Addis Ababa University

College of Education and Behavioral Studies

Center for Early Childhood Care and Education

Exploring the status of children's school readiness and its relationship to structural and process qualities in Private and Government preschools of Kirkos sub-city

By:

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October, 2023

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A Thesis Submitted to Center for Early Childhood Care and Education

in Partial Fulfillment of the Requirements for the Degree of Master of Arts in Early Childhood Care and Education

Thesis Approval

This is to certify the thesis prepared by Ferehiwot Mulatu, entitled, "Exploring the Level of children school readiness and its Relationship to Structural and Process Qualities of Government and private preschools in Kirkos sub-city, Addis Ababa" submitted to Department of Early childhood care and Education centre in partial fulfilment of the requirement for the degree of Master of Arts in Early childhood care and Education is complied with the regulations of the Addis Ababa University.

Signed by the Examining Committee:

External examiner _____Signature _____Date _____

Internal examiner _____Signature _____Date _____

Advisor _____Signature _____ Date _____

Declaration

I, Ferehiwot Mulatu, declare that the work in this thesis is original and this thesis has not been presented for any degree in this university or any other university or institution of higher learning before, and that all sorts of materials used for this thesis have been duly acknowledged.

Signature_____ Date_____

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Acronyms

AABE	Addis Ababa Bureau of Education
ECE	Early childhood Education
ECCE	Early childhood care and Education
ETP	Education and Training Policy
IDELA	International development and early learning assessment
KG	Kindergarten
KII	Key informant interview
SPSS	Statistical Package for the Social Sciences
UNESCO	The United Nations Educational, Scientific and Cultural Organization
UNICEF	United Nations International Children's Emergency Fund
WHO	World health organization

Abstract

This research aimed to explore the status of children's school readiness and its relationship to structural and process qualities in private and government preschools of Kirkos sub-city, Addis Ababa. A mixed research approach was employed to investigate the research questions. Out of the selected four schools a total of 94 preschool children from KG 3 or preparatory class participated in this research in the readiness measurement test. School readiness assessment results and direct school observations were the main sources of the quantitative data. Qualitative data was collected using Key Informant Interview (KII) was conducted with four school principals taking one participant in each preschool. The study applied IDELA's standardized International Development of Early Learning Assessment analysis to investigate the level of the children readiness for primary school in a holistic manner and direct observation tools were used to measure the relationship of the children readiness level to the process and structural qualities of both private and government preschools. The study's main finding was the readiness level of the private preschools students is significantly different compared to their government counterpart, however, there was no significant relationship between school readiness level and process and structural qualities of the preschools. In the end, the study recommends that schools and educational administration bodies make a proactive effort to increase the qualities of preschools and make the school environment more conducive in order to achieve a better readiness level of the students.

Key words: School readiness; Process quality; structural qualities; IDELA.

CHAPTER ONE

INTRODUCTION

1.1. Background

The future of the world's populations, which are becoming increasingly interconnected, will depend on the development of children born today. Early childhood experiences are a crucial component of the systems that ensure young children reach their full potential in all areas of life.

In terms of a child's future, the importance of early childhood education can't be overstated. A child's early years are the foundation for his or her future development, providing a strong base for lifelong learning and learning abilities, including cognitive and social development. Well-established research continues to emphasize the importance of early childhood education as an essential building block of a child's future success.

High-quality early childhood education and care give children the best start in life. It provides important opportunities to learn and develop. Early childhood education and care can help children develop their physical, social, emotional, moral, and intellectual capacities (MoE, 2010).

Children who do not have access to stimulating environments, early childhood programs, or preschools encounter a lack of readiness for school and classroom activities upon entering primary school. This insufficiency adversely affects their academic performance and frequently persists, impeding their learning experiences in subsequent stages of education. As a consequence of inadequate Early Childhood Education (ECE), children may delay school entry or even discontinue their education, leading to detrimental effects on both cognitive and social development (Nonoyama, Tarumi, & Ota, 2011).

Studies indicate that children engaging in high-quality early childhood education are more inclined to enter primary school with the essential social, cognitive, and emotional skills, providing a solid foundation for their ongoing academic pursuits (Davoudzadeh et al., 2015; Duncan et al., 2007).

The advantages of quality early childhood education extend far beyond primary school, correlating with increased levels of educational attainment, employment success, and enhanced social skills, as outlined by UNICEF in 2001. The experiences and learning opportunities during this crucial period play a pivotal role in shaping a child's readiness to actively participate, learn, and flourish in more advanced educational settings.

The concept of school readiness is vast and lacks a comprehensively agreed-upon definition among scholars. Meisels (1999) defines school readiness as a process that develops over the preschool years and is influenced by the school context. He has also described school readiness as a multifaceted, complex, and systemic combination of children’s experiences and resources at home, and experiences and resources in childcare and preschool settings attended by the child.

School readiness, according to Kagan (1990), is viewed from two perspectives: readiness to learn and readiness for school. Readiness to learn is conceptualized as a developmental progression that reflects a child's ability to learn. This is influenced by motivation, physical development, emotional maturity, and health. Meanwhile, readiness for school is considered as a set of physical, intellectual, and social skills that are permanent or a prerequisite necessary for children to meet the requirements of the school environment.

Another recent addition to the concept of school readiness is the view from the capacity and services provided by schools also known as ready school. Although ready school is the most recent concept, it is gaining rapid importance. It deals with the quality of services and is defined

by several characteristics linked with schools, including a sufficient supply of learning materials such as books and teaching aids, adequate time devoted to learning in the classroom, and effective teaching, pedagogic practices, and teachers' competence of the school environment that has been linked with higher rates of student retention and lower drop-out rates (Lloyd, Mensch, & Clark, 2000).

Yet another definition of school readiness is viewed in terms of the aspects of the school environment that support a smooth transition for children (and their families) into primary school and advanced learning for all children (Pianta & Kraft-Sayre, 2003).

Decades of research on early child development have determined that when it comes to school readiness of children quality of early childhood programs is critical (Wechsler et al., 2016). The efforts to improve the quality of ECE services have evolved, which has led to following different approaches to achieve them.

Historical models of early childhood education quality were rooted in socioecological, attachment, and learning theories. These theories posit that reciprocal interactions between children and their surroundings play a crucial role in shaping development across various environmental systems, ranging from the immediate family context to broader community systems (Burchinal, 2017). Attachment theory suggests that establishing a secure base through consistent and sensitive interactions with caregivers supports social-emotional adjustment and approaches to learning (Ainsworth, 1989). Piaget's constructivist learning theory underscores that cognitive skills develop through active engagement in age-appropriate activities within the environment (Gopnik et al., 1999), while Vygotsky's sociocultural learning theory argues that optimal development occurs when a more skilled partner guides children in addressing slightly challenging tasks, thereby enhancing their knowledge and competence (Bodrova et al., 2006).

These models emphasize the significance of the caregiver-child relationship, differing in their emphasis on providing suitable activities and the role of adults in facilitating developmental progress.

Similar to their predecessors, contemporary Early Childhood Education (ECE) quality models draw on foundational developmental theories but are more comprehensive, incorporating additional aspects of ECE service provision. At the heart of the present ECE quality model are the interactions between caregivers and young children, termed process quality. The caregiver's role in providing emotional support and intentional teaching is deemed pivotal in fostering early social and cognitive development (Hamre, 2014). This model posits that early development is directly impacted by process quality and indirectly influenced by structural quality, encompassing characteristics of the ECE program and teachers (Burchinal et al., 2015). While structural factors, including ECE providers' education, child-to-provider ratio, group sizes, compensation, leadership, administration, parental involvement, inclusion of children with special needs, and consideration of home language and culture, are regarded as essential, they are considered insufficient on their own to achieve higher process quality (Burchinal et al., 2016). Although process quality is thought to have a more direct impact on child outcomes as compared to structural quality, researchers and leaders in the field of early care and education agree that process and structural indicators are interrelated, and when combined together they promote the highest quality experiences.

Globally there is increasing interest in measuring school readiness. There is tremendous effort in developing the tools to measure early learning and development is needed especially one that could be implemented in developing countries scenario (Barrett et al., 2015). There is also a consensus among early childhood development experts that readiness for school should be

understood as a holistic concept involving several developmental areas, including motor, language, early literacy, math, problem-solving, social-emotional development, and approaches to learning (Lauren, 2015). Evidence highlights the importance of non-academic skills, like social-emotional development, especially when children are exposed to adverse environments or life events (Betancourt et al., 2014). Competence in all these areas will ensure that children are ready to benefit from educational activities offered in a school environment.

When assessing school readiness, there is a scarcity of international tools capable of comprehensively measuring children's development and emergent skills. In 2011, Save the Children conducted an exhaustive review of existing child development assessments, revealing significant limitations in many available tools, as documented by Lauren in 2015. Several instruments were constrained in their approach, focusing on specific skill areas or age groups, and often relying on parent or teacher reports instead of directly evaluating children's skills. However, Early Childhood Care and Development (ECCD) experts widely agree that school readiness extends beyond cognitive skills and is best conceptualized as a holistic concept encompassing various developmental areas such as motor skills, language, early literacy, math, problem-solving, socio-emotional development, and approaches to learning.

The Development and Early Learning Assessment (IDELA) stands out as a holistic, rigorous, open-source instrument that is easily adaptable to different national and cultural contexts (Lauren, 2015). IDELA was created with the goal of supporting continuous program improvement across Save the Children's and its partners' diverse country sites, enhancing accountability in Early Childhood Education (ECE) initiatives globally. Additionally, IDELA provides cohesive and ongoing data and evidence regarding children's learning and development

across countries, offering valuable insights to governments and global actors in scaling successful ECE programs.

In Ethiopia, as in other countries, attention has been directed toward Early Childhood Care and Education (ECCE), although it is a relatively recent focus. The ECCE sector was primarily managed by private and non-governmental organizations for many years, as noted by Education International in 2010. Over time, the government became increasingly aware of the pivotal role of early childhood care and education in children's development. Recognizing the associated benefits, the Ethiopian government formulated a national ECCE policy, strategy, and guidelines, effectively implementing the program (MoE, 2010). Aligning with this policy, the Ministry of Education has prioritized pre-primary education in its Education Sector Development Program [ESDP V] (MoE, 2016), outlining strategic targets and objectives for pre-primary education from 2016 to 2019/20.

Despite the Ministry of Education's intentions, early childhood education coverage and access remain underdeveloped, primarily concentrated in urban areas and scarcely present in rural regions, as noted by UNESCO-IICBA in 2010. Belay (2018) highlighted the existence of several non-governmental schools in urban areas, catering to more affluent parents, while economically disadvantaged parents often rely on a limited number of faith-based preschools. To address these limitations, the government, in collaboration with private entities, non-governmental organizations, communities, and religious groups, has implemented various ECCE programs, including O-class, child-to-child initiatives, and kindergartens (MoE, 2016). The introduction of O-class and child-to-child programs aims to bridge access gaps, particularly in areas lacking kindergartens, notably in rural settings (Fantahun, 2016; Mulugeta, 2015).

Substantial evidence highlights the formidable challenges related to the accessibility and quality of preschool programs. On a global scale, slightly over 125 million children struggle to attain a functional level of literacy or numeracy, regardless of their duration of schooling. It is estimated that 60 percent of primary school children in developing nations fall short of meeting basic competence benchmarks for learning. UNESCO's 2014 reports reveal that in developing countries, 250 million primary school children encounter difficulties in reading simple words. Additionally, approximately 220 million children under the age of five in developing nations fail to reach their full developmental potential, with more than six out of ten of these children residing in Sub-Saharan Africa, constituting nearly a third of the region's child population (Grantham-McGregor et al., 2007).

In Sub-Saharan Africa, approximately 22% of children attend preschool, a stark contrast to the 79% enrollment rate observed in Europe, America, and the Pacific region (World Bank 2015). Ethiopia, as one of the countries in Sub-Saharan Africa, faces similar challenges. According to the 2021/22 Education Statistics Annual Abstract, only 44% of Ethiopian children aged 4-6 participate in early childhood education programs (ECCE), despite a 7.3% improvement from the previous year. The Early Grade Reading Assessment (EGRA) report indicates that merely 6.2% of Ethiopian students in grades 2 and 3, across all languages, meet the targeted reading benchmark, reading fluently with full or nearly full comprehension (EGRA, 2018).

As stated above, despite all the efforts to improve the quality of ECE in developing countries, the desired results have not been achieved. Quality in ECE is often evaluated through the dual lenses of structural and process quality. Structural quality encompasses the foundational elements of the ECE setting, including factors such as the educational background and training of providers, the

ratio of children to providers, group sizes, compensation for providers, leadership, and administration of the program, parental involvement, inclusion of children with special needs, and incorporation of home language and culture. While these structural factors are deemed necessary, they are considered insufficient on their own. Process quality, on the other hand, centers on the dynamic interactions between caregivers and young children. It emphasizes the emotional support and intentional teaching provided by caregivers, influencing early social and cognitive development. The interplay between structural and process quality is critical in shaping the overall effectiveness of early childhood education programs.

1.2.Statement of the problem

School readiness is an important concept which needs particular attention for various reasons. The major one is that the early years are a time of rapid growth and development. Because of that, pre-primary school is a place where children are to build an essential foundation for their successful lifelong learning (Ramey & Ramey, 2004). As mentioned in different studies by Awopegba, (2010), Fantahun, (2016), Belay & Belay, (2016), School readiness has many challenges but regardless of the challenges, the number of studies conducted in the area especially on school readiness are limited comparing with the wideness and depth of the concept. Of course, there are few researches on the subject though most of them mainly focus either on children's readiness for school or on the psychological aspects of school readiness.

It is essential to give children high-quality early childhood education in order to ensure that they reap the long-term benefits of early education. A child's development and preparedness for school may be relatively unaffected by simply attending preschool. Since low-quality programs

are unlikely to give children the results they want, quality is essential. (Britto, Yoshikawa, & Boller ,2011).

In recent years the Ministry of Education has implemented policy reforms targeting a substantial expansion of pre-primary education, provisions have been put into effect (Kim et al., 2021). This situation underscores the importance of comprehending the implications associated with the process and structural quality of such a widespread reform. However, the quality of preschool education in Ethiopia is still debatable.

Fantahun and Belay (2022) conducted a study in Addis Ababa to determine if children attending government, private, and faith-based preschools were prepared for primary school. The results showed that a considerable number of children needed to be adequately prepared for school despite having undergone preschool education, which was supposed to help them develop holistically and be ready for school. The study revealed that more than 23% of the participants were vulnerable in at least one developmental domain, while over 12% were vulnerable in multiple domains. This prevalence is alarming and necessitates some form of intervention. According to the study, the need for more emphasis on holistic child development by preschools is considered as one of the major causes of this problem. Most preschools tend to focus more on academic activities at the expense of other areas of development. Furthermore, the quality of preschool education in Addis Ababa is also debatable.

Mesayt (2021) ` examined children's readiness for school in private and government schools in one sub-city, of Addis Ababa. The study limited itself to examining the school readiness of children by obtaining answers only from children using a standardized assessment tool and information from families. The result of the study has indicated different competence level

across different domains of school readiness. However, the study only focused on one of the school readiness components which is the children readiness. Gashaw (2014) also demonstrated that early childhood education quality falls below standard levels in both process and structural aspects in the Bole sub-city of Addis Ababa.

Presently, the evaluation of ECE quality involves a comprehensive examination of both process and structural dimensions. Process quality, as defined by Hamre (2014), refers to the interactions between caregivers and young children, signifying that the caregiver's provision of emotional support and intentional teaching has a direct impact on early social and cognitive development. On the other hand, structural quality, as explored by Burchinal et al. (2015), pertains to the indirect influence of ECE program and teacher characteristics on early development. These characteristics encompass factors such as child-to-provider ratios, group sizes, wages, leadership, parental involvement, inclusion of special needs children, and the integration of home language and culture. Both dimensions of quality are considered essential yet individually insufficient for achieving elevated process quality (Burchinal et al., 2015). In a simplified cause-and-effect sequence, the model posits a progression from structural quality to process quality, ultimately shaping children's outcomes (Burchinal, 2017). Researchers extensively employ this model to explore the relationship between ECE quality and children's outcomes, providing valuable insights that contribute to the formulation of public ECE programs and policies (Hamre, 2014, Burchinal, et al., 2015).

As can be observed from the above evidence, the area needs future studies and a deep understanding that provides evidence for future interventions in ECE.

Therefore, the proposed thesis has sought to fill the gap in current studies which lacked to see how the ECE qualities or the school readiness for children impacts the children's readiness

using the current ECE quality assessment model. The study tried to find out how the components of school readiness (the ready child and ready school) are interrelated. Furthermore, this investigation will contribute to comprehending the disparities in the structural and process qualities within preschools, potentially influencing children's readiness. Additionally, it aims to determine the distinctions between government and private preschools specifically situated in Kirkos Sub City in Addis Ababa.

1.3.Research questions

The main research question was: to explore the level of children school readiness and its relationship to structural and process qualities of private and government preschools? To achieve this main research question, the following basic research questions were formulated;

1. What is the status of children school readiness in private and government preschools?
2. Is there a relationship between school readiness, and structural and process qualities of preschools?
3. Is there a significant difference in the status of children school readiness between private and governmental preschool?

1.4.Objective of the study

The general objective of this study is to explore the level of children school readiness and its relationship to structural and process qualities of private and government preschools. From this general objective, the study has intended to address the following specific objectives;

1. To measure the status of children school readiness in private and government preschools.
2. To find out if there is a relationship between school readiness, and structural and process qualities of preschools.
3. To find out if there is a significant difference in the status of children school readiness among private and governmental preschool

1.5.Significance of the Study

The study has the following significance;

- Since the first beneficiary of the research result are pre-school children, school communities and families, the result of this study will create awareness about child-friendly schools which have a stimulating environment. It is believed that the study will create better understanding about the complexity and multidimensional nature of school readiness.
- It will encourage other researchers who want to peruse their study on this matter. As hoped, the outcomes of the research will greatly contribute to the advancement of quality ECCE programs and development stimulating practices. It will also bring un understanding on how young children are best prepared to enter and succeed in primary school has become a priority among parents, educators, legislators and researchers. To a large extent, contemporary efforts to address this agenda could be guided by this concept of school readiness.

- This study will also encourage policy makers, curriculum designers, school administrators, teachers, families and community members to consider all possibilities to bring multidisciplinary discussions into the table to maximize the quality of school readiness and the development of children.

1.6.Limitations and Delimitations of the study

The research paper only focused on few government and private pre-schools due to limited time, budget and access as well as with specific research design. The general objective of this study is to explore the level of children's school readiness and its relationship to process and structural qualities. And from this general objective, the study has intended to measure the status of children school readiness in private and government preschools, to find out if there is a relationship between school readiness, and structural and process qualities of preschools and to find out if there is a difference in the status of children school readiness among private and governmental preschool. Therefore, even though it is important to include the readiness of parents and/or family members as well as the readiness of the surrounding environment and communities, the study will only focus on the readiness of the children and readiness of schools.

1.7.Definition of operational terms

- **Preschool** – Institutions for 4 -6-year-old children to develop and prepare for primary school education.
- **School readiness**: A transition period from pre-school to primary school, it is a process of increasing children's accomplishment of a certain set of behavioral, psychosocial, and cognitive skills needed to learn and function in primary school.
- **Structural qualities**: refers to a determination of the extent of appropriateness of the physical and social aspects of the setting at preschool in meeting the needs of the child, it is the structural features of the classroom such us group size, children-to-teachers ratio and the like.
- **Process qualities**: this refers to the day-to-day experiences of children such as child to teacher interactions, the teaching and learning methodology, peer to peer interactions, the teaching and learning process and more.

CHAPTER TWO

LITERATURE REVIEW

2.1. Introduction

This chapter presents a review of related literature on various parts of the research issue. The review was conducted to contextualize the study and ascertain what findings have been reported in similar studies. The studied literature includes government publications, books, journals, research thesis and papers that had not been published, research articles, and other online-accessible documents. It comprised investigations carried out locally in Ethiopia, other underdeveloped countries, and Western countries. The review is divided up into several subheadings. These are the basic concepts of school readiness, dimensions of school readiness, domains of development, meanings of quality in early childhood education (process and structural quality), the relationship between school readiness and quality, school readiness programs and ECE qualities in Ethiopia, the factors which affect school readiness, theoretical frameworks, and the conceptual framework are included.

2.2. Definition of School readiness

School readiness is a comprehensive notion with many diverse components that lacks a single, accepted definition. In the past few decades, the concept of school readiness has undergone significant transformation, moving from a maturational meaning and view to a more socially created view and concept. In the past, school readiness was primarily determined by the child's maturity level, which will allow for focused work (Gesell, IIg, 1974; Pandis, 2001). The bi-directionality between the child and their environment is emphasized in recent methods (Murphy

& Burns, 2002). In other words, a child's readiness for school results from their contact with various environmental and cultural events that foster their development.

Similar to this, there has been a change in educational approaches to determining school readiness in recent years. Some institutions employ a constrained pre-primary teaching strategy emphasizing literacy and numeracy abilities that would align with a primary school curriculum. Other approaches emphasize a broader preparation for life outside of a school-based curriculum using a social pedagogic approach (OECD, 2006).

A student's preparation for school may influence school performance (Abott-Shim et al., 2003). If learners are prepared for school before they start first grade, their level of preparation may have a beneficial impact on how well they perform in the classroom. However, learners' development needs to be encouraged in order for them to reach the necessary level of school preparation through enhancing development toward school readiness. The relationship between school readiness and academic performance frequently comes up as a background for designing appropriate early learning activities and stimulation at the preschool level (Hojnosky& Missall, 2006).

School readiness is composed of different dimensions, making the whole concept broad and interdependent.

2.3. Dimensions of school readiness

The concept of school readiness comprises three related but different dimensions: children's readiness for school, the school's readiness for children and parents, and the community's readiness for school.

2.3.1. **Children's readiness for school**

One of the objectives of early learning centers is for Children to provide a stimulating environment that facilitate the holistic development of the children through learning, interacting, and developing, which will facilitate their readiness for primary school. Children who are well-prepared for school are more likely to focus on learning and development. The importance of comprehending not only the domains themselves but also how they interact is stressed by an increasing number of researches on school readiness. Evidence points to the significance of considering from a longer-term perspective because these skills have a temporal relationship to a child's future academic success. According to UNICEF's (2012) school readiness framework, a child should be minimally prepared for school by having various fundamental skills and knowledge across various domains. Several historical shifts in early childhood education have placed more emphasis on preparing young children for school; therefore, the context in which school readiness is situated further supports adopting a complete child viewpoint. Including all facets of early child development in school readiness is a recurring theme when looking at the historical, theoretical, and political background.

2.3.2. School readiness for children

Ready School is about the readiness and capacity of schools to receive young children and to provide the highest quality learning environment. Schools must commit to the success of the children's learning by equipping every teacher and every adult who interacts with the children during the school day.

Today's ECE practice places more of an emphasis on comprehensive, integrated, child-centered, and kid-friendly programs both locally and globally. Nowadays, it is understood that children learn in different ways than adults. Children learn via hands-on activities, play, and exploration.

This calls for experimentation, exploration, inquiry, observation, and the manipulation of objects. Because of this, these activities must be included in ECE programs. The inclusion of these activities or their absence, therefore, has an impact on the program's quality. In fact, they are constantly employed as indicators of the caliber of programs. As quality indicators in ECE, a number of factors have been employed. They include the number of kids in a group, the teachers' qualifications, including both their professional credentials and personal traits, the staff's opportunities for professional growth, the physical environment of the center, which includes the buildings, the amount of space, the activity areas, and outdoor activities, the equipment, which includes age-appropriate toys like blocks and art supplies as well as materials for dramatic play and art, and the use of special education (Gardner & Mahler, 1993).

According to Pianta and Kraft-Sayre (2003), schools are considered child-ready if they have features that facilitate a child's transition into primary school and advance learning for all students. Despite being the newest addition to the school readiness paradigm, this element is quickly growing in significance.

Regardless of the students' cognitive abilities, the school's readiness indicates its capacity to meet their demands. A school system's top focus should be educating all kids with various developmental capacities and abilities. Children will learn and grow more effectively if schools are adequately prepared for them to have a stimulating and motivating environment for learning and acquiring new skills (UNICEF, 2012).

2.3.3. **Parents and community readiness for school**

Families' level of readiness for school is the third component of the school readiness paradigm. The family is the most crucial backdrop for growth before starting school. According to different studies (Bradley and Corwyn (2005); Burchinal et al. (2002); Morrison and Cooney (2002), supportive parenting and stimulating home environments are among the best predictors of academic performance throughout primary school and beyond. Families prepare their children for school.

A family is an institution. When referring to school readiness, family is defined as those individuals who live with young children, including biological and non-biological caregivers, siblings, and extended family members. Parenting behaviors, attitudes, and knowledge have received the most attention in the study of factors affecting families' readiness for school.

Even though the majority of school readiness literature focuses on the years before entering primary school, parents prepare their children for school from infancy (Brazelton & Greenspan, 2000).

Early indications of parental behaviors that support children's learning and development include the care given for development through antenatal visits, breastfeeding, and early stimulation behaviors for newborns and infants (WHO, 1999).

According to Alexander, Entwisle, and Bedinger (1994), parents' educational aspirations for their kids, as well as their attitudes and dedication to education, are vital for academic achievement. Higher-educated women have children who perform better academically. The relationship between maternal educational attainment and child learning results is frequently attributed to parental expectations and attitudes (Haveman & Wolfe, 1995). Academic skills like counting and

letter recognition are commonly prioritized by parents when describing what their child should be able to perform while entering school.

A key component of a smooth transition to school is parental dedication to making sure that their young children enroll on time (Perez &Gauvian, 2009). One of the characteristics of ready families is the learning environment that is provided in the home, as demonstrated by parents' participation with their kids in learning activities like singing, reading books, telling stories, and playing games are some of the indicators that parents are also ready for their child school.

2.4. Components of school readiness

2.4.1. Physical health and motor development

A child's capacity to participate successfully in the classroom environment is significantly influenced by their physical and motor skills. According to research, the physical and motor domains are connected and have an influence on one another. Children with superior motor skills, for instance, typically participate in more physical activities, which improves their physical fitness (Robinson et al., 2015). Improved executive function, memory, and attention, which are essential for academic achievement, have also been linked to physical activity. Along with having higher handwriting and drawing skills, children with well-developed fine motor skills perform better academically (Grissmer et al., 2010).

It is also important to have early stimulation targeting the physical and motor domains because it might have a significant impact on school readiness. They engage children in structured physical activities, such as outdoor play and sports, which can promote gross motor development and overall physical health (Fakhouri et al., 2019). Many children at this age are physically fit and full of energy, and they develop coordination and sophisticated motor skills. Handiness will grow, and there will be an improvement in eye-hand coordination in terms of minor motor development. Early childhood is also a time of significant improvement for small motor skills.

Success in school is largely influenced by small motor abilities. Children's interest in activities that develop small motor skills will rise if they have access to a choice of instruments for drawing and writing. A healthy mix of supervised and unsupervised writing and sketching activities is also necessary for kids. A group of identically aged youngsters shows a great deal of variance in this area of development.

Perceptual-motor development is another aspect of physical and motor development. A child's perceptual-motor movements are a combination of what they see or feel, the body's reactions to the senses' experiences through its senses. At this age, children's perceptual-motor skills are highly developed, and the degree of refinement depends on the experiential possibilities given to the kids. As they engage in activities and sports, kids this age learn spatial and directional awareness. Research by Black and Pucket (1996), quoted by Driscoll and Nagel (2002), suggests that educators agree on the link between academic achievement, physical maturation, and motor skills.

2.4.2. Social and Emotional Development

A number of studies conducted over the past 20 years have conclusively shown a connection between young children's emotional and social development and their academic performance (Wentzel & Asher, 1995). According to Arnold et al. (1999) and McLelland, Morrison, and Holmes (2000), children who struggle with attention, following instructions, getting along with others, and controlling negative emotions like anger and distress perform worse in school. Recent evidence from long-term studies indicates that this connection may be causal. According to numerous studies (Alexander et al., 1993; Ladd et al., 1997; O'Neil et al., 1997), for many kids, academic success in the first few years of school appears to be supported by strong emotional and social abilities.

According to recent studies on early education, relationships that kids form with their peers and teachers are based on how well they can control their emotions in prosocial versus antisocial ways, and those relationships then act as a "source of provisions" that either increase or decrease their chances of succeeding academically in school (Ladd et al., 1999, p.1375). In comparison to their more emotionally positive, prosocial peers, children who show antisocial behaviors are will not be accepted by classmates and teachers, participate less in classroom activities, and perform worse academically (Kuperschmidt&Coie, 1990; Shores & Wehby, 1999), even after accounting for the influence of the children's pre-existing cognitive skills and family backgrounds (Ladd et al., 1999). One warning is that young children's academic ability and emotional maturity may be inversely correlated; for example, young children with reading and learning disabilities may become more and more irritable and disruptive (Arnold et al., 1999; Hinshaw, 1992). Therefore, making sure emotional maturity goes hand in hand with academic skills. However, with the proper experience, children will gain from all the learning opportunities presented by encounters with other people if they can establish relationships with others. Additionally, they will have more self-assurance and exhibit more stable ties to others, both of which help children learn more effectively.

2.4.3. Cognition and general knowledge

Cognition and general knowledge are critical domains of school readiness that contribute to children's overall intellectual development and academic success. Cognitive development is one of the domains of school readiness. At the age of 5 to 8 years, children are beginning to make the transition to what is called middle childhood. This phase of a child's life is characterized by massive cognitive growth that gives the child the capacity for complex mental tasks (Santrock, 2011). Children grow in mind, that is, in what they know and how they think about what they learned. This intellectual growth is generally called cognitive development. Children's thinking

skills, numeracy skills, and spatial reasoning skills will develop in this stage as part of the school readiness program.

Piaget's constructivist theory emphasizes the role of children's active engagement in constructing knowledge through interactions with their environment, and Vygotsky's sociocultural theory highlights the importance of social interactions and cultural contexts in shaping cognitive development and knowledge acquisition (Piaget, 1970; Vygotsky, 1978). However, different factors exert influence on the general cognition and knowledge development of young children. For instance, Socioeconomic status has been consistently linked to variations in cognitive abilities (Duncan & Magnuson, 2012).

2.4.3.1. Language and literacy development

In the context of being prepared for school, language development encompasses both classrooms contact with teachers and peers as well as the capacity to speak in order to learn from instruction. Expressive and receptive language tests that evaluate a student's mastery of school vocabulary are frequently used to assess a student's ability to communicate in the classroom (School Readiness Indicators Initiative, 2005).

Being able to communicate, understand, and succeed academically requires a strong command of language, which is why language development is vital to being ready for school. The vocabulary, phonological awareness, syntax, and narrative skills all fall under the language domains of school readiness.

A crucial aspect of language development is vocabulary growth. Children with a wide vocabulary demonstrate better reading comprehension, writing abilities, and overall academic accomplishment (Biemiller, 2010). According to Dickinson et al. (2003), having a large vocabulary is related to having greater communication abilities, conceptual understanding, and effective thought and idea expression. The other important feature of language development is

Phonological Awareness, which is the ability to distinguish between and manipulate syllables, phonemes, and rhymes is referred to as phonological awareness. It is a crucial ability for getting ready to read. According to research, young learners who have strong phonological awareness skills have an advantage when learning to read early on (National et al., 2008). Training in phonological awareness has been proven to promote the development of early literacy and reading skills (Ehri et al., 2001).

At this time, thought and language are closely related and intertwined. Thought and language first evolve separately but eventually converge. Two principles serve as the foundation for this linguistic and conceptual fusion. The first tenet is that all mental processes have social or external causes. Children must initially utilize language and interact with others before they may turn inward to their own mental processes. The second tenet is that before switching from external speaking to internal speech or self-talk, children must utilize language and communicate externally for a period of time. Between the ages of 3 and 7 is when this transformation takes place.

2.4.5. Approaches towards learning

Approaches to learning are a set of domain-general skills that encompass curiosity, persistence, planning, and engagement in group learning. These skills play a key role in preschoolers' learning.

According to Fantuzzo, Bulotsky-Shearer, Fusco, and McWayne (2005) and Ziv (2013), An important domain related to children's positive early achievement outcomes in math, reading, and socio-emotional development is the approaches to learning construct, which Kagan et al. (1995) introduced as a component of school readiness. This construct, according to Kagan et al. (1995), combines characteristics like gender and temperament, culturally influenced

predispositions and attitudes, and learning styles. Instead of predispositions, Kagan et al. (1995) proposed that learning styles are malleable and comprise elements that influence how children approach the learning process, including openness to and curiosity about new tasks and challenges, initiative, task persistence, and attention, approach to reflection and interpretation, and capacity for invention and imagination and their cognitive approach to different tasks are all important in their learning process.

2.5. Theoretical framework

This study is mostly based on Bronfenbrenner's theory of human development, as well as Piaget's and Vygotsky's theoretical viewpoints on early children's learning. According to the classification of Bronfenbrenner's theory, which emphasizes the importance of social surroundings in development, it is an ecological theory. According to Bronfenbrenner (1979), a fresh theoretical perspective for studying human development is presented. This method presents a fresh way of conceiving the person, the environment in which the person exists, and the interactions that result from the interaction of the environment and the person. The majority of studies on institutional development have concentrated on a person's cognitive and behavioral results. The immediate physical and social setting in which the person lives and learns has not received much attention. The intricate intricacy of the interactions, roles, and roles that make up institutional contexts is little understood (Bronfenbrenner, 1979). In recent years, the role of context has been getting due attention; Bronfenbrenner's theory also emphasizes children's socioemotional development in relation to social context. His theory is a comprehensive theory on social contexts in which children develop (Santrock, 2011). The Ecological theory primarily addresses important individuals who have an impact on children's growth and the social environments in which they live. The theory puts forth the concept of five environmental

systems, ranging from intimate interpersonal connections or the direct contact between a kid and a social agent to the effect placed on child development by the larger societal traits like culture. The theoretical viewpoint of Jean Piaget is also very important to this subject as well. The theory outlines how development in the school preparation domain of cognition occurs. A youngster must adjust to new information or experiences in order to fit them into their psychological framework (Driscoll & Nagel, 2002). Since new information or experience does not fit into the existing mental structure, it disturbs it, which forces the brain structure to adapt to achieving equilibrium once more. The theoretical foundation of this study is also influenced by Vygotsky's theories. The importance of social interactions, cultural contexts, and historical events in children's learning and development is emphasized by Vygotsky's theories. According to Vygotsky, young children develop complicated thinking using methods like those that civilization uses to spread its culture. The social contract is the mechanism. These social contacts between young children and adults or older peers allow for the sharing of experiences, which helps the young ones develop their abilities and knowledge. Thus, social connections aid children's cognitive growth. The zone of proximal development, as defined by Vygotsky, is where new knowledge and abilities are learned. Vygotsky used the phrase "zone of proximal development" to refer to that stage at which a young child can do with the assistance of an adult or an older child, but is too tough for them to do on their own. Young children in the preschool years can and can learn a variety of abilities with the help of adults. As the child's mastery of the task increases, this help should be gradually reduced to meet their ability level. Therefore, through developmentally appropriate interactions and materials, teachers are able to model desired behaviors and assist children in acquiring the necessary skills and knowledge to bring about school readiness.

2.6. Basic definitions of Qualities in Early childhood education

Early childhood education (ECE) encompasses a crucial period in a child's life, laying the foundation for their future success. High-quality early childhood education program are essential for providing optimal learning experiences and promoting positive outcomes for young children. In a study on how the learning environment affects children's cognitive development, Mwaura (2009) examined quality from dimensions of process, structure, and contextual variables. This study will also review quality from the structural and process dimensions.

2.6.1. Structural quality in Early childhood education

The structural quality of early childhood education (ECE) refers to the physical environment, resources, and organizational elements that contribute to the overall quality of educational settings. The physical environment of ECE settings plays a vital role in supporting children's engagement, exploration, and learning experiences. Research by Sylva et al. (2016) suggests that well-designed and age-appropriate classrooms with ample space, natural light, and engaging materials positively influence children's cognitive and socio-emotional development. Furthermore, environments that promote safety, cleanliness, and accessibility are essential for creating an optimal learning environment.

The availability and accessibility of appropriate learning resources and materials are also critical components of structural quality in ECE. Research by Burchinal et al. (2019) highlights that access to diverse, developmentally appropriate materials and resources facilitates children's cognitive development and language acquisition. ECE programs should provide a variety of age-appropriate books, educational toys, art supplies, and manipulatives to support children's active learning and exploration.

Class size and teacher-child ratio are also the other significant structural factors that impact the quality of ECE. Lower teacher-child ratios allow for more individualized attention and meaningful interactions, fostering children's socio-emotional development and academic progress. Smaller class sizes and lower ratios positively correlate with better child outcomes, including enhanced language skills, social competence, and reduced behavioral problems (Early et al., 2018). Since teachers play a very important role in maintaining the quality of ECE, the qualifications and ongoing professional development of ECE staff also contribute to the structural quality of educational settings. Well-trained and qualified teachers possess the necessary knowledge and skills to create stimulating and supportive learning environments. A study by Mashburn et al. (2019) emphasizes the importance of continuous professional development for ECE teachers, which positively influences instructional practices, classroom management, and children's learning outcomes. The other most important component of structural quality is appropriate health and safety standards, school sanitation practices, emergency preparedness, and appropriate supervision to create a healthy and safe environment for children. Proper adherence to health and safety regulations contributes to the well-being of children, reducing illness and enhancing their overall development (Gubbels et al., 2020).

2.6.2. Process quality of Early childhood education

Process quality in early childhood education (ECE) refers to the interactions, teaching practices, and instructional strategies employed within educational settings. Teacher-child interactions are fundamental to the process quality of ECE. Positive and responsive interactions promote children's social-emotional development, language acquisition, and cognitive growth. Warm and supportive relationships between teachers and children contribute to better academic and behavioral outcomes (Hamre & Pianta, 2005). Effective teacher-child interaction involves active

listening, engaging in meaningful conversations, and providing appropriate guidance and support. Process qualities of ECE involve differentiated instructions, play-based learning, classroom organization and management, and assessments and feedback.

- Differentiated Instruction: Differentiated instruction involves tailoring teaching methods and approaches to meet the diverse needs and abilities of individual children. Research by Tomlinson (2014) indicates that when teachers adapt their instruction based on children's interests, learning styles, and developmental levels, it leads to increased engagement and improved learning outcomes. ECE programs should employ strategies such as flexible grouping, varied instructional materials, and individualized learning plans to support children's unique learning needs.
- Play-based learning: This is a vital component of high-quality ECE, as it promotes children's creativity, problem-solving skills, and socio-emotional development. Play-based approaches foster cognitive growth, language development, and self-regulation skills (Hirsh-Pasek et al., 2019). ECE programs are expected to provide ample opportunities for children to engage in open-ended play, imaginative activities, and hands-on experiences to enhance the process qualities of education.
- Classroom Organization and Management: Organized and well-managed classrooms contribute to a positive learning environment and the process quality of ECE. Research by Rimm-Kaufman et al. (2014) indicates that effective classroom organization, routines, and behavior management strategies promote children's engagement, self-regulation, and academic achievement. ECE programs should establish clear expectations, provide structure, and create supportive learning environments that foster independence, cooperation, and positive peer interactions. And finally

- Assessment and Feedback: Effective assessment practices and constructive feedback contribute to the process quality of ECE. Assessment should be ongoing, developmentally appropriate, and integrated into everyday activities. Wiggins (2018) emphasizes the importance of using formative assessment techniques, such as observations and documentation, to inform instructional planning and provide targeted feedback to children. Regular communication between teachers, children, and families regarding children's progress and growth supports continuous improvement and individualized instruction.

2.7. School readiness and qualities of Early childhood Education

The main goal of Early childhood education (ECE) is to establish a strong foundation for future learning and ensure the child's readiness. The ECE program qualities have a strong impact on children's outcomes, especially in their readiness for school. School readiness is considered an important measure of early learning achievements. When children enter school fully prepared, their chances of academic success are greatly improved. Having school readiness skills upon entering school provides definite advantages and increases the likelihood of success.

2.8. School readiness and ECE qualities in Ethiopia

A child's growth must include a crucial stage called "school readiness" since it lays the groundwork for future academic performance. As Ethiopia works to strengthen the educational system, the value of high-quality preschool education has attracted a lot of attention.

According to different studies, children must develop a variety of skills and abilities before starting primary school in order to be considered school-ready. Teklu et al.'s (2018) study discovered that physical, social-emotional, and cognitive development are important facets of school readiness. However, there are few high-quality preschools available in Ethiopia, especially in the countryside (Admassie, 2019). The inability to find high-quality preschools might make it harder for kids to get ready for school and increase educational inequities.

A high-quality preschool education is essential for preparing preschoolers for elementary school. Assefa and Abebaw (2016) claim that high-quality preschools in Ethiopia offer a setting that fosters kids' whole development, including their social, linguistic, and cognitive abilities. They contend that elements like properly trained teachers, suitable curricula, and sufficient resources have an impact on the caliber of preschools. Additionally, Alemu and Zewdie's research (2020) shows that preschools that emphasize play-based learning and interactive teaching approaches have a favorable impact on primary school readiness.

Preschool quality in Ethiopia is also greatly influenced by teacher training and professional development. According to a study by Demissie et al. (2017), it is crucial that teachers are properly qualified and have the essential pedagogical abilities and understanding of child development. Additionally, ongoing professional development is essential for raising the standard of education offered in preschools (Hailemariam, 2021). These programs can give teachers modern teaching techniques, enhance their capacity to cater to the requirements of particular children and promote a positive learning atmosphere.

A high-quality preschool education must include the availability and use of appropriate educational resources and materials. Numerous preschools in Ethiopia lack adequate teaching and learning resources, such as books, toys, and manipulatives, according to research by Mulugeta et al. (2019). Children's engagement may be restricted, and their cognitive and creative development may be hampered by the lack of such materials. According to Bogale (2017), a good infrastructure and secure learning settings are also essential components of high-quality preschools. Inadequate facilities can hinder children's development. Additionally, programs for preschool teachers' ongoing professional development are essential for raising the standard of education offered in preschools (Hailemariam, 2021). These programs can give teachers modern

teaching techniques, enhance their capacity to cater to the requirements of particular children and promote a positive learning atmosphere.

2.9. Current Policy and Practice of Early Childhood Curriculum in Ethiopia

This section explains the existing ground-level practices as of 1991, as well as the early childhood care and education insurance policies and special related documents. To ensure the total development of children, early care, education, and development depend on the availability of excellent nutrition, stimulation, social safety, and education. The education and training policy's (ETP, 1994) stated goals are to increase peoples' physical, intellectual, and problem-solving abilities through the use of increasing training, particularly with the aim of providing necessary training to everyone. It also emphasizes that kindergarten will focus on the child's holistic development in preparation for formal schooling to ensure the children's healthy and complete development. The insurance further states that, instructors from kindergarten to better training will be required to have the essential teaching qualification (ETP, 1994). Moreover, it underlines that the language of instructor education for kindergarten and main education will be the nationality language used in the place (Tirussew, 2017).

According to Tirussew in order to facilitate the implementation of ECCE national policy framework, the ministry of education should develop strategic and operational plan with the aim of achieving the policy’s vision by increasing access and improving the quality of ECCE. The ECCE Program is based on the 4 basic pillars, namely; (i) parental education, (ii) health and early stimulation program, (iii) preschools (community-based kindergartens) and (iv)Community-based Non-formal school readiness (MoE, 2010). The policy framework and strategic operational plan that detail the health, nutrition, care, and educational activities to be carried out from a child's conception until they begin formal education have a strong synergy. At

the same time, ESDP IV (MoE, 2010) appeared with a comparatively thorough knowledge of the significance of ECCE and made explicit and well-stated assertions about the role of the government as well as the direction of ECCE growth in the nation. It revealed the significance of ECCE for the overall improvement of quality and efficiency of education, increase for higher enrollment in primary school, foundation of Education for All (EFA) goals, and the right of the child by considering ECCE as one of the priority areas for the education sector. Additionally, it demonstrated its dedication to taking the lead in forging a cohesive governance framework for ECCE in cooperation with the ministries of health and women, children, and youth affairs.

2.10. Factors which affect qualities of ECE and school readiness

Numerous factors related to structure, process, or family and community may influence the quality of ECE programs and their impact on children's school readiness.

1.Creating a positive learning atmosphere and enhancing students' readiness for school rely significantly on the relationships between teachers and children. According to the study conducted by Hamre and Pianta in 2005, the significance of nurturing, supportive, and stimulating connections between educators and students is emphasized. Such interactions play a crucial role in fostering the development of children's social-emotional skills, language proficiency, and cognitive capabilities, ultimately leading to improved preparedness for formal education.

2. Education and Curriculum: The creation and use of developmentally appropriate curricula and teaching methods have a significant impact on the effectiveness of ECE programs and children's preparation for school. A well-structured curriculum that fosters fundamental literacy and numeracy abilities, critical thinking, problem-solving, and socio-emotional development is crucial, according to research by Mashburn et al. (2008). Improved school readiness outcomes

are also a result of good teaching strategies, including individual instruction and scaffolding (Hamre et al., 2012).

3. Parental Involvement: An important element that influences both the standard of ECE and students' preparation for school is the involvement of parents or other adult caregivers in their children's early education. According to research by Fan and Chen (2001), parental participation has a favorable impact on children's academic success as well as their cognitive, social, and emotional development. Parental involvement can take many different forms, such as maintaining open lines of communication with educators, taking part in extracurricular activities, and supporting learning at home.

4. Socioeconomic Status: SES is a significant variable that can affect the characteristics of ECE and children's readiness for school. The correlation between higher SES and better educational results is highlighted in a research (Sirin, 2005). Children from low-income families frequently encounter more difficulties, such as limited access to ECE programs of good quality.

And resources, which may have a negative impact on their school readiness. Promoting equitable school readiness programs requires actions to overcome these inequities through targeted interventions and encouraging policies.

5. Resources and the Learning Environment: Early education and school readiness in ECE settings are greatly influenced by the physical environment and the resources that are available. A study by LoCasale-Crouch et al. (2007) emphasized the value of well-stocked classrooms with age-appropriate supplies, readings, and teaching tools that encourage inquiry, creativity, and participation. Children develop their core abilities, their social relationships, and their curiosity in a supportive and exciting setting.

CHAPTER THREE

RESEARCH METHOD

This section deals with research design and methodology. This chapter consists of the research design, the research site, participants, data gathering tools and the data analysis.

3.1. Research design

The general objective of this study was to explore the level of children's school readiness and its relationship to structural and process qualities of private and government preschools in Kirkos sub-city. Therefore, a mixed research design was used. A mixed research design, specifically in concurrent triangulation design, was utilized for the assessment of this research, which helped the researcher to cross-validate what was gathered in quantitative data with qualitative data. According to Creswell (2012) the use of mixed methods involves the combination of both forms of data that provides a better understanding of a research problem than either quantitative or qualitative data alone. Hence, both quantitative and qualitative data were collected and analyzed. The qualitative approach was used to capture data obtained from interviews while the quantitative data used to obtain from observation checklists and standardized readiness measurement tests.

3.2. Research site

The study was conducted in randomly selected government and private preschools of Addis Ababa city administration, particularly in Kirkos sub-city, which is one of the 11 sub-cities in Addis Ababa city administration structure. It is located in the central part of the town. Within it there are 11 Woredas. The study was conducted in schools which were located in woreda 1, 2, and 4 (33%) of the total schools covered. Two government and two private preschools were selected and evaluated for this research.

3.3. Sources of Data

The study population was KG 3 students who are ready to join primary school for the next academic year. Hundred Children were randomly selected and participated in the school readiness measurement.

School administrators from each preschool were also interviewed to get deep insight about the process qualities of the preschool. Observation checklists were also used to observe the teaching and learning process and the overall environment of the preschools (the structural and process qualities).

3.4. Sample size and sampling technique

The study was conducted in Kirkos sub-city of Addis Ababa. This area was selected in consultation with AAEB (Addis Ababa Education Bureau), which suggested some of the sub-cities showing better performance in preschool programs. However, due to time and resource limitations, the researcher was forced to pick one of the sub-cities mentioned using a lottery method, and after choosing the sub-city, the researcher had a discussion with the school improvement program supervisor from Kirkos sub-city and four schools, two private and two government-owned preschools were selected. There are 24 private preschools and 18 government-owned in total, 42 preschools in this sub-city. Among these schools, two private and two government-owned preschools were selected for the study. When selecting these preschools, the researcher excluded the international schools (those schools that do not follow the Ethiopian preschool curriculum) from the samples to avoid any biases in the study. A total of 100 students from kindergarten (KG) 3 who are age 6, were selected to participate in the readiness measurement tests and out of the 100 samples 94 were valid and used for the study.

Table 1: Instrument return rate

	Type of school	Preschools	Target	Missing	Valid
	Government	Preschool 01	25	0	25
		Preschool 02	25	1	24
	Private	Preschool 03	25	3	22
		Preschool 04	25	2	23
		Total	100	6	94

3.5. Data gathering instruments and methods

The data sources for this study were primary sources. The primary sources of data were collected through a standardized tool developed by Save the Children titled International Development and Early Learning Assessment (IDELA), which measures the effectiveness of the preschools program through measuring the children readiness for primary school, observation of real-time in those selected preschools checking their structural and process quality was conducted. An interview with administrators was used to obtain the primary data. Using random sampling techniques, a total of 100 preschool students were selected to participate in the study. For the qualitative data the school administrators from each preschool were interviewed. Semi-structured interviews were conducted with school administrators. The interview was conducted in Amharic language with the idea of making the conversation appropriate to the language command of the interviewees. Observations were made in classrooms while teachers were teaching and outside in the compound of the preschool.

3.5.1. Process quality rating scale

This instrument was a rating scale that was used to measure the process qualities of the preschools. Process qualities reflect a particular value on the interactions and experiences children have within their Early childhood Education (ECE) settings. This includes the physical and emotional care and support they receive, the instructional quality of their interactions with teachers, and the organization of the children and corresponding provision of activities over the course of the day (OECD, 2018). The rating scale consists of 25 items under five scales: one qualification of teachers, the teaching and learning process, the interaction between teachers and children, parental involvement, and curriculum. Each item was rated on a three-point scale, which is (1=Never/no, 2=to some extent, and 3=very well/yes).

3.5.2. Structure quality rating scale

The Early Childhood Structural Quality Rating Scale is a rating scale that was used to collect data on the physical and social environment of the ECE center. It consists of 20 items under three scales that assess the preschool premises' physical structure, the classrooms' conduciveness, including the teacher-to-child ratio, and the availability of learning materials. Each item was rated on a three-point scale, which is (1=Never/no, 2=to some extent, and 3=very well/yes).

3.5.3. Interview questions

An interview guide was prepared and was used to guide the interview conducted with the preschool's facilitators in each school. The interviews took around 45 and more minutes with each respondent, and in order to get deeper insight in addition to the findings obtained from the quantitative data the interview assessed the overall practices of the preschools and the teacher's background and current status of their preschool in relation administrative issues, the teaching and learning process.

3.5.4. International development and early learning assessment (IDELA)

A standardized tool developed by Save the Children titled International Development and Early Learning Assessment (IDELA) was used to conduct the current study. IDELA is a direct child assessment tool to examine children's development and early learning for children aged 3 and a half to 6 and a half. The tool consists of 4 major developmental categories (social and emotional development, emergent numeracy, emergent literacy and language, and gross and fine motor development).

A) Social and emotional development

This part has 17 questions, and it is out of 26. It covers questions about self-awareness, emotional control, conflict resolution, empathy (understanding others feeling), and the concept of friendship or companionship are covered in this part.

B) Emergent Numeracy

There are 34 questions in the second part, which asses the basic numeracy skills. The maximum score in this part is 42. The domain includes simple addition and subtraction problems and puzzle, sorting, number identification, and shape recognition questions.

C) Emergent literacy and language

This is the third part, with 34 questions, which will be scored out of 55. The questions include letter identification, listening and writing skills, print awareness, and the first letter of word initials.

D) Gross and fine motor development

This domain focuses on actions which asses the children's fine and gross motor skills. It has 12 questions that request to perform some kinds of acts, and it gets scored out of 22.

E) Total School readiness

The four assessments will be added together to determine if a child is ready for primary school. The domains of social and emotional development, emerging numeracy, emergent literacy, and gross and fine motor development were added together to determine the children's overall preparedness. The outcome was given a score out of 149. The researcher had to apply expert subjective judgment because IDELA lacks a cut-off point for defining competence level. To do this, the researcher referred to a previous study called Evaluation of Impacts of the Implementation of Tsehai Classroom Library and Read-At-Home Programs (Belay & Belay, 2019), which was cited in Mesayt's paper from 2021. Three performance levels—proficient, intermediate or basic, and below basic or poor levels of performances—were determined based on the computed cut offs.

3.6. Reliability of the tool

A reliability test of internal consistency has been conducted. Based on the tool's overall test, the outcome indicates good reliability (α=.90). For the domains, a Cronbach's Alpha test has also been performed. According to the test findings, the social and emotional development (α=.75), emergent numeracy (α=.79), emergent literacy and language (α=.77), and gross and fine motor development (α=.84) domains are all reliable.

3.7. Data Analysis

For the process of analyzing the data collected through readiness assessment questionnaires from children, both descriptive and inferential statistical methods were used. Descriptive statistics were used to summarize the data, including percentage, frequency, mean, and standard deviation. Additionally, t-tests and correlation were used to investigate the relationship between primary school readiness and the quality indicator parameters, including physical and social learning environment, teacher-pupil interaction, and parental involvement. The Statistical Package for Social Sciences (SPSS) was used to facilitate the analysis process, and the data was collected using a standardized readiness measurement tool. The data obtained from the qualitative findings were also used to triangulate and support the findings obtained from the quantitative findings.

3.8. Ethical considerations

Ethical issues were considered in this study. The classroom and compound observations were made after obtaining consent from the school facilitators, and the children were selected with school consent and all the responses were kept confidential. The respondents had been informed that they have a right to terminate the process anytime they want, even in the midst of the data collection process.

CHAPTER FOUR

RESULTS

This research paper utilized a combination of quantitative and qualitative research methods. The quantitative approach involved measuring the school readiness, process quality, and structural qualities of the selected preschools. Descriptive statistics were employed to summarize the characteristics of the study population, while inferential statistics were used to assess the magnitude of differences in the dependent variable between two independent sample groups. Additionally, inferential statistics were also used to explore the relationships between the dependent and independent variables. Specifically, a two-sample paired t-test and correlational analysis were utilized to examine the disparities in school readiness levels between students attending private and government preschools in the Kirkos sub-city.

To enhance the study's comprehensiveness and gain a deeper understanding of the factors influencing school readiness, as well as to elucidate the intricacies of the process involved, qualitative analysis was also conducted for triangulation purposes. This qualitative analysis allowed the researchers to identify additional factors that influence school readiness and provided valuable insights into the studied processes.

This chapter is composed of five sub sections which are the (1) characteristics of the schools, (2) demographic characteristics of the participants, (3) the level of the children’s school readiness among private and government preschools, (4) the relationship between process quality and school readiness and (5) the relationship between structural quality and school readiness.

4.1. School's characteristics

The schools selected for this study are located in the Kirkos Sub-city. Kirkos sub-city has 11 Woreda's and the study was conducted in pre-schools located in woreda 01,02 and 04. The sub-city has a total of 42 preschools, out of which 18 (43%) are government-owned, and 24 (57%) are non-government-owned.

In this study, a purposive sampling method was employed to select a total of four schools. The selection was based on the School Improvement Plan (SIP) performance, as evaluated by the Kirkos Sub-city education office. To ensure meaningful comparisons, two schools were chosen from government-owned institutions, and two from non-governmental institutions.

The participants were then grouped according to the ownership type of their respective schools to facilitate the analysis. The main characteristics of the schools is shown in Table 2.

Table 2 school characteristics based on ownership and enrollment in the selected schools

Schools	**Ownership**	**Total Enrollment**			**KG 3**			**N**
		Male	**Female**	**Total**	**Male**	**Female**	**Total**	
Preschool 1	Government	94	96	190	28	24	52	25
Preschool 2	Government	139	136	275	51	40	91	24
Preschool 3	Private	104	96	210	34	26	60	22
Preschool 4	Private	86	107	193	19	18	37	23

4.2. Participants demographic characteristics

The study's participants consist of students in the final grade of preschool (upper KG/KG3) attending both private and government-owned preschools in Kirkos sub-city. The researcher

purposively chose students who matched the appropriate age for their grade level, which is six years old. Initially, 25 children were selected from each school, resulting in a total of 100 students for the study. However, due to various factors, the final analysis included responses from 94 children, with 49 (53%) being male and 45 (47%) being female, as depicted in Table 3.

Table 3 Description of participants characteristics

Ownership	Gender		N	Frequency
	Male	Female		
Government	26	23	49	53%
Private	22	23	45	47%
Total	**48**	**46**	**94**	**100%**

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4.3. Level of children's school readiness among private and government preschools

The school readiness level of the children was evaluated both in the government and private preschools. International Development and Early Learning Assessment (IDELA) tool developed by save the children was used to measure the readiness of the children. The selected children were assessed using IDELA in four school readiness measurement areas, which are the social and emotional development, emergent numeracy, emergent literacy and fine and gross motor development of the children. The tool has four domains of school readiness with a total of 86 questions scored out of 149. The school readiness level of the children disaggregated by school ownership is shown in Table 4.

Ownership	Motor Skill	Social Emotional	Emergent Numeracy	Emergent Literacy	Total
Government	83%	70%	85%	75%	78%
Private	87%	71%	89%	78%	81%

An independent-samples t-test was conducted to compare the total school readiness of children by ownership. There is a significant difference in the mean of total school readiness of government (M=0.78, SD=.08) and non-governmental (M=0.81, SD=0.07); t(92)=-1.994, P value < 0.05 = .049. These results suggest that children in private schools had better school readiness. It's worth noting that the mean total school readiness of 0.81 and 0.78 percent were both high for private and government pre-schools.

4.3.1. Qualitative findings on the level of children's school readiness among private and government preschools

The interviews with school principals revealed several key findings. Principals of government preschools reported significant improvements in both the structural and process qualities of their respective schools. They attributed these changes to various factors, such as increased attention and support from the government, recruitment of new teachers, implementation of school feeding programs, provision of free uniforms and school materials, and training opportunities through the sub-city education offices. They emphasized that these improvements have positively impacted the preschools. The school principal mentioned that

> ''*we are very grateful to all the changes that is happening right now. The government is paying attention to preschools and all activities that is related to early childhood education, however since these movements are recent a lot has to be done to get the desired level of quality''.*

One notable change mentioned by the principals was the introduction of play-based teaching techniques by the newly recruited teachers. These newly recruited teachers are experiences teachers who came from private preschools, this approach, including the use of songs, stories, and plays, was not previously practiced even if some attempts were made to make the teaching and learning process play based it was not well thoughted and planned but now it is being employed to teach children about their environment, sanitation, and good manners in a well-structured manner. The principals viewed this as a significant improvement in the teaching methods and overall learning experience.

In contrast, private preschool principals highlighted challenges they currently face. They expressed frustration with being required to strictly adhere to the government syllabus, limiting their ability to follow alternative curricula or utilize additional teaching materials. This constraint has led parents to question the quality of education provided by private preschools, as they desire a more diverse and comprehensive educational experience that justifies the fees they pay.

Additionally, private preschool principals mentioned difficulties in retaining teachers, as many are leaving to join government preschools due to better payment and benefits. These challenges hinder the private preschools from delivering the high-quality services they aspire to provide.

Overall, the interviews revealed the positive changes occurring in government preschools and the challenges faced by private preschools in meeting parental expectations and retaining qualified teachers.

However, the findings from the quantitative findings show that despite the challenges mentioned the children from the private school has a better readiness level Findings from interview

conducted with private preschool principals pointed out that currently they are facing different challenges from the government side, they are forced to teach accordingly with the syllabus, they are not allowed to follow any other curriculum or any additional teaching materials, which is causing parents to raise questions on the qualities, parents want to get a better or different education that justifies the fee they pay. The principals are also facing challenges on keeping teachers most of the teachers are leaving them and joining the government preschools as the payment and other benefits are better in recent times, therefore, the mentioned challenges are hindering them from providing the best quality services they aim to provide.

4.4. The relationship between process quality and school readiness

The quality of preschools was evaluated by using an observation checklist consisting 25 items, which were divided into five subscale domains. These domains assessed the qualifications of teachers, the teaching and learning process, interactions between teachers and students, parental involvement, and the curriculum. Each subscale included specific items that were relevant to its domain. An analysis was conducted to examine the relationship between process quality and children's school readiness in two governmental and private a total of four pre-primary schools.

The Pearson correlation coefficient between the variables was $r = 0.174$. However, this correlation was not statistically significant ($p = 0.09$, two-tailed) based on total sample size 94 schools. The correlation coefficients, when analyzed separately for private and government ownership, the results were not statistically significant as well. Therefore, this indicates that there is insufficient evidence to support a significant association between the variables in the studied population.

4.5. The relationship between structural quality and school readiness

The structural quality of the selected preschools was measured using an observation check list which was organized under three scales and each scale measured different things consisting of a total of 20 items. These sub scales encompass the overall physical structure of the premises, the conduciveness of the classrooms (in terms of teacher-to-child ratio), and the availability of learning materials.

The Pearson correlation coefficient revealed a statistically significant weak negative correlation between the variables overall ($r = -0.238$, $p = 0.02$, two-tailed) in a sample of 94 students. This unexpected finding suggests that as one variable increases, the other tends to decrease, indicating an inverse relationship. When the data were further disaggregated by ownership, however, the correlation was found to be statistically significant for both government and private ownership groups. This indicates that the observed weak negative correlation may not hold consistently across different ownership types. Possible factors contributing to these unexpected results could include sampling variability. Further investigation and consideration of the specific characteristics of each ownership type may be warranted to better understand the observed correlations."

CHAPTER FIVE

DISCUSSION

This study assessed the level of children school readiness and its relationship to structural and process qualities of preschools. In this chapter, the main findings of the study are presented and analyzed. The research findings indicated in the result sections will be discussed in relation to previous studies and relevant theories that address similar research questions in the subsequent sections.

5.1. Readiness level of children in private and government owned preschools

Prior studies on Evaluating the Impact of Preschool Quality on School Readiness (Brown et al., 2022): show that despite minor variations, the analysis revealed that the type of preschool attended had no significant impact on children's school readiness levels.

Another study by Smith et al (2018) on the levels of school readiness in Ethiopian preschools reveled that there were no significant differences in school readiness levels between the two types of institutions. Both private and government preschools provided similar opportunities for children to develop the necessary skills for successful school transitions.

This study findings revealed variation in the level of competence across different domains of school readiness, the result showed that there was a statistically significant difference among private and government preschools.

5.2. **The relationship between process quality and school readiness**

Process quality in school readiness refers to the overall effectiveness and quality of the educational processes and practices within a preschool or early childhood setting (Hamre and Pianta, 2005). It encompasses various elements such as the qualifications and training of teachers, the instructional methods and approaches used, the interactions between teachers and students, parental involvement, and the curriculum implemented.

Process quality is one of the determinants of ECE quality and different studies has shown that process quality has an impact on the performance or readiness level of children, some studies suggest warm and supportive relationships between teachers and children contribute to better academic and behavioral outcomes (readiness) (Hamre & Pianta, 2005). Other research, findings shows weak correlations between child care quality and results in cognition and academic achievement (Camilli et al., 2010). It has been questioned why these correlations are so weak, with some arguing that family demographics or the child's skill level at the time of entry into preschool may be more affected by high quality care. When analyzed in individual research, the data has been contradictory; however, the majority of these studies do not involve children from varied origins or child care settings that cover the complete spectrum of quality (Vandell, 2004).

The results of the study indicated a weak or non-significant correlation between process quality in early childhood education and children's school readiness. This could be an indication that implies the impact of process quality on school readiness might not be as straightforward as assumed or other additional factors are linked to it.

5.3. The relationship between structural quality and school readiness

Structural quality plays a crucial role in creating an optimal learning environment for young children. Adequate facilities, appropriate resources, and well-defined administrative practices support children's engagement, exploration, and learning experiences. Children will learn and grow more effectively if schools are adequately prepared for them to have a stimulating and motivating environment for learning and acquiring new skills (UNICEF, 2012).

Different researches have come up with different findings with regard to the relationship between school readiness and structural quality, some states a significant relationship between the two and some tend to find out non-significant relationship. As indicated in the literature review above structural qualities promote and contribute for school readiness in many ways although it cannot be concluded that it is the main factor to bring a better school readiness. According to Essa's (1999) review both pupil-teacher interactions and pupil behavior are significantly affected by the teacher-pupil ratio. In instances where classrooms were characterized by a high number of students per teacher, a decline in verbal interaction between teachers and pupils was noticeable. Mwaura's research in 2009 discovered a noteworthy predictive relationship between the quality of the preschool's pedagogical environment and the cognitive development of preschool pupils.

Contrary to these other researches came up with a different finding, for instance, Mashburn et al. (2008), in Landry & Cooper (2014), examined whether the presence of classrooms that met the basic structural quality standards was associated with increases in children's development and the findings demonstrated that none of the requirements affected a child's growth and readiness.

While many studies stress the value of structural quality in early childhood education and how it may affect children's readiness for school, there are other instances where research suggests there

is little correlation between these variables. The result of this study showed a weak correlation between a structural qualities and school readiness. Therefore, with all the contradictory findings it might be an indication to show the need for more research to fully understand the complexity underlying this link and serve as a reminder of the complicated network of variables that affect students' preparation for primary school.

CHAPTER SIX

CONCLUSION, RECOMMENDATION AND SUMMARY

6.1. Conclusion

The study investigated the status of children school readiness in private and government preschools, the relationship between school readiness, and structural and process qualities of preschools and checked if there was a significant difference in the status of children school readiness among private and governmental preschool. From this investigation the following conclusions were drawn,

- The study found that the level of school readiness in all the domains to show significant difference between private and government preschool children's readiness level.
- Contrary to early predictions, the study found a negligible correlation between preschool structural and procedural characteristics and students' readiness for school. The overall pattern of results did not suggest a significant influence of these preschool traits on a child's preparation for formal schooling.
- The results of the investigation on the status of preschool children's readiness level between private and government preschools based on the total school readiness score of children in the social and emotional development, emergent literacy and language, and gross and fine motor development the result shows statistically significant difference showing the private schools to have a better readiness level.

6.2. Recommendation

To further enhance the level of children school readiness and qualities in both private and government preschools in Kirkos sub-city, the following recommendations are forwarded:

- The government should have a monitoring and evaluation systems in place to control and enhance the qualities of ECE programs.
- In order to utilize all available resources properly and bring about the anticipated changes in ECE quality it would be good if more trained professionals are available.
- The capacities of the existing professionals should be developed through Continuous professional development (CPD) trainings.
- The government also have to support the private preschools since both are working to a common goal of making the children ready for primary school and producing a future productive citizen of the society.
- It is important to conduct more research in to the area to which can be helpful in formulating policies, designing curriculums and determine factors that might support the school readiness level of children and enhancing the preschool readiness program qualities.

- The researcher also recommends and encourage policy makers, curriculum designers, school administrators, teachers, families and community members to consider all possibilities to bring multidisciplinary discussions into the table to maximize the quality of school readiness and the development of children.

6.3. **Summary**

The concept of school readiness is vast and lacks a comprehensively agreed-upon definition due to its complexity. It is conceptualized differently according to stakeholders' understandings and theories. Teachers define it from achievement and obedience angle whereas parents define it by what their children learned or attained from going to school. Other scholars define it as a transition period where children develop the skills in their cognitive, socio-emotional, psychosocial and behavioral development that helps them to succeed in their future education and life. Quality ECE services is believed to help and contribute in attaining the desired school readiness level. Quality can be defined in terms of the teaching learning process and the infrastructural quality. Since the concept ready child and ready school is related, ready schools

Should be able to receive young children and to provide the highest quality learning environment. Schools must commit to the success of the children's learning by equipping every teacher and every adult who interacts with the children during the school day. The objective of this study was to explore the readiness level of preschool students and its relationship to structural and process qualities in Government and private preschools of Kirkos sub city, Addis Ababa. The study tried to asses the readiness level of the children in private and government preschools, the readiness level difference among the two types of preschools and the relationship between the school readiness and structural and process qualities of the selected preschools. A total of 94 children from four schools who were purposefully selected from KG 3 (upper KG) participated in the study.

The study applied IDELA's standardized school readiness measurement analysis to investigate the level of the children's readiness for primary school. Key Informant Interviews (KII) were also

used to gather qualitative information from four school administrators who selected one participant from each preschool. Direct observation tools were used to measure the relationship between this readiness level and the process and structural qualities of both private and public preschools. The study's key finding was that students in private preschools were significantly less prepared for school than those in government preschools, but there was no significant correlation between students' preparedness for school and the procedural or structural characteristics of the preschools.

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ANNEX

ANNEX 1. Amharic IDELA tests

Consent form

Child ID:_____

INTERNATIONAL DEVELOPMENT AND EARLY LEARNING ASSESSMENT (IDELA)

የልጁ/ልጅቷ ሙሉ ስም _____

ጾታ: ☐ ሴት ☐ወንድ እድሜ: _____

የትውልድ ቀን (ቀን/ወር/ዓ.ም: _____ / _____

20_____

ምዘናው የተጀመረበት ሰዓት : ምዘናው የተጠናቀቀበት ሰዓት:

_____ _____

ID/የት/ቤቱ ኮድ): _____

ምዘናውን የሚያካሄደው ሰው ስም: _____

የወላጅ ፍቃድ ተገኝቷል ?

☐ አዎ ☐ አይ

1. የግል ግንዛቤ (ስሜታዊ-ማህበራዊ ክህሎት)

ለዚህ ክፍል ምንምመርጃ መሳሪያ አያስፍልግም

እንኳን ደህና መጣህ(ሽ) ህፃን (_____) አንተን/ቺን በማግኘቴ በጣም ደስ ብሎኛል። አሁን ስለ አንተ/ቺ አንዳንድ ጥያቄዎችን እጠይቅሃለሁ/ሻለሁ። መመለስ ከቻልክ/ሽ/ ሁሉንም ጥያቄዎች መልስልኝ/ሺልኝ/ መመለስ የማትችለው/ችይው ጥያቄ ካለ ምንም ችግር የለውም ባለመመለስህ/ሽ/ አትጨነቅ/ቂ ።

ነጥብ			
1. ሙሉ ስምህ(ሽ)ን ከነአባት ንገረኝ /ንገሪኝ	1(ትክክል)	0 (ትክክል አይደለም)	999(መልስ የለም)
2. ዕድሜህ/ሽ ስንት ነው?	1(ትክክል)	0 (ትክክል አይደለም)	999(መልስ የለም)
3. ጾታህ/ሽ ወንድ ነው ወይስ ሴት?	1(ትክክል)	0 (ትክክል አይደለም)	999(መልስ የለም)
4. አንተን/ቺን የሚንከባከብ የአንድ ሰው ስም ገረኝ/ንገሪኝ?	1(ትክክል)	0 (ትክክል አይደለም)	999(መልስ የለም)
5. አንተ/ቺ የምትኖርበት/የምትኖሪበት/ መንደር/ቀበሌ ስም ማን ይባላል?	1(ትክክል)	0 (ትክክል አይደለም)	999(መልስ የለም)
6. አንተ/ቺ የምትኖርበት/የምትኖሪበት/ አገር ስም ማን ባላል?	1(ትክክል)	0 (ትክክል አይደለም)	999(መልስ የለም)

2. መጠንና ቁመትን ማመዛዘን (መስረታዊ የስሌት ግንዛቤ)

የሚያስፈልጉ መርጃ መሳሪያዎች :- የስዕል ካርድ (የተለያዩ ክብ ሥዕሎች እና የተለያዩ መጠን ያላቸው እንጨቶች)

- አሁን ደግሞ የተወሰኑ ስዕሎችን አሳይህ /ሽ ና አንዳንድ ጥያቄዎችን እጠይቃለሁ፡፡ ስዕሎችን ተመልከት/ች እስኪ፡፡ ከሁሉም የሚበልጥ ክብ ልታሳየኝ/ይኝ ትችላለህ/ትችያለሽ?

  ልጁ/ልጅቷ መልስ እስኪመልስ /እስክትመልስ ትንሽ ጠብቅ እና እንደገና ሌላ ጥያቄ ጠይቅ/ቂ

- ከሁሉ የሚያንስ ክብ ስዕል ልታሳይኝ ትችላለህ/ያለሽ ?
- እንደገና የእርሳስ ስዕሎች ያሉበት የስዕል ካርድ አሳይ ና እንዲህ ብለህ ጠይቅ አሁን ደግሞ ይህን ስዕል ተመልከት/ች/፡፡ ከሁሉ ረጅሙ እርሳስ የትኛው እንደሆነ ልታሳይኝ ትችላለህ/ትችያለሽ ?

ልጁ/ልጅቷ መልስ እስኪመልስ /እስክትመልስ ትንሽ ጠብቅ እና እንደገና ሌላ ጥያቄ ጠይቅ/ቂ

- ከሁሉ የሚያጥረውን የእርሳስ ስዕል ልታሳየኝ/ዪኝ ትችላለህ/ያለሽ?

	ነጥብ			
1.	ልጁ/ልጅቷ ከሁሉ የሚበልጥ ክብ አሳይቷል/አሳይታለች	1(ትክክል)	0 (ትክክል አይደለም)	999(መልስ የለም)
2.	ልጁ/ልጅቷ ከሁሉ የሚያንስ ክብ አሳይቷል/አሳይታለች	1(ትክክል)	0 (ትክክል አይደለም)	999(መልስ የለም)
3.	ልጁ/ልጅቷ ከሁሉ የሚረዝም እንጨት አሳይቷል/አሳይታለች	1(ትክክል)	0 (ትክክል አይደለም)	999(መልስ የለም)
4.	ልጁ/ልጅቷ ከሁሉ የሚያጥር እነጨት አሳይቷል/አሳይታለች	1(ትክክል)	0 (ትክክል አይደለም)	999(መልስ የለም)

3. መለየት እና በየዓይነቱ መመደብ (መሰረታዊ የስሌት ግንዛቤ)

የሚያስፈልጉ መርጃ መሳሪያዎች፡ ኮከቦች እና ክቦች ስዕል ያለበት የስዕል ካርዶች (ሁለት ቀይ ኮከቦችና አንድ ቢጫ ኮከብ፤ ሁለት ቢጫ ክቦች እና አንድ ቀይ ክብ)

የስዕል ካርዶችን አሰባጥረህ አስቀምጥ እና እንዲህ በል/ ይ፡፡ ተመሳሳይ የሆኑ ስዕሎችን በአንድ ላይ የመመደብ ጨዋታ ልንጫወት ነው፡፡ ስዕሎችን ተመልከት/ችና የሚመሳሰሉ ስዕሎችን በአንድ ላይ ለማስተካከል ሞክር/ሪ፡፡ አንዴ ልጁ/ልጅቱ በአንድ መለያ/ማመሳሰያ መድቦ/ባ እንደጨረሰች እንዲህ በል/ይ፡፡

እሺ የስዕል ካርዶችን ተመልከት/ቺ እና እንዴት እንደመደብከ/ሽ ለማስታወስ ሞክር/ሪ

አሁን ደግሞ የስዕል ካርዶችን እናስባጥርና በሌላ የማመሳሰያ ዘዴ መሞከር ትችላለህ/ሽትችላለህ/ያለሽ?

ታገስ እና ልጁ/ልጅቱ አስቦ/ባ ማስተካከል እስኪሞክር /እስክትሞክር/ ጠብቅ

ነጥብ			
1. ልጁ/ልጅቷ በመጀመሪያ መለኪያ መመደብ ቻለ/ቻለች	1 (ትክክል)	0 (ትክክል አይደለም)	999 (መልስ የለም)
2. ልጁ/ልጅቷ በሁለተኛው መለኪያ ማስተካከል ቻለ/ቻለች	1 (ትክክል)	0 (ትክክል አይደለም)	999 (መልስ የለም)

4. ቅርፃችን መለየት (መስረታዊ የስሌት ግንዛቤ)

የሚያስፈልጉ ቁሳቁሶች በዚህ ቴስት 6 ቅርፆችን የያዘ አንድ የተለበደ ገፅ እንጠቀማለን ። (4 ቅርፆች እና 2 አሻሚ ነገሮች

የተለበደውንና ቅርፆችን የያዘ አንድ ገፅ መረጃ ከህፃኑ ፊት ለፊት በማኖር እንዲህ በል/ይ። የተወሰኑ ስዕሎች /ቅርፆችን ከዚህ ቀጥሎ ትመለከታለህ/ሽ ። እነዚህ ስዕሎች የተለያዩ ቅርፆችን ይወክላሉ ። እነዚህን ስዕሎች በማየት ቀጥሎ የምጠይቅህን/ሽን ታሳየኛለህ/ሽ

1. የከብ ቅርፅ የትኛው ስዕል ነው?
2. አራት ጎን የቱ ነው?
3. ሶስት ጎን የትኛው ነው?
4. ካሬ ቅርፅ የትኛው ነው?
5. ክብን የሚመስል የምታውቀው/ቂው ሌላ ነገር በአካባቢህ/ሽ ምን አለ ?

ነጥብ			
1. ህፃኑ/ኗ/ ክብ ይለያል	1 (ትክክል)	0 (ትክክል አይደለም)	999 (መልስ የለም)
2. ህፃኑ/ኗ/ አራት ጎን ይለያል	1 (ትክክል)	0 (ትክክል አይደለም)	999 (መልስ የለም)
3. ህፃኑ/ኗ/ ሶስት ጎን ይለያል	1 (ትክክል)	0 (ትክክል አይደለም)	999 (መልስ የለም)
4. ህፃኑ/ኗ/ ካሬ ጎን ይለያል	1 (ትክክል)	0 (ትክክል አይደለም)	999 (መልስ የለም)
5. ህፃኑ/ኗ/ በአካባቢው ካሉ ነገሮች ክብ የሚመስሉትን ይለያል	1 (ትክክል)	0 (ትክክል አይደለም)	999 (መልስ የለም)

5. ቁጥሮችን መለየት (መስረታዊ የስሌት ግንዛቤ)

የሚያስፈልጉ ቁሳቁሶች ከ 1 እስከ 20 ቁጥሮችን የያዘ የቁጥር ሠንጠረዥ

አንዳንድ ቁጥሮችን ቀጥሎ እንመልከት ። እኔ ወደ ቁጥሮች በጣት ሳመለክት ያ ቁጥር ስንት እንደሆነ ትነግረኛለህ/ሽ ። ሁሉንም ካላወቅህ/ሽ ምንም አይደል ።

ለህፃኑ/ኗ/ የቁጥር ሠንጠረዡን አሳይ። ይህንን ስታደርግ/ጊ/ ሌላ ወረቀት በመጠቀም ከመጀመሪያ ረድፍ በስተቀር ሌሎችን የቁጥር ረድፎች በመሸፈን ህፃኑን እንዳያደናግር አድርግ። በመጀመሪያ ረድፍ የመጀመሪያ ቁጥር ላይ በማመልከት ህፃኑ/ኗ/ ን በመጠየቅ ጀምር/ሪ።

እሺ! ቁጥር መለየት እንጀምር; ይህ ቁጥር ስንት ነው ?
- ህፃኑ/ኗ/ ከ 5 ሴኮንድ በላይ ምላሽ ሳይሰጥ ዝም ካለ(ች) ምላሹን 'አይለይም' በሚለው ላይ መዝግብ ፤ከዚያም ወደ ሚቀጥለው ቁጥር በመሄድ ህፃኑኗ/ ምላሽ እንዲሰጥ/እንድትሰጥ/ ማበረታቱን ቀጥል(ይ) ።

ቁጥሮቹን ተራ በተራ በጣትህ እያመለከትህ(ሽ) ረድፍ 1 እና 2 እስክትጨርስ(ሺ) ቀጥል(ይ) ። ህፃኑ/ኗ/ ቁጥር መለየት እንደጀመረ ምላሽ በትክክል ያልሰጠባቸው ቁጥሮች ላይ የ ' X ' ምልክት አድርግ(ጊ)ባቸው። ህፃኑ/ኗ/ በትክክል የመለሳቸውን ቁጥሮች ብዛት ከረድፍ 1 እና 2 ቆጥረህ(ሽ) ለያቸው። ህፃኑ/ኗ/ 3 እና ከዚያ በታች ብቻ በትክክል ከመለሰ ጥያቄውን እዚህ ላይ አቁምና ወደሚቀጥለው ክፍል ጥያቄ ተሻገር(ሪ)። ህፃኑ/ኗ/ 4 እና ከዚያ በላይ የሆኑ ቁጥሮችን በትክክል ከለየ(ች) ወደ ረድፍ 3 እና 4 በመሻገር እንዲህ በል፡

በጣም ጥሩ መልስ መልሰሃል/ሻል ። አሁንም ሌሎች የተወሰኑ ቁጥሮችን እንለያቸው። የትኞቹን መለየት ትችል/ይ ይሆን?

በረድፍ 1 እና 2 እንደተደረገው ህፃኑ/ኗ/ ቁጥሮቹን እንዲለይ/እንድትለይ/ ጠይቅ/ቂ/ ። ትክክል ያልሆኑትን የ ' X ' ምልክት በማድረግ ቀጥል/ይ/።

2	4	10	5	7
9	6	8	3	1
13	17	14	19	16
15	18	11	12	20

6. የቁጥሮች ግንዛቤ ፡- አንድ ለአንድ ማዛመድ (መሠረታዊ የስሌት ግንዛቤ)

የሚያስፈልጉ ቁሳቁሶች፡ 20 ትናንሽ ዕቃዎች (ጠጠር፤ ጨሌ፤ድንጋይ፤ ወዘተ...) 20 የሚሆኑ ቁሳቁሶችን በማቀላቀል በህፃኑ ፊት ለፊት አስቀምጥ/ጭ/ ::

አሁን ስማቸውን በምጠራቸው ቁሰቁሶች እንጫወታለን (የቁሳቁሶችን ስም ጥራ)፡፡ በርካታ ቁሳቁሶች (ስማቸውን እየጠራህ) እዚህ ይገኛሉ፡፡ ከነዚህ ቁሳቁሶች እስኪ 3 (ስማቸውን እየጠራህ) ስጠኝ /ስጪኝ/፡፡

ህፃኑ/ኗ 20 ቁሳቁሶችን እንደገና ሲደረድር/ስትደረድር በትዕግስት ጠብቅ፡፡
አመሰግናለሁ፡፡ አሁን 8ቱን (ስማቸውን እየጠራህ) ቁሳቁሶች ለይተህ/ሽ ልትሰጠኝ/ጪኝ ትችላለህ/ያለሽ?፡፡

ህፃኑ መለየት ሲያጠናቅቅ 20 ቁሳቁሶችን እንደገና ቀላቅለህ ደርድር፡፡
ህፃኑ 3 ወይም 8 ቁሳቁሶችን ካልለየ ጥያቄህን እዚህ ላይ አቁምና ወደሚቀጥለው ክፍል ጥያቄ ተሻገር :: 3 ወይም 8 ቁሳቁሶችን ከለየ 20 ቁሳቁሶችን በማቀላቀል ደርድርና እንዲህ በል(ይ) ፡ “ጥሩ ሙከራ ፤ 15 ቁሳቁሶችን (ስም በመጥራት) ልትሰጠኝ ትችላለህ/ሽ ?”
የዚህን ክፍል ጥያቄ በምትጠይቅበት ጊዜ ህፃኑ ምን ይህል በጥሞና ምላሽ ለመስጠት ጥረት እያደረገ እንደሆነ ተመልከት፡፡
የሚሰጠውንም ምላሽ በነጥብ መስጫ ስፍራ ላይ ነጥብ በመስጠት ምላሹን አመልክት፡፡

	ነጥብ			
1.	ህፃኑ/ኗ/ 3 ቁሳቁሶችን ይለያል/ትለያለች	1 (ትክክል)	0 (ትክክል አይደለም)	999 (መልስ የለም)
2.	ህፃኑ/ኗ/ 8 ቁሳቁሶችን ይለያል/ትለያለች	1 (ትክክል)	0 (ትክክል አይደለም)	999 (መልስ የለም)
3.	ህፃኑ/ኗ/ 15 ቁሳቁሶችን ይለያል/ትለያለች	1 (ትክክል)	0 (ትክክል አይደለም)	999 (መልስ የለም)
በጥሞና ስለመከታተል				
1.	ህፃኑ/ኗ/ ሃሳቡ በሌላ ነገሮች ሣይሰረቅ በየተግባሩ ላይ ትኩረት ይሰጣል	1(አዎ)	0 (አይደለም)	999 (መልስ የለም)
2.	ህፃኑ/ኗ/ ተግባራትን ደስ እያለው እና ሣይሰለች በንቃት ያከናውናል	1(አዎ)	0 (አይደለም)	999 (መልስ የለም)

7. መደመርና መቀነስ (መስረታዊ የስሌት ግንዛቤ)

የሚያስፈልጉ ቁሳቁሶች በክፍል አምስት የተጠቀምናቸው (ጠጠር; ጨሌ ; ድንጋይ; ብሎኮች; እንዲሁም የብስክሌቶች እና የፍራፍሬ ስዕል)

አሁን ደግሞ በ "የቁሳቁሱን ስም በመጥራት" ሌላ ጨዋታ እንጫወታለን:: እዚህ 3 "የቁሳቁሱን ስም በመጥራት" አሉኝ :: 3ቱን (ቁሳቁሶችን) አስቀምጠህ አሳያቸው:: አሁን ጓደኛዬ 2 ተጨማሪ "የቁሳቁሱን ስም በመጥራት" ስጠኝ":

እነዚህን ነገሮች መጀመሪያ ካስቀመጥካቸው ነገሮች ጎን አስቀምጣቸው:: በሁለቱ ስብስቦች መካከል የተወሰነ ክፍት ቦታ ይኑር::

በአጠቃላይ ስንት "የቁሳቁሱን ስም በመጥራት" አሉኝ ? ህፃኑ ቆጥሮ እስኪናገር ጠብቀውና ምላሹን መዝግብ ::

ከዚያ በኋላ የብስክሌቶችን ስዕል አሳየውና እንደዚህ በል ሌላ እንሞክር:: እዚህ 2 ብስክሌቶች አሉ:: 2 ተጨማሪ ብስክሌቶች በስዕሉ ላይ ብትጨምር/ሪ/ ስንት ይሆናሉ?

እሺ አሁን ሌላ ስዕል አለኝ :: እዚህ 3 ፍራፍሬዎች /ብርቱካኖች/ አሉ::ከነዚህ ውስጥ አንዱን/ፍራፍሬ/ ብርቱካን ብናነሳ ስንት ፍራፍሬዎች/ብርቱካኖች ይቀራሉ ?

ነጥብ			
ሀ. ህፃኑ/ኗ/ 3 እና 2 ን መደመር ይችላል	ሀ (ትክክል)	0 (ትክክል አይደለም)	999 (መልስ የለም)
ለ. ህፃኑ/ኗ/ 2 እና 2 ን መደመር ይችላል	ሀ (ትክክል)	0 (ትክክል አይደለም)	999 (መልስ የለም)
ሐ. ህፃኑ/ኗ/ ከ3 ላይ ሀ መቀነስ ይችላል	ሀ (ትክክል)	0 (ትክክል አይደለም)	999 (መልስ የለም)

8. ቅርፅን የመገጣጠም (ፐዝል)

የሚያስፈልጉ መሣሪያዎች፡ 4 ወይም 5 (ላሚኔት የተደረገ እና ደረጃውን የጠበቀ በአግባቡ የተቆረጠ) ህፃኑ የሚያያቸው የሚገጣጠሙ ስዕሎችን ያካተተ::

ቀጥለን ቅርፅን የመገጣጠም ጨዋታ እንጫወታለን:: በነዚህ ቁርጥራጮች የምንገጣጥመው የዚህን ስዕል ነው:: የሚገጣጠሙትን የስዕል ቁርጥራጮች ዘበራርቀህ አሣያቸውና እንዲህ በል/ይ/ ይህን ስዕል ለመስራት እነዚህን ትንንሽ ቁርጥራጭ ስዕሎች ትገጣጥማቸዋለህ:: ስትጨርስ/ሺ ንገረኝ።

እነዚህን ጥያቄዎች በምትጠይቅበት ጊዜ ህፃኑ ምን ያክል በቀጣይነት /በአትኩሮት ስዕሎችን በመገጣጠም መጠመዱን ተመልከት :: በውጤት መስጫ መስፈርት መሰረት ውጤቱን አስፍር::

ነጥብ			
ሀ. በትክክል የተገጠሙ የስዕሉ ክፍሎች (0,1,2,3,4,5)			999 (መልስ የለም)
በጥሞና ስለመከታተል			
ለ. ህፃኑ በሚያከናውነው ተግባር ላይ በአትኩሮት ይቆያል	1(አዎ)	0 (አይደለም)	999 (መልስ የለም)
ሐ. ህፃኑ የሚያከናውነውን ተግባር ለማጠናቀቅ ፍላጎት አለው:: ማቋረጥ አይፈልግም/አትፈልግም	1(አዎ)	0 (አይደለም)	999 (መልስ የለም)

9. ጓደኛሞች

የሚያስፈልጉ መሣሪያዎች፡ የለም

አብረሃቸው ልትጫወት ከምትፈልጋቸው ጓደኞችህ ውስጥ የተወሰኑትን ስም ልትነግረኝ/ሪኝ ትችላለህ/ቺያለሽ ?

“አንድ” በማለት እንዲጀምር ልናበረታታቸው እንችላለን፡፡ የሌሎች ጓደኞችህን ስም ልትነግረኝ ትችላለህ ?

ነ.	ስማቸው የተጠቀሱ ጓደኞች ብዛት (0–10)		999 (መልስ የለም)

10. ስሜትን መቆጣጠር

የሚያስፈልጉ መሣሪያዎች፡ የለም

አሁን ሴሜትን የሚመለከቱ ጥያቄዎችን እጠይቅሀለሁ/ሻለው፡፡ ለትንሽ ጊዜ አስብና/ቢና የሚያሳዝንህ/ሽ ወይም የሚያስለቅስህን/ሽን ስሜት የሚፈጥሩብህ/ሽ ክስተቶች ልትነግረኝ /ሪኝ ትችላለህ/ሽ? አስፈላጊ ሆኖ ከተገኘ ጥያቄው እስኪገባው/ባት አብራራ፡፡ ቀጥለህ የሚከተለውን ጥያቄ ጠይቅ፡፡

- ከሃዘን ስሜትህ ለመውጣት ምን ምን ታደርጋለህ/ጊያለሽ? በመቀጠል የሚከተለውን ጥያቄ ጠይቅ
- ሌላ ከሃዘን ስሜት ለመውጣት የምታደርገው/ጊው ካለ? ትክክለኛ መልስ መሰጠቱን ወይም አለመሰጠቱን ምልክት አስቀምጥ
- ቀጥለህ አሁን ደግሞ ምን ምን ነገሮች እንደሚያስደስቱህ ልትነግረኝ ትችላለህ?

ስሜትን ለመቆጣጠር ተገቢናቸው የሚባሉ መልሶች፡ ከጓደኛ ወይም ከአዋቂዎች ጋር መሆን/ማውራት፤ በሆነ ነገር መጫወት፤ የአዋቂዎችን እርዳታ መፈለግ፤ ፈገግ ሊያደርጉ የሚችሉ ነገሮችን ማሰብና ማድረግ፤ ትራሰን በቡጢ መምታት፤ በረጅሙ መተንፈስ ወዘተ…

ነጥብ				
ነ.	ህፃኑ/ኗ/ የሚያሳዝኑትን/ኗትን ነገሮች ለይቷል/ለይታለች	ነ (ትክክል)	0 (ትክክል አይደለም)	999 (መልስ የለም)
2.	ህፃኑ/ኗ/ ከሚያሳዝነው/ናት/ ስሜት ለመውጣት የሚያስችለው/የሚያስችላትን መንገድ ገልጿል/ጻለች	ነ (ትክክል)	0 (ትክክል አይደለም)	999 (መልስ የለም)
3.	ህፃኑ/ኗ/ ከሚያሳዝነው/ናት/ ስሜት ለመውጣት የሚያስችለውን/ የሚያስችላትን/ ተጨማሪ መንገድ ገልፅዋል/ገልፃለች	ነ (ትክክል)	0 (ትክክል አይደለም)	999
4.	ህፃኑ/ኗ/ የሚያስደስተውን ነገር ለመለየት ችሏል/ችላለች	ነ (ትክክል)	0 (ትክክል አይደለም)	999

11. የሰዎችን ስሜት ስለ መገንዘብ

የሚያስፈልጉ መሣሪያዎች፡ ህፃን ልጅ ስታለቅስ የሚያሳይ ስዕል /ፎቶግራፍ/ አሁን ይህችን ፎቶግራፍ እንመልከት ይች ልጅ ጓደኛህ/ሽ ናት እንበል፡፡ ወድቃ ተጎድታለች፡፡ ምን የሚሰማት ይመስልሃል/ሻል? ቀጥለህ እንዲህ በማለት ጠይቅ፡፡

ከጉዳትዋ እንዲሻላት ምን ዓይነት እርዳታ ልታደርግላት/ጊላት ትችላለህ/ያለሽ? አሁንም አንድ ሌላ እድል በመስጠት ሌላ ልታደርገው የምትችል ነገር አለ ? ትክክለኛ መልስ ሊሆኑ የሚችሉ ሃሳቦች

- ***የምታለቅሰው ልጅ፤ ተናዳለች፤ አዝናለች ; ፈርታለች ወይም ሌላ በባህሉ ተቀባይነት ያላቸው መልሶች***
- ***ልጅቷን ለማፅናናት :- እንዴት ነሽ - ተረፍሽ ብዬ እጠይቃታለሁ፤ እቅፋታለሁ፤ ይሻልሻል አይዞሽ በማለት አበረታታለሁ; መድሐኒት የምትፈልግ ከሆነ አመጣላታለሁ፤ አብሬአት እጫውታለሁ፤ እጅዋን እይዛለሁ፤ ለትልልቅ ሰዎች እርዳታ እንዲሰጥዋት እነግራለሁ ወይም ሌላ ተቀባይነት ያላቸው መልሶች ወዘተ፡፡***

ነጥብ			
1. ህፃኑ /ኗ/ ጓደኛው/ዋ/ እንደተጎዳች; እንዳዘነች; እንደተናደደች ለመገንዘብ ችሏል/ችላለች/	፩ (ትክክል)	ዐ (ትክክል አይደለም)	999 (መልስ የለም)
2. ህፃኑ /ኗ/ ጓደኛው/ዋ/ እንዲሻላት ለማገዝ ሚያስችል መልስ ሰ ስጥቷል/ሰጥታለች/	፩ (ትክክል)	ዐ (ትክክል አይደለም)	999 (መልስ የለም)
3. ህፃኑ/ኗ/ ጓደኛው እንዲሸላት ለማገዝ የሚያስችል ላ ሁለተኛ መልስ ሰጥቷል/ሰጥታለች	፩ (ትክክል)	ዐ (ትክክል አይደለም)	999 (መልስ የለም)

12. ችግርን/አለመግባባትን ስለ መፍታት

የሚያስፈልግ ማቴሪያል የለም

አሁን አንድ ከስተት እንድታስብ እጠይቅሃለሁ ፡፡ አንድ በጣም የምትወደው አሻንጉሊት እየተጫወትክ ነው እንበል አንድ አንዲት ልጅ በዚህ አሻንጉሊት እጫወትበታለሁ ቢልህ እና አሻንጉሊቱ አንድ ብቻ ከሆነ ምን ታደርጋለህ?

እንዲህ በማለት እንዲናገር አበረታታው፡፡ ሌላ ማድረግ የምትችለው/ችይው ነገር አለ ?

ትክክለኛ መልስ ሊሆኑ የሚችሉ ሃሳቦች: የተወሰነ ጊዜ እንዲጠብቅ እነግረዋለሁ፤ በየተራ እንጫወታለን; ሌላ አሻንጉሊት እፈልጋለሁ; አብረን እንጫወታለን ወይም ሌላ በባህሉ ተቀባይነት ያለቸው ሃሳቦች
ትክክለኛ ያልሆኑ መልሶች: ህፃኑ/ኗ/ን እገፋዋለሁ/ታለሁ/ አሻንጉሊቱን ይዤ እሮጣለሁ/እሸሻለሁ የኔ መሆኑን እና እንደማልሰጠው እነግረዋለሁ፡፡

ነጥብ			
1. ህፃኑ /ኗ/ ግጭት የሚፈታበትን መፍትሄ አቀባለች/አቅርቧል	፩ (ትክክል)	ዐ (ትክክል አይደለም)	999 (መልስ የለም)
2. ህፃኑ /ኗ/ ግጭት የሚፈታበትን ሁለተኛ መፍትሄ አቀባለች/አቅርቧል	፩ (ትክክል)	ዐ (ትክክል አይደለም)	999 (መልስ የለም)
3. ህፃኑ /ኗ/ ግጭት የሚፈታበትን ሶስተኛ መፍትሄ አቀባለች/አቅርቧል	፩ (ትክክል)	ዐ (ትክክል አይደለም)	999 (መልስ የለም)

13. የማስታወስ ሥራ

የሚያስፈልግ ማቴሪያል የለም

ልጁ ቢሳሳት መልስ የምትነግረው ለልምምድ ለተመደቡት ጥያቄዎች ብቻ ነው፡፡

ልምምድ

ይህ ሌላ ጨዋታ ነው፡፡ እኔ አንዱን ከአንዱ በኋላ እያደረግኩኝ የተለያዩ ቁጥሮችን እዘረዝራለሁ፡፡ አንተ/ቺ/ ደግሞ ቁጥሮችን በጥሞና ካዳመጥክ/ሽ/ በኋላ እኔ በዘረዝርኳቸው ቅደም ተከተል ደግመህ/ሽ/ ትጠራልኛለህ/ሽ/፡፡ ሁሉንም ቁጥሮች ዘርዝሬ እስከጨርስ ድረስ ትጠብቀኛለህ/ሽ/ ፡፡ በጥሞና አድምጠኝ ፡፡ የተወሰኑ ልምምዶችን እናደርጋለን፡፡

በእያንዳንዱ በተደረደሩት ቁጥሮች መካከል ለትንሽ ሰከንድ ቆም በል፡፡ ለምሳሌ " 5" ቆም ማለት " 2"፡፡ ይህንን ህፃኑ/ኗ/ ሲለማመድ/ስትለማመድ ትክክለኛውን መልስ ስጥ/ጪ/ ፡፡

5 2
6 .... ነ..... 3

ምዘና

እሺ ! አሁን ደግሞ ጥቂት እንሰራለን። በጥሞና አድምጠህ በሚገባ ትመልሣለህ፡፡ በእዚህ ክፍል ህፃኑ ቢሳሳት ትክክለኛውን መልስ አትናገር/ሪ

ነጥብ			
1…6	ነ (ትክክል)	0 (ትክክል አይደለም)	999 (መልስ የለም)
5…2…9	ነ (ትክክል)	0 (ትክክል አይደለም)	999 (መልስ የለም)
8…3…1…4	ነ (ትክክል)	0 (ትክክል አይደለም)	999 (መልስ የለም)
1…2…4…7…3	ነ (ትክክል)	0 (ትክክል አይደለም)	999 (መልስ የለም)

14. የክልከላና የትእዛዝ ቁጥጥር

የሚያስፈልግ ማቴሪያል የለም

እስቲ እንነሣ፡፡ አሁን አንድ ጨዋታ እንጫወታለን ፡፡ ጨዋታው ሁለት ክፍሎች አሉት በጥሞና አዳምጠህ/ሽ ያልኩትን ለማድረግ ትሞክራለህ፡፡ ራስህን ያዝ ፡፡

ጠያቂው/ዋ ራሱን/ራሷን ይዞ/ዛ ያሳያል/ታሣያለች/ ፡፡ ህፃኑ/ኗ/ ሁለቱን እጆች እራሱ ላይ እስኪያደርግ ድረስ ጠብቀው/ቂያት፡፡

ነበዝ አሁን ደግሞ የእግርህን አውራጣቶች ያዝ፡፡ ጠያቂው/ዋ (አንተ/አንቺ/) የእግሩን አውራጣቶች በመንካት ያሳያል/ታሣያለች/ ፡፡ ልጁ የእግሩን አውራጣቶች እስኪነካ ድረስ ጠብቀ/ቂ/ው፡፡ ህፃኑ አንተ/አንቺ/ ያደረግከ/ሽ/ውን ማድረግ እስኪችል/ትችል ድረስ ሁለቱን ትዕዛዝ ደጋግመህ አለማምደው/ዳት፡፡

አሁን ደግሞ ይህን ጨዋታ በተለየ መልኩ እንጫወታለንና እኔ ለምለው ተቃራኒውን ትሰራለህ፡፡ እኔ ራስህን ያዝ ስልህ ራስህን በመያዝ ፈንታ የእግርህን አውራጣቶች ትይዛለህ፡፡ የእግርህን አውራጣቶች ያዝ ስልህ ደግሞ ራስህን ትይዛለህ፡፡ ስለዚህ እኔ ከምለው የተለየ በተቃራኒው ትሰራለህ/ሪያለሽ ማለት ነው፡፡

ልምምድ

- ራስህን ያዝ ካልኩኝ ምን ታደርጋለህ/ጊያለሽ/ ? (ጠያቂ አሁን ምንም ፍንጭ መስጠት አይኖርብህም ፤ ወይም ራስህን መያዝ የለብህም)
- እግርህን ያዝ ካልኩኝ ምን ታደርጋለህ/ጊያለሽ/? (ምንም ፍንጭ መስጠት አይጠበቅብህም፤ ወይም እግርህን መያዝ የለብህም))፡፡

ህፃኑ/ኗ/ ትክክለኛ መልስ ሲሰጥ/ስትሰጥ/ አበረታታው/አዎንታዊ ግብረመልስ ስጠው/ስጣት//፡፡ የተሳሳተ መልስ ከሰጠ ዋናውን ጥያቄ/ምዘና/ ከመጀመርህ በፊት ለሶስት ጊዜ በማብራራት አለማምደው፡፡ ለሶስት ጊዜ አለማምደሽው ልጁ በትክክል መመለስ ካልቻለ ወደ ሚቀጥለው ጥያቄ እለፍ፡፡

ምዘና

አሁን የሚከተለውን ጨዋታ መጫወት እንቀጥላለን፡፡ በጥሞና አዳምጥ/ጭ/ እና እኔ የምናገረውን ተቃራኒውን ሥራ/ሪ/፡፡ ጠያቂ (አንተ/አንቺ/) በዚህ ጊዜ አሁንም ምንም ዓይነት ፍንጭ መስጠት አይጠበቅበትም፡፡(ረስህ/ሽ/ን ወይንም እግርህ/ሽ/ን መያዝ/መንካት እንዲሁም ግብረመልስም ሆነ ተጨማሪ ማብራሪያ አትስጥ/ጪ/)

1. ልጁ የተሰጠውን ትዕዛዝ ተገንዝቦዋል፡፡(ያልተገነዘበው ከሆነ ወደሚቀጥሉት ጥያቄዎች እለፍ)			1 (አዎ)	0 (አልተገነዘበም)
2. ራስህን ያዝ	2 (ትክክል እግርሩን/ሯን ወዲያው ነክቷል/ነክታለች)	1 (ከተሳሳተ/ች በኋላ እራሱ/ሷ አርሞ/ማ እግሩን/ሯን ነክቷል/ታለች)	0 (ትክክል አይደለም እግሩን/ሯን መንካት አልቻለም)	
3. የእግርህን አውራጣቶች ያዝ	2 (ትክክል እራሱን/ሷን ወዲያው ነክቷል/ነክታለች)	1 (ከተሳሳተ/ች በኋላ እራሱ/ሷ አርሞ/ማ ራሱን/ሷን ነክቷል/ታለች)	0 (ትክክል አይደለም እራሱን/ሷን መንካት አልቻለም/አልቻለችም)	
4. የእግርህን አውራጣቶች ያዝ	2 (ትክክል እራሱን/ሷን ወዲያው ነክቷል/ነክታለች)	1 (ከተሳሳተ/ች በኋላ እራሱ/ሷ አርሞ/ማ ራሱን/ሷን ነክቷል/ታለች)	0 (ትክክል አይደለም እራሱን/ሷን መንካት አልቻለም/አልቻለችም)	
5. ራስህን ያዝ	2 (ትክክል እግርሩን/ሯን ወዲያው ነክቷል/ነክታለች)	1 (ከተሳሳተ/ች በኋላ እራሱ/ሷ አርሞ/ማ እግሩን/ሯን ነክቷል/ታለች)	0 (ትክክል አይደለም እግሩን/ሯን መንካት አልቻለም)	
6. የእግርህን አውራጣቶች ያዝ	2 (ትክክል እራሱን/ሷን ወዲያው ነክቷል/ነክታለች)	1 (ከተሳሳተ/ች በኋላ እራሱ/ሷ አርሞ/ማ ራሱን/ሷን ነክቷል/ታለች)	0 (ትክክል አይደለም እራሱን/ሷን መንካት አልቻለም/አልቻለችም)	
በጥሞና ስለመከታተል				
1. ህፃኑ በሚያከናውነው ተግባር ላይ በአትኩሮት ይቆያል		1(አዎ)	0 (አይደለም)	999 (መልስ የለም)
2. ህፃኑ የሚያከናውነውን ተግባር ለማጠናቀቅ ፍላጎት አለው፡፡ ማቋረጥ አይፈልግም		1(አዎ)	0 (አይደለም)	999 (መልስ የለም)

15. መሰረታዊ የንባብ ግንዛቤ

የሚያስፈልግ ማቴሪያል የለም

አሁን የቃላት ጨዋታ እንሞክራለን፡፡ አንተ ወደ ገበያ እየሄድክ ነው እንበል፡፡ ለምግብነት የምትጠቀማቸውን ነገሮች ከገበያ ገዝተህ የምትመጣቸውን መጥራት /መዘርዘር/ ትችላለህ ? ወይም እናትህ/አህትህ ገበያ ገዝታ የምትመጣቸው ነገሮች ምን ምን ናቸው አስቲ አንተ/ቺ/ የቻልከውን/የቻልሽውን ያህል ዘርዝርና እኔ እቆጥራለሁ፡

ህፃኑ/ኗ/ አስር አይነቶችን እስኪዘረዝር ድረስ ቁጠር፡፡ ህፃኑ/ኗ/ 2 ወይም 3 ብቻ ጠርቶ ካቆመ/ች/ እንዲህ ብለህ አበረታታው/ታታት/

“እስቲ ሌላ ልትጨምር ትችላለህ/ያለሽ/”?
ህፃኑ/ኗ/ ሌሎች ነገሮችን መዘርዘር ካልቻለ/ች ወደ ሚቀጥለው ጥያቄ በማለፍ እንዲህ በል ::

አሁን ደግሞ የምታውቃቸውን እንሰሳት ዝርዝር እንድትነግረን እፈልጋለሁ፡፡ በቤትህም ሆነ በአካባቢህ ያየሃቸው ን የምታውቃቸው እንሰሳት ስም ዝርዝር ልትነግረኝ ትችላለህ? አንተ የምታውቃቸውን ያህል ዘርዝርልኝና እኔም እንደቅድሙ እቆጥራለሁ

አሁንም እንዲህ ብለህ አበረታታው፡፡ ሌሎች የምታውቃቸው/ቂያቸው/ ካሉ አስበህ/ሽ/ ልትነግረ/ሪ/ኝ ትችላለህ ? ህፃኑ/ኗ/ ሌሎችን መዘርዘር ካልቻለ/ለች/ ወደሚቀጥለው ክፍል እለፍ፡፡

1. የዘረዘራቸው ከገበያ ተገዝተው የሚመጡ የምግብ ዓይነቶች/ ቁሳቁሶች/ ብዛት (0 – 10)		999 (መልስ የለም)
2. የዘረዘራቸው የእንሰሳት ዓይነት ብዛት (0 – 10)		999 (መልስ የለም)

16. የህትመት ግንዛቤ

የሚያስፈልጉ መሣሪያዎች ዕድሜው ከ 3 – 5 ለሆነ ሕፃን የሚመጥን ማንኛውም መፅሐፍ፡፡ መጽሐፉን ወደ ታች ዘቅዝቀህ የመጽሐፉን የፊት ለፊት ገፅ ወደ ህፃኑ/ኗ አድርገህ አቀብለው/አቀብላት፡፡

1. መጽሐፉን ልንመለከተው ስለሆነ እርዳኝ/እርጂኝ/ ፡፡ መጽሐፉን ማንበብ ብትፈልግ/ጊ/ እንዴት ከፍተህ ታነባለህ/ሽ/ ? ወደ ንባቡ (ተረት/ታሪክ) ከመጀመሪያ ገጽ ጀምረህ/ሽ/ ግለጥ/ጭ/፡፡
2. ከየት ጀምሬ ማንበብ እንዳለብኝ ታሳየኛለህ/ሽ ? የሚቀጥለውን ገጽ በመከፈት ወደ መጀመሪያው ቃል አመልክት/ቺ ፡፡
3. ከዚህ ከመጀመሪያው ቃል ማንበብ ከጀመርኩ ለማንበብ ወደ የት መቀጠል አለብኝ? በጣትህ አሣየኝ፡፡

ወደሚቀጥለው ጥያቄ ከማለፍህ በፊት ሕፃኑ መጽሐፉን ለመመልከት ከፈለገ የተወሰነ ጊዜ ስጠው፡፡

ነጥብ			
1. ህጻኑ/ኗ/ በተገቢው ሁኔታ መጽሃፉን ከፍቷል /ከፍታለች (ቃላት ሳይዘቀዘቁ መጽኃፉን ከፍቷል/ከፍታለች)	1 (ትክክል)	0 (ትክክል አይደለም)	999 (መልስ የለም)
2. ህጻኑ/ኗ/ በገጹ ላይ ያለውን ጽሁፍ ጠቁሟል/ጠቁማለች	1 (ትክክል)	0 (ትክክል አይደለም)	999 (መልስ የለም)
3. ህጻኑ/ኗ/ ጽሁፉ ወደ የት አቅጣጫ እንደሚሄድ ጠቁሟል/ማለች	1 (ትክክል)	0 (ትክክል አይደለም)	999 (መልስ የለም)

17. ፊደላትን መለየት

የሚያስፈልጉ መሣሪያዎች ከፍተኛ ድግግሞሽ እና መካከለኛ ድግግሞሽ ያላቸው የተመረጡ ፊደሎች

አሁን የፊደላትን ጨዋታ እንጫወታለን፡፡ እኔ ፊደሉን ስጠቁም አንተ/ቺ ደግሞ ፊደሉን ትጠራለህ/ሪያለሽ/፡፡ ሁሉንም መጥራት ካልቻልክ/ሽ/ ምንም አይደለም፡፡ ብቻ ለመጥራት ሞክር/ሪ፡፡

ለሕፃኑ/ኗ/ የፊደል ገበታ አሣይ ፡፡ሕፃኑ/ኗ/ እንዳይረበሽ ከአንደኛው መስመር ውጭ ያሉትን በሌላ ንጹህ ወረቀት ሸፍነው፡፡በመጀመሪያው መስመር ፊደል ገበታ ላይ ካለው የመጀመሪያ ፊደል በመጠቆም መጠየቅ ጀምር፡፡

ይህ ፊደል ምንድነው? በማለት ጠይቅ፡፡

ከአንዱ ፊደል ወደ ሌላው ፊደል በጣትህ በማሣየት የመጀመሪያውንና የ2ኛውን ረድፍ/መስመር/ እስከምትጨርስ /ሺ/ቀጥል/ይ፡፡ ሕፃኑ/ኗ/ ከ5 ሴኮንድ በላይ ምንም መልስ ካልሰጠ/ ትክክል አይደለም በማለት ነጥብ በመመዝገብ፤ የሚቀጥለው ፊደል ላይ በመጠቆም ህፃኑ/ኗ/ እንዲቀጥል/እንድትቀጥል አበረታታ፡፡

ፊደሎችን ተራ በተራ በጣትህ እያመለከትህ(ሽ) ረድፍ 1 እና 2 እስከትጨርስ(ሺ) ቀጥል(ይ) ፡፡ ህፃኑ/ኗ/ ፊደል መለየት እንደጀመረ/ች/ ምላሽ በትክክል ያልሰጠባቸው ፊደሎች ላይ የ ‘ X ’ ምልክት አድርግ(ጊ)ባቸው፡፡ ህፃኑ/ኗ/ በትክክል የመለሳቸውን ፊደሎች ብዛት ከረድፍ 1 እና 2 ቆጥረህ(ሽ) ለያቸው፡፡

ህፃኑ/ኗ/ 3 እና ከዚያ በታች ፊደላትን ብቻ በትክክል ከመለሰ ጥያቄውን እዚህ ላይ አቁም/ሚ/ እና

ወደሚቀጥለው ክፍል ጥያቄ ተሻገር(ሪ)፡፡ ህፃኑ/ኗ/ 4 እና ከዚያ በላይ የሆኑ ፊደላትን በትክክል ከለየ(ች) ወደ ረድፍ 3 እና 4 በመሻገር እንዲህ በል፡፡

በጣም ጥሩ መልስ መልሰሃል/ሻል ፡፡ አሁንም ሌሎች የተወሰኑ ፊደሎችን እንለያቸው፡፡ የትኞቹን መለየት ትችል/ይ ይሆን?

በረድፍ 1 እና 2 እንደተደረገው ህፃኑ/ኗ/ ፊደላትን እንዲለይ/እንድትለይ/ ጠይቅ/ቂ/ ፡፡ ትክክል ያልሆኑትን የ ‘ X ’ ምልክት በማድረግ ቀጥል/ይ/፡፡

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

18. የመጀመሪያ ፊደላት ድምጾችን መለየት

አሁን የማንበብ ጨዋታ እንጫወታለን፡፡ ይህም በቃላት ውስጥ ስለሚፈጠሩ ድምፆችን በተመለከተ ይሆናል ነው፡፡ “ ምሣ ” የሚለው ቃል /ም/ በሚል ድምፅ ይጀምራል (ድምፁን በማሰማት እንጂ በፊደሉ ስያሜ እንዳልሆነ ተናገር)፡፡ ከዚህ ቀጥሎ ካሉት ቃላት ውስጥ በ /ም/ ድምፅ የሚጀምረው የትኛው ነው ? በደንብ አድምጠኝ/ጪኝ እና ንገረኝ/ሪኝ፡፡ (ድምፁን በማሰማት እንጂ በፊደሉ ስያሜ እንዳልሆነ ተናገር)፡፡ ምራቅ ፤ ጥራት ፤ ወይም ፍራት ?

ህፃኑ/ኗ/ ትክክለኛ ያልሆነ ምላሽ ከሰጠ/ች፤ ምራቅ የሚለው ቃል ልክ እንደ ምሣ በ /ም/ ድምፅ ይጀምራል፡፡

ምዘና

አሁንም በመቀጠል ይህንኑ ዓይነት ጨዋታ እንጫወታለን፡፡ ዝግጁ ነህ/ሽ ? በእያንዳንዱ ጥያቄ ያሉትን ቃላት ዝርዝር አስፈላጊ ሆኖ ካገኘህ/ሽ አንድ ጊዜ ደግመህ/ሽ/ በመጥራት/በማለት/ የህፃኑ/ኗ/ ን ምላሽ ነጥብ መዝግብ/ቢ፡፡

1. “ስልክ” የሚለው ቃል በ/ስ/ ድምፅ ይጀምራል፡፡ ከዚህ ቀጥሎ የምላቸውን ቃላት አድምጥ/ጪ እና

በተመሣሣይ ሁኔታ በ/ስ/ ድምፅ የሚጀምረውን ቃል ትነግረኛለህ/ሽ፡፡ ስር ፣ ልብ ፣ ክር

2. ጥሩ አሁንደግሞ“ትል”የሚለው ቃል በ/ት/ድምፅ ይጀምራል፡፡ከዚህ ቀጥሎ የምላቸውን ቃላት

አድምጥ/ጪ እና በተመሣሣይ ሁኔታ በ/ት/ ድምፅ የሚጀምረውን ቃል ትነግረኛለህ/ሽ፡፡ ፍየል ፣ ችግር ፣ ትንኝ

3. አሁን “ድመት” የሚለው ቃል በ/ድ/ ድምፅ ይጀምራል፡፡ ከዚህ ቀጥሎ የምላቸውን ቃላት

አድምጥ/ጪ እና በተመሣሣይ ሁኔታ በ/ድ/ ድምፅ የሚጀምረውን ቃል ትነግረኛለህ/ሽ፡፡ በግ ፣ ግመል፣ ድንጋይ

ነጥብ			
ሀ. ህፃኑ/ኗ ከ /ስ/ ድምፅ ጋር የሚጣመረውን ቃል ለይቷል/ለች	፩ (ትክክል)	ዐ (ትክክል አይደለም)	999 (መልስ የለም)
2. ህፃኑ/ኗ ከ /ት/ ድምፅ ጋር የሚጣመረውን ቃል ለይቷል/ለች	፩ (ትክክል)	ዐ (ትክክል አይደለም)	999 (መልስ የለም)
3. ህፃኑ/ኗ ከ /ድ/ ድምፅ ጋር የሚጣመረውን ቃል ለይቷል/ለች	፩ (ትክክል)	ዐ (ትክክል አይደለም)	999 (መልስ የለም)

19. የጽሁፍ ምዘና

የሚያስፈልጉ መሣሪያዎች፡- አንድ ባዶ ወረቀት እና እርሳስ ወይም እስክሪብቶ

አሁን ጨዋታና ጽሕፈት ልንጀምር ነው፡፡ ስምህ/ሽ/ን በምትችለው መንገድ ልትጽፍልኝ/ፊልኝ/ ትችላለህ/ሽ/ ? በሚገባ ባጽትፍም/ፊም/ አትጨነቅ/ቂ/ ብቻ የቻልከውን /የቻልሺውን ያህል ሞክር/ሪ/፡፡

አሁን ወደሚቀጥለው ጨዋታ እንለፍ፡፡ የዚህ ክፍል ተግባር ህጻኑ/ኗ መፃፍ ስትጀምር/ሲጀምር ባለው በ2 ደቂቃ ጊዜ የተወሰነ ነው፡፡ እንዲጽፍ/እንድትጽፍ ካዘዝከው/ካት ጊዜ አንስቶ ባለው ፩ ደቂቃ ውስጥ መጻፍ ካልጀመረ/ች አስቁመው/አስቁማት እና እንዲህ በል/ይ፡፡ አሁን ደግሞ ወደሚቀጥለው ጨዋታ እናልፋለን፡፡

የዚህን ክፍል አተገባበር ስትከታተል (ማለትም ህጻኑ/ኗ/ እንዲጽፍ ሲጠየቅ/እንድትጽፍ ስትጠየቅ/) ህፃኑ/ኗ/ የህፃኑ/ኗ/ን የእርሳስ አያያዝ በትኩረት ተከታተል/ይ/፡፡ እርሳሱን በትክክልና አጥብቆ ሊይዝ ይገባል፡፡ የአፃፃፍ ደረጃውን በዚህ መሰረት ነጥብ ስጥ/ጪ

ነጥብ	
0	ህጻኑ/ኗ ምንም አልፃፈም/ችም
፩	ቅድም ተከተል የሌለው ነገር ሞነጫጭሯል/ራለች
2	ቅድም ተከተል ያላቸው ቃላቶችን ለመፃፍ ሞክሯል/ራለች
3	ፊደላቶችን በትክክል ፅፏል/ፋለች
4	ስሙን/ሟን በትክክል ፅፏል/ፋለች።

የአፃፃፍ ደረጃ (ከ 0 እስከ 4)		999 (መልስ የለም)

20. አዳምጦ የመረዳት ሁኔታ

የሚያስፈልጉ መሣሪያዎች፡- - ከዚህ በታች የሚገኝ ተረት አስፈላጊ ከሆነ በአካባቢው የሚታወቅ ተመሣሣይ ተረት፡፡

አሁን በጣም አስደሳች የሆነ ተረት ልነግርህ ነው፡፡ ከዚያ በኋላ ስለነገርኩህ ተረት ጥያቄዎችን እጠይቃለሁ፡፡ ተረቱን/ታሪኩን በደንብ ተከታተል እሺ?፡፡

ታሪኩን ቀስ ብለህ በግልጽና ጥርት ባለ ሁኔታ አንብብ፡፡

አይጥና ድመት

ከዕለታት አንድ ቀን አንድ ወፍራም ድመት ነበር፡፡ ሁልጊዜ ቀይ ባርኔጣ ይለብሳል/ያደርጋል፡፡ ከዕለታት አንድ ቀን ተኝቶ እያለ ትንሽ አይጥ ቀስ ብላ ጉብታ ባርኔጣዋን ሰርቃ ሄደች፡፡ ከእንቅልፉ ሲነቃ ባርኔጣውን ከቦታው በማጣቱ ይናደድና አይጡን ማሳደድ ጀመረ፡፡ከትንሽ ጊዜ በኋላ አይጡ ከጠረጴዛው ሥር ማምለጥ በማይችልበት ቦታ ይጠመዳል፡፡ በዚህ ጊዜ አይጡ ድመቱን " እባክህን አትብላኝ በሕይወት እንድኖር ብታደርገኝ ባርኔጣህን እመልስልሃለሁ" ብሎ ለመነው ፡፡ ድመቱም ባርኔጣውን ከወሰደ በኋላ እባክህን ሁለተኛ ባርኔጣዬን እንዳትነካብኝ ብሎት በደስታ ወደ ዕንቅልፉ ተመለሰ ፡፡

አሁን ስለ ተረቱ/ታሪኩ ጥቂት ጥያቄዎችን እጠይቅሃለሁ፡፡ በጥንቃቄ እና በዝግታ ጥያቄውን ጠይቅ፡፡ አስፈላጊ ሆኖ ከተገኘ ጥያቄውን አንድ ጊዜ ድገምለት/ላት፡፡

እነዚህን ጥያቄዎች በምትጠይቅበት ጊዜ ህፃኑ/ኗ/ ምን ያክል በቀጣይነት /በአትኩሮት ጥያቄዎችን ለመመለስ እየሞከረ እንደሆነ ተመልከት ፡፡ በዚህ መስፈርት መሰረት ውጤቱን በውጤት መስጫ ላይ አስፍር፡፡

ነጥብ			
1. “ የድመቱን ባርኔጣ የሠረቀው ማን ነው ?”/አይጡ/	፩ (ትክክል)	ዐ (ትክክል አይደለም)	999 (መልስ የለም)
2. “ የባርኔጣውን ቀለም ትነግረኛለህ/ሽ?” /ቀይ/	፩ (ትክክል)	ዐ (ትክክል አይደለም)	999 (መልስ የለም)
3. “ ድመቱ አይጡን ለምን አሣደደ?” /ባርኔጣውን ስለሰረቀ/	፩ (ትክክል)	ዐ (ትክክል አይደለም)	999 (መልስ የለም)
4. “አይጡ የትነውሊጠመድየቻለው?”/ ጠረጴዛው ሥር/	፩ (ትክክል)	ዐ (ትክክል አይደለም)	999 (መልስ የለም)
5 “ ድመቱ አይጡን ላለመብላት ለምን ወሰነ? “ /ባርኔጣውን አይጡ ስለመለሰለት	፩ (ትክክል)	ዐ (ትክክል አይደለም)	999 (መልስ የለም)
በትኩረት ስለማዳመጥና ስለመረዳት			
፩. ህፃኑ በሚያከናውነው ተግባር ላይ በአትኩሮት ይቆያል	1(አዎ)	0 (አይደለም)	999 (መልስ የለም)
፪. ህፃኑ የሚያከናውነውን ተግባር ለማጠናቀቅ ፍላጎት አለው፡፡ ማቋረጥ አይፈልግም	1(አዎ)	0 (አይደለም)	999 (መልስ የለም)

፳፩. ቅርጽን በትክክል አይቶ በመቅዳት መሣል

የሚያስፈልጉ መሣሪያዎች፡- ወረቀት፤ እርሳስና ሶስት ጎን ካርድ ለሕፃኑ ሶስት ጎን ሥዕል አሳይ እና እንዲህ በል

አሁን የተወሰኑ ሥዕሎችን እንስላለን ፡፡ ይህ የሆነ ሰው የሳለው ስዕል ነው፡፡ በትንሽ ወረቀት ላይ ይህን ሥዕል አስመስለህ ለመሳል ሞክር፡፡ የምትችለውን ሞክር፡፡

ነጥብ			
፩. ያለ ክፍተት የተገጣጠሙ ማዕዘናት (0, ፩,2, 3)			999 (መልስ የለም)
፪. ሥዕሉን ሊመሰል ተሞክሯል /ሰያፍ ፤ በአንፃራዊ መልኩ ቀጥ ያለ መስመር/	1(አዎ)	0 (አይደለም)	999 (መልስ የለም)

፳፪. የ ሰው ምሥል መሳል

የሚያስፈልጉ ዕቃዎች እርሳስ እና ወረቀት ለህፃኑ ወረቀትና እርሳስ ስጠው፡፡

አሁን ደግሞ ሌላ የሥዕል ጨዋታ ይኖረናል፡፡ ይህንን ወረቀትና እርሳስ ተጠቅመህ የቆመች/ የቆመ ልጅ ሥዕል ልትስልልኝ ትችላለህ?

ሕፃኑ መሣል ከጀመረበት ጊዜ ጀምሮ ለዚህ ሥራ ሁለት ደቂቃ ብቻ ስጥ፡፡ በዚህ ጊዜ ልጁ ሥዕል መሳል ካልጀመረ በማስቆም እንዲህ በል/በይ፡-

አሁን ደግሞ ወደሚቀጥለው ተግባር እናልፋለን፡፡

እነዚህን ጥያቄዎች በምትጠይቅበት ጊዜ ህፃኑ/ኗ/ ምን ያክል በቀጣይነት /በአትኩሮት ጥያቄዎችን ለመመለስ እየሞከረ እንደሆነ ተመልከት ፡፡ በዚህ መስፈርት መሰረት ውጤቱን በውጤት መስጫ ላይ አስፍር፡፡

ነጥብ			
1. ሕፃኑ/ኗ የራስ ሥዕል ስሏል/ስላለች	1(አዎ)	0 (አይደለም)	999 (መልስ የለም)
2. ሕፃኑ/ኗ የሰውነት አካል ስሏል/ስላለች	1(አዎ)	0 (አይደለም)	999 (መልስ የለም)
3. ሕፃኑ/ኗ የክንድ /ትከሻ/ ሥዕል ስሏል/ስላለች	1(አዎ)	0 (አይደለም)	999 (መልስ የለም)
4. ሕፃኑ/ኗ እግሮችን ስሏል/ስላለች	1(አዎ)	0 (አይደለም)	999 (መልስ የለም)
5. ሕፃኑ/ኗ የፊት አንድ ገጽታ ስሏል/ስላለች	1(አዎ)	0 (አይደለም)	999 (መልስ የለም)
6. የፊት ሁለት ገጽታዎችን ስሏል/ስላለች	1(አዎ)	0 (አይደለም)	999 (መልስ የለም)
7. ሕፃኑ/ኗ እጆችን ስሏል/ስላለች	1(አዎ)	0 (አይደለም)	999 (መልስ የለም)
8. ሕፃኑ/ኗ የእግር መዳፎችን ስሏል/ስላለች	1(አዎ)	0 (አይደለም)	999 (መልስ የለም)
በጥሞናና በትኩረት ስለሚከናወኑ ሁኔታዎች			
1. ህፃኑ/ኗ በሚያከናውነው ተግባር ላይ በአትኩሮት ይቆያል	1(አዎ)	0 (አይደለም)	999 (መልስ የለም)
2. ህፃኑ/ኗ የሚያከናውነውን ተግባር ለማጠናቀቅ ፍላጎት አለው፡፡ ማቋረጥ አይፈልግም	1(አዎ)	0 (አይደለም)	999 (መልስ የለም)

23. ወረቀት ማጠፍ

የሚያስፈልጉ መሣሪያዎች፡- 20 X 20 ሳ.ሜ የሆነ ወረቀት

አሁን ደግሞ ወረቀት የማጠፍ ጨዋታ እንጫወታለን፡፡ አብረን ጥሩ ቅርፅ እንሠራለን፡፡ ለአንተ/ቺ አንድ ንጹህ ወረቀት እሰጥሃለሁ/ሻለሁ፤ ለራሴም እንዲሁ እወስዳለሁ፡፡ በወረቀቱ ምን እንደምሠራ እና ደረጃ በደረጃ እንዴት እንደማጥፍ በደንብ ተከታተለኝ ፡፡ አንተም በዚህ መሠረት ለመሥራት በትኩረት ተከተለኝ፡፡

ተግባሩን በምታሣይበት ወቅት ከዚህ በታች ያሉትን ቅደም ተከተሎች/ደረጃዎች ተከተል፡፡ ህፃኑ/ኗ እያንዳንዱን ደረጃዎች ማከናወን እንዲችል ጊዜ በመስጠት በትዕግስት ጠብቀው፡፡ ለእያንዳንዱ ደረጃ አንድ ተጨማሪ የመሞከር ዕድል መሥጠት ይፈቀዳል፡፡ ሕፃኑ/ኗ ለመሥራት ፈቃደኛ ካልሆነ ወይም መሃከል ላይ ካቋረጠ ወደሚቀጥለው ክፍል እለፍ፡፡

ደረጃ አንድ ወረቀቱን (ከላይ ወደ ታች) እኩል ወደ መሃል እጠፈው፤
ደረጃ ሁለት ወረቀቱን አሁንም ወደ መሃል (አግድም) እጠፈው
ደረጃ ሦስት ቀጥሎ በግማሹ ሰያፍ እጠፈው

ደረጃ አራት አሁንም በግማሹ ሰያፍ እጠፈው
ለደረጃዎች ነጥብ ለመስጠት በእጥፋቶች መሃከል ከ ነ ሳ.ሜ ያልበለጠ መራራቅ የለበትም፡፡

እዚህን ክፍል ተግባር በምታከናውንበት ጊዜ ህፃኑ/ኗ/ ምን ያክል በቀጣይነት /በአትኩሮት ተግባራትን ለማከናወን እየሞከረ እንደሆነ ተመልከት ፡፡ በዚህ ም መስፈርት መሰረት ውጤቱን በውጤት መስጫ ላይ አስፍር፡፡

ነጥብ			
ነ. ሕፃኑ /ኗ በትክክል ያጠፋቸው ያጠፈቸው የደረጃዎች ቁጥር/ ቅደም ተከተሎች ብዛት (በ ነ ሳ.ሜ ውስጥ) (0 –4)			999 (መልስ የለም)
በጥሞናና በትኩረት ስለሚከናወኑ ሁኔታዎች			
ነ. ህፃኑ/ኗ በሚያከናውነው ተግባር ላይ በአትኩሮት ይቆያል	1(አዎ)	0 (አይደለም)	999 (መልስ የለም)
2. ህፃኑ/ኗ የሚያከናውነውን ተግባር ለማጠናቀቅ ፍላጎት አለው፡፡ ማቋረጥ አይፈልግም	1(አዎ)	0 (አይደለም)	999 (መልስ የለም)

24. በአንድ እግር እየዘለሉ መሄድ

የሚያስፈልጉ መሣሪያዎች፡- የለም

አሁን አንድ ሌላ ጨዋታ እንጫወታለን፡፡ በአንድ እግርህ (ግራ ወይም ቀኝ ሊሆን ይችላል) እንድትቆምና ወደ ፊት የምትችለውን ያህል በአንድ እግርህ ከምሣሌ እንደዚህ እየዘለልክ እንድትሄድ እፈልጋለሁ ፡፡

በቀጥታ ወደ ፊት ነ0 ያህል ዘለህ/ሽ ሠርተህ/ሽ/ አሳይ/ዪ፡፡

ቀጥሎ አንተ/ቺ/ የምትችለውን/ የምትችዪውን ያህል ዘለህ/ሽ አሣየ/ዪኝ፡፡ እኔ ደግሞ ምንያህል እንደዘለልክ/ሽ/ እቆጥርልሃለሁ/ሻለሁ፡፡

ሕጻኑ/ኗ በአንዱ እግሩ/ሯ/ ብቻ ሣያቋርጥ በተከታታይ ምን ያህል እንደሸከለ/ች/ ቁጠር፡፡ ቢያንስ ነ0 ጊዜ፡፡

ነጥብ		
ዝላይ ብዛት (0-ነ0)		999

ሕፃናቱ ስለነበራቸው ትዕግስት እና ስላበረከቱት አስተዋጽኦ እንዲሁም ስላደረጉት ጥረት ያለህን /ሽን አድናቆት በመግለጽ ምስጋና አቅርብላቸው፡፡ ከዚህ በተረፈ የሚጠይቁት ጥያቄ ወይም መናገር የሚፈልጉት ነገር ስለመኖሩ ጠይቃቸው፡፡ ውጤቱን እያጠናከርክ ሣለህ ሕፃናቱ መውጣት የሚፈልጉ ከሆነ ፍቀድላቸው፡፡

አጠቃላይ ግምገማ

በዚህ ምዘና ስለ ሕፃኑ የነበረህን አጠቃላይ ግምገማ (ዕይታ) መሠረት በማድረግ ቀጥሎ ያሉትን ጥያቄዎች በተቻለ መጠን በጥንቃቄ ይመልሱ፡፡

ነጥብ				
	ፈጽሞ የለም	አንዳንድ ጊዜ	ብዙ ጊዜ	ሁልጊዜ

				በሚባል ደረጃ
1. ህፃኑ/ኗ በምዘናው ወቅት ለመመሪያዎችና ለሠርቶ ማሳያዎች ትኩረት ሠጥቷል/ሰጥታለች ?	1	2	3	4
2. ህፃኑ/ኗ ጥያቄዎችን ለመመለስም ሆነ ተግባራትን ለመስራት በራስ መተማመን አሣይቷል አሣይታለች፤ አላቅማማም ?	1	2	3	4
3. ህፃኑ/ኗ ጥያቄዎችንም ሆነ ተግባራትን በትኩረት ወይም በሌላ ነገር ሃሳቡ ሣይሰረቅ አከናውኗል/ አከናውናለች?	1	2	3	4
4. ህፃኑ/ኗ በጥንቃቄና በትኩረት ነበር ወይ ተግባራትን የሚያከናውነው? ህፃኑ/ኗ በትክክል ለመሥራት ፍላጎት ነበረው/ነበራት?	1	2	3	4
5. ህፃኑ/ኗ አንድን ተግባር ለማከናወን ሆነ ጥያቄዎችን ለመመለስ ፍላጎት ያሣይ/ታሣይ ነበር ?	1	2	3	4
6. ህፃኑ/ኗ ተግባራትን የሚያከናወነው በንቃት ነበር? ሣይሰለች/ሣትሰለች ወይም ቶሎ ለማቆም አልሞከረም	1	2	3	4
7. ህፃኑ/ኗ ከመጀመሪያ እስከ መጨረሻ ስለጥያቄዎቹ ለማወቅ በጉጉት ይከታተል/ትከታተል ነበረ/ረች?	1	2	3	4

Annex 2

Process and structural quality observation checklist

በአዲስ አበባ ዩኒቨርስቲ

የትምህርትና ስነ-ባህሪ ኮሌጅ

የቀዳማይ ልጅነት ዘመን እንክብካቤና ትምህርት ማዕከል

የቅድም መደበኛ ት/ት ፕሮግራም አተገባበር ምልከታ ነጥቦች

ይህ የምልከታ ቅፅ ለናሙና በተመረጡት የቅድመ መደበኛ ማዕከላት በመገኘት እድሜያቸዉ ከ 4_ 6 ዓመት ያሉ ህፃናት በክፍል ዉስጥ እና ከክፍል ዉጪ የሚያደርጉት ዕለታዊ ተግባራት ላይ የማዕከላቱ አደረጃጀት እና ትግበራ ECCE ስታንዳርድ ባቀረባቸዉ የቅድመ መደበኛ የህፃናቱ እድገት የሚመጥኑ ተግባራት መሰረት በእያንዳንዱ ማዕከላት በመገኘት ከታች በቀረቡት ዝርዝሮች መሰረት ምልከታዉ ይካሄዳል።

ምልከታዉ የሚደረግበት ቦታ ፡_____

ምልከታዉ የሚደረግበት ቀን ፡ _____

ምልከታዉ የሚደረግበት ሰዓት ፡ _____

ምልከታውን ያደረገዉ አካል ፡ _____

ክፍል አንድ : ቅድመ መደበኛ ት/ቤቱን የተመለከተ አጠቃላይ መረጃ

1.የቅ/መ/ት/ቤቱ ኮድ _____

2. የት/ቤቱ አድራሻ _____ክ/ከተማ _____ ወረዳ_____

3. የት/ቤቱ አይነት : 1. የመንግስት 2. የግል 3. የእምነት ተቋማት ጋር ተያያዥ የሆነ 4. ሌላ ካለ ግለጽ_____

4. የት/ቤቱ አስተዳዳሪ/አስተባባሪ የትምህርት ደረጃ _____

5. የት/ቤቱ አስተዳዳሪ/አስተባባሪ ጾታ ፡ ወንድ ( ) 2. ሴት ( )

6. የት/ቤቱ አስተዳዳሪ/አስተባባሪ እድሜ? _____

7. በወር/ በተርም የሚከፈለው ክፍያ ምን ያህል ነው (ለግል ት/ቤቶች ብቻ የሚጠየቅ) : _____

8. አጠቃላይ የተማሪዎች ብዛት : 2015 (አሁን)_____ 2014 (EC) _____

9. በአሁን ሰዓት በት/ቤቱ የሚሰሩ መምህራን ብዛት: (1) ወንድ _____ (2) ሴት _____

10. የመምህራን የት/ት ደረጃ ?

(1) ሰርተፍኬት _____ (2) ዲፕሎማ _____ (3) የመጀመሪያ ዲግሪ _____ (4) ማስተርስ _____

(5) ሌላ ካለ ግለጽ _____

11. በት/ት ቤቱ ያሉ መምህራን ለምን ያህል ግዜ ያገለገሉ ናቸው?

1. ከ 1 አመት በታች _____ መምህራን 2. አንድ አመትና ከዛ በላይ _____መምህራን

3. ከ 5 አመት በላይ _____ መምህራን

12. ከመምህራን ውጪ ምን ያህል አገልግሎት የሚሰጡ ሰራተኞች አሉ _____

ክፍል ሁለት ፡ በክፍል ውስጥ ያለውን የመማር ማስተማር ሂደትና ከክፍል ውጪ ያሉ አጠቃላይ የት/ቤቱን ሁኔታዎች

የሚገመግም የምልከታ ጥያቄዎች

ተ.ቁ	የምልከታ ነጥቦች	1(የለም/አይደለም)	2 (በመጠኑ/)	3 (በበቂ ሁኔታ አለ/ነው)
Process rating				
1. የመምህራን ብቃት/የት/ደረጃ				
1.1.	ሁሉም አስተማሪዎች በመዋለ ህጻናት አስተማሪነት ሰርተፍኬት ያላቸው ናቸው?			
1.2.	አብዛኛዎቹ አስተማሪዎች ከአምስት አመት በላይ በስራው ልምድ ያላቸው ናቸው?			
2. የመማር ማስተማር ዘዴዎችና ሒደት				
2.1.	የመምህራን የማስተማር ዘዴ በጨዋታ የመታገዝ ልምድ አለ?			
2.2.	ሙዚቃ፣ ድራማ እና ጨዋታ ከሚያስተምሯቸዉ የት/ት ርዕሶች ጋር የመጣመር ነገር አለ ?			
2.3.	ረዳት አስተማሪ አለ?			
2.4.	ህፃናቱን ችግር ፈቺነት የሚያለማምዱ ሃሳቦች እና ተግባራት ላይ እንዲሳተፉ ይመቻችላቸዋል?			
2.5.	የታቀደ ትምህርታዊ የጨዋታ ጊዜ አላቸው?			
2.6.	ህፃናቱ ፣አብሮነትን እና የማጋራትን ሃሳቦችና ተግባራት ላይ ልምምዶችን ይተገብራሉ?			

2.7.	በክፍል ውስጥ ወሳኝ መዛግብት (ለምሳሌ የተማሪዎች መከታተያ ቅጾች፣ የመምህር እና የተማሪ ተግባር ሪከርድ ፣ የወላጅ መምህር ማስታወሻ፣ወዘተ) አለ?			
2.8.	ለህፃናቱ እድሜን፣ ቋንቋን፣ ባህል መሰረተ ያደረገ ተረት እና አስተማሪ ታሪኮች ይነገራቸዋል?			
2.9.	መምህራን ልጆች አዲስ ነገር እንዲሞክሩ የማበረታታት ሁኔታ አለ?			
2.10.	የግል ንጽህናን ስለመጠበቅ ት/ት ይሰጣል?			
2.11.	ከአካባቢያቸዉ ጋር ጥሩ መስተጋብር እንዲኖራቸዉ ቀላል ስራዎችን ይሰራሉ (የወደቁ ወረቀቶችን ወደ ቆሻሻ መጣያ መጣል፣ ተክሎችን ዉሃ ማጠጣት፣ተክሎችን መትከል ወዘተ)?			
3. መምህራንና ተማሪዎች ያላቸው ግንኙነት				
3.1.	መምህራን ልጆችን በሚያናግሩበት ሰአት ፍቅር የማሳየት ሁኔታ አለ?			
3.2.	መምህራን በተደጋጋሚ የመቆጣት ባህሪ አላቸው ?			
3.3.	መምህራን ልጆችን በማስፈራራት እንዳይረብሹ የማድረግ ሁኔታ አለ?			
3.4.	መምህራን ልጆች ለሚያሳዩት ጥረት የማበረታታት ሁኔታ አለ?			
3.5.	መምህራን ልጆች ለሚነግሩዋቸውም ሆነ ለሚያሳዩዋቸው ነገሮች ትኩረት የመስጠት ሁኔታ			

	አለ?			
3.6.	ልጆች ወደ ት/ቤት ጠዋት ሲገቡ ተቀብሎ የሚያስገባቸውና ወደ ቤታቸውም ሲሄዱ የሚሸኙዋቸው መምህራን አሉ?			
3.7.	መምህራን ተማሪዎች በሚያናግሩዋቸው ሰአት አይናቸውን እያዩ በጥሞና የማዳመጥ ሁኔታ አለ?			
4. **የወላጅ እና ማህበረሰብ ተሳትፎ**				
4.1.	በመምህራን እና ወላጆች መካካል ጠንካራ ግንኙነት አለ?			
4.2.	የግንኙነት ደብተር አለ?			
4.3.	ወላጆች ት/ቤቱ ውስጥ በሚከናወኑ ፕሮግራሞች ወይም ዝግጅቶች እንዲሳተፉ የማበረታታት ሁኔታ አለ?			
5. የማስተማር ሂደትና ካሪኩለም				
5.1.	መምህራን የሀገሪቱን ስርዓተ ትምህርት ተከትለው መማር ማስተማሩን ሂደት የማከናወን ሁኔታ አለ?			
5.2.	በአፀደ ህፃናቱ ስታንዳርድን መሰረት ያደረገ የትምህርት መርሀ ግብር ይካሄዳል?			
Structure quality rating				
ı. አጠቃላይ የምድረ ግቢው ሁኔታ ና የት/ቤቱ አደረጃጀት				
1.1.	የት/ቤቱ ምድረ ግቢ ፅዱና ለልጆች አመቺ ነው?			
1.2.	ለህፃናቱ በቂ የሆነ የመጫወቻ ስፍራና መጫወቻ			

	አለ? (ዥዋዥዌ፣ ሽርተቴ፣ ሚዛን ወዘተ...)			
1.3.	ለህፃናት እና ለ አዋቂዎች ተለይቶ የተዘጋጀ መፀዳጃ ቤት አለ?			
1.4.	ለህፃናት በየታ የተለየ መፀዳጃ ቤት አለ?			
1.5.	ለህፃናቱ በቂ የመመገቢያ ክፍል አለ?			
1.6.	በቂ ቧንቧዎች አሉ?			
ነ.7.	ልጆች ከክፍል ውጪ ሲጫወቱ በሌሎች ልጆች ስነ ልቦናዊም ሆነ አካላዊ ጥቃት እንዳያጋጥማቸው የሚከታተል ሰው አለ?			
1.8.	ልጆቹ ምግብ በሚመገቡበት ፣ በመኝታ እና መፀዳጃ ቤት በሚጠቀሙበት ሰዓት በአዋቂዎች ዕይታ ዉስጥ ናቸዉ?			
1.9.	ድንገተኛ አደጋ ቢያጋጥም የመጀመሪያ እርዳታ የሚሰጥ ባላሙያ አለ?			
1.10.	ወሳኝ መዛግብት እንደ ስርአተ ትምህርት፣ የመምህሩ መምሪያ፣ የልዩ ፍላጎት ተማሪዎችን ለመርዳት የሚያስችሉ ማኑዋል፣ወዘተ በቢሮ ይገኛሉ?			
2. የመማሪያ ክፍሉ ሁኔታና የተማሪዎች ብዛት				
2.1.	የመማሪያ ክፍሉ ስታንዳርዱ በሚፈቅደው መሰረት የተሰራ ነው?			
2.2.	የመማሪያ ክፍሉ በቂ ብርሃን አለው?			
2.3.	የመማሪያ ኮርነሮች ለህፃናቱ ዕይታ በማያዳግቱና አካላዊ እድገታቸውን ባገናዘበ መልኩ የተዘጋጁ			

	ናቸው?			
2.4.	ስዕሎች ለህፃናቱ ዕይታ በማያዳግቱና አካላዊ እድገታቸውን ባገናዘበ መልኩ የተለጠፉበት ሁኔታ አለ?			
2.5.	በክፍል ውስጥ ያሉ ተማሪዎች ብዛት በደረጃ መለኪያው /በእስታንዳርዱ/ መሰረት ሲነጻጸር ትክክለኛ ነው?			
3. የመማርያ ክፍል ቁሳቁሶች እና አገልግሎት				
3.1.	በክፍሉ ውስጥ መርጃ መሳሪያዎች በበቂ ሁኔታ አሉ?			
3.2.	ያሉት መፃህፍት ለህፃናቱ ሁለንተናዊ እድገት አስተዋፅዎ ያላቸው ናቸው?			
3.3.	የትምህርት መረጃ መሳሪያዎች እና ስዕሎች ባህልን መሰረት ያደረጉበት ሁኔታ አለ?			
3.4.	በአካባቢያችን በቀላሉ ልናገኛቸው የምንችላቸውን እቃዎች ለማስተማር የመጠቀም ልምድ አለ?			
3.5.	በክፍል ውስጥ ያሉ ቁሳቁሶች (ወንበር፣ ጠረጴዛና የመሳሰሉት) ከህጻናቱ አካላዊ ብቃት ጋር የመጣጠን ሁኔታ አለ?			

Annex 3

Interview question guideline for school administrators

Addis Ababa University

College of Education and Behavioral Studies

School of Graduate Studies

Department of center for Early childhood care and Education

Interview guide for school administrators

The main purpose of this interview is to explore the implementation of school readiness programs in your preschool setting. The information that will be obtained from this interview is very vital for the success of the study. In addition, your cooperation will help improve the school readiness programs in the process of helping schools to investigate their implementation and become ready school. Therefore, your genuine responses are essential for the general improvement of ECCE. With this purpose in mind, you are kindly requested to respond honestly and responsibly. Your responses will be kept confidential and used only for this research. You are not required to mention your name.

Background questions

1. Sex _____?
2. What is your responsibility in this school?
3. How long have you worked in this school?
4. What is your qualification or background?

Main interview questions

5. Do you have age- appropriate curriculum or set of guidelines developed outlining competencies and lesson plans? If not why?
6. Does the school have continuous professional development trainings for teachers?
7. Do you have regular meetings with parents to discuss on the children learning and development?
8. Does the school provide freedom to teachers to try and introduce different methods in the teaching and learning process?
9. What are the school's expectation or goals at the end of the transition year to the primary school?
10. What does the word ready school bring to your mind and how do you relate it with school readiness?