attentions for preschool education and need have preschool curriculum, textbooks and teachers guide at their schools and also be committed in implementing preschool education policy.

Regarding the awareness about the existing policy of the country, expert of preschool from education office stated that:

Ethiopian government designed on the national framework of ECCE program to welcome the low income community to preschool education. But there were large gaps between existing policy and its implementation on the ground. I want to recommend that the government should follow the policy practice implantation on preschools. Therefore, before the implementation or practice the policy of preschool, stake holders must get awareness and training about it. Unless otherwise it is impossible to implement preschool education policy, not only at seбата city but also at country level too.

The observation results confirmed interview responses from all participants; there was a huge gap on preschool education between existing policy and real practice on the ground in the seбата city administration.

#### **4.6. Major Policy Implementation Gaps of Preschool Education**

All research participants including experts, principals, teachers and parents pointed out that preschools educations have encountered many practice gaps/challenges on the implementing ECE on the curriculum and policy of preschool educations. Therefore the following listed is policy and gaps that faced in both preschool education currently.

#### **4.6.1. Teachers, Assistant Teachers and Caregivers Qualifications**

Those entrusted with the responsibility of supporting the learning and development of preschools children should have the following qualities:

- knowledge and skills related to holistic child development
- ability to work well with children, parents and others in the preschool setting
- commitment to enhancing the development of young children
- love and respect for all children regardless of their culture, ethnicity, family beliefs and practices or any other difference
- be advocates of the rights and the protection of the child
- be the holder of a training certificate in child development.

#### **2.6.2. Teachers, Assistant and Care givers**

- Teachers should hold a Diploma in preschools teachers training.
- Next to the teacher, there is an assistant teacher or ECCE caregiver for both age groups (4 to 6 year olds and 5 to 6 year olds).
- After completing grade 10, an assistant teacher should hold a preschools teacher training course certificate and assistant teachers support the work of the main teachers.
- Assistance teachers should have attended a short-term training course to upgrade their skills and knowledge, especially in the field of Special Needs Education.
- Teachers care givers need to complete grade 10 and possibly have an experience on food nutrition and food preparation.

#### **2.6.3. Preschools classroom and teacher-child ratio**

- There are no more than 40 young children for one main teacher and one assistance, and one caregivers in one class room.
- The teacher-child ratio in the preschools is 1: 30 for the 4 to 5 -year olds and 1:40 for the 5 to 6 year olds and each classroom should be  $7 \times 9 = 63$  Sq. km

#### **2.7. Learning Environment and Physical Space for PPS**

- The centre should be easily identified and clearly marked as preschool educations.
- The environment should be an attractive, pleasant and physically safe place for children.
- The setting of the physical space should allow for free movement of children with and without disabilities cleanliness, good maintenance and hygiene must be a priority.
- The location should be free from pollution and away from garbage sites.

- Basic sanitation facilities need to be available, including latrine and clean water for drinking and hand washing.
- The room should be well ventilated, with enough window space to allow a good flow of air.
- The preschool centre has at least the Child-to-Child locally available children's materials and basic materials like crayons, paper, etc.
- A variety of stimulating play and learning materials that promote not only simple but also higher thought processes (as with puzzles, riddle and guessing games, stories, etc.) should be available.
- The learning environment should be friendly, providing adequate opportunity for interactions among children as well as between children and adults.
- Adequate opportunities for exploration and discovery should be made available to enhance creativity, there should be a variety of visuals rich in color, texture and shape on the walls.

#### **2.7.1. Rooms required for PPSs**

- Proper classrooms, administration room, storage, Dining room, dependent toilets for children, teachers & for workers, Napping room, Hall, rooms for cashier, staff, first aid, and the like.

#### **2.7.2. Outdoor play equipment (stable) and Minimum Standards**

- Various balls, swing, Balance, Merry-go-rounds, Climbing, frames/ladders, slides and the like. Outdoor play equipment must:
- be well maintained, clean and developmentally appropriate;
- Provide ample opportunity for creativity and development of different skills.
- Be arranged in an organized manner to allow for accident-free play.
- Have minimum availability of climbing frames and locally made swings and seesaws.

### **2.8. Basic teaching-learning materials of preschool education: curriculum as a guide**

- Every day should have a variety of learning activities in key competency areas that are compatible with the different age groups.
- Adequate time should be scheduled for play, discovery and rest.
- Children should be allowed to go to the toilet at regular intervals
- Preschool education should have learn in Social science, Math's, Drawing, music and physical education English

#### **2.8.1. Teaching Learning Methodology**

- All activities that undergo must be both play and developmental based as well as foster the overall development of the child. Preschool teachers can be used various teaching methods. For instance: group play, individual play, role play, learning by doing, field trip, describing and the like. Hence, teaching must be child-centered, with the children actively involved in the learning process

### **2.8.2. Preschool Educations Program /Target Population**

- All children aged 4 to 6+, regardless of culture, gender, social class or ethnicity and including children with special needs.
- Requires families involvement, teachers and administration commitment and initiative, as well as government due attention.
- Preschool education services were delivered attached to primary schools

### **2.8.3. Policy and Curriculum Materials:**

- Preprimary school Standard, Guide line for ECCE, Text books, Syllabus, Teacher's Guide, United Nations Convention on the Right of the Child Education and training policy, Educational administration, Curriculum framework, Guide line for Visually Impaired , Guide line for Hearing Impaired, Guide line for Intellectual Disability & Child Right Convention and the like.

### **2.9. Preschool Parents of children and Communities:**

- Parents and other caregivers are the most important persons in the life of a child.
- Their role is to socialize the child and inculcate life principles and spiritual, cultural and moral values for his/her character development.
- They meet the child's survival needs, and ensure healthy growth in terms of adequate and proper nutrition, immunization and growth monitoring.
- They are the safeguards of the child's rights, provide learning, play materials, and link the child to ECCE services
- Adequate opportunity should be provided throughout the year for interaction and communication between the parents and the teachers.
- Parents and teacher should regularly share information on the child's progress.
- Information about the home environment should be made available to the teacher.

## CHAPTER FIVE

### 5. DISCUSSIONS OF FINDINGS

The aim of the study was to assess the policy-practice gaps on the implementation of preschool education in selected governmental schools in Sebata City Administration. In this chapter, the key findings of the study are highlighted and discussed in connection with results of studies conducted in other areas. Four research questions were taken to address the thematic areas identified based on the main purpose of the study.

#### 5.1. Trained Human Power at Preschool Education Level

In this discussion part the findings of the present study were discussed in relation to literature and the findings of other studies conducted done in other areas

According to (TGE, 1994), article 3.4 and sub-article 3.4.5, regarding the training of teacher's states: Teachers starting from KG to higher education will be required to have the necessary teaching qualification and competence in the media of instruction, through pre-service and in service training. Likewise, According to (OEB, 2012, p. 29-31) stated that, the standard setting adopted in the region, indicates the qualities of those entrusted with the responsibility of supporting the learning and development of preprimary school children need to have adequate number of workers in each preprimary schools /per sections and the expected qualifications for preprimary education program. Thus, one of the qualities of workers are expected to be the holder of a training certificate in child development and preprimary school teachers are expected to be a diploma holder in Preprimary school from teacher training college

Moreover, According to the guide lines and standard of ECCE of preprimary schools, (MoE,2010,2011, and 2013), underlined that, for one classroom should be present main preschool teacher 1, assistant 1 and care giver 1 for 40 children/students found in one class with 1.5 km<sup>2</sup> space for children. As observation result showed and interviewed result did not reliable or consistent with the guide lines and standard according to the policy of ECCE. The number of children in the present study in each class was not proportional to the number of teachers at both schools and number of class rooms they have. This finding

is in line with that of Yizengaw (2019), Sisay (2013) and Girma (2014) in which they reported that, the number of children they have was not proportional to the number of teacher and the number of class room they possess. The high number of children in each class and the problem in relation to small class room in the present study was attributed to the classes' of both preschools were too small to accommodate high number of children and the class rooms were not constructed preschool education but for other purposes. In addition, this observation might be due the lack of trained preschool teachers at both schools to handle the number children they have.

Although the strategic operational plan and guide lines for early child care and education advocates to recruit professional preschool teachers for preschool education (MoE, 2010), in the present study there was a lack of trained manpower to teach at both preschools. This finding agrees with the study of Tirussew et al (2009) which stated that there was a limitation of ECCE trained professionals in that; early child education preschool teachers were not trained/qualified; early child education principals were not trained in early child education management. In addition, this finding agrees with Sosena (2013) which studied at Addis Ababa, stated that were lack of teachers' professional skills teach preschool children that to implementation curriculum of preschools. Furthermore, this finding agree with Jerusalem Yibeltal and Milatework Tessega (2020) which the studied at Bahier Dar City Administration, stated that there are fewer roles of stakeholders on ECCE and lack of trained principals, teachers and care givers on the market which hinder the effective implementation of the ECCE preschools which needs intervention from belonged bodies.

Likewise, this finding line with Tigistu (2013) stated preschool education teachers who hold degree that unrelated to early preschool education and those are not have experiences in the preschool qualified. Therefore, unrelated experience of preschool teacher's experiences was one of made gaps or challenges hinder ECE conditions like wise influenced preschool curriculum implementation.

The lack of trained preschool teachers in the present study area was attributable to the scarcity of institutions in Oromia Regional State that train in Afaan Oromo, instructional language in which the learning and teaching process is undergoing in the region.

## **5.2. Accessibility and Conduciveness of School Physical Environment**

The physical environments of preschool should have stimulating learning materials such as puzzles, riddle and guessing games, geometrical shapes, stories, fairy tales, should be available; the class rooms and their walls should be equipped with learning materials and visuals rich in color and textures; and there should be out door game equipment that is developmentally appropriate (MoE, MoH and MoWA, 2010)

Findings from observation showed that the physical environment of the visited preschools was not comfortable and welcoming preschool children because the preschools are located in heavily crowded areas and near to the main traffic roads that can disturb the teaching-learning process through the noise sounds heard from the crowded vehicles, which in turn can expose the children to traffic accidents. In contrast, this observation disagrees with that of Chowdhury and Choudhury, 2002, which recommended that the ECCE centers should be located away from crowded area of the towns and main traffic areas for the purpose of children's safety. In addition, the Ethiopia school development plan V (2015) also stated that school environment should be accessible, safe and healthy.

Although indoor playground is very essential for fulfilling children's interests and need through improving their cognitive and physical development, these important materials and equipments are not available in the present study area. This finding is consistent with the studies done in Bahirdar (Yizengaw et al., 2019) and Jigjiga city (Jigsaw H. et al., 2017) which reported that there was the scarcity of play grounds in governmental preschools. However, this observation is in contrast with the reports by G/Egziabher A, 2014 and Fedlu, 2018, which showed the schools had the necessary play ground used to entertain the preschool children. The difference between the finding of this study and others could be due the difference in school facilities and establishment time. In the present study area, the preschools were recently established and they had lack of playground materials and other necessary materials. This finding agree with Jerusalem Yibeltal and Milatework Tessega (2020), study was studied at Bahidar city, which showed that the availability equipment was inadequate in number especially in public preschools highly unavailability equipped with outdoor facilities and safe.

The Ministry of Education recommends accessible and conducive physical environments provide can provide ample opportunity for children's creativity and development of different skills (MoE, 2010). Finding of the observations and interviews revealed that both preschools have not their own natural physical environments as they share with the primary schools which is not actually organized and designed in the ways that preschool children are able to support children's learning and development and to explore experience and investigate according to their capacity, needs and interests. In addition, the physical environments both schools are not barrier free for children to move freely, and play even using the available natural materials.

The lack of accessibility and conduciveness of the physical environments observed in the present study is in line with the findings from Jijjiga, (Yigzew Haile et al., 2017) and (Labuschagne, (2015). However, this finding is contrast with studies conducted in Bahir Dar (Molla et al., 2019), which demonstrated that the conduciveness of physical learning environment and accessibilities found in governmental preschool is no substantially different from the private preschools that have well designed and organized physical environments.

Although the issue of creating inclusive preschool education opportunity for children with special education needs has been recognized as an essential part of human right in Ethiopia, many children with special education needs were not included in any types of preschool education program, mainly due to awareness problems about the cause of special education needs and also children with disabilities. In the present study, children with special needs or disabilities did not get attention and have been discriminated from preschool education programs because of lack of conducive natural environmental of the schools, limited or lack of trained preschool teachers and lack of awareness of the stakeholders (parents, education system administrators, preschool teachers and principals). This finding is not in line with the goal of Ministry of Education (MoE, 2016) which set a goal to equip teachers and principal with knowledge and skill of special educational needs of children through training to enhanced concentrate on special needs education and sustainable. Hence, there is a need for support from the government and other non governmental agencies to promote efforts to include children with special needs or

disabilities in preschool education programs and creating well environmental conduciveness and give awareness about the cause education of children with special needs or disability.

### **5.3. The Availability of Basic Teaching and Learning Materials**

In the availability of basic teaching learning materials, teacher's guidebook should be readily available to all teachers, Curriculum materials should government-approved, the material should be adapted to the local context, the content of the curriculum should be developmentally appropriate, and the curriculum should emphasize different aspects of the child development (MoE, MoH and MoWA, 2010).

In addition, according to the ECCE's policy education and strategies, the preschool education program should use child-centered curriculum activities as the main means of enhancing the child's learning experiences...in order to promote the children's holistic learning and development including culturally relevant, developmentally appropriate and inclusive indoor and outdoor materials (MOE, 2010). However, results of this study showed that both preschools have no clear curriculum and other basic teaching-learning materials such as text books of preschool, teacher's guide, computers, etc. This finding is in agreement with finding of study done by Haile and Temesgen (2018), which reported unavailability of curriculum, and basic teaching and learning materials in primary schools with preschool education. In addition this finding is agreement with study done by Rahel and Tsegaye (2014), and Yigzaw and Srinivas (2015), where their studies found similar findings which reported lack of syllabus and Curriculum at preschool education and they were running teaching process by brought from other private preschool education.

Furthermore, the observation result showed that preschools did not have drawn pictures or charts that summarize alphabets, numbers, words, and others on the walls out and inside of the classrooms which can stimulate teaching learning process make easy to remember what children learn in the classroom. As interviews and observations results showed, the preschools have encountered many challenges in providing basic teaching and learning materials for preschool teachers and students because of: lack of adequate budget from government, lack of awareness, lack of teachers' motivation in connection with lowest

payment, few job training or free service offered by many of the teachers. Furthermore, this finding agreement with the finding of study done by (Tirussew, 2005 and Sisay 2013), which reported that lack of suitable or appropriate indoor and outdoor materials for basic teaching and learning materials and lack of instructional resources and lowest payment for preschool teachers and also lack of awareness in motivation and providing preschool education in order to lack of budgets.

#### **5.4. Engagement of Parents in the Preschool Education**

According to MOE (2010) roles and responsibilities in bringing up on children, and on improving practical nurturing skills of parents and caregivers, In addition, OEB (2012) also states that parents should regularly be provided with opportunities to build their knowledge and strengthen their capacities. Regarding of these fact most parents of children were not fully aware of their critical role in their children's developmental as well as parents were not keep lines their child nurturing skills and basic competencies or full potentials. In this regard, principals and preschool teachers briefly stated that, parents have very limited awareness about the purpose of preprimary school education and its objectives.

Though, preschool provide awareness raising programs for parents concerning in discharging their role and responsibilities in order to recently ECE policy and strategies and parents have responsibilities that their kids or children have close relative and parent's requirements to be involved actively in determining what going on in preschool education and facilities should be delivered in the pre-primary schools. Accordingly, in both preschools parents of children have not encouraged preschool children performance and children's engagement in the learning –teaching activities.

Besides, Oromia Education Bureau (2012) pointed out that about the issue of parent teacher's interaction: Adequate opportunity should be provided throughout the year for interaction and communication between the parents and the teachers as well as parents and teacher should regularly share information on the child's progress as well as about the preprimary school.

On the contrary, the parent relation with preschool teachers were very restricted or dawn back time to time because most parents were not have awareness about the importance and objectives of public preschools with development of child and they were not visit their children in the preschools regarding on the children academic performance due to: parents of children are extremely poor, unwillingness participate in meeting to gate awareness about preschool education.

This finding is line with (Ige, 2011), stated that the most parents of children were not have awareness about the importance and objectives of preschool development of child. This finding not line with Girma, (2014) and Jerusalem, (2020), stated that the responsibility of parents keep lines of communication with school or preschool teachers and keep responsibilities of parents on about children care givers, and high level of participation of parents in the preschools relationships and parents were very concerned about their kids' education respectively. Furthermore, this finding is not line with Yalew Z. (2011), stated that the parents and communities initiates and brings about children based on services for young children by providing supports in attention, nutrition and health their respective children.

Although in present studies more than 95% of parents of children were not have awareness about preschool education due to unwillingness participating on the meeting and did not have communication with preschool teachers about their children academic performance. Furthermore, as mentioned earlier parents of children are extremely poor, and their income is depended on the day to day activities and them living in the house rent. Because of this challenges, they were not given to concerned about education of their children rather than what they were gate hand to mouth income daily activities. In addition this finding is highly agrees with Mwamwenda T. (2014) stated that, Parents did not care much more about their child, because in their lives they have strong challenge due to financial problems.

The assessment of children has great developmental academic performance in their life and it is the base line (concrete) for their future cognitive developmental. Therefore, in the present studies assessment of children concerning to parents and teachers were very low because of most of parents of children are not educated and extremely poor and regarding

preschool teachers the large number of children found in the class and lack of qualified and trained in preschool. In addition, more than 95% parents are not assessing their children and not visited to preschools also not assess their children progress and they did not have communication with preschool teachers. But less than 5% parents of children assess their children, follow academic performance of their children and have communication with preschool teachers.

Furthermore, parents who are assess their children and ask feedback at home and providing learning materials have good communication with preschool teachers and his/her children have good academic performance (basic reading, writing and have others skills) in the class. This finding not agree with the Fantuzzo, Davis and Ginsburg (1995), that assured the degree of participation of parents in their children education get better children's academic performance. This study not line with (Sylva, Melhuish, Sammons, Siraj-Blatchford, & Taggart, 2004) stated that the importance of assessment children needs and support cognitive progress, hence the main aims of assessment ECE is to make good academic performance have successful of children.

Al though, the major challenges for promotion and implementation of preschool education in both preschool educations based on the finding all participants have agreed were interviewed and observation results showed that, in the present study areas: preschools not have separated from primary schools, lack of trained teachers and other stake holders ( expert, principals), lack of awareness to wards to preschool education important and objectives, gaps of communication between schools and parents/communities, lack of experience sharing with other preschools like private preschools, lack of clear guide, textbook, curriculum at schools for preschool educations, unrelated field teaching preschool children and the lowest payment/free service of preschool teachers on the teaching activities. Furthermore, preschool education did not have budgets and attention regarding government or local government. This all challenges have makes gaps on the implementation and promotion of preschool education. This finding line with young lives (2012), which stated the problems facing the implementation of the preschool education program were lack of the budgets and lack of attention given for preschools was low.

Furthermore, this finding is line with Firehiwot (2016) pointed out that, neither the government nor parents of children paid attention to the ECCE.

## CHAPTER SIX

### 6. SUMMARY, CONCLUSION AND RECCOMENDATIONS

#### 6.1. Summary

The main aim of the study was to assess policy practice gaps on the implementation of preschool education in sebata city administration selected governmental schools. The study in work qualitative research approach to assess the basic procedure of preschool in sebata in standardize to find out well practiced and gaps of the preschools, intended solutions and key in put knowledge for the city. In this regard, the objective of the study was pointed the basic research questions:

1. What the degree of the trained human power is assigned for the preschool Education
2. The status of accessibility and conduciveness of physical environment of the schools for the students
3. The availability of basic teaching and learning materials for preschool teachers and students respectively
4. The degree of engagements of parents in discharging their role and responsibility to promote the academic performance their respective children

Research questioners involved interviews with nine (9) esteemed participants in two preschool educations. The results are outcome of interviews, observation and Focus Group Discussion in the study. To generalized findings:- This study revealed regarding the two preschool educations were give up unlike in order to the localities of schools are in the socioeconomic background of parents, the ownerships of preschools, and experience of the teachers. These unlike have these differences had pressure on the practices and gaps of the preschools. The focus of finding has been on the implementation of the use of the curriculum, parent teacher relationship, and Communication and teaching methodologies of teachers etc.

## **1. What the degree of the trained human power is assigned for the preschool Education**

- School 1 preschool teachers were not qualified in preschool education and they have not get the opportunities of training and experience sharing with other institutions
- School 2 preschool teachers are qualified by preschool education and they have get some opportunities training twice from NGO's and sebata special needs education teachers college
- School 1 and 2 preschool teachers were not skilled human power is not available
- To assigned preschool teachers for preschool anyone does not give attention whether qualified or not in preschool education
- The number of preschool teachers and children in the class does not proportional because of lack class room and small size of class room and large number children when compared with number of teachers
- Principals and expert of the preschool education were not qualified and untrained about in preschool education
- The language of instruction for preschool education is Afan Oromo because of mother tongue

## **2. The status of accessibility and conduciveness of physical environment of the schools for the students?**

- The physical environment of the school does not accessible and conducive at all for preschool children (class room, play field, toilet, cubbies, bath room, dining room and other are conducive) and it is not separated for preschool children. they using with primary school children
- There is no any outdoor playground at school for preschool education
- Preschool does not separated from primary school, it is in the same compound and managed by primary school principals
- Outdoor playing materials and equipment, arrangement of materials and equipment in the play ground were found to be "not existed" in both of preschool educations.

- The fencing and securing condition, the attractiveness of the compound, the adequacy, and security of playground were found to be inadequate in both of preschool educations.
- Toilet rooms found to be lacked sanitary facilities, not child sized in general, and the worst in particular preschool education.
- The environment of the school does not accommodate children's of special needs education and children with disabilities because environment of school is not flexible and not welcoming for such children.

There is no government support to promote quality education for preschool education. Government wants to open preschool in primary school but no one turn to see and fulfill the accessibility/resources

### **3. The availability of basic teaching and learning materials for preschool teachers and students respectively?**

- The school 1&2 has no access text book, ICT room(Computer), for teachers and students and supporting other materials
- Preschool teachers used by their own using local made teaching aid from locally by using real seem with their objective. But the school has no teaching aid at school for preschool.
- There is no instructional materials have been provided for preschool teachers and students because of lack of attention from education office and local government others
- Preschool teachers have no teachers guide at school. Preschool teachers using by their own knowledge to teach preschool.
- There is no preschool curriculum at school. to implement curriculum because of lack of budget allocated for preschool and dependant of preschool on primary school, lack of properly ages of children, Lack of accessibility of class room
- Generally there is very weak collaborative working with parents, education office, local government and preschool teachers.
- There is weak implementation and policy practice of preschool education on the basic teaching and learning materials for teachers and students.

- The responsibility of local government is very weak to fulfill the gaps of accessibility of preschool education to promote quality education and government does not give attention to support at preschool education. but also preschool is forgettable regarding in everything

4. The degree of engagements of parents in discharging their role and responsibility to promote the academic performance their respective children?

- Almost all parents of children lack of understanding about the objectives of preschool education for holistic development of their children.
- Effective parent-preschools partner ships to assist children are learning in the studied preschools were very weak.
- They did not make a continuous follow-up about their children education.
- The school management failed to take guiding responsibilities about the parent's school partnership in all of the studied preschool educations, for parent participation were found to be less effective that by no means encourages parents to participate in the education of their children directly.
- Few of Parents have awareness on the preschool education and parents of children not willing come to school with their children because of parents of children are extremely poor.
- Preschool teachers give free service especially without training in preschool training.
- Preschool education does not get/supported from local community, administration office, education office of the city, and others stake holders(NGO's), may be except the parents of children per month
- A few of parents assess their children and follow academic performance of their children.
- Most parents were not assessing their children in order to lack of uneducated and uneducated and poor parents.

## 6.2. Conclusions

The major findings of this study are summarized as follows:

1. Most preschool teachers did not train and qualified in preschool education and did not get any opportunities on job training and experience sharing from other preschool educations. As well preschool principals and expert of preschool education did not have knowledge /skilled in preschool education.
2. The number of children and teachers did not proportional in the schools because of large number of children in the class and lack of class rooms as well as lack qualifies preschool teachers.
3. Lack appropriate class room, organization of environments, lack of playground and play equipments, lack parents awareness and teachers interaction to parents, weak assessment children and practice of parents, lack of policy preschool implementation for ECCE and preschool were not properly implemented at primary school and parents assessment their children at home because lack uneducated and poor parents and all this factors the gaps of sign the policy practice implemented preschools.
4. There is lack of the availabilities of preschool, separate rest room, separate toilet, feeding room, and washing and drinking water.
5. The primary schools not have clear teachers guide and curriculum and text book for preschool educations.
6. In public preschool almost all learning in mother tongue well done but there is lack of Amharic language public preschool education/absence of Amharic preschool in Sebata City Administration is big problem for those who are Amharic mother tongue.
7. Preschool education faced many problems because of no cooperative working between principals, teachers, expert and education office and others stakeholders.
8. The majority of parents did not follow their children academic performance to improve quality of education and they not came to school due to lack of awareness, lack of willingness and extremely poor and uneducated parents.
9. The strongest problem, governmental commitment for preschool education the major challenge to implement and practice preschool education because of there is no allocated budgets from government for preschool educations.

### **6.3. Recommendations**

Based on the main results of the study, the following recommendations are forwarded for the government and other concerned bodies who are engaged in supporting and implementing preschool educations.

1. Government is required to allocate ear marked budget to support the duty of pre-primary schools to run their work independently.
2. In Oromia Regional State, there are few Educational Institutions that train preschool teachers. However, those available institutions did not provide sufficient manpower compared to the high demand of trained teachers in the region. Hence, the Regional State Educational Bureau should give due attention on the expansion of educational institutions that train and update the preschool teachers.
3. Well equipped materials have paramount role for teaching-learning processes, especially for ensuring quality of educations and stimulating children's skills. Therefore, Sebata City Administration Education Office should provide the necessary materials such as curriculum, teachers guide and text book for the preschools found in the study area.
4. There is also a need to improve the physical environments of the preschools by providing conducive classrooms and fulfilling age appropriate materials. In this regard, the government should support the preschools to make them suitable for all preschool children according to their age and needs.
5. Parents of children and local communities should have good awareness about public preschool education for their children. Likewise, Sebata City Administration Education Office should create a platform where the families and other stakeholders meet and discuss about the importance of preschool education and the need to follow their children both at home and school.

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## **8. APPENDICES**

### **Appendix A: Interview for Education Office Experts**

#### **A. Consent Letter**

**Study information and consent sheet for parents/guardians of preschool children, teachers, principals and experts from educational office**

**Investigator:** Desalegn Diriba Negawo

**Organization:** Addis Ababa University School of Graduate Studies, College of Education and Behavioral Studies, Department of Special Needs Education

**Study Title-** Policy-practice gap on the Implementation of preschool Education: The case of Sebata City Administration

#### **Esteemed interested study participants!**

My Name is Desalegn Diriba, MA student from Addis Ababa University, College of Education Behavioral Studies, and Department of Special Needs Education. I am conducting a study to assess Policy-practice gap on the Implementation of preschool Education: The case of Sebata City Administration.

The purpose of this study is to assess the existing Policy-practice gap including the challenges for the implementation of preschool education in selected primary schools situated in Sebata City Administration.

Your replies will be kept confidential and used for this research purpose only. The success of this study to a great extent relies on your genuine responses. Hence, you are kindly requested to be honest in your responses to all the questions.

#### **Thanks for your Cooperation! Communication**

If you have questions at any time about the study or the procedure you can contact me using the following address: Name: Desalegn Diriba, phone number (+251-0910762815) Email: [desalegndiriba10@gmail.com](mailto:desalegndiriba10@gmail.com)

**Part one: profile of interviewees**

1. Sex: Male  Female
2. Age : \_\_\_\_\_
3. Marital Status :
  - Married
  - Single
  - Divorced
  - Widowed
4. Academic qualification \_\_\_\_\_
5. Occupation \_\_\_\_\_
6. Position/responsibility in the study area: \_\_\_\_\_
7. Name of the school \_\_\_\_\_

**Part two: Questions: Interview for Education Office Experts**

**1. Trained human power assigned for the preschool education**

- 1.1. Do you think that adequate and skilled human power is available in Kindergartens? If not, why?
- 1.2. Did the office organize or assign separate department or focal person respectively to run the pre-school education program in the city?
- 1.3. Does the office include the strategy to produce teachers trained in preschool education and assign them in schools where preschool education is operational?

**2. Accessibility and conduciveness of physical environment of the school for the students.**

- 2.1 Is the environment flexible to accommodate children with special educational needs? If not, what do you host if children with special educational needs come to your school to be registered and attend their study?
- 2.2. Is the physical environment of the school such as class room, play field, toilet, cubbies, bath room, dining room and other are conducive for preschool children? If not, why?
- 2.3. What is the responsibility of local government to fulfill the gap of accessibility of preschool to promote quality education?

**3. Availability of basic teaching and learning materials for preschool teachers and students respectively.**

3.1 Do you think that necessary instructional materials have been provided for preschool students and teachers?

3.2 Does the town administration allocate ear marked budget for the promotion of preschool education? If not, why?

3.3 Is there specific guideline or other instrument in your office for the implementation, monitoring and supporting preschool education? If not, why?

**4. Engagements of parents in discharging their role and responsibility to promote the academic performance of their respective children.**

4.1 Are you aware of the existing policy of the country being applied for preschool education? If yes, how do you evaluate the practicality of the policy in terms of the situation of the kindergartens situated in the city?

4.2. What supports are being provided for Preschool Education by:

- A. Local community, Parents of students, Administration Office
- B. Parents of students, Education Office of the City and stakeholders such as NGOs working on education

4.3. How many government schools have been practicing preschool education as a part of their regular education?

4.4. Does the office include the promotion of pre-school education in its annual action plan?

4.5 What are the major challenges for the promotion and implementation of preschool education in the context of the city?

4.6 What should be done for the improvement of the quality of service of preschool education?

## **Appendix B: Interview for School Principals**

### **1. Trained human power assigned for the preschool education**

1.1. How many teachers are assigned to this preschool? Do you think they are adequate or proportional to the number of students of the school? If not, why?

1.2. Is there official criteria set for the recruitment and engagement of teachers to teach children at preschool level? If yes or no, how the school management is handling and managing the situation?

1.3 Did the teachers get relevant training that would qualify them to teach at preschool level? If yes from which institution? If not why?

1.4. Did the teachers receive on-job-training? If not why? If yes, from which institution? For how long and on what topic?

1.5. Do you think that the government has given due attention in promoting early child education? If not, why? If yes, please explain your reason.

1.6. What is the language of instruction used to teach children in your school? Why you chosen the language?

1.7. What are the major challenges you faced in relation to securing trained human power to be assigned for your school? If you have faced such problem, how did you overcome the challenge?

### **2. Accessibility and conduciveness of physical environment of the school for the students.**

2.1. Is the physical environment of the school such as class room, play field, toilet, cubbies, bath room, dining room and other are conducive for preschool children? If not, why?

2.2. Are there outdoor playing materials (playground equipment) for preschool students? If not how do they spend their play time?

2.3 Is the environment flexible to accommodate children with special educational needs? If not, what do you host if children with special educational needs come to your school to be registered and attend their study?

2.4. Is the preschool environment separated from primary school environment? If not, how do you handle the preschool children while playing and getting out from the school?

### **3. Availability of basic teaching and learning materials for preschool teachers and students respectively.**

3.1. Do children have access to text book, computer, ICT rooms, and supporting materials etc. that are appropriate for them? If not, why?

3.2. Do teachers use real objects and locally made teaching media during the teaching-learning process? If yes, please describe these real objects and locally made teaching media, If not, why?

3.3. Are there teachers' guide for preschool teachers? If yes, do the teachers use it frequently? If not, how the teachers teach without teachers' guide?

3.4. Do you have a preschool curriculum at your school? If yes, is the curriculum currently implemented in your school? If not, please explain the gaps for implementing the curriculum

3.5. Is there a clear schedule for the preschool education? If yes, do the teachers use it properly? If not, why?

3.6 Is there uniform grade level and promotion policy to apply at preschool level? If not, how the school has been handling these issues?

### **4. Engagements of parents in discharging their role and responsibility to promote the academic performance of their respective children.**

4.1. Do you think that parents of preschool students have awareness about the importance of preschool learning? If not, why? If yes, please explain it briefly

4.2. Does the school facilitate the engagement of parents working with the school management and teachers? If yes or no how?

4.3. Do parents/guardians ask feedback about the progress of academic performance of their respective children? If yes, how? If not why?

4.4. How do parents/guardians assess their children performance at home?

## **Appendix C: Interview for Preschool Teachers**

### **1. Trained human power assigned for the preschool education**

1.1. Did the teachers get relevant training that would qualify them to teach at preschool level? If yes from which institution? If not why?

1.2 Did the teachers receive on-job-training? If not why? If yes, from which institution? For how long and on what topic?

1.3. What is the language of instruction used to teach children in your school? Why you chosen the language?

1.4. The number of children in the class and the teacher of preschool are proportional? If no why?

### **2. Accessibility and conduciveness of physical environment of the school for the students.**

2.1. Is the physical environment of the school such as class room, play field, toilet, cubbies, bath room, dining room and other are conducive for preschool children? If not, why?

2.2. Are there outdoor playing materials (playground equipment) for preschool students? If not how do they spend their play time?

2.3. Is the preschool environment separated from primary school environment? If not, how do you handle the preschool children while playing and getting out from the school?

2.4. Do you think that necessary instructional materials have been provided for preschool students and teachers?

### **3. Availability of basic teaching and learning materials for preschool teachers and students respectively.**

3.1 Do children have access to text book, computer, ICT rooms, and supporting materials etc. that are appropriate for them? If not, why?

3.2. Do teachers use real objects and locally made teaching media during the teaching-learning process? If yes, please describe these real objects and locally made teaching media, If not, why?

3.3 Are there teachers' guide for preschool teachers? If yes, do the teachers use it frequently? If not, how the teachers teach without teachers' guide?

3.4. Is there a clear schedule for the preschool education? If yes, do the teachers use it properly? If no, why?

**4. Engagements of parents in discharging their role and responsibility to promote the academic performance of their respective children.**

4.1 Does the school facilitate the engagement of parents working with the school management and teachers? If yes or no, how?

4.2 Do parents/guardians ask feedback about the progress of academic performance of their respective children? If yes how? If not why?

4.3 How do parents/guardians assess their children performance at home?

4.4. The age of children attending preschool in your class is match with preschool policy? If it is not match with preschool policy, why?

**Appendix D: Interview for Parents**

1.1. What do you know about preschool education?

1.2. What do you understand about the importance of preschool education for future academic career of children?

1.3. Does the school facilitate discussion time for parents and other guardians of children from Preschool?

1.4. What are the roles of local community in ensuring the quality of preschool?

1.5. Do you think that the local government has engaged in supporting preschool? If yes, How they supporting preschool? If No Why?

1.6. Where did the children of your community stay before the opening of preschools?

1.7. What changes did you observe on your children in the areas of education, play, social interaction?

1.8. How often do you check your child's overall performance?

1.9. Is the physical environment of the school such as class room, play field, toilet, cubbies, bath room, dining room and other are conducive for preschool children? If not, why?

1.10. What is the main role of parents /guardians to ensure the quality of preschool education?

1.11. Do parents/guardians ask feedback about the progress of academic performance of their respective children? If yes how? If not why?

### **Appendix E: Focus Group Discussion Guidelines**

#### **Objectives of the FGD:**

The main objective of this FGD is to collect data regarding the current practice gap (practice and challenges) on the implementation of the preschool education in Sebata City Administration Preschools so that the result could assist to make further improvements, Thus, your direct participation in this discussion will be essential and determinant, So, you are kindly requested to provide information needed objectively and honestly, It is assure that the collected data will be kept confidential and used for research purpose only.

Thank you very much!

Date \_\_\_\_\_ Staring Time \_\_\_\_\_ Finishing Time \_\_\_\_\_

The place of FGD \_\_\_\_\_ Name of school \_\_\_\_\_ City \_\_\_\_\_

FGD Participants	Sex		Total	Their responsibilities in the study area
	M	F		
Teachers (one each from pre- school)	-	2	2	preschool education teachers
From Education office	1	-	1	Expert of preschool education from education office
Principals		2	2	The director of primary school
Parents	2	-	2	Parents of children (member of PTA)
Total of FGD participants			7	

1. In your opinion what is the main objective of Preschool Education?
2. What do you understand about the importance of preschool education for future academic career of children?
3. What changes did you observe on your children in the areas of education, play, social interaction?
4. Does the school facilitate discussion time for parents/ guardians of children to promotion preschool education?
5. How do you evaluate preschool child's overall performance?
6. What opportunities do you think that teachers have to improve their Professional competencies?
7. What are the major challenges to ensuring the quality of pre-school education?
8. What sort of supports do you think that the local government provides for pre-primary school?
9. What are the roles of local community in ensuring the quality of preschool education?
10. What do you think the policy-practice gap on the implementing of preschool education?
11. What opportunities are available for the early childhood care and education in the study pre-primary School?

### Appendix F: Observation Checklist Guidelines

Name of the school \_\_\_\_\_ Date of observation \_\_\_\_\_

Time of start \_\_\_\_\_ Time of end \_\_\_\_\_

City ----- Kebele -----

NO	Focused items	Available		Adequacy	
		Yes	NO	Yes	NO
1	<b>Presence of instructional materials</b>				
1.1	Is there Preschool Syllabus (curriculum guide) at school				
1.2	Text books for preschool education students				

1.3	Teachers guide for preschool teachers				
1.4	Different teaching aids for preschool students				
1.5	Guideline for children with special needs				
1.6	educator's guide line, for teaching and learning resource				
2	<b>Physical Environment of preschool education</b>				
2.1	Is the playing field appropriate for preschool students (Mary go round, Balances or equilibrium, climbs, ride bikes, inner tubes)				
2.2	Is there first aid kits in the schools				
2.3	Is the building of the class rooms attractive for kids				
2.4	Are there different pictures drawn on walls of class room?				
2.5	Are the sitting materials in size of the children?				
2.6	Can the environment accommodate children with special needs				
2.7	Is there water near the toilets				
2.8	Are separate toilet for preschool				
2.9	Is the class room is well arranged and organized				
3	<b>Teaching and learning/implementation of preschool educations</b>				
3.1	Teachers help to identify and plan for skills that require extra time for children				
3.2	Teachers positively interact with all children according to their needs				
3.3	Teacher adapts the instruction based on children's needs				
3.4	Teachers promote integrated learning and allow children to handle, explore, experiment with a variety of materials				
3.5	Teachers to identify their skills of children's that need additional reinforcements				