

ADDIS ABABA UNIVERSITY
SCHOOL OF GRADUATE STUDIES

**THE CURRENT PRACTICE OF PRE- SCHOOL
EDUCATION IN SOME SELECTED WEREDAS
OF NORTH WESTERN ZONE OF TIGRAY**

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OF NORTH WESTERN ZONE OF TIGRAY**

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DEVELOPMENT STUDIES**

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Acronyms and Abbreviations

ECCE	Early Childhood Care and Education
ESDP	Education Sector Development Program
ETEC	Ethio-Education Consultant
ICDR	Institute for Curriculum Development and Research
IDRC	International Development Research Center
IEA	International Association for Evaluation of Educational Achievement
KGs	Kindergartens
MNCDSA	Ministry of National Community Development and Social Affairs
MoE	Ministry of Education
NCC	National Children's Commission
NCERT	National Council of Education Research and Training
NCYC	National Children's and Youth's Commission
REB	Regional Education Bureau
TBE	Tigray Bureau of Education
TGE	Translational Government of Ethiopia
TTC	Teachers Training College
TTI	Teachers Training Institute
UNESCO	United Nation Education, Scientific and Cultural Organization
UNICEF	United Nation Children Fund
WEO	Wereda Education Office

ABSTRACT

The purpose of this study was to assess the role of the regional government and the current practices of pre-school education in three selected Weredas of North-western Zone of Tigray Region. To conduct the study, descriptive survey method was employed. To effect this, out of two Zero-classes and 13 KGs in the three selected Weredas, two private KGs were selected by purposive sampling technique due to the presence of large number teachers in Endaselassie Wereda. Moreover, three Kindergartens were selected from Endaselassie Wereda using simple random sampling technique (lottery method) of which two were private and one government Kindergartens. Besides, out of the two Zero-classes, one Zero-class was included in the study using lottery method from the mentioned Wereda. Furthermore, Two Kindergartens from Sheraro Wereda and one Kindergarten from Medebay Zana Wereda were selected by available sampling technique as sample pre-schools. All teachers including principals thirty-nine in the sample pre-schools were used as subject of the study. In addition to this, 18 children's parents (who have pre-school age children enrolled in pre-school) were selected by accidental sampling technique and 9 parents (who have pre-school age children but not enrolled in pre-school) were selected by purposive sampling with the guidance of principals. One Regional and three Wereda level Education office experts were selected on purposive basis. Four types of data gathering instruments (questionnaire, interview, observation checklists, and document analysis) were employed. Pilot test was conducted in ten pre-school teachers and the reliability of the instrument (questionnaire) was computed using Cronbach's alpha. Accordingly, the pilot test result was 0.77. Based on this result four items were modified. Finally, quantitative data were analyzed using percentage and the qualitative data were presented in words to supplement the data obtained through quantitative methods. Findings made clear that almost all the studied pre-schools have adequate indoor and outdoor equipments as the standards set by Tigray Education Bureau; most pre-schools (91.2%) have moderate conduciveness of classrooms for teaching-learning processes; 82.6% of teachers have trained in pre-school teaching; the involvement of parents in pre-school were moderate (55.9%). These all encourages the practices of pre-school education. However, pre-school education was not practiced as stated in the policy due to lack of separate school environment, poor sanitary facilities of pre-schools; poor organization of materials and equipments in classrooms; low opportunities of in-service training of teachers (100%); scarce of assistant teachers as well as lack of training (67.8%); less attention and support of regional governments. Thus, the RBE, WEO, pre-school owners, pre-school teachers and parents need to give high attention to enhance the practice of pre-school education in the three selected Weredas of North-Western Zone of Tigray.

CHAPTER ONE

INTRODUCTION

1.1. Background of the Study

Pre-school education is a crucial stage in the life span of human beings needing care and proper influence (Mialarent, 1976). The writer also explains that this is not without reason: this is the stage at which rapid physical and mental development takes place. Children are said to be achieved half-adult stature and greatest development during this stage. In line with this, Bloom (1964) suggested that there is also much development in the intellectual growth in the first four or five years of life as the next thirteen years. The author also explained that One third of the child's school attainment potential has been determined by the time she/he enters primary school.

In addition, according to Suivant (2006) early learning experiences are crucial to the future well-being of children, and establish the foundation for the acquisition of knowledge and skills that will affect later learning and behaviour. Before they go to school, children have been learning in a variety of environments-in their homes and in childcare and community settings. Children arrive at school with different backgrounds and experiences and at different stages of development. Positive early experiences with school are of paramount important o young children.

Similarly, Chowdhury and Choudhury (2002:90) explain the importance of pre-school education as "Our nation's future, its prosperity or poverty, strength or weakness depends on the care with which we build the character and habits of our children". The authors also added that "...the pre-school years of the child is the period of its maximum learning and intellectual development and hence of gross potential educational significance". The above writers showed that pre-school program is important for mental and physical development of children in the early stage.

From an economic perspective, pre-school education can reduce overall costs to schools and society. It can reduce retention in lower grades of primary education, dropping out of schools, placement in special education, delinquency rates, an expenditure on welfare and social services. It can also result in more working mothers and increase the ability to function successfully as an adult (MoE, 2005; Miller and McDowelle, 1993).

As a result, pre-school education becomes a point of common concern in both developed and developing countries. Assumptions about its importance have led to rapid expansion of pre-school institutions and in quality of facilities and services (Olatunji, 1990). Accordingly, in Europe (Germany, Britain, Austria, Sweden, France, etc.) and United State of America it took significant step forwarded in 1800's. Whereas, in developing world, mainly in sub-saharan African countries it is of recent origin (Husen and poslethwaite, 1995).

In Ethiopia, the pre-school education was established in 1900 in Dire-Dawa to provide necessary caring services for the children of the French consultants who were assisting in the building of first railroad in Ethiopia (Demeke, 2007). Then, a number of private pre-schools attached to the then existing education were institutions such as English school, the German school, Lycee Gebre Mariam and the like started, giving services for children of rich parents in Addis Ababa. But, pre-school as a general community services began in August 1963 E.C., with few pilot projects established in the major towns of the country under the Ministry of National Community Development and Social Affairs. Foreign national mainly Swedish and American Peace Corp volunteers ran these centers. When these volunteers left for their country, the program was taken over by women village level workers who were not specifically trained for pre-school (MNCDSA, cited in Demeke, 2007).

By the year 1972, there were more than 30 privately owned pre-schools mostly in the Addis Ababa area; and 30 pre-schools in both rural and urban areas sponsored by the Ministry of National Community and Social Affairs (MNCDSA) and headed by village level workers (Demeke, 2007).

From 1908-1974, only 77 kindergartens were established. These programs allowed space for only 7,573 out of 3.5 million children age 4-6 (NCC, cited in Demeke, 2007). Although the largest population of children live in rural areas of the country, these kindergartens were limited to urban areas of Ethiopia and were run by Missionaries, Private kindergartens organizations and Ministry of National Community Development and Social Affairs. Surprisingly MoE did not pay much attention during this period (NCC, cited in Demeke, 2007).

The Socialist revolution of 1966 E.C. was a turning point in the history of childhood education in Ethiopia (Demeke, 2007). The author also explains that in 1973 E.C, an independent commission called 'Ethiopian children's commission' was established with a task of caring and educating Ethiopian children. Moreover, in 1974 E.C, for the first time in the history of the country, the Commission (National Children's Commission, cited in Demeke, 2007) produced a manual for kindergarten education in Ethiopia.

From 1975-1990 pre-schools grew from, 77 to 912. Further, pre-school enrolments grew from 7,573-102,000. During this time, for the first time in the history of the country, pre-school education became part of the National Education Policy. Following this, the first national pre-school curriculum was developed. In addition to these major changes, three separate departments were established within the new Ministry of Education to support the specialized training of teachers, curriculum and textbooks appropriate for very young children, and supervision and evaluation of pre-school education programs (Demeke, 2007).

According to MoE (2005) currently, there were 1497 pre-schools in the country with the total enrolment of about 153, 280 or 2.3 percent out of 6,647,796 appropriate Kindergarten age children (4-6). This figure indicates that the gross enrolment ratio of Ethiopia pre-school is very low.

In 1994, the government of Ethiopia adopted a new Education and Training Policy (TGE, 1994). Within the framework of the Education and Training policy, the government prepared specific strategy indicative five-year plan document called Education Sector Development Program

(ESDP) to implement the policy (MoE, 2002a). All the three ESDPs that were prepared from the year 1997/98 to 2009/10, education for children between ages 4 to 6 have not been got special attention except a simple statement of the recognition. For example, in the first ESDP document, with regard to the pre-primary education is concerned, the document suggests that even though the importance of pre-school education is believed to be tremendous, it may not be an absolute necessity for children to pass through it. Pre-primary school is not a priority of the government under the current economic status of the country. In the other two ESDPs as well, pre-primary education does not get the proper attention (MoE, 2002a; MoE, 2005). The role of government in pre-school education is policy development, curriculum design, standard setting and supervision (MoE, 2002a).

In addition, Dereje (1994) studies made in pre-schools of Addis Ababa pointed out that learning environment (the physical set-up of the kindergartens in general and the class rooms in particular) was not conducive for proper implementation of the pre-school education; basic facilities and equipments were considerably lacking; the training as well as competencies of the teachers were inadequate.

In sum, pre-school educational programs in Ethiopia there are limitations in meeting demands of the growing number of pre-school-age children in the country particularly in the rural area. Moreover, the learning environment of pre-schools of Addis Ababa was not conducive for proper implementation the pre-school education due to lack of resources (trained human power and materials); Thus, this study was attempted to asses the role of regional government in pre-school education and the current practices of pre-school education in three selected Weredas of North-Western Zone of Tigray.

1.2. Statement of the Problem

In Ethiopia, pre-school education programs were established 100 years ago (Demeke, 2007:181). However, the research findings of ETEC (2006) and Tirussew (2007) indicated that due to the absence of special emphasis in the Education and Training Policy (TGE, 1994), the

access of pre-school education to the society is very limited until recently. The findings also revealed that the government has no strategy for the expansion of pre-schools. Although the government was prepared specific strategy indicative plan documents for education sector (ESDPs) from the year 1997/98-2009/10, education for children between ages 4 to 6 have not got special attention except a simple statement of recognition (Demeke,2007). Regarding pre-primary education, the ESDP-III document indicated that the Ethiopian government policy from the year of 2005/06-2009/10 is not to establish and run pre-schools (Mol, 2005).

However, some NGOs, religious organizations and communities run few pre-schools in the country; these are limited to urban areas. In addition, with the exception of very few religious and NGOs, pre-schools all charge fees that are too high for many Ethiopian families who cannot afford to pay. Hence, the majority of population who live in the rural area and those from poor families do not have access to pre-primary education. Due to this, there is low enrollment of children in pre-school education in the country. In support of this, Amharic Reporter Newspaper (Nov. 27/2002 E.C) explains the gross enrolment rate of pre-primary education is currently only 3.9% in the country and 2% in Tigray Region as a whole.

Moreover, the practice of the available pre-schools are suffering from different problems: in support of this, Amelework (2007) in her research finding conducted in East Shoa Zone indicated that the physical set-up, classrooms and outdoor spaces were not helpful for effective implementation of pre-school curriculum. The presence of ill-equipped classrooms and play ground with necessary equipments and materials; that teachers had either training for short duration or no training to educate in the Kindergarten; limited parent involvement in children literacy development; and insignificant supervisory service provided by the government bodies at different levels have discouraging impact in the implementation of pre-school curriculum.

ETEC (2006) and Tirussew (2007) recommended that even if the government should not be expected to open and run pre-school institutions, it is required to develop effective strategy for ECCE. Based on the recommendations given by these researchers, the government has prepared new policy framework, strategies and guidelines for early childhood care and education in 2001

E.C (inscribed from Addis Zemen Newspaper, Dec. 26/2002 E.C). In the newly prepared policy, in addition to detail strategies and guidelines, the participation of government with concerned bodies has mentioned. Based on these strategies and guidelines, in 2002 E.C. Addis Ababa Education Bureau has opened 30 governmental pre-schools for those of children's families who cannot afford the school fee. The Bureau also has a plan to construct 20 pre-schools per year in the future.

1.3 . Objective of the study

The objective of the study was to assess the role of regional government in pre-school education and to investigate the current practice of pre-school education in three selected weredas of North-Western Zone of Tigray.

1.4 . Research questions

With the above objectives, this study will find answers for the following basic research questions.

1. How is the pre-school education implemented?
2. How far are the pre-schools well equipped with materials and have adequate spaces?
3. To what extent teachers are adequate and have the required qualification to teach in the pre-schools?
4. To what extent is parent-school relationship maintained to assist children's learning in the pre-schools?
5. What types of supportive services are rendered in pre-schools by the regional reional government?

1.5. Significance of the Study

Assessing the practice of pre-school education is very important part of educational process to obtain evidences for improving the drawbacks. Hence, this research would be significant in the following ways:

1. To suggest some possible measures to all government bodies (Wereda levels and the Regional levels) so as to improve and facilitate the quality of pre-school Education implementation;
2. To enhance the awareness of different levels of education offices, mainly Woreda education office to ensure the quality to be maintained in pre-school education;
3. To increase the awareness of owners of pre-school through Wereda level Education Office experts to equip pre-schools with essential human and material resources required to effectively run pre-school education;
4. To improve the collaborative and interactive efforts and responsibilities of teachers and parents to assist children's learning by the help of concerned regional governmental bodies.

1.6. Delimitation of the Study

The research problem must be delimited in scope as well as in depth to be manageable. Hence, the researcher de-limited the study to assess the extent of pre-school education implementation (including the use of teaching method, preparation and utilization of teaching aids by teachers, availability of curriculum materials, the assessment techniques used by teachers and record keeping systems), adequacy and training of teachers, learning environment of pre-schools, parent school relationships, and role regional government in pre-schools education. Issues related to the administration of pre-schools and other staff requirements were not included in the study. Only nine pre-schools out of the 15 pre-schools in the three Weredas (Endasilassie, Sheraro, and Medebay Zana) of North-western Zone of Tigray were included in the study.

1.7 . Limitation of the study

The research would have been more reliable and if all pre-schools in the three selected Weredas were included. Therefore, this was the major limitation of the study.

1.8. Operational Definitions of Terms

Children's parents:-parents who have pre-school age children enrolled in pre-school.

Implementation: - putting the policy on to implementation in order to bring significant positive changes to the country and the society as a whole (MoE, 2002a).

Indoor equipments: - refers to materials such as chairs, tables, shelves etc.

Indoor materials:-refers to materials such as puzzles, books, pull toys, play cards, blocks, building sets etc, as instructional materials.

Outdoor playing equipments: - refers to materials such as swinging, merry-go-round, slide, balance etc.

Outdoor playing materials: - refers to materials such as footballs, skipping ropes, tricycles, car tyres etc.

Parents: - parents who have pre-school age children but not enrolled in pre-school.

Pre-schools, pre-primary and Kindergarten are different names for education of children before age 7, the age for primary school entry and used interchangeable in the study

Zero-class:-is pre-school educational program given for children's of age 6 only in government primary schools.

1.9. Organization of the Study

This study was organized in five chapters. The first part of the study was introduction containing the background, statements of the problem, significance of the study, delimitation and operational definition of terms. The second chapter deals with the review of related literature about pre-school education implementation and standards. The third chapter contains the research design and methodology of the study, which includes the design of the study, data sources, sample and sampling techniques, instrument of data collection, pilot test, methods of

data analysis and presentation. The collected data were presented and interpreted in the fourth chapter. Finally, the findings were summarized, conclusions were drawn and recommendations were forwarded at the fifth chapter. Moreover, references, questionnaires, and some necessary documents were attached to the last part of the thesis as appendices.

CHAPTER TWO

REVIEW OF RELATED LITERATURE

This part treats review of related literature includes the development of pre-school education in the world as well as in Ethiopia. standard required to the program in different countries and in Ethiopia, and significance pre-school education for pre-school-age children, are presented under here.

2.1. Emergence and Historical development of pre-school Education

The use of the term “pre-school” (and equivalent names in non-English speaking countries) to denote organized education outside home for children below school age, is of quite recent date (Barnett cited in Husen, 1995). He also added that before the middle of the twentieth century, such educational arrangement was called “nursery school”, “kindergarten” and so on. Those more specific terms are still common than “pre-school” in many countries.

Chowdhury and Chouldhury (2002) stated that pre-school education is informal education of the child between the age group of 3 to 6 years, carried out in formal institutions before the child joins the primary education.

Early childhood education as a distinct discipline had its beginning with Johan Pestalozzi (1746-1827) as the nineteenth century began. Then, it can be said that early childhood education is a fairly new field, though it has old roots. It has developed out of a long historical tradition. Many of the significant aspects and practices found in today’s programs were suggested by philosophers, writers, and teachers of the past (McCarthy and Houston, 1980; Feeney, Christensen, and Moravciket, 1987).

John Amos Comenius (1592-1670) stressed the importance of educating children while they are young and advocated learning by doing and learning through play (Feeney, et al., 1987).

Pestalozzi devoted his life to education, particularly for the orphaned and poor; he developed a home for the poor and a school for refugees. He believed that education should be based on the natural development of children and that every child was capable of learning; he rejected the practice of memorization and recommended that sensory exploration and observation is the basis of learning (McCarthy and Houston, 1980; Feeney, et al., 1987).

Friedrich Wilhelm Froebel (1782-1852) a German philosopher, like Pestalozzi and so many others before him, was deeply concerned with the education of children three through six ages. By opening the first kindergarten (children's garden) in 1837, he created a very great change with the emerging field of early childhood education. Froebel understood and respected the nature of young children; he accepted and believed that children learned best through active involvement. So, he designed special play materials and introduced the idea of associating actions with singing songs. Froebel's contributions to the evolution of Kindergarten, as we know it today, have been extremely significant (Ediger, 1988). Therefore, pre-school education from its beginning (in the time of Froebel) employed active learning-teaching methods in its practice and the implementers used this method of teaching. Some of the educational principles and practices found in today's kindergarten are outgrowths of Froebel's thinking and teaching. Supporting this idea, Bruce (1991) described that Froebel's emphasis on learning through play is strongly supported and music, stories, and games have been continued to be significant components of kindergarten programming.

Others followed Froebel and contributed to the evolutionary process and the concept of kindergarten. For instance, Maria Montessori (1870-1952) became a specialist in the training of disadvantaged children and those with special needs. Montessori as cited in Feeney et al. (1987) believed, that education ought to be developmentally-oriented and each child should develop in self-discipline, independence, and self-direction.

On the North American continent, John Dewey (1859-1952) contributed to the evolution of kindergarten. Dewey's view included the suggestions that

- Education should involve both the hands and the minds of children:

- The aim of education is to teach children how to think and how to learn; and
- Education involves a continuous reconstruction of living experiences that go beyond the walls of the classroom (Feeney et al., 1987)

Jean Piaget's (1896-1980) work demonstrated that children in kindergarten learn through manipulation of their physical world, are perceptually-oriented, and make judgments on the basis of the way things look to them. It also provided the basis for the identification and description of a developmental growth sequence in children where each stage is characterized by special modes of thinking about and responding to the environment. Because concepts are developed from sensing and acting upon the environment, children should be involved with real and relevant activities as often as possible. Since development proceeds from the concrete to the symbolic, then it should follow that curricula be structured to move from the concrete to the symbolic. Since teachers understand the progression of logical thought, they are in a position to provide activities that are appropriately challenging for the child's developmental level (Whitbread, 1996).

The above aforementioned people and others in history have significant role in the development of early childhood education programs. Philosophers, writers, and teachers of the past created many of the practices found in today's programs.

2.2. Objectives and Significance of Pre-school Education

For effective implementation of any program, its objective must be stated first. Likewise, the objectives and significance of pre-school education are presented under this topic.

2.2.1. Objectives of Pre-school Education

According to the National Council of Education Research and Training (NCFERT) of India cited in Chowdhury and Choudhury (2002:92), the objectives of pre-school education are:

- To develop in the child a good physique, adequate muscular coordination and basic motor skills, through the various activities of the pre-schools;

- To develop in the child good health habits and to build up basic skills necessary for personal adjustment, such as in dressing, toilet habits, eating, washing, cleaning etc;
- To develop desirable social attitudes and manners, to encourage healthy group participation and to make the child sensitive to the rights and privileges of others;
- To develop emotional maturity, by guiding the child to express, understand, accept, and control his/her feeling and emotions;
- To encourage and stimulate aesthetic appreciation.
- To stimulate intellectual curiosity and to help him/her understand the world in which he/she lives, and foster new interaction by giving opportunities to explore, investigate and experiment;
- To encourage independence and creativity by providing the child with sufficient opportunities for self-expression;
- To develop the child's ability to express his thoughts and feelings in fluent, correct, clear speech; and
- To develop moral values such as faith in god, respect to elders and younger, promotes civic concepts and other human values.

To sum up, pre-school education aims at all development of the child-physical, social, emotional, and intellectual development. It inculcates in the child's good health habits, proper attitudes, desirable social skills, emotional stability and maturity, creativity, aesthetic appreciation and scientific outlook to cope better with life and learning ahead.

2.2.2. Significance of Pre-School Education

There is a worldwide consensus among the psychologists, sociologists and biologists, that pre-school age is the critical period in which foundation for all later development is laid (Chowdhury and Choudhury, 2002). The child is highly receptive to all that prevails in his/her environment and his/her learning potentials are at their peaks. Once high level of stability is reached in the cognitive, affective and behavioural dimensions, significant change is difficult to occur later on. Damage or impoverishment suffered at this stage is likely to be irreparable.

Children under the age of 5 develop more rapidly than at any other period of life. The brain grows most rapidly during this time when verbal and motor skills necessarily to all later learning are being mastered. There is no question that these early years are important to later development (Miller and McDowelle, 1993).

Chowdhury and Choudhury (2002) forwarded that pre-school education is important for the following reasons:

1. The pre-school age is the most impressionable age in one's life, whether is learnt at this age gets deeply embedded in a child that it becomes difficult to change later on
2. Due to the economic pressure, spread of women's education and social duties, many mothers are away from the home during the day-time for career and may be to supplement the family income.
3. The tremendous wastage and stagnation that are seen in grade one and two in schools can be reduced and avoided if the children who join these classes are prepared in advance for formal schooling.
4. The pre-school year is the period of socialization. Children love to play with other children, which they may not get at home.
5. Among the educated mothers, even very few mothers are able to understand the significance of early childhood years and accordingly treat their children.
6. Early stimulation and educational enrichment can promote creativity in young children.

Similarly, Peak (1991), Miller and McDowelle (1993), Simmous (1986), and Wall (1975) also argued that the pre-school years are important ones in child development. Many people think that children below the age of 7 cannot learn much. This is not true. It is very important time when the brain is growing rapidly.

Moreover, according to Burruta-Clement et al. (1984) cited in Encyclopaedia of Education (1995), they performed experiment on 123 children by assigning control and experimental group and extensive follow up to 19 ages, and they concluded that in pre-school education, substantial

effects were found with regard to special education placement, high school graduation, post secondary education, employment and earnings, and use of public welfare.

From the above aforementioned ideas, it can be said that on the whole, various research evidences have suggested the critical importance of pre-school years. It fosters social, emotional, intellectual and physical development of pre-school children. Above all, it lays a firm foundation for children who are the future citizens of the country to benefit themselves, their parents and the society.

2.3. Curriculum of Pre-school Education

The developmental characteristics of children of pre-school age call for the curriculum that involves a variety and balance of activities that can be provided in the context of project work (Katz and Chard,1989). They further noted that, a good curriculum provides activities that include:

- ✦ Opportunities for children to learn by observing and experimenting with real objects;
- ✦ Balance of child- and teacher-initiated activities;
- ✦ Group projects in which cooperation can occur naturally;
- ✦ A range of activities requiring the use of large and small muscles;
- ✦ Exposure to good literature and music of children's own cultures and of other cultures represented in the class;
- ✦ Authentic assessment of each child's developmental progress;
- ✦ Opportunities for children with diverse backgrounds and developmental levels to participate in the whole-group activities ;and
- ✦ Time for individuals or small groups of children to meet with the teacher for specific help in acquiring basic reading, writing, mathematical, and other skills as need.

Similarly, Miller and McDowelle (1993) suggested that quality curriculum in pre-school education demonstrates the following:

- It is organized around central themes of abilities and personalities;

- Employs sound and consistent assessment and documentation procedures; and
- Integrates objectives, methods, materials as well as implemented by teachers who have formal training and experiences.

2.4. Training and Adequacy of Pre-school Teachers

2.4.1. Training of pre-school Teachers

Pre-school teachers play a critical role in the development of the children. There is general agreement today that teachers of young children need to be involved in all areas of the child's development (social, emotional, intellectual and physical) (Feeney et al., 1987). This is due to the fact that the roles of pre-school teachers are many. For instance, as Heffernan and Todd (1960:4-6) explain the teacher provides children with a sense of psychological comfort and security. The teacher organizes and maintains an environment in which children live and learn. The teacher plans for daily activities which are part of a broader curriculum design and the teacher mediate relationships between children. In this respect, Feeney et al. (1987) indicated that in a single day the teacher may be friend, mother, colleague, nurse, janitor, counselor, and instructor.

Similarly, according to Suivant (2006), the pre-school teachers perform a complex and multidimensional role. They are responsible for implementing a program that is thoughtfully planned, challenging, engaging, interpreted and developmentally appropriate, that promotes positive outcomes for all children. On the other hand, Chowdhury and Choudhury (2002) explain that the role of pre-school teachers and other care givers influence the development of children more than any specific curriculum or educational methodology.

Feeney et al. (1987) indicated that the job of pre-school teachers is varying and challenging; it demands knowledge, skill, sensitivity, and creativity. Likewise, Miller and McDowelle (1993:) further explained the need for basic knowledge in the area of health and nutrition, pedagogy, curriculum development, handling of interpersonal and inter group relations with children.

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

- All aspects of children development including theories and approaches to learning;
- How to combine and apply pedagogic knowledge and understanding;
- Multi-sensory learning and teaching approaches for young children;and
- Safety issues and application in practice.

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

The training of pre-school teachers varies from country to country. The training ranges from two years or more in diploma and degree levels to less than one year in certificate. For instance in France the training lasts for two years, in Sweden two years plus preliminary practical work in schools, in Norway, two years with eighteen months in-service training, in Holland, it lasts for three years Tessa (1971) .

In general, the training of pre-school teachers is critical factor for the pre-school program implementation. Because it is what goes in the training institution of pre-school teachers that is practical in classroom that finally affects children's learning in pre-schools.

2.4.2. Basic Requirements for Pre-school Teachers

The training of pre-school teachers is not the only critical for the pre-school curriculum implementation but also the characteristics of the teacher is determinant of the quality and effectiveness of the pre-school program. In line with this , Feeney et al. (1987) explained that the extent to which the teacher has the capacity to be authentic, open, self-aware, caring and genuinely respectful of others are some of the most essential aspects of the ability to nurture children and support their development.

Regarding these basic requirements of pre-school teachers, Chowdhury and Choudhry (2002), point out those pre- school teachers:-

- Should be at least 18 years old-matured enough to handle young children;
- Should be healthy enough to perform all duties safely and should have no disease that could be communicated to the children;
- Must be willing and able to carry out the activities required by the curriculum;
- Must be able to work with children without using physical or psychological punishment;
- Be willing and able to increase her/his skills and competence through experiences, training, and supervision ;
- Be very progressive and enthusiastic, always to work for the development and welfare of the children;
- Be academically well trained and qualified. Preferably training in early childhood education, or child development, or child psychology;
- Be preferably women to deal with the young children with their soft and motherly affection;
- Be a good “house keeper” both indoors and outdoors so that the school is always clean and attractive; and
- Be enthusiastic and enjoy being with the children-relax and smile.

On the whole, personal characteristics of pre-school teachers either enhance or diminish the implementation of the preschool education as intended.

2.4.3. Teacher-Child Ratio

Quality pre-school education is characterized by appropriate child-teacher ratios and group sizes. Supporting this idea, the National Association for the Education of young children (1991:7) stated, “Sufficient teacher with primary responsibility for children are available to provide frequent personal contact; meaningful learning activities; supervision; and to offer immediate care as needed”. The author also added that smaller group sizes and lower teacher-

child ratios have been found to be strong predictors of compliance with indicators of quality such as positive interactions among teachers and children and developmentally appropriate curriculum. Similarly, Feeney et al. (1987:157) expressed that, "Many children are disadvantaged with crowded class as they are deprived of space, privacy and time for exploration, interaction and discussion."

In the same view, Zirpoli cited in Amelework (2007), argued that small group size can have benefits to promote children's attending and engagement in tasks, facilitates their social interactions, and fosters independence as well as feeling of competence. It provides a pleasant atmosphere for both children and teacher, decreases the likelihood of occurrences of misbehavior, and increases opportunity for practice and learning across different activities while large class size limits learning opportunities, create tensions, and foster social aggressions.

The standard for group size and teacher-child ratio varies from country to country and depends on the age of the children. In line with this, Chowdhury and Choudhury (2002) suggested that the ratio of teacher-children will vary depending on the age of the group, the type of program activity, the number children enrolled, characteristics of children and other factors. According to the National Association for the education of young children (1991), teacher child ratio ranges from 1:3 to 1:14.

2.5. Methods of Teaching in Pre-school

Children arrive at school with different backgrounds, experiences and at different stages of development. To give each student the best possible start, it is essential that pre-school programs provide a variety of method of teaching and instructional experiences.

Saracho (1993) explains that one of the ways the kindergarten or pre-school teacher can help children to achieve the program goals and specific objectives, such as developing confidence in themselves and collaborating with others to solve problems, is by becoming involved in and extending children's play. Since play is the foundation for children's healthy development (Rogers & Sawyers, 1988 cited in Sawyers 1994), Play shows us how well children are

developing and is also a means for further development. Play helps children develop knowledge, social skills, and motor skills. It also helps them express feelings appropriately (Sawyers, 1994). Furthermore, the process of play is a catalyst to children producing overt products of the content learned in representation, humor and games (Bruce, 1991). Gross (1922) cited in Bruce (1991) also believed that play helps children to prepare for adult life by letting them, in a natural way, practice and explore what they will need to be able to do as adults. According to Aggarwall (2006:153), "play is the purest, most spiritual activity of the child and gives joy, freedom, contentment, inner rest and peace in the world. It is the source of all that is good."

Similarly, Chowdhury and Choudhry (2002:127) explained the significance of play as "It is part and parcel of a child's life. Play is fun. Children without fun, children without play, are children without a childhood." The right to play is truly a basic right for each child, whatever the social or economic situation may be. Indeed fostering of play is clearly a part of preventive medicine.

Furthermore, Saracho (1993) explained that by providing an environment in which children are free to play with each other and with a wide range of carefully selected materials, teachers facilitate children's development and learning.

Hence, most scholars agreed that play is the first and most appropriate method of teaching in kindergarten or pre-school (Saracho, 1993; Curtis, 1998; Feeney et al., 1987; Bruce, 1991; Wall, 1975).

There are other appropriate methods of teaching suitable for facilitating pre-school child's development and learning besides to play. Children enjoy and benefit from short group sessions during which they learn to listen to each other and the teacher, singing together, listen to stories, and develop a sense of time by remembering what they have done and planning ahead. Learning centers are sometimes designed to focus children's attention on concept, process or skill and provide opportunity for self-initiated investigation and practice. Children benefit from well planned field trips and learn much from subsequent guided discussion. The most preferred

approaches are those that build on the children's interests and self-initiated activities (Saracho, 1993). He summarizes method of teaching in pre-school as follows:

2.5.1. Brainstorming

This large or small group activity encourages children to focus on a topic and contribute to the free flow of ideas. The teacher may begin by posing a question or a problem, or by introducing a topic. Students then express possible answers, relevant words and ideas. Contributions are accepted without criticism or judgment. Initially, some students may be reluctant to speak out in a group setting, but brainstorming is an open sharing activity which encourages all children to participate. By expressing ideas and listening to what others say, students adjust their previous knowledge or understanding, accommodate new information and increase their levels of awareness.

2.5.2. Categorizing

Categorizing involves grouping objects or ideas according to criteria that describe common features or the relationships among all members of that group. This procedure enables students to see patterns and connections; it develops students' abilities to manage or organize information.

2.5.3. Choral Speaking

In this activity, students are involved in the oral interpretation of literature. Choral speaking refers to experiences in which students recite passages from memory. This activity allows students to deepen their understanding and enjoyment of literature by experimenting with elements of voice (tempo, volume, pitch, stress and juncture), movement and gestures within a supportive environment.

Students are encouraged to interpret poems and stories by exploring the elements of voice and movement the support of additional voices, all students experience success.

2.5.4. Conferences

Conferences provide opportunities for students and teachers to discuss a drawing, experience or project, and to plan future learning experiences. As teachers “conference” with individual students or small groups, other class members continue with their activities.

Teachers learn a great deal about students and their learning in conferences. As students discuss their successes and difficulties, teachers can guide students to resources relevant to their interests and needs, or to more challenging activities.

2.5.5. Cooperative Learning

Cooperative learning involves students working together to complete a task or project. Pairs usually work best in Kindergarten. The task is structured in such a way that involvement of each member contributes to completion of the task. Success is based on the performance of the pair rather than on the performance of each individual.

Cooperative learning stresses interdependence and promotes cooperation rather than competition. Establishing and maintaining cooperative group norms develops the concept of a community of learners.

2.5.6. Discussions

A discussion is an oral exploration of a topic, object, concept or experience. All learners need frequent opportunities to generate and share their questions and ideas in small and whole class settings. Teachers who encourage and accept students’ questions and comments without judgment and clarify understandings by paraphrasing difficult terms stimulate the exchange of ideas.

2.5.7. Guided Discussions

- Guided discussions begin with teacher-posed questions that promote the exploration of a particular theme, topic or issue.
- Through discussion, students should achieve a deeper understanding of the topic.
- After some time is spent on teacher-directed questioning, students should be encouraged to facilitate discussions by continuing to formulate and pose questions appropriate to the topic of study.

2.5.8. Reading Environmental Print

Through the incorporation of this strategy, students and teachers explore print and its many functions using materials that are readily available in the immediate environment. Students should be encouraged to add to collections and classroom displays of environmental print. These displays should change and expand to include materials related to specific themes of study, students' interests and experiences, and community events.

Hence, it can be said that play, categorizing, environmental print, brainstorming, choral speaking, conferences, cooperative learning, discussions guided discussions are some of the teaching methods in pre-school education.

2.6. Physical Setting of Pre-School

It is generally accepted that the richer and more pleasant pre-school environment provides more opportunities for a child to explore, experiment, plan and make decisions for themselves, thereby enabling them to progress in their learning and development (Promoting Good practice, no date). A good environment for children must be safe physically as well as psychologically (Feeney et al., 1987). In line with this, Curtis (1998) also explained that children are active learners in well-prepared, safe and secure learning environment. Myers (1990) with the same

concept strengthened this idea by stating that the cognitive development of infants living in environments with little variety is generally lower than that of infants living in environments that contain variety.

According to Chowdhury and Choudhury (2002), some of the criteria suggested for site and building of pre-school are the following:

1. Site

- The pre-school, must be located away from the crowded areas of the city /town, burial ground and main traffic areas for the purpose of children's safety;
- The vicinity must also be as to permit any future expansion;
- A raised area, dry and have natural drainage free from water logging;
- Clean, pleasant and well maintained building.

In line with this, Curtis (1998) explained that a basic need of all young children is space. The space to move freely within the environment is of particular importance for children living in urban areas where many are housed in high-rise flats or in cramped conditions with little or no outdoor play space.

2. Building

- i) The building should be planned to confirm strictly to the laws of sanitation, hygiene, ventilation and lighting;
- ii) A single-story building is preferable for convenience and safety for the small children;
- iii) The building should fulfill the minimum requirements of playrooms, lavatories, washrooms, and storage space ;and
- iv) There must be some open for the outdoor play activities around the school building.

3. Classroom Physical Environment

The physical environment of classroom has a profound effect on individual child, the group as a whole, and on the others. The physical environment includes the size of the room, the color of the walls, the type of flooring, the number of windows (the creative curriculum for pre-school, no date). Furthermore, Feeney et al. (1987) suggested that classroom environment includes

organized space into interest centers. This may include areas of art, science, blocks, books, dramatic play, sensory materials, music, woodworking, and manipulative toys and games. In addition to these, library, discovery, Sand and Water, cooking and computers are components of classroom environment (The creative curriculum for pre-school, no date)

Moreover, Chowdhury and Choudhury, (2002) explained that in a pre-school equally important are the factors to be taken care of with regards to the rooms, floors, walls and doors, sanitary facilities, and ventilation and they further some requirements for physical environment of the classroom as follows :

- ◆ **Rooms:** Rectangular playrooms lend themselves more readily to activities of the children than square ones. It provides enough space for children to live and work together freely without regimentation for space. The amount of space should be adequate in relation to the number of children to move about freely at 1.5 square meters per child. The room should be free from hidden areas to facilitate proper supervision. Dust-free cross ventilation through open windows is desirable, depending upon the climatic conditions of the given area.
- ◆ **Walls:** The wall space should be functional and lend itself to promote activities. Enough of space for pinning the pictures, posters etc, at the eye level of the child is desirable in order to have picture boards. The walls should be coated with a suitable washable, porous material to stop noises coming in or going out. Moreover, the walls should be painted with attractive pictures and posters for the children. Use of bright colors is desirable as children like it very much.
- ◆ **Floors:** The floors are better to be cemented as the children may have at times to draw some pictures on the floor. It should be of such materials that can be cleaned easily and maintained in a good sanitary condition. Since, many of the child's activities are conducted on the floor, it is necessary that warmth, and freedom from dusts are ensured.

- ♦ **Windows and Doors:** The doors and windows are equally important in providing conducive learning environment for the young children. Therefore, their placements need careful consideration.

The windows should be low enough to enable a child to lookout for better view and understanding of the outside world in different seasons, different time of the day and in different occasions. Moreover, windows should have the facilities for easy operation by the children such as low-level hinges, so that children can use them whenever required. All windows need to be fitted with guards, screens or both. At the same time, all doors should be light in weight so that children can handle them easily. The heights of doorknobs should be within easy reach of children.

- ♦ **Sanitary Facilities:** Water facilities are essential for the cleaning up of activities in the pre-school. The toilet and washing facilities should be easily accessible for children from both the indoors and outdoors. Toilet should be provided for children and adult separately; moreover, one toilet for every ten children is essential and the sizes must be suited to the size of the children who will be using them (Chowdhury & Choudhury, 2002:113-115).

4. Equipments and Materials

Equipments and materials make the bones of pre-school education program. It gives children first-hand experiences. Hence, to promote children's social, emotional, intellectual and physical development, it is necessary to provide appropriate equipments and materials for variety of activities. It should be wide ranging with natural and manufactured objects (Bruce, 1997).

According to Isenberg and Jalongo (1993), among the major categories of materials of great significance for pre-school children include skill and concept materials (simple car games, books of various types and puzzles); from gross motor materials (balls, pull toys, riding toys, etc); manipulative materials (building sets, markers, pencils, scissors, etc); construction materials (blocks, building sets, and wood working materials); self-expressive materials (dolls,

dress-up clothes, housekeeping toys, and musical instruments) and natural materials (sticks, leaves, rocks, sand, mud, water, etc).

Of indoor equipments, chairs must be of such weight and design that can be carried out easily and safely about the room by children. It should permit the child to sit comfortably in relaxed position. Tables, which are square and wide enough to allow children to work opposite each other, encourage conversation and appreciation of the work of others required. Child-sized and open shelves make it easy for children to have toys and books they need when they need them (Heffernan and Todd, 1960; Foster and Headley, 1959).

In general, it is accepted and agreed that the richer and more pleasant pre-school environment provides more opportunities for children learning. Therefore, the pre-school should fulfil at least minimum required standard of environmental condition (site, building, physical setting and the equipment as well as materials) in order to achieve the desired result which is expected of pre-school age children.

5. Outdoor learning environment

The physical environment of pre-school has a profound effect on individual children learning. In Support of this, Curtis (1998) stated that the physical organization of the indoor space is important but no pre-school environment is complete without taking into account the outdoor area since together they make a total learning environment, which caters for every child's interests and provides materials that will be appropriate for the level of development of each child. Many of the skills and competencies which develop during these early years are learned from the outdoor natural environment. Children will gain more from digging in the garden and watching worms and insects than they will from looking at pictures.

Moreover, Studer (1998) explains that the outdoor environment can offer rich learning experiences not found indoors. The play yard is full of wonderful things for children to experiment, discover, and explore. In a well-planned outdoor environment, children do much more than run, climb, and ride bikes. They notice the weather, insects, plants, and everything

going on around them. Their curiosity is stimulated as they seek answers to their questions about new discoveries.

The outdoor is also the ideal place to provide experiences that are sometimes considered too messy to do indoors. Sensory experiences such as measuring flour or mixing sand and water can be more fully explored without the limits of the indoor classroom. For the pre-school child, the freedom to use materials without restriction, always leads to greater levels of creativity and understanding (Studer, 1998). Likewise, Curtis (1998:111), suggested "The main requirements of an outdoor play area to facilitate learning, primarily it must be safe and secure with ample space for the children to play freely, preferably with trees, flat grass areas and bushes where children can hide-and-seek and play in the mud". If the pre-school is attached to an elementary or secondary school then it is most important that the play area is separated from the rest of the school so that the children can move freely without fear of intrusion from the older children. The outdoor equipments should provide children with a wide variety of opportunities for active physical experience. Wood, boxes, crates, planks, and so on will enable children to build interesting structures which will serve as triggers to imaginative play.

A minimum area of two square meter of play space per child is desirable. If several groups of children use the area and the space is limited, a schedule for using the playground should be provided so that not all children are outdoors at the same time (Chowdhury and Choudhury, 2002). Concerning the playground safety, Sawyers (1994), Suggested seven points as follows:

1. Playground equipment should be six feet away from fences and buildings;
2. Place shock, absorbent material under equipment and extending six feet beyond;
3. Gates should have a safety latch;
4. Remove poisonous plants, litter and insect nets;
5. Check equipment for sharp edges, missing or loss parts, or deteriorated, splintered wood;
6. Cover a sandbox when not in use; and
7. A minimum of two teachers be on the playground at all times.

To ensure the safety of the children Chowdhury and Choudhury (2002) recommended a nursery school or pre-school must have a playground close to the building. The outdoor play space and playground must be safe and secure for the children to play freely. It should be free from nails, rocks, broken parts and edges, and glass pieces. The area should be well-fenced, drained, and surface materials should be appropriate for the activities in the area.

Similarly, Sawyers (1994) indicated that safety is the main concern of those who construct, operate and maintain developmentally appropriate playground environments. The author further explained that unnecessary hazards and risks can be eliminated through attention to design and location of equipment.

Surveys show that most playground injuries result from falls from or onto the equipment. Falls from swings, slides, and climbers account for 87% of all injuries. Thus, in selecting equipment, one must carefully consider the potential risks and determine whether the equipment will meet the needs of the children.

Developmentally appropriate playgrounds include a variety of equipments and materials selected on the basis of the age characteristics and individual differences in abilities of the users. Selected materials and equipment must support the types of play we observe in children (Sawyers, 1994).

Moreover, outside play allows for more active play with fewer restrictions on noise and movement, and greater freedom with natural materials like water, sand, snow, and soil. Also children revel in the variety inherent in the seasonal changes. The benefits of outdoor play are maximized when developmentally appropriate equipment and materials are combined with adult supervision to support child initiated learning (Sawyers, 1994).

In general, the outdoor learning environment plays a great role for the child in the overall development when the playground design is developmentally appropriate and adult follow up is continuous for every activities of every child.

2.7. Assessment and Record Keeping

Effective assessment techniques and proper record keeping have paramount importance in pre-school education. Detail importance and utilization of these terms are as follows:

2.7.1. Assessment

Assessment gives us essential information about what our students are learning and about the extent to which we are meeting our teaching goals. Different writers define the term assessment in different ways with the same meaning. For instance, Suivant (2006:9) defined the term assessment, as “Assessment is the gathering of information through observable evidence of what a child can do, say, and apply”.

The author explained that young children show their understanding by doing, showing, and telling. Teachers need to use assessment strategies of observing, listening, and asking probing questions in order to assess children’s achievement.

Of all the many challenging functions performed by the pre-school teachers, probably none require more energy and skill than that of assessment. Assessment is continuous, comprehensive and integral to the teaching-learning process in developmentally appropriate program (Early Beginnings – Kindergarten curriculum guide, no date).

Curtis (1998:119) explained that “Assessment has always been part of the pre-school education process, but has in most instances been formative not summative, based on judgments not statistics, and building on children’s strengths rather than identifying their weakness”.

Most assessment takes place through naturally occurring classroom events. Observation, as well as the documentations of observations, is the most important method for gaining assessment information about young child as she/he works and interacts in the classroom. Observation should be the primary assessment strategy used in pre-school. Teachers should focus their

observations on specific skills, concepts, or characteristics, as described in the learning expectations, and record their observations. There are various ways of documenting observations, such as using anecdotal notes, checklists, and rating scales. Assessment strategies and tools might include the following:

Portfolios

- Developmental continua
- Age and stage-of-development charts
- Videotapes and/or photographs
- Records of reading behaviours
- Conferences
- Self-assessment and peer assessment
- Writing samples.

(Suivant, 2006)

Observation is the most direct method of becoming familiar with what children think, know, and are able to do. Children reveal what they think and know through their talk. Through observation the pre-school teacher can get to know all children as unique individuals (Early Beginnings-kindergarten curriculum guide, no date)

2.7.2. Record Keeping

Proper record keeping have great importance in pre-school education. Concerning records, Neam and Tallack (1997) indicate that record keeping is important to build up a picture of individual child, to monitor individual progress, to plan for the future progress, and to communicate achievements and progress to parents. Curtis (1998) added that a record keeping schedule is highly effective form of monitoring children's progress on the program.

Furthermore, Chowdhury and Choudhury (2002), describe that records help the teacher to know the child's family background, home environment, developmental history, health status, needs and abilities of the child. Record keeping is important in understanding the individual child; in

determining the readiness of the children; in guiding the teacher to achieve the goals of pre-school education and as a valuable resource for researchers.

According to Christine and Jill (1999) to keep all the information about the children and their background, pre-schools need to maintain different records like:

- Personal record of the child;
- Home background of the child;
- Health records ;
- Attendance records ;
- Parent-teacher meeting records; and
- Records of admission form and progress report of the children

Generally, pre-school teachers should assess child's learning on ongoing process using variety of assessment strategies. In addition to these pre-school teachers should record the information about the children and their background report to parents, management committees and organizations to develop the program further.

2.8. Parent Pre-School Relationship

The goal of pre-school program cannot be achieved if we cannot take parents into consideration. The parents play a significant role in children's education. As described by Chowdhury and Choudhury (2002:169) "Parents play a major role in a successful pre-school education through proper understanding of their children and assisting them as and when required." Parents must try to understand the child's natural curiosity and accordingly allow him/her to explore, investigate and learn freely.

Regarding parent involvement in pre-school education, Suivant (2006) noted that children perform better in pre-school if their parents are involved in their education. Parents can do many things to support and be involved in their child's learning, for example, they can provide encouragement and express interest in their child's education. The other most important one is participating in their children's literacy skill development. Weinberger as cited in Curtis (1998)

showed in his study that parents play a critical role in children's literacy development by providing resources and opportunities for access to print by acting as models literacy and literacy practices.

Chowdhury and Choudhury (2002) also explained that home and school are two worlds for pre-school children, where total development takes place. Parents and teachers must work together for better understanding of each other, guiding the children cooperatively for more improved welfare of them. Home-school relationship can be improved through, home visits, parents interviews and meetings, parents participation in school programs and developing materials for parents.

In addition, pre-school teachers recognize that parents are the first and most influential teachers of children and invite them to be partners in the teaching learning process. Pre-school teachers must work cooperatively with parents to establish effective communication links between home and the school. Open communication with the parents about the child is essential throughout the year. Growth and development of children's share to parents through a variety of methods:

- Notes
- Telephone calls
- Sending home work samples
- Informal conversations
- Classroom visitations
- Conferences
- Report card

(Early Beginnings-kindergarten curriculum guide, no date)

However, Chowdhury and Choudhury (2002) stated that not all parents know about the special needs of their child. Hence, the pre-school teacher should prepare himself/herself for parent's counseling and help parents understand the impact of their thinking and feelings on the development and behavior of the child.

Along with the various meetings, programs in the pre-school to develop the home-school relations, maintaining written diary for each child to communicate with the parents is essential. Any message or information regarding the child's progress in the school to be given to the parents can be written in the diary and sent home with children. The parents can return the diaries noting the information). Newsletter is an excellent written material for keeping the parents informed child development, new trends in education of young children, classroom activities, special events, parent-teacher meetings and other important information (Chowdhury and Choudhury, 2002.)

Hence, to enhance the program of pre-school education effectively, strong cooperation and effective communication between pre-school teachers and parents is crucial.

2.9. Roles of government in Pre-school Education

The roles of government in pre-school education vary considerably from country to country. In many underdeveloped countries, government does not provide pre-school education while in developed countries the provision of pre-school education by government recently introduced after they achieved universal primary education (MoE, 2002a)

For instance, in France the government runs pre-school education in the same way as elementary school system (Tessa, 1971). But in Kenya, pre-school education, is provided by private bodies, religious and non- governmental organizations (IDCR, 1983 cited in Amelework, 2007). In India, private bodies and autonomous governmental organizations provide pre-school education. In all cases, the government effort is focused mainly to certain strategic areas such as training of teachers, evolving suitable teaching techniques, production of teaching materials, provision of supervision, ensuring standards, controlling and evaluating (Chowdhury and Choudhury, 2002).

In general, government has a critical to play in policy development, curriculum design, standard setting, supervision and expansion of governmental pre-schools especially for the children's of poor families.

2.10 Pre-school Education in Ethiopia

In Ethiopian context pre-primary schools, kindergartens, pre-schools are different names for education of children before age 7, the age for primary school entry (Demekie, 2007).

The government of Ethiopia in its Education and Training Policy (TGE, 1994:14) states, "Kindergarten will focus on all-round (social, emotional, intellectual, and physical) development of the child in preparation of formal schooling." Based on this aim, the general objectives of pre-school education adopted in Tigray Education Bureau (TBE, 1997 E.C:6) highlight the following:

- ✓ To enrich the child's experience so as to enable him/her cope better with primary school life.
- ✓ To make it possible for the child to enjoy living and learning through play.
- ✓ To indicate and initiate for the children's family type of care should they take.
- ✓ To minimize the family's time lost for child care and to use this time to maximize their income.
- ✓ To develop the child's mental capacities and his/her physical growth.
- ✓ To enable the child to build good habits for effective living as an individual and a member of a group.
- ✓ To enable the child to appreciate and love nature, and arts of human being.
- ✓ To develop the child's imagination, self reliance and thinking skills.
- ✓ To develop the child's self-confidence.

To sum up, the aim of pre-school education in Ethiopia is not exception the world. The objectives of pre-school education in the country addresses children's social, emotional, intellectual and physical development.

According to ICEDR (1996), the type of subjects designed in the new education and training policy to be taught at kindergartens is four in number. These are play in pre-schools, Language,

Environmental and Labor education, Mathematics, Aesthetics and Physical education. For these subjects, tentative syllabus was prepared in Amharic that would be improved through time and expected to be developed when translated into regional media of instructional languages based on the tangible situation of the region. In addition, the kindergarten teachers are also expected to prepare books based on the syllabus by considering the real environmental conditions and children's background. The total weekly periods allotted for the four subjects are 25. Among these 10 periods are for play in pre-school; 6 periods for Language, Environmental and Labor education; 3 periods for Mathematics and 6 periods for Aesthetics and Physical education.

Concerning the training duration of pre-school teachers MoE (1987 E.C.) stated that the training of pre-school teachers lasts for ten months at certificate level by offering courses that include Pre-school pedagogy, Child psychology, Nutrition, Mathematics, Languages, Method of teaching, Skill of children language development, Social study, Music, Art and Physical education.

The Ministry of Education also stated standards of pre-school education such as the teacher children ratio should be 2:40 (a main teacher and an assistant teacher in a class); a pre-school must have outdoor play materials like different size balls, skipping ropes, foam javelin, gymnastic mat, multipurpose mats, large and small mobile toys, tricycle and small car tires. In addition, a pre-school need to have outdoor play equipments namely swinging, merry-go-round, slide, balance, boxes, crawling tunnels and climbing. Further, a pre-school need to have child-sized tables and chairs and other indoor equipments and materials (MoE, 1987 E.C.).

Hence, in order to carry on effective teaching-learning process, the pre-schools need to have trained and adequate human power and indoor and outdoor facilities according to the above stated standards.

CHAPTER THREE

RESEARCH DESIGN AND METHODOLOGY

3.1. Design

The major purpose of this research was to assess the role of regional government in pre-school education and the current practice of pre-school education in three selected Weredas of North Western Zone of Tigray. To achieve this purpose a descriptive survey design was employed.

It was intended with the assumption that it could help to assess the role of regional government in pre-school education and to investigate the current practice of pre-school education in the selected Weredas of the Zone. The method has been proved appropriate for such kind of studies in education (Borg and Gall, 1979; Cohen et al. 1980; Singh, 2007)

3.2. Data Sources

The primary sources of data for the study were 39 pre-school teachers and principals, 18 children's parents (who have pre-school age children enrolled in pre-schools), 9 parents (who have pre-school age children but not enrolled in pre-schools), and pertinent 1 Regional and 3 Wereda level education office experts, pre-school classrooms and outdoor play areas. In addition to this, relevant national and regional education policy documents and guidelines were used as secondary sources of information.

3.3. Sample and Sampling Techniques

The area chosen to conduct the study constituted pre-schools of three Weredas (Endasilassie, Sheraro, and Medebay Zana) of North-western Zone of Tigray. It was selected as the study site because it is least touched in research work and due to the researcher has worked as a teacher for some years in the area and it was believed that data collection could be easy. Particularly the three Weredas from the Zone were selected purposively due to presence of relatively large

number of pre-schools in the two Weredas and the third Wereda was selected in order to represent the rural areas, which have the access of pre-schools. In these three selected Weredas of North-Western Zone of Tigray, there are two Zero-classes and thirteen Kindergartens. Out of the two Zero-classes and thirteen Kindergartens in the three selected Weredas of the Zone, the two private KGs were selected by purposive sampling techniques due to the presence of large number teachers in Endasilassie Wereda.

Moreover, three Kindergartens were selected from Endasilassie Wereda using simple random sampling techniques (lottery method) of which two were private and one government Kindergartens. Besides, out of the two Zero-classes, one Zero-class was included in the study using lottery method from the mentioned Wereda.

Furthermore, Two Kindergartens from Sheraro Wereda and one Kindergarten from Medebay Zana Wereda were selected by available sampling techniques as sample pre-schools. All teachers including directors (39) in the sample pre-schools were used as subject of the study.

In addition to this, 18 children's parents were selected based on accidental sampling technique and 9 parents (who have pre-school age children but not enrolled in pre-school) were selected by purposive method of sampling with the guidance of principals. One Regional and three Wereda level Education Office experts were selected on purposive basis to secure relevant information. Besides, in each sample pre-schools, a classroom was selected randomly in order to collect information about the teaching learning process in the classroom.

Table 3.1: Summary of Population and the Number of Samples of Teachers and Principals

Name of pre-school	Wereda	Ownership of pre-school	Total Number of						Number of sample taken					
			Principals		Teachers				principal		Teacher's			
			M	F	M	F	T		M	F	M	F	T	
Vision	Medebay Zana	Private	-	1	-	1	1	-	*1	-	-	1	1	
Model	Endasilassie	Government	-	1	-	3	3	-	*1	-	-	3	3	
Embeba	Endasilassie	Private	-	1	-	3	3	-	*1	-	-	3	3	
My Baby	Endasilassie	Private	1	-	-	8	8	1	-	-	-	8	8	
Betel	Endasilassie	Private	1	-	-	7	7	1	-	-	-	7	7	
Hewan	Endasilassie	Private	1	-	-	3	3	1	-	-	-	3	3	
Denagil-Fikry	Endasilassie	NGO	-	1	-	3	3	-	-	-	-	-	-	
Friends	Endasilassie	Private	-	1	-	2	2	-	-	-	-	-	-	
Selam	Endasilassie	Private	1	-	1	3	4	-	-	-	-	-	-	
Mubarek	Endasilassie	Private	-	1	-	4	4	-	-	-	-	-	-	
Family	Endasilassie	Private	1	-	-	4	4	-	-	-	-	-	-	
*Tsehaye	Endasilassie	Government	1	-	-	1	1	1	-	-	-	1	1	
*Enda-aba-weyane-tsinat	Endasilassie	Government	1	-	-	1	1	-	-	-	-	-	-	
Eden	Sheraro	Private	-	1	-	3	3	-	*1	-	-	3	3	
Kidane-Mihret	Sheraro	NGO	-	1	-	5	5	-	1	-	-	5	5	
Total	3	15	7	8	1	51	52	4	5	-	-	34	34	

*the two governmental pre-schools are allowed only for children's of age six and the names are termed as Zero-classes.

* 1 persons act as principals and teachers in the pre-schools

3.4. Instruments of Data Collection

Both quantitative and qualitative instruments of data collection were employed to achieve the research purpose and answer basic research questions. Thus, in order to collect appropriate evidences about the research questions, the study used different data gathering instruments. The data gathering instruments, which were employed in this study, include questionnaire, interview, observation checklists, and document analysis.

3.4.1. Questionnaire

The questionnaire had both closed-ended and open-ended and consisted of (1) 7 items on teachers demographic characteristics, i.e. sex, age, years in teaching, number of periods they

implemented in the pre-schools. (III) 9 items which deals with the learning environment of pre-schools, adequacy of indoor and outdoor equipments and materials and their organizational. (IV) 12 items focused on training and adequacy of teachers in the pre-schools. (V) 13 items concerned with the extent of parent-school relationship to assist children's learning, and (VI) 9 items focuses on the kind of regional governmental support in pre-school education (see annex-3 for the complete version).

The questionnaire were prepared in English language and translated in to Tigrigna in order to avoid language barrier. The postgraduate student language department in Addis Ababa University did the translation (see annex-6).

Generally, the researcher has prepared 34 copies of questionnaires and these were distributed to the persons act as teachers and principals, and the teachers. From the 34 questionnaires distributed to the respondents, all of them were returned to the researcher.

3.4.2. Interview

In-Depth interview was one of the extensively used methods of gathering information. According to Pratt (1980), interviews allow exploration of issues in depth in face-to-face counter. Moreover, it helps to find out detail information about the case under the study. Furthermore, Stake (1995) explains, as "The interview is the main road to multiple realities." Much of what we cannot observe for our selves has been or is being observed by others. Similarly, Best and Kahan (1993) explain interview as it is the central way in which a researcher achieves to perceive the understanding, feelings, and knowledge of people in a certain program is through in-depth, intensive interviewing.

Hence, interviews were held with the Reional and Wereda education office experts, pre-school principals, parents and children parents to collect additionanl information. This was done using guided interview questions. The interview guides were prepared separately for parents and children parents. But it was the same for WEO and REB experts, and pre-school principals

except few points (see annex-4). The interview was held in Tigrigna to minimize communication barrier and the responses of two wereda education office experts and two principals were recorded with tape recorder. One Wereda education office expert and seven pre-school principals were not willing to be recorded; children's parents, parents and one Regional Education Bureau expert also were not recorded due to the unfavourable condition in the environment. Therefore, their responses were taken in the form of notes written as accurately as possible by the researcher.

3.4.3. Observation

Observation helps to gather necessary data from natural setting because some information can be obtained through practical activities. Kumar (1996:105) explains observation, as "It is one way to collect primary data. Observation is a purposeful, systematic and selective way of watching and listening to an interaction of phenomenon as it takes place." Thus, the researcher employed non-participant observation by developing checklists.

In the study, three types of checklists were employed. These were learning environment observation checklists containing 27 items, indoor and outdoor equipments and materials adequacy and their organization observation checklists having 22 items and observation checklists for assessing classroom instruction containing 8 items (see appendix -5). The former was used to explore the appropriateness of the site of pre-schools, condition of pre-school building, status of sanitary facilities, and appropriateness of classrooms for teaching learning process. The second was employed to investigate the indoor and outdoor equipments and materials, outdoor play equipments and organization of equipments and materials. The third observation checklists focuses on classroom instruction to collect information about teaching methods, use of teaching aids, availability of corner materials and their organization. To effect this, each selected classrooms have been observed twice.

3.4.4. Document Analysis

Document analyses were employed as a secondary source in the study. At this point pre-school records (attendance, admission records, rosters etc.), number of staff and their qualifications, teacher-children ratio were assessed to obtain valuable information for the study.

3.5. Pilot-Test

After the final version for the questionnaire was developed, it was necessary to have a pilot test for validation and reliability purpose. To test the internal consistency of questionnaire, it was administered to 10 pre-school teachers of Mubarek, Friends, and Family pre-primary schools, which are located in Endasilassie Wereda of Northern-Western Zone of Tigray that were not included in the sample pre schools. The reliability of the instrument was computed using Cronbach's alpha. The coefficient of reliability revealed that the instrument had strong reliability, which is 0.77. Based on the pilot study's result, four items were modified.

3.6. Presentation and Analysis of Data

In general, the collected data were analysed and interpreted using both quantitative and qualitative approach. The quantitative data that were obtained through questionnaire were tabulated and described using percentage. Besides, the qualitative data were analysed by summarizing the ideas of interviewed responses and the results of observations through word description and narration.

CHAPTER FOUR

PRESENTATION AND ANALYSIS OF DATA

In this chapter, the collected data were presented and analysed in the way to achieve the research objectives through answering of the basic research questions. As mentioned in the methodology part the purpose of this study was to assess the role of regional government in pre-school education and to investigate the current practice of pre-school education. Therefore, data were collected from pre-school teachers, principals, WEO experts, REB expert, children's parents, parents, pre-school indoor and outdoor environments. The collected data from different sources were organized, presented and analysed sequentially in a way to answer each research question of the study. All the names used in this research are pseudonym for ethical considerations. The five-likert scale questionnaire in (Table 4.7, 4.8, 4.14) were interpreted by combining the two points above and below the average and termed as encouraging and discouraging respectively.

4.1. General Characteristics of the Respondents

Table 4.1 shows the characteristics of teachers and principals of the sampled pre-schools in terms of sex, age, qualification, services and number of periods they teach per week (for teachers).

Table 4.1: Characteristics of Kindergarten teachers and Principals

No	Item		Respondents			
			Teachers		Principals	
			No	%	No	%
1	Sex	Male	0	0	1	11.1
		Female	34	100	8	88.8
		Total	34	100	9	100
2	Age	18-30 years	31	91.2	3	33.3
		Above 30 Years	3	8.8	6	66.7
		Total	34	100	9	100
3	Work Experience in KG	2 years and Below	16	47.1	2	22.2
		3-5 years	12	35.3	0	0
		6-10 years	3	8.8	3	33.3
		11 years and Above	3	8.8	4	44.4
		Total	34	100	9	100
4	Number of periods they teach per week	21-25 periods	34	100		
		Total	34	100		

As indicated in the first item of Table 4.1, all of the teacher respondents 34 (100%) were females and most of the principal respondents 5 (55.6%) were females. This shows that females' participation in teaching for the pre-primary schoolchildren is in good conditions, which lead to conclude that there is encouraging influence on children's learning since all of the teachers and most of the principals in the studied pre-schools are females who are able to give motherly love for children (Chowdhury and Choudhury, 2002; Aggarwall, 1996).

The second item in Table 4.1 reveals the age of respondents; the majority of the teachers, that is, 31 (91.2%) and 3 (33.3%) of the principals were in the range of 18-30 years. The remaining 3 (8.8%) of teachers and 6 (66.7%) of principals were above 30 years. None of the respondents was below 18 years. This shows that the age categories of most teachers of the studied pre-schools are from 18-30 years that implies an active working age.

Thus, the teachers and principals are matured enough and they fulfil one of the basic requirements of the pre-school teachers in their age aspect. Supporting this idea, Chowdhury and Choudhury (2002) point out those pre-school teachers should be at least 18 years old-matured enough to handle the young children. Hence, it could possibly be said that the status of age of teachers and principals in the studied pre-schools seems beneficial to pre-school children.

Teachers' work experience is one of the most necessary issues that could influence commitment of teachers and principals to their profession. Accordingly, the third item in Table 4.1 presents the working experience of the sampled teachers and principals. As to their working experience in pre-school, 16 (47.1%), and 12 (35.3%) teachers have experience from 0- 2 years and between 3-5 years respectively. The remaining equally 3 (8.8%) of the teachers have served for 6-10 years and above 11 years. Whereas 3 (33.3%), and 4 (44.4%) of the principals have 6-10 years and above 11 years of experience respectively.

Many research findings indicate that experienced teachers would have well developed knowledge that would be more relevant to the teaching situation than beginners (Calliods, 1989; Fuller 1987; and Lehman cited in Desta, 2006:19).

Thus, it would be possible to infer that most teachers in the studied pre-schools lack the opportunity to develop good experience in teaching young children for the fact that most of the teachers and principals in the stated pre-schools have less working experience.

The fourth item of Table 4.1 illustrates the teaching load of teacher respondents. Accordingly, 34 (100%) of the teacher respondents have 25 periods per week (5 periods per day). Out of this number, five teachers teach with stated load and act as principals that are additional burden. This implies that all of the teachers and most of the principals had the maximum load, 25 periods per week. Such heavy workload of teachers and principals could discouragingly affect the practices of pre-school education in the studied pre-schools.

4.2. The Extent to Which the Pre-school Education is implemented in the Pre-Schools

In order to know the extent to which the pre-school education was implemented in the studied pre-schools different questions related to objectives of pre-school education, significance of pre-school education, availability of curriculum materials, preparation and utilization of teaching aids, method of teaching, assessment techniques, and record keeping system were asked and the results are analysed as follows:

4.2.1. Significance of Pre-school Education

Teacher respondents were asked to rate about the degree of significance of pre-school education for all later development of children. The results are summarized as follows in Table 4.2.

Table 4.2: Significance of pre-school education

Alternatives	The degree to which the significance of pre-school education for children development laid is:	Respondents in	
		No	%
A	Very high	25	73.5
B	High	5	14.7
C	Moderate	4	11.8
D	Low	0	0
E	Very low	0	0

As shown in Table 4.2, 25 (73.5%) of the teachers responded that the significance of pre-school education for overall development laid is very high. Whereas 5 (14.7%) and 4 (11.8%) of them replied that the significance of pre-school education for all later development is high and moderate respectively. This indicates, above 75% of the teachers agreed about the significance of pre-school education for all later development is very high. Besides, interviews have been conducted with children's parents and those parents who have a pre-school age child but not enrolled in pre-school.

The interview results of children's parents indicated that most of them sent their children to pre-school without having knowledge about the objectives of pre-school education and its critical importance for children. Regarding this issue, Saedya (one of children's parents) said, "I have sent my child to pre-school in order to make safe from dirty materials and unnecessary places." But now I am satisfied, as my child has developed reading and writing letters to some extent. (Saedya February 24/2010). The second interviewee, Tesfay (one of children's parents) also said, "I sent my child to pre-school in order to be intellectual and to be disciplined." (March 3/2010). The third contender, Tsadikan, has said, "I do not believe that pre-school education has importance to children because they are not matured enough. However, my child is inspired by neighbour students and requested us to be sent to pre-school." (Tsadikan, April 5/2010). From the interview results, we can understand that the children's parents do not have good knowledge about the objectives and importance of pre-school education for the children. The children's parents who have knowledge about objectives and importance of pre-school education were limited to only knowledge aspects.

Interview results of most parents who were not sent their children to pre-schools showed that they did not have awareness about the objectives and significance of pre-school education for children and the number of parents who cannot afford the school fee was not insignificant. On this issue, Assefa (one of the parents) said, "I did not send my child to kindergarten. I think kindergarten is essential for those families who do not have caregivers." (Assefa, March 22/2010). On the other hand, Hilifty said, "I have strong interest to send my child to pre-school

as her friends. But the school fee is high, it is impossible for me to afford it.” (Hilifty, April 7/2010).

Generally, most of the interviewee parents who have children in pre-school and have not, they lacked awareness about the objectives of pre-school education. Even the parents who had know-how about the objectives and significance of pre-school education do not know beyond the cognitive development. But cognitive development is a single objective of pre-school education. In fact, even though some parents are interested to send their children to pre-school, they may not afford the school fee.

4.2.2. The Objectives of Pre-school Education

The government of Ethiopia in its education and training policy (TGE, 1994: 14) states, “Kindergarten will focus on all-rounded (social, emotional, intellectual and physical) development of the child in preparation of formal schooling”. Here to see the teachers’ awareness about these objectives, teacher respondents were asked to identify the main objectives of pre-school education from the given four options (cognitive, physical, emotional and social development). The results are summarized in Table 4.3.

Table 4.3: Objectives of pre-school education

Alternatives	What is/ are objective/s of pre-school education? (More than one answer is possible)	Respondents	
		No	%
A	Children cognitive development	34	100
B	Children physical development	13	38.2
C	Children emotional development	15	44.1
D	Children social development	18	52.9

As shown in Table 4.3, all of the respondents 34 (100%) in the studied pre-schools agreed that the main objective of pre-school education is cognitive development. Eighteen (52.9%), 15 (44.1%), and 13 (38.2%) of the respondents replied that, the main objectives of pre-school

education are for children social, emotional and physical development respectively. This shows that cognitive and social developments of children were more targeted at in most pre-schools. Whereas, physical, and emotional developments of children are least emphasized.

In sum, the evidences shown in Table 4.3 show that most of pre-school teachers recognize that the main objectives of pre-school education are cognitive and social development only. But, some teachers perceive that the main objectives of pre-school education are cognitive, social, emotional and physical development. Furthermore, the interview conducted with pre-school directors and Wereda Education Office experts concerning the main objectives of pre-school education confirmed that most of them have no perception about the main objectives of pre-school education. Majority of directors have know-how about the main objectives of pre-school education. Even if most of the pre-school education directors have know-how about the objectives of pre-school education, the four objectives of pre-school education were not practised equally in their schools. Regarding this issue, Desta (the interviewed director's of Hewan pre-school) said, "Pre-schools mostly focus on cognitive (knowledge) aspects than emotional, physical and social development in order to fulfil the interest of parents. Parents are more sensitive on this issue." (Desta, February 19/2010).

It is clear that, the main objectives of pre-school education are children's cognitive, social, physical and emotional development, which goes in line with the views of Scholars (Chowdhury and Choudhury, 2002). Moreover, the New Education and Training policy (1994) set forth the objectives of pre-school education in the country as all-rounded (social, emotional, intellectual and physical) development of the child in preparation for formal schooling. However, as the study revealed, the actual practices in the studied pre-schools were incongruent with the objectives of pre-school education due to lack of teachers' knowledge and influence of parents.

4.2.3. Issues Related to Curriculum Materials

Under this sub- topic, the researcher wants to assess the type of curriculum materials, which is found in the sampled pre-schools. The availability of curriculum materials was assessed using

different types of data gathering instruments such as questionnaire, observation, and document analysis. The results are presented as follows:

Table 4.4: The Availability of Curriculum Materials of Subjects.

No	Curriculum Materials	Available		Not Available		Total	
		No	%	No	%	No	%
1	Syllabus	28	82.4	6	17.6	34	100
2	Textbooks	0	0	34	100	34	100
3	Teacher's guide	0	0	34	100	34	100
4	Other related materials	27	79.4	7	20.6	34	100

As shown in Table 4.4, the great majority of the respondents [28 (82.4%)] confirmed the availability of the syllabus, and 27 (79.4%) of the respondents reported that other related materials were available. Other related materials refer to different kinds of children's of pre-school age books out of textbooks and teacher's guide. The available other related materials in the pre-schools were few purchased children's books which were written in the national and regional language and some books supplied from foreign countries. Thirty-four (100%) of the respondents assured the absence of textbooks and teacher's guide. Furthermore, as the researcher conducted observation, interview and document analysis, it was found that the available syllabus was not prepared in the Regional language. Except in Eden kindergarten, the rest of the pre-schools use syllabus prepared in Amharic language. In contrasting to this issue, ICDDR (1996) explains that for pre-school subjects, tentative syllabus was prepared in Amharic that would be improved through time and expected to be developed when translated into regional media of instructional languages based on the tangible situation of the Region. In the case of Tigray Region as indicated above, the syllabus was translated into the Regional language; however, obviously this syllabus has not been functioning as confirmed by observation.

Hence, in the studied pre-schools there were problems of availability of curriculum materials. There were no textbooks and teacher's guide prepared by regional or national language. The

syllabus, which was translated by TBE, was not available except in one pre-school. In addition, the majority of the available other related materials were written in foreign language. Thus, teachers were forced to select topics for the subject they teach based on their interests, but not based on the curriculum guide due to language problems they face.

Regarding this issue, Amleset (Vision pre-school principal) during the interview said:

In our pre-school, there is a problem of curriculum materials, textbooks and teacher's guides. They are not available at all. The available materials are only syllabus and other related materials that are written in English language. The available syllabus is also prepared in Amharic. Due to the language problems we have, the owner of the pre-school supports us in translating the syllabus in to Tigrigna in order to prepare Annual and Daily lesson plan. (Amleset, April 5/2010).

Similarly, Desta (principal of Hewan pre-school) has the following to say:

In our pre-schools, there is high shortage and absence of curriculum materials. Due to this, we use the annual plan, which we had prepared in the pre-school training institution when we were trainees, and we teach based on that. (Desta, February 19/2010)

Overall, in the studied pre-schools there was a problem in curriculum materials. Textbooks and teacher's guide were not available at all. Even if syllabus was adapted in to regional language except in one private pre-school, it was not available including in the government pre-schools. The available syllabus was not in use due to language problems. These show that there were problems in distribution of materials and follow-up practice of pre-school education in most of the visited pre-schools.

4.2.4. Suppliers of Curriculum Materials

The government indirectly supports and initiates private pre-schools by preparing Curriculum of pre-school education (MoE, 2002b). The document also states that only government approved

curriculum should be used in all service delivery modes. Thus, in order to know the suppliers of the available curriculum materials, respondents were requested some related questions. They were given options (TBE, MoE, NGOs, and any others) from which to choose. In Table 4.5, the results are summarized as follow:

Table 4.5: Suppliers of curriculum materials

Alternatives	From where do you obtain the curriculum materials?	Respondent	
		No	%
A	Tigray Bureau of Education	18	52.9
B	MoE	2	5.9
C	NGOs	3	8.8
D	Any other	11	32.4

As revealed in Table 4.5, most of the respondents 18 (52.9%), and 11 (32.4%) replied the curriculum materials available in their school were obtained from Tigray Educational Bureau and any others respectively. The remaining small number of respondents 3 (8.8%), and 2 (5.9%) responded that the available curriculum materials were obtained from NGOs and MoE respectively. This implies that Tigray Bureau of Education supplied the majority of curriculum materials available in the studied Kindergartens.

Besides, observation made by the researcher and interview of principals verified that Tigray Bureau of Education supplied curriculum materials to the pre-schools, but most of them were not local materials and the Pre-schools were forced to photocopy the very limited local curriculum materials from their Wereda Education Offices.

Therefore, based on the evidences obtained from the respondents and observations made, it would be possible to conclude that most of pre-schools obtained the curriculum materials from the Regional Bureau of Education. But the majority of the curriculum materials do not reflect the children's environment and were not appropriate for the teacher to teach and for the children to learn smoothly.

4.2.5. Preparation and Utilization of teaching aids by Teachers

Children tend to remember what they are told if the teaching -learning process is supported by teaching aids. Teaching aids have great value to make the lesson more concrete and interesting for children. Such being the case, the researcher wants to assess the extent of teaching aids preparation and utilization by pre-school teachers. For this purpose, the respondents were asked two questions concerning to this issue. The results are summarized in Table 4.6.

Table 4.6: Preparation and Utilization of Teaching aids by Teachers

No	Item	Respondents					
		Encouraging		Medium		Discouraging	
		No	%	No	%	No	%
1	The extent to which preparation of teaching aids by teachers from locally available materials in the pre-school is:	27	79.4	3	8.8	4	11.8
2	The degree of utilization of teaching aids by teachers in the pre-schools is:	28	82.4	5	14.7	1	2.9

In item 1 of Table 4.6, the majority of the respondents [27 (79.4%)] replied that the extent of teaching aids preparation by teachers from locally available materials was encouraging. The remaining 4 (11.8%) and 3 (8.8%) replied respectively discouraging and medium. This implies that the majority of teachers were committed to prepare teaching aids from locally available raw materials in the studied kindergartens. However, the observation showed that in most of the classrooms, there was shortage of teaching aids prepared by teachers from locally available materials except in Betel pre-school. In Betel, classrooms were decorated by teaching aids prepared by teachers. But the researcher observed that there were purchased teaching aids in most of the pre-schools; in most pre-schools, there were no separate pedagogical centers that, at least encourage preparation of the materials by the teachers. To sum up, from the information gained through different data gathering instruments, it seems that preparation of teaching aids from the available local materials by teachers was discouraging.

As indicated in item 2 of Table 4.6, the majority of respondents [28 (82.4%)] replied that the utilization of teaching aids by teachers was encouraging. On the other hand, 5 (14.7%) and 1 (2.9%) of them replied that the utilization of teaching aids by teachers was medium and discouraging respectively. In addition to the data gathered through questionnaire, observation was made in the sampled schools. During the observation time, most teachers were found using different kinds of teaching aids, which were teacher made and purchased. Especially, Vision and Betel pre-schools were using audio-visuals teaching aids (Videos) of different animals and their sounds and different games to attract the attention of the children. Hence, from the researcher's observation, utilization of teaching aids in most pre-schools was at good status that enhances the teaching-learning process. In support of this Cutis (1998) explains that utilization of instructional materials increases the quality of education and enables teachers and students to achieve educational objectives by making learning more concrete and meaningful, which the visited pre-schools are doing well in this regard.

4.2.6. Most Commonly used Methods of Teaching

Teaching must be child centred with children being actively involved in the learning process (MoE, 2008). For children active teaching method is enjoyable to share their experiences, with each other and their teacher's. Thus, it is the concern of this study to investigate the frequency of using different methods of teaching. Respondents were provided with the list of teaching methods and allowed to indicate one or more methods that they use commonly. The results are summarized in Table 4.7:

Table 4.7: Commonly used teaching method/s

No	Item	Respondents					
		Encouraging		Sometimes		Discouraging	
		No	%	No	%	No	%
1	Brainstorming	27	79.4	7	20.6	0	0
2	Play based instruction	11	32.4	9	26.5	14	41.2
3	Discussion	18	53	7	20.6	9	26.6
4	Categorizing	8	23.6	8	23.5	18	52.9
5	Cooperative learning	21	61.8	4	11.8	9	26.5
6	Choral speaking	23	67.6	5	14.7	6	17.6
7	Learning by doing	20	58.8	7	20.6	7	20.6
8	Lecture	29	85.3	3	8.8	2	5.9

As can be seen in Table 4.7, the teaching methods which were reported as that had been employed encouragingly were lecture method of teaching 29 (85.3%), brainstorming 27 (79.4%), choral speaking method 23 (67.6%), cooperative learning 21 (61.8%), and learning by doing 20 (58.8%) and discussion 18 (53%) respectively. The exceptions were categorizing method of teaching and play-based instructions, which were reported by (44.1% and 41.2%) of respondents as, had been employed discouragingly.

This shows that lecture, brainstorming, choral speaking method, cooperative learning, learning by doing, discussion were the most commonly used teaching methods in most of the studied pre-schools. Whereas, play based instruction and categorizing method of teaching were used discouragingly.

Observation results indicated that the majority of the teachers could not use active teaching methods such as categorizing and play-based instruction. Other methods of teaching were not also practiced encouragingly; the most encouragingly used method of teaching was lecture.

Moreover, most interviewed directors agreed that use of play-based instruction was less practiced in their pre-schools since children’s parents interest was for intellectual development

of children. Regarding this issue, Asmelash, (a principal of My Baby pre-school) for instance has the following to say:

There is high competition among pre-schools in all aspects to attract the attention of children's parents. Hence, to cope up with others we are ignoring some principles of pre-school teaching. The private pre-schools also influence the governmental pre-schools. (Asmelash, March 10/2010).

From the above points, we understand that there is parent dominance in the pre-schools because mostly they are business centres except three pre-schools. In this regard, the perception of teachers on teaching method was not as intended because they frequently employ lecture since their emphasis was on intellect development. However, children can develop their intellect effectively through play-based instruction.

Most scholars agreed that play is the first and most appropriate method of teaching in kindergarten (Saracho, 1993; Fenney et al., 1987; Wall, 1975). Hence, play has important role in pre-school for children's learning. In line with this Sawyers (1994) noted that play helps children develop knowledge, social skills, and motor skills and it helps them to express feelings appropriately which was less emphasized in the visited pre-schools.

4.2.7. Assessment Techniques in Pre-schools

Assessment of children should be holistic; focusing on all aspects of development (Mol, 2010). The document further noted that continuous assessments should be conducted using appropriate methods. One of the minimum standards of the policy stated as "There has to be a continuous assessment for each child using the observing methods." Thus, teacher respondents were asked to show the practices of assessment techniques used in their pre-schools. Teacher respondents were given opportunities to choose one or more possible answers from the given alternatives and their responses are summarized as follow in Table 4.8.

Table 4.8: Frequency of Assessment Techniques used by teachers

No	Item	Respondents					
		Encouraging		Medium		Discouraging	
		No	%	No	%	No	%
1	Test	28	82.4	2	5.9	4	11.8
2	Observation	13	38.2	0	0	21	61.8
3	Class room participation	29	85.3	4	11.8	3	8.8
4	Practical activity	17	50	5	14.7	12	35.3
5	Class work	27	79.4	4	11.8	3	8.8
6	Home work	24	70.6	7	20.6	3	8.8
7	Examination	12	35.3	21	61.8	1	2.9

As depicts in Table 4.8, the assessment techniques, which were reported as employed encouragingly, are classroom participation 29 (85.3%), test 28 (82.4%), class work 27 (79.4%), homework 24 (70.6%), and practical activity 17 (50%). On the other hand, many of the respondents (61.8%) equally replied respectively that examination and observation were employed moderately and discouragingly.

This indicates that classroom participation was the most encouragingly used assessment technique followed by test, class work, homework and practical activity. In contrast, observation was the least used techniques of assessment in the majority of the studied pre-schools.

Assessment of pre-school children should be based on continuous observation in the classroom and outdoor children's activities, attitudes and efforts than a single pencil-and-paper test. Suivant (2006) explains that most assessment takes place through naturally occurring classroom and outdoor events. Observation, as well as documentations of observations, is the most important method for gaining assessment information about young child she/he works and interacts in the pre-school environment. Observation should be the primary assessment strategy

used in pre-school. Teachers should focus their observations on specific skills, concepts, or characteristics, as described in the learning expectations, and record their observations.

The researcher conducted document analysis (mark list and rosters) and interviewed principals of each pre-school in order to check (crosscheck) the results given by the teacher respondents about the application of the assessment techniques listed in Table 4.8. The results obtained by observation and interviews were almost similar with the responses of teacher respondents except the following some points. In the studied pre-schools, formal examinations have been used as assessment techniques except in Kidane-Mihret pre-school. The value of the final examination ranges from 25% - 45% (the least value (25%) for examination was given in Vision pre-school). In Vision pre-school, 35% marks was covered by continuous observation. This is a good practice. In Kidane-Mihret pre-school, final examination was given in order to practice for the children future (formal schooling), the mark had not value and not registered at all. In this pre-school continuous assessment techniques was used to identify the highest 10 scorers of children only for the matter of prize at the final school closing ceremony.

Regarding the assessment process Fetyen, one of the interviewed parents had strong bad feeling in My Baby pre-school. Her feeling was stated by her words as follows:

In My Baby pre-school, there is a problem by assessment application in teachers since they did not consider children participation and other except written examination or exercises; all students got equal marks whether the child is active participant or not. These types of assessment techniques discourage children's participation. (Fetyen, March 11/2010).

Hence, based on the evidences obtained from the respondents, observations, document analysis and interviews it would be possible to conclude that the formative means of assessment techniques are not properly used in the studied pre-schools.

4.2.8. The Commonly Used Record Keeping in the Pre-schools

In order to know the most commonly used record keeping system in the studied pre-schools, teacher respondents were asked about record keeping system used by them. Respondents were given options to select one or more possible answers. The results are summarized in Table 4.9.

Table 4.9: The most commonly used pre-school record keeping systems

Alternatives	Which of the following recordkeeping system do you commonly use in your school?	Respondents in	
		No	%
A	Anecdotal	15	44.1
B	Admission record	22	64.7
C	Daily attendance	34	100
D	Parent-teacher record	9	26.5

Table 4.9 revealed that 34 (100%) of the respondents commonly use daily attendance, 22 (64.7%) of them replied that they commonly use admission record, 15 (44.1%) of the teachers responded that they use anecdotal record and only 9 (26.5%) of them reported that they have used Parent-teacher record system in their pre-schools. This implies that the most common recording used in pre-schools was daily attendance followed by admission record.

Furthermore, the document analysis carried by the researcher confirmed that in all the studied pre-schools, there were attendance and admission records. In addition to this, in all of the studied pre-schools (except in Kidane-Mihret pre-school) rosters used to record children's results.

Appropriate record keeping is used as a reference to know the progress, strength and weakness of the individual child and helps teachers to assess their teaching methodology. In support of this, Curtis (1998) indicates that, continuous records with brief descriptions about the children's performance both indoor and out door from year to year provide valid information about the child.

Therefore, based on the above given information it would be possible to conclude that appropriate record keeping system that can show individual child's academic performance and progress, family background, developmental history, health status, needs abilities of the child were not used and kept properly.

4.3. Learning Environment of Pre-schools

In order to know the status of pre-schools learning environment, adequacy of indoor and outdoor equipments and materials and their organizations, teacher respondents were asked some related questions and the results are summarized as follows in Table 4.10.

Table 4.10: Learning environment of pre-schools

No	Issues	Respondents					
		Agree		Undecided		Disagree	
		No	%	No	%	No	%
1	The Site of pre-school is appropriate for the practice of pre-school education	34	100	0	0	0	0
2	The pre- school buildings fulfils the main requirement (Lavatories, washroom, outdoor paly area, office)	33	97.1	0	0	1	2.9
3	Adequate sanitary facilities are available in the school.	33	97.1	0	0	1	2.9
4	The classrooms are conducive for teaching-learning process.	31	91.2	3	8.8	0	0
5	Adequate indoor equipments are available in the school.	34	100	0	0	0	0
6	Adequate indoor materials are available in the school.	32	94.1	2	5.9	0	0
7	Adequate outdoor equipments are available.	33	97.1	1	2.9	0	0
8	Adequate outdoor play materials are available.	25	73.5	6	17.6	3	8.8
9	Equipments and materials are well organized in the classrooms	25	73.5	0	0	9	26.5

As depicted in item 1 of Table 4.10, all of teacher respondents 34 (100%) agreed that the site of pre-school is appropriate for the practices of pre-school educations. Observation results also confirmed that from the visited pre-schools all of them are located away from the crowded/traffic areas, the vicinity of most pre-schools are good for future expansion except (My

Baby and Betel pre-schools which have crowded school environment ; Vision pre-school which is near to river and dirty area and Tschaye Zero-class is attached to primary school). Most of them were fenced and free of non-splinting materials except Vision pre-school in which the fence was damaged which may cause accidents on children; all the pre-schools sites are a raised area, dry and have natural drainage free from water logging. In planting aspects, most of the pre-schools were poor (My Baby have only one big tree; Vision, Embeba, Hewan and Model pre-schools have eucalyptus trees only, in Eden and Kidane-Mihret, there were some old aged trees, which are at good status but in Betel, the environment was sufficiently green and very attractive). Regarding the attractiveness of classrooms and compounds, Kidane-Mihret pre-school has neat and well-ventilated classrooms, Betel pre-school was highly decorated with teaching aids inside and outside the classrooms with bright colours, which attracts the attention of children and have green area, which gives spiritual satisfaction for every one. On the contrary, Vision pre-school has unattractive classrooms as well as compound (for details see the pictures on annex-1). The outer walls of classes of this pre-school was rough, pictures from the inside and outside do not decorate the walls at all.

Appropriate pre-school site must be located away from the crowded areas of the city/town, burial ground and main traffic areas for the purpose of children's safety; the vicinity must also be as to permit any future expansion, a raised area, clean and well maintained building (Chowdhury and Choudhury, 2002).

Based on the answers of respondents and observation conducted by the researcher it is possible to wind up that the site of most of the studied pre-schools were appropriate for the practice of pre-school education.

In item 2 of Table 4.10, teacher respondents were asked to indicate whether the buildings of pre-school fulfil the minimum requirements. Based on this, 33 (97.1%) of the respondents agreed that the pre-schools buildings fulfil the minimum requirements. According to Chowdhury and Choudhury (2002) the minimum requirements of pre-schools buildings are: lavatories, bathrooms, outdoor play area, and office. One of the minimum requirements of

building of pre-school is to fulfil latrine facilities for children and staff. The observation results in the visited pre-schools indicate that the latrine/children ratio was 1:40 in Vision; 1:38 in Model; 1:21 in Embeba; 1:90 My Baby; 1:73 in Betel; 1:36 in Hewan; 1:12 in Eden; and 1:37 in Kidane-Mihret. But in Tsehaye there was no separate toilet for children; they use together with the primary school students. Thus, in the visited pre-schools, the latrine facilities were not adequate with the numbers of children especially in Embeba, My Baby, Vision and Tsehaye pre-schools.

The other requirement of pre-school is to have bathroom. Especially in the studied areas due to the hot weather condition bathrooms are critical for children. However, Kidane-Mihret, Model, and Hewan pre-schools only have 3, 6, 1 bathroom respectively, though they were not functioning due to the absence of water. The bathrooms are present for nominal. Thus, children have suffered from suffocations in all the visited pre-schools.

All the pre-schools have outdoor play area (but in My Baby was strongly crowded and in Tsehaye there was no separate outdoor play area from the primary school students). All the pre-schools have building offices except Betel, for which the office walls as well as the roof was constructed from corrugated iron which was found around the gate due to lack of spaces.

Hence, based on the data obtained from the respondents and observation results, it is possible to deduce that most of the buildings of the studied pre-schools have fulfilled the minimum requirements except few pre-schools though they were inadequate.

As shown in the 3rd item of Table 4.10, the majority of respondents [33 (97.1%)] agreed that adequate sanitary facilities were available in their pre-school. Observation was also conducted by the researcher and the results indicate that in the studied Kindergartens there were separate toilets for children and adults (in Model, Betel and Kidane-Mihret pre-schools), there were separate toilets for males and females (in Model, Betel, Eden, Embeba, and Kidane-Mihret pre-schools), provision of water was available (in Embeba, Model, My Baby, Hewan, Betel, Tsehaye, and Eden pre-schools). In all of the visited pre-schools, the toilets were washable and not

slippery. However, these were very limited in number and these facilities were not accessible for children from both indoors and outdoors in almost all of the pre-schools except in Kidane-Mihret, which, was found in a better status. Hewan pre-school children have been using water from the prepared container when they return from latrine. The researcher observed this good sanitation habit in the Kidane-Mihret and Hewan pre-schools only.

In line with the sanitary facilities, Chowdhury and Choudhury (2002) suggest that water facilities are essential for the cleaning up of activities in the pre-school. The toilet and washing facilities should be easily accessible for children from both the indoors and outdoors. Toilet should be provided for children and adult separately. Moreover, one toilet for every ten children is essential and the sizes must be suited to the size of children who will be using them. Moreover, NCYC (1985) states that one toilet for an average of 20 children is necessary. In addition to this, the toilet should have washrooms for hands as well as for body.

The obtained results from teacher respondents and observation results lead to infer that the sanitary facilities available in the pre-schools were inadequate, unlike to the literature given above, even to the standard of Ethiopia (NCYC, 1985).

As revealed by item 4 of Table 4.10, the majority of respondents 31 (91.2%) agreed that the classrooms are conducive for teaching-learning process. Regarding this point, observation results showed that in Model and Kidane-Mihret pre-schools the classrooms have enough space nearly equal to the standard stated by NCYC and TBE (classroom size $7 \times 9 = 63 \text{ m}^2$). Other pre-schools have very congested classrooms. The classrooms in Betel, My Baby, and Kidane-Mihret were beautifully decorated with charts and pictures on the walls and tidy. Others like Vision, Hewan, and Eden, Tschaye, and Embeba pre-schools were not well decorated. All of the floors of visited pre-schools were cemented, dust-free, easily cleanable, and maintained in a good sanitary condition. In Model pre-school the windows were low enough to enable a child to look out for better view and understanding of the outside world and easy operation by children. The other pre-schools were opposite to this one. All doors were light in weight so that children can

handle them easily and the heights of door knobs were in easily reach of children in all of the visited pre-schools.

It is evident that classrooms of pre-schools have an influence in teaching-learning process. Chowdhury and Choudhury (2002) explain that in a pre-school equally important are the factors to be take care of with regards the rooms, floors, walls and doors. Further, they list some requirements of classrooms as; the amount of space should be adequate in relation to the number of children to move about freely at 1.5 m² per child.

From the above results, it is possible to say that the majority of the classrooms of the visited pre-schools have moderate conduciveness for the teaching-learning process and in fact, were below the standard stated by NCYC as well as TBE.

In item 5 and 6 of Table 4.10, 34 (100%) and 32 (94.1%) of the respondents agreed that the availability of adequate indoor equipments and materials respectively. Besides, observation made by the researcher verified that, child-sized easily and safely mobile chairs were available in all the visited pre-schools. Kidane-Mihret uses some desks and Tsehaye pre-school uses only desks. Child-sized tables were available in Vision, Embeba, Hewan, Betel, My Baby, Model and partly Kidane-Mihret pre-schools but Eden used medium size table with 1:3 ratio. Open shelves were available in Model, Betel, Hewan, Eden, Kidane-Mihret, Embeba, and My Baby. In Vision pre-school, the open shelf was found in library. The available shelves were not suitable for the height of children. Cupboards were not available in the visited pre-schools at all. Hence, the indoor equipments in the majority of pre-schools were relatively adequate. Concerning the indoor materials, it was a problem in most of the pre-schools, to some extent Kidane-Mihret, Eden pre-schools have some concept, and skills materials (puzzles, book, and play card) and My Baby pre-school has gross motor materials, construction materials and manipulative materials. Other pre-schools have no indoor materials at all. Thus, the indoor materials in the visited pre-schools were hardly adequate.

If we compare the views of scholars in the field and the findings, it would be possible to infer that indoor equipments in most of the pre-schools were adequate. Even if indoor materials are crucial for pre-school education program, they were hardly available in the visited pre-schools.

Regarding the adequacy of outdoor play equipments and materials, 33 (97.1%) of the respondents agreed that there were adequate outdoor play equipments in the pre-schools. Whereas, 25 (73.5%) of them agreed that there were adequate outdoor play materials in the pre-schools. In addition, observation made by the researcher confirmed that all outdoor play equipments like swinging, merry-go-round, slide, balance and climbing frames were available in most of pre-schools except in Tsehaye and Vision pre-school. Vision pre-school lacks merry-go-round and swinging but others, outdoor play equipments are functional during the visit. In Tsehaye pre-school, the outdoor play equipments were not available at all. According to TBE (1997), the pre-schools need to have outdoor play equipments namely swinging, merry-go-round, slide, balance, and climbing frames. The Bureau further explained that pre-schools should have one from each the outdoor play equipments. Thus, the available outdoor play equipments in the pre-schools were congruent with the stated standards by Tigray Bureau of Education. MoE (2004) cited in Amelework (2007) also stated that a pre-school must have outdoor play materials like different size balls, skipping ropes, foam javelin, gymnastic mat, multipurpose mats, large and small mobile toys, tricycle and small car tires. But in the visited pre-schools except limited number of balls, small toys and small car tires of the outdoor materials were not available.

Therefore, from the above results, it would be safe to infer that the visited pre-schools were equipped with necessary outdoor play equipments though some important outdoor play materials were almost non-existent.

In item 9 of Table 4.10, 25 (73.5%) of the respondents agreed that equipments and materials are well organized in the classrooms of the pre-schools. From the observation made, it was assured that in all visited pre-schools, they were poor in equipments and materials organizations. For example, in the classrooms, there was poor shelving and utilization of books. Besides, the small

number of books were not properly arranged or displayed in the manner that children can see and use. The books were piled in a single shelf in each pre-school. Children cannot access the books by their own; it is when the teacher gives and allows them to use the books. In addition to this, there was also poor arrangement of chairs and tables. The arrangement of chairs and tables do not encourage group activities, like higher grade levels chairs and tables were arranged in rows which do not fulfil what Read (1995) points out.

According to Read (1995), bookshelves or rack of books with plenty of tables, space and chairs, adjustments makes it possible for a child to look at books comfortably for the teaching-learning processes. Extending the idea the author argued that a heap of picture books piled on a small table can only lead to misuse of the books.

As it has been observed in the visited pre-schools, what they actually practice is different from what is expected to be because the books are not arranged on the shelf/table to attract the attention and interest of children's. The arrangement of chairs and tables were also not suitable for effective teaching-learning process.

4.4 Adequacy and Training of Teachers in the Pre-schools

In order to assess issues related to adequacy and training of teachers, different questions related to training of teachers, suitability of class size, availability of assistant teachers were asked to the respondents and the results are analysed as follows.

4.4.1. The nature of Training

In order to know the type of training teachers have taken to teach pre-school education, the respondents were requested to select the type of training they have taken from the given alternatives. The results are summarized in Table 4.11.

Table 4.11: The type of training the teachers have to teach in pre-school.

No	Items	Respondents	
		No	%
1	What type of training have you taken to teach pre-school education?		
	A. T.T.I	9	26.5
	B. T.T.C	1	2.9
	C. Pre-school teaching	23	67.6
	D. Any other	1	2.9
2	If you have taken Pre-school teaching, how long was the duration of training?		
	A. 3 months	1	4.4
	B. 6 months	3	13
	C. 10 months	19	82.6
3	To what extent the courses you took during the Pre-school teaching training are adequate to all -rounded task in the pre-school at present ³		
	A. Very high	20	87.0
	B. High	3	13.0
	C. Medium	0	0
	D. Low	0	0
	E. Very low	0	0
4	In what language have you been trained pre-school teaching?		
	A. Tigrigna	19	82.6
	B. Amharic	4	17.4
	C. English	0	0
5	The interval you have got in-service training on pre-school education to develop your profession is:		
	A. One time in a year	11	32.4
	B. Once in two year	4	11.8
	C. I have not got till now	19	55.9

As revealed in Table 4.11, most of the respondents 23 (67.6%), and 9 (26.5%) in the studied pre-schools replied that they have been trained in pre-school teaching and T.T.I. certificate respectively. The remaining, each equally 1 [(2.9%)] of the respondents indicated that they have been trained in college diploma in academic subjects and a month training in primary school teaching.

Adequately trained teachers are crucial to ensure quality of education. “Whatever the curriculum changes introduced and whatever reforms are made, all will be of little or no avail without trained teachers” (Ayalew, 1991:1). From this point of view, the collected data illustrate that the majority of pre-school teachers have been trained with pre-school teaching. Some of them have T.T.I certification, only one teacher has a diploma qualification in academic subjects, and one teacher was 12th grade completed. Generally, the training seems fair to teach pre-school children.

The second item in Table 4.11 shows the duration of the training, the teachers were asked to indicate. Thus, 19 (82.6%) of the pre-school teachers were trained for ten months and 3 (13%) and 1 (4.4%) were trained for 6 months and 3 months respectively. This indicates that above half of the total teachers in the studied pre-school have trained for ten months.

Evidences show that the training duration of pre-school teachers varies from country to country. Tessa (1971) explains that the training of pre-school teachers ranges from two years or more in diploma and degree levels to less than one year in certificate. According to MoE (1987 E.C.), in Ethiopia, the training of pre-school teachers lasts for ten months at certificate level.

In this case, the evidences obtained would enable one to infer that even if most of the studied pre-school teachers were trained for ten months in line with the Ethiopian standard, there were some teachers who were trained under the standard.

As indicated in the third item of Table 4.11, respondents were asked to judge the adequacy of courses taken during their training for all-rounded tasks of the current practices in the pre-schools. Accordingly, 20 (87%), and 3 (13%) of the respondents respectively replied that the courses they took during the training was very highly and highly adequate for all-rounded tasks in the pre-school teaching.

Hence, based on the responses obtained, it would be possible to deduce that the courses that the teachers had taken during their training were adequate for all-rounded activities in the pre-school education.

The fourth item of Table 4.11, the trained teacher respondents were asked about the medium of language they have been trained in. As, the Table shows 19 (82.6%) of the respondents had trained in Tigrigna language while the rest 4 (17.4%) of the respondents had trained in Amharic. This indicates that almost all teachers except few had trained in regional language (Tigrigna), which agrees with the current Education and Training Policy (ETP, 1994).

Therefore, the majority of teachers in the studied pre-schools had trained in the regional language (Tigrigna). This could be essential for better teaching-learning process and goes in line with the National as well as Regional stated standards.

The fifth item in Table 4.11 reveals the interval of pre-school teachers, which have got in-service training on pre-school education to develop their profession. All the teacher respondents were asked on this issue and the majority of the respondents [19 (55.9%)] replied that they did not get until now, 11 (32.4%) of the respondents answered that they got once in a year. The remaining 4 (11.8%) respondents got once in two years.

Besides, the interviewed principals expressed the absence of in-service training provided for teachers, by any responsible body. Letay, (principal of Model pre-school) who has 23 years of experience said, "Though in-service training is critical for pre-school teachers, I have not got any in-service training since 1990 E.C." (February 28/2010).

This shows lack of the opportunities for in-service training for the majority of the teachers in the studied pre-schools. This is against the beliefs of Neam and Tallack (1997) that explains in-service training for kindergarten teachers will allow them to look critically at their own practice and identify strengths and weaknesses in it along with ways of moving forward, which in away enable teachers to up-date their knowledge and skills.

To sum up, in-service training for teachers is very vital to up-date their existing knowledge. This means, in-service training equips teachers with new and modern method of teaching that would help them to implement the curriculum effectively. It, however, was absent in the studied pre-schools.

4.4.2. Courses Taken by Respondents during Their Training

Respondents who had trained in pre-school teaching were asked to indicate the courses they have covered during their training. The results are summarized as follow in Table 4.12.

Table 4.12: Courses covered by teachers during their per-service Training

Alternatives	Courses	Respondents in	
		No	%
A	Child development	23	100
B	Child Psychology	23	100
C	Health and nutrition	23	100
D	Pedagogy	23	100
E	Music	19	82.6
E	Social Science	7	30.4
G	Environmental Science	19	82.6
H	Methods of Pre-school teaching	23	100
I	Theory of education	6	26.1
J	History	6	26.1
K	Mathematics	19	82.6
L	Children skills of language development	23	100

As illustrated in Table 4.12, courses such as Child development, Health and Nutrition, Pedagogy, Method of pre-school teaching, and Skill of children language development were taken by all the respondents (100%); Music, Environmental science and Mathematics had taken by 19 (82.6%) of the teacher respondents. Besides, 7 (30.4%) of teachers took Social science and equally 6 (26.1%) of the respondents had taken Theory of Education and History during their training. This indicates that the majority of teachers had taken the required courses appropriate for pre-school education.

There are evidences that indicate what the pre-school teachers should cover during their training. In support of this, Marguarita and Cohn (1984) suggest that professional training in pre-school education includes Curriculum contents and Methods, School-parent relationships, Materials and Equipment experiences and Resources, Current problems, History, Philosophy of Education and the Administration and Organization of schools.

In Ethiopia, the pre-school teachers are offered courses that include pre-school Pedagogy, Child psychology, Nutrition, Mathematics, Method of teaching, Skill of children language development, Social study, Music, Art and Physical education (MoE, 1987 E.C.). This would

lead to wind up that the majority of the teacher respondents in the studied pre-schools had taken the required courses for pre-school education.

4.4.3. Issues Related to Assistant Teachers

The MoE set standards of pre-school education such as the teacher child ratio should be 2:40 (a main teacher and an assistant teacher in a class). Based on this, teacher respondents were asked to indicate the number of assistant teachers in their school and whether or not the assistant teachers have been trained. The results are summarized in Table 4.13.

Table 4.13: The number of assistant teachers

No	The number of assistant teachers in your school is :	Respondents in	
		No	%
1	A. Above the standard	0	0
	B. Based on the standard (Adequate)	1	2.9
	C. Nearly adequate	5	14.7
	D. Highly below the standard	10	29.4
	E. No assistance teachers at all	18	52.9
2	If there are assistance teachers in the school, are they trained on pre-school teaching to implement it?		
	A. Yes	5	32.2
	B. No	11	67.8

As revealed in item one of Table 4.13, 18 (52.9%) of the respondents reported that there are no assistant teachers in their pre-schools at all. Ten (29.4%), 5 (14.7%) and 1 (2.9%) of the respondents replied that the number of assistant teachers in their pre-school is highly below the standard, nearly adequate and based on the standard (adequate) respectively. This implies that the number of assistant teachers in the visited pre-school was insignificant.

Interviews of principals also confirmed that in the studied pre-schools, except in four pre-schools (Vision, Betel, Eden, and Kidane-Mihret) there were no assistant teachers at all. The number of assistant teachers in Vision, Betel, Eden and Kidane-Mihret pre-schools were 1, 1, 1 and 4 respectively. The ratio of assistant teachers to classes in the pre-schools was (Vision 1:1, Betel 1:6, Eden 1:3 and Kidane-Mihret 2:3). Except three assistant teachers from Kidane-Mihret, all of the assistant teachers in the studied pre-schools were untrained. This implies that the majority of the studied pre-schools have no assistant teachers at all; on the other hand, the

assistant teachers available in some pre-schools were inadequate and only 3 (42.8%) of these assistant teachers have been trained in pre-school teaching.

Obviously, this condition stood against the standard set in the region. TBE (1997 E.C) recommends that pre-school should have one main teacher and one assistant teacher both who are trained to teach pre-school education for a group size of forty children in a class.

Practical evidences indicated that pre-school education could be effective when the number of children is small in a class and when there are competent teachers and adequate in the area to teach children. In support of this, Mccarthy (1980) indicates, the importance of two teachers for one classroom for the effective implementation of pre-school education program. Similarly, Smith (1996) points out that having small class size has the advantages of increased individualization of instruction make the instruction student-centred with involving group participation, maximization of oral communication with in the classroom from learner to learner and/or to teacher and practical work.

Therefore, based on the observation, interviewed principals and the evidences obtained from the respondent teachers, it would be possible to wrap up that except in Vision and Kidane-Mihret pre-schools, there were almost no assistant teachers who match with the number of sections in the studied pre-schools. Regarding training, not all of the assistant teachers were trained except three assistant teachers in Kidane-Mihret pre-school. Hence, the practice of pre-school programs without adequate and trained assistant teachers was a critical problem in most of the studied pre-schools.

4.5. Parent-school Relationships

In order to know parent-school relationships in pre-schools, teacher respondents were asked about issues related to the degree of parent involvement in pre-schools, the extent of teachers recognition to establish respectful partnership with parents, the degree of parents acceptance to the invitations of the pre-school, commonly used means of communication of parents to

participate in pre-school education, and type of parents’ support to their children. The results are summarized in Table 4.14.

4.5.1. Issues related to parent-school relationships

Research clearly indicates that good schools become better schools when there is a strong connection with parents as part of the learning community. In this sub topic, teacher respondents were asked to assess the parent school relationships. The results are summarized as follow:

Table 4.14: Issues related to parent-school relationships

No	Item	Respondents					
		Encouraging		Medium		Discouraging	
		No	%	No	%	No	%
1	What is the degree of parents’ involvement in your pre-school to enhance children’s performance?	15	44.2	19	55.9	0	0
2	How do you explain teachers’ recognition to establish respectful partnership with parents?	29	85.3	5	14.7	0	0
3	What is the degree of parents’ acceptance to the invitations of the pre-school?	14	41.2	17	50	3	8.8

Table 4.14 of item 1 is related to the degree of parents’ involvement in pre-school to enhance children’s learning. Accordingly, 19 (55.9%) of teacher respondents noted that the degree of parents involvement in the pre-schools to enhance children’s learning was medium. On the other hand, 15 (44.2 %) of them reported that parent involvement in pre-school was encouraging. This indicates that the parent involvement in the studied pre-schools was moderate.

The researcher focusing on parent-involvement in the pre-schools has conducted observations. The researcher stayed not less than 4 days in each studied pre-schools during the data collection and at that time, the parent-involvement in the pre-schools has been low as compared to the number of children found in the pre-schools. Limited numbers of parents have made contact with the teachers about their children’s learning.

Interviews of pre-school children's parents and principals also confirmed that the parent-involvement in the pre-schools was discouraging. Regarding this issue, Kinfu (one of the interviewed pre-school children's parents) has said, "Due to my work condition I have hardly contact with my child teacher at school." (March 12/2010).

According to the interviewed principals of pre-schools, their responses were similar with the responses of teachers. However, in Kidane-Mihret pre-school parents' involvement were insignificant. The limited number of parent-involvement was explained by the words of the principals, Brikti as follows, "In our pre-school parent-involvement is very limited. Parents do not accept our invitations positively. Even If we have around 250 children, every year but not more than 100 parents participate in the school ceremony." (Brikti, March 26/2010).

Parents' involvement in pre-school is crucial for the children's better performance. As noted by Suivant (2006), children perform better in pre-school if their parents are involved in their education, which implies the goal of pre-school programs could not be achieved if we cannot take parents in to consideration. In line with this, Chowdhury and Choudhury (2002:172) explain that home and schools are two worlds for pre-school children, where total development takes place. Parents and teachers must work together for better understanding of each other, guiding the children cooperatively for more improved welfare of them. This, however, was moderate the studied pre-schools.

The second item, Table 4.14, reveals teachers recognition to establish respectful partnership with parents, the pre-school teachers were asked to rated the extent of teachers recognition to establish respectful partnership with parents. Accordingly, 29 (85.3 %) of the teacher respondents reported that their recognition was encouraging to establish respectful partnership with parents while 5 (14.7%) of them have medium recognition. This implies that teachers' recognition to establish respectful partner-ship with parents was encouraging.

Pre-school teachers recognize that parents are the first and most influential teachers of children's and invite them to be partners in the teaching learning process (Early Beginning-

kindergarten curriculum guide, no date). Hence, pre-school teachers should have high recognition to parents and must work cooperatively with parents to establish effective communication links between parents and the schools. According to the data therefore, it would be possible to conclude that teachers' recognition to establish respectful partnership with parents was encouraging.

The third item in Table 4.14, the pre-school teachers were asked to rate the degree of parents' acceptance to the invitations of the pre-schools. Accordingly, 17 (50%) of the teacher respondents replied that the degree of parents acceptance to the invitations of the pre-schools were medium. On the other hand, 14 (41.2 %) and 3 (8.8%) of them noted that the parents acceptance to the invitations of the pre-schools were encouraging and discouraging respectively. This data confirms that the parents' acceptance to the invitations of the pre-schools was medium in the studied pre-schools.

4.5.2. Most Commonly Used Means of Communications

Teacher respondents were asked to indicate the means of communication they use with parents. Opportunities were given to choose one or more answers from the given options. The results are summarized as follow in Table 4.15.

Table 4.15: The most commonly used means of communication between pre-school teachers and parents.

Alternatives	Items	Respondent in	
		No	%
A	Meeting and discussions	29	85.3
B	Telephone calls	14	41.2
C	Written letters	12	35.3
D	Communication books	3	8.8
E	Verbal Messages	7	20.6

As depicted in Table 4.15, 29 (85.3%) of the respondents replied that they use meetings and discussions as means of communication with parents. Whereas, 14 (41.2%), 12 (35.3%), 7

(20.6%) and 3 (8.8%) of the respondents responded respectively that they use telephone calls, written letters, verbal message and communication books as means of communication with parents. This indicates that the majority of respondents use meetings and discussions as means of communication with parents.

Interview results indicated that the means of communication teachers use with parents were meetings and discussions once in a semester (in most pre-schools), communication books (teachers write remarks with in a week, two weeks, or monthly) and parents respond back their answer, but this is not done in Model pre-school since the children's exercise books were always in the hands of the teachers for the matter of safety. Hence, pre-school teacher's of Model contact parents monthly during the school fee. According to the researcher observations, telephone calls were used commonly in Betel pre-primary school when the child is absent or to ask the health status of sick children's.

Pre-school teachers must work cooperatively with parents to establish effective communication links between home and the school. Open communication with the parents about the child is essential throughout the year though method of communication varies used to communicate teachers and parents. As Early Beginning-kindergarten curriculum guide (no date) explains, the growth and development of children's share to parents through a variety of methods: Notes, telephone calls, sending home work samples, informal conversations, classroom visitations, conferences, report cards and etc.

Hence, based on the observations, interviews and responses of teacher respondents, it is possible to deduce that in most of the studied pre-schools, teachers-parents communication was done by the use of meetings and discussions and communication books; in fact, their communication was inefficient.

4.5.3. The Type of Parents' Support to Facilitate Their Children's Learning

In order to assess the sort of support given by children's parents in the studied pre-schools, teacher respondents were asked different questions related to the issue. The results are summarized as follows in Table 4.16.

Table 4.16: Parents' Support in Children's Education.

No	Item	Respondents					
		Encouraging		Moderate		Discouraging	
		No	%	No	%	No	%
1	Service in school committees	11	32.4	1	2.9	22	64.7
2	Provide materials for their children	28	82.4	2	5.9	6	17.7
3	Provide materials for the schools	0	0	4	11.8	30	88.2
4	Help children to do their home work	23	67.7	10	29.4	1	2.9

As revealed in Table 4.16, 28 (82.4%) and 23 (67.7%) of the teacher respondents respectively indicate that parents support in providing materials for their children and the sort of support given by parents in helping their children to do their homework was encouraging. On the other hand, most of the respondents [30 (88.2%)] and [22 (64.7%)] noted that materials support to pre-schools and service given by parents in school committees was discouraging. As indicated from the respondents' responses, the sort of support given by most parents to their children to do their homework and in giving materials for them was encouraging. But the support of the parents to pre-schools in terms of material and service was discouraging.

Interview results of principals also confirmed that parents were not giving services in school committees in the studied pre-schools except in Betel pre-school. In Betel pre-school children's parents were participant in management aspects to enhance their children's education.

Parents can participate in different pre-school education activities such as in fund raising, in children's literacy development, in sub-committees, and in decisions concerning pre-school education programs, in providing resources and opportunities for access to printing materials such as newspapers, magazines, and books (Curtis, 1998). In the studied pre-schools, however, there is lack of effective parents' participation in different pre-school activities and management aspects to assist their children's learning.

4.6. Government's Support to Pre-school Education

In the previous time, the government's support to pre-school education was limited only to policy development, curriculum design, standard setting and supervision. However, recently in addition the sort of supports given above, the participation of government in the expansions of pre-schools with concerned bodies has mentioned (Addis Zemen Newspaper, Dec.26/2002 E.C.). Hence, in order to know the sort of support given by the regional government to pre-school education, teacher respondents were asked about these issues. The results are given in Table 4.17 and 4.18.

Table 4.17: Support of regional government in pre-school education

No	Item	Respondents					
		High		Medium		Low	
		No	%	No	%	No	%
1	Guiding how to prepare teaching aids from locally available materials	2	5.9	0	0	32	94.1
2	Guiding how to use modern method of teaching	2	5.9	0	0	32	94.1
3	Givening in-service training for teachers	0	0	0	0	34	100
4	Providing supervision	25	73.5	5	14.7	4	11.8
5	Setting standards	29	85.3	3	8.8	2	5.9
6	Monitoring pre-schools based on the standards	24	70.6	9	26.5	1	2.9
7	Distributing curriculum materials to pre-schools	4	11.8	13	38.2	17	50

As indicated in item 1 of Table 4.17, the majority of teacher respondents 32 (94.1%) noted that the guidance given by the regional government concerning the preparation of teaching aids from locally available materials was low. Whereas, 2 (5.9%) of respondents reported that the sort of support given by regional government concerning the preparation of teaching aids from locally available materials was high.

According to the data obtained from the same Table item 2, 32 (94.1%) of the respondents replied that the guidance given by the regional government concerning the utilization of modern method of teaching was low, while 2 (5.9%) of the teacher respondents replied that the guidance given by the regional government about utilization of modern method of teaching was high.

Regarding the in-service training of teachers (item 3), 34 (100%) of the respondents reported that in-service training of teachers given by the regional government was low.

As revealed by item 4 of Table 4.17, most of the respondents 25 (73.5%) reported that the support of supervision given by regional government was high: 5 (14.7%) and 4 (11.8%) of the respondents replied that the support of supervision given by regional government was, medium and low respectively. However, the interviewed principal of Vision pre-school, Amleset, said, "Even though supervision is carried out by the Wereda Education Office experts, it does not help to solve our problems." (April 5/2010).

Concerning the setting standards of pre-schools by regional government, majority 29 (85.3%) of the respondents noted that the setting standards of pre-schools by regional government was high. Whereas, the remaining 3 (8.8%) and 2 (5.9%) of the teacher respondents replied the setting standards of pre-schools by regional government was medium and low respectively.

As indicated in the 6th item of Table 4.17, respondents were asked to indicate the degree of monitoring pre-schools by regional government based on the standards. Accordingly, 24 (70.6%) of the respondents noted that the degree of monitoring pre-schools by regional government based on the standards was high. The remaining 9 (26.5%), and 1 (2.9%) of the

respondents reported that the degree of monitoring pre-schools by regional government was medium and low respectively.

In item 7 of Table 4.17, teacher respondents were asked about the degree of distribution of curriculum materials to their pre-school by regional government. Based on this, 17 (50%), 13 (38.2%), and 4 (11.8%) of the respondents replied that the distribution of curriculum materials to the pre-schools was high, medium and low respectively.

The interview results of Wereda Education Office experts indicate that the Wereda Education Office experts had not got any training that help them to give supervision and support to the pre-school program, but, they give supervision and support from the experience they have.

The interviewed WEO experts almost agreed with the responses of teacher respondents concerning the sort of support given by the regional government (particularly WEO), that is, all of them indicated that the absence or lack of supportive services to enhance pre-school education in pre-schools except supervising pre-schools, giving standards and monitoring the pre-schools practice based on the given standards. The supervision service was given 1-4 times in a year. Regarding this, the interviewed Wereda Endasilassie education office expert, Luelseged said:

We give supervision service for pre-schools once a year and we focus on the outdoor facilities since we have no know how about how to supervise pre-schools, it seems to us disturbing without know-how supervising this program. To some extent, we see the documentation and statistics from the managerial task. Generally, we have no plan how, when, how much to supervise pre-schools due to the burden we have. Mainly, we focus on primary schools and then if we have time it is possible to supervise the pre-schools. (Luelseged, March 17/2010)

According to the obtained data from the teacher respondents of the pre-schools and interviewed principals and WEO experts, the sort of support given by the regional government was high in standard setting, monitoring the pre-schools programs based on the stated standards and providing supervision (especially in the out door aspects). But there was absence of governmental support in giving guidance about the preparation of teaching aids from locally

available materials, utilization of modern methods of teaching and in providing in-service training for pre-school teachers. There was no financial and material governmental support given to pre-schools except out dated curriculum materials. Even the governmental pre-schools did not get financial and material support from the government except salaries for three pre-school workers (one principal and two teachers). Salaries of Model pre-schools workers were paid directly from the region Workers and Social Affairs Bureau. This shows the contact of these workers with WEO was minimum and the WEO gives least attention and support for the pre-schools.

4.6.1. Expansion of Pre-schools by Regional government

Teacher respondents were requested to indicate the expansion of pre-schools by regional government in these two years and the results are listed in Table 4.18.

Table 4.18: Expansion of pre-schools by regional government

Alternatives	Expansion of pre-schools by regional government	Respondents in	
		No	%
A	Very good	0	0
B	Good	0	0
C	Poor	2	5.9
D	Very Poor	6	17.6
E	No change at all	26	76.5

As shown in Table 4.18, the majority of the respondents 26 (76.5%) replied that there was no expansion of pre-schools by regional government in these two years. The remaining 6 (17.6%) and 2 (5.9%) of the respondents noted that the expansion of pre-schools by regional government in these two years was very poor and poor respectively. This shows that there was no expansion of pre-schools by regional government in the three Weredas (Medebay Zana, Endasilassie and Sheraro) in these two years.

The numbers of pre-school age (4-6 ages) children are 11567, 3692, and 1466 in the three studied Weredas: Medebay zana, Endasclassie, and Sheraro respectively (Population and housing census, 1999 E.C. cited in TBE, 2002 E.C.). Practically the numbers of children enrolled in the pre-schools are 40, 1185, and 327 in the three Weredas as mentioned the in order above. Out of 15 pre-schools found in the three Weredas, 12 were found in the main city of the zone, Endasilassie Wereda. The majority of children were not enrolled in pre-schools due to lack of access and economical problems of parents, especially in the rural areas.

Interview results of the WEO and REB experts indicated that there was no expansion of pre-schools by regional government at recent time in the zone at all and there is no plan about the expansion. Regarding this, Shiferaw (the Regional Education Office Expert) said:

We had not expanded pre-schools in the past two years and also we have not plan to expand pre-schools by allocating budgets from the Bureau. We aimed to solve problems of pre-school education in the region by finding donors. Currently UNICEF is helping us in Early Child Center Education and child-to-child education. The Bureau has also started the Zero- classes in this year (2002 E.C) by the influence of UNICEF. Zero-class program is carried on at least in two primary schools in each of the 46 Weredas of the region in this year and this will be expanded further in the coming year. (Shiferaw, April 7/2010).

Regarding teachers, classrooms and other facilities of Zero classes, Shiferaw added that:

Teachers are certified in primary school teaching (T.T.I). The Zero-class classrooms are arranged by primary school Principals. However, the classrooms are inside the primary schools and they are not separated. Concerning facilities, they are sharing the available materials in the primary schools. (Shiferaw, April 7/2010).

Similarly, Dawit, Wereda Medebay Zana Education Office expert, has said:

There is no expansion of pre-schools at all by regional government or any other bodies since 2000 E.C. But Bureau of Education has informed us to start zero class in primary schools and we have reached an agreement with principals of primary schools to start in the next yea. However, we cannot decide the number of Zero -classes now. We should consider our human and material resources first. (Dawit, April 5/2010).

As we can understand from the interviewees, the regional government did not expand pre-schools in the past two years and has not planned to expand pre-schools for the future. The Bureau waits the hands of donors and only two Zero- classes have been functioning in the three studied Weredas by the influence of the UNICEF. But the Zero-classes that have been functioning currently are suffering from lack of trained pre-school teachers, of playing materials and equipments and other school facilities.

According to TBE (1997), some of the stated standards of pre-school education are: a teacher of pre-school must be qualified in pre-school teaching, the number of children in a class should not go beyond 40, for forty children in a class two teachers are needed (main and assistant teachers), pre-schools should fulfil play equipments and materials, pre-school should have enough indoor and out door spaces and maximum number of children in a pre-school should not exceed 400 and so on. However, according to the interviewee education office expert of Wereda Endasilassie, Luelseged, the teachers of these Zero-classes have certificate in primary school teaching, there was no any assistant teachers at all, the number of students in each class was fifty, there was any outdoor play equipments and materials for the children's in the schools. These Zero-classes use the content kindergarten 3rd level (KG-3) from the pre-school syllabus for the teaching-learning process. From this, we understand that there were no facilities that suit with the pre-school set forth by Tigray Bureau of Education.

According the Education Sector Development Program III (ESDP-III) (2005:5), the Ethiopian government policy from the year of 2005/06-200/10 is not to establish and run pre-schools. However, it has a critical role in the policy development, curriculum design, standard setting and supervision. But, in the year of 2001 E.C, the government has prepared new policy framework, (inscribed from Addis Zemen Newspaper, on December, 26/2002 E.C).

The newspaper also stated that in the previous time, the government has given little attention for pre-primary education. This sub-sector of education has been left to the attention of community. However, in the newly prepared policy in addition to detail strategies and guidelines, the participation of government with concerned bodies has been mentioned. Based

on these strategies and guidelines in 2002 E.C, Addis Ababa Bureau of Education has opened 30 governmental pre-schools for those of children's of families who cannot afford the school fee. These 30 pre-schools buildings are constructed by the expense of Addis Ababa Bureau of Education, and the equipments and materials were fulfilled by UNICEF. The Bureau has a plan to construct 20 governmental pre-schools every year.

This, however, is not happening in North-Western Zone of Tigray. The responses of the respondents confirm that there were no pre-schools constructed by regional government in these two years in North-Western Zone of Tigray. The Zero-classes started by the expense of the regional government are very limited in number; only two Zero-classes had started from the three Weredas with teachers who had not trained in pre-school teaching and without required school facilities.

CHAPTER FIVE

SUMMARY, CONCLUSIONS, AND RECOMMENDATIONS

5.1. Summary

The main objective of this study was to assess the implementation of the new policy of pre-school education and current practice of pre-school education in some selected Weredas in North-Western Zone of Tigray Regional State.

In order to meet this objective, data collected from different respondents through various data collection instruments were analysed and interpreted in chapter four. The analysed and interpreted data led to summarize the main findings of the study indicated that:

5.1.1. The extent to which the pre-school education is implemented in the pre-

Schools:

- Though most (73.5%) of teacher respondents understand the importance of pre-school education as important, however, parents' about the importance and objectives of pre-school education was found to be minimal;
- All (100%) of the teacher respondents understand the main objective of pre-school education as children cognitive development while majority (52.9%, 44.1% and 38.2%) of them reported that the main objectives of pre-school education are for children social, emotional and physical development;
- All (100%) of the teacher respondents confirmed the absence of curriculum materials (textbook and teacher's guide) while syllabus and other related materials were available even if they were not written in the regional language.
- Most (52.9%) of the available curriculum materials in the pre-schools were supplied by Tigray Bureau of Education, but, they do not reflect children's environment /cultures;

- Even if not confirmed during observation, the teacher respondents believe that the extent of teaching aids preparation by teachers from locally available materials was found encouraging (79.4%); which have been utilized by the teachers encouragingly;
- Lecture (85.3%), brainstorming (79.4%), choral speaking (67.6%), cooperative learning (61.8%), learning by doing (58.8%), discussion (53%) were encouragingly used methods of teaching, whereas play-based instruction (41.2%) and categorizing (52.9%) were used discouragingly;
- The assessment techniques, Classroom participation (85.3%), test (82.4%), class work (79.4%), homework (70.6%), practical activities (50%) were used encouragingly; However, examination was used sometimes (61.8%) and observation was used discouragingly (61.8%) according to the teacher respondents. But examination was not practiced as indicated by the teachers; the documents and interview results indicate that formal examination was used as assessment techniques in most of the studied pre-schools, which had maximum load of 45 marks.
- The record keepings used by the pre-schools were attendance (100%), admission record (64.7%), anecdotal record (44.1%) and parent-teacher record (26.5%). However, the document analysis conducted by the researcher shows that except daily attendance, admission record, and rosters, there were no other records keeping system in all of the visited pre-schools;

5.1.2. Learning Environment of Pre-schools

Regarding this topic, the study indicates that:

- All of the teacher respondents (100%) agreed that the sites of pre-schools are appropriate for the practice of pre-school education. Observation results also confirmed that from the visited pre-schools most of them were appropriate for the practice of pre-school education and for future expansion. However, some pre-schools have crowded school environment, at inappropriate place and combined with elementary schools;

- Almost all teacher respondents (97.1%) agreed on the pre-schools buildings fulfilment of minimum requirements such as lavatories, bathrooms, outdoor area, and office;
- Nearly the total teacher respondents (97.1%) agreed that adequate sanitary facilities were available in the pre-schools that has been confirmed by observation in sanitary facilities, which was better in Kidane-Mihret but poor in Vision, My Baby and Tsehaye pre-schools;
- Though conduciveness of classrooms for teaching- learning process was agreed upon by (91.2%) of teachers, observation result shows that the majority of visited pre-schools classrooms have moderate conduciveness since most of the classrooms have not enough space, were not decorated with charts and pictures except Betel and Kidane-Mihret pre-schools, and presence of large class size;
- All of the teacher respondents (100%) agreed about the adequacy of indoor equipments that was proved by the researcher's observation;
- Most teacher respondents (94.1%) agreed about the adequacy of indoor materials in the pre-schools, which, in fact, was disproved by research's observation;
- The majority of respondents (97.1% & 73.5%) respectively agreed upon the adequacy of outdoor play equipments and materials that has been proved by researcher's observation. However, the researcher proved that almost all the visited pre-schools were equipped with necessary outdoor play equipments. However, important outdoor play materials were almost not available;
- The majority (73.5%) of the teacher respondents agreed to the equipments and materials organizations in the classrooms but was disproved by the researcher equipments and materials were poorly organized.

5.1.3. Adequacy and Training of Teachers in the Pre-schools

About adequacy and training of teachers in the pre-schools, the study shows that:

- Majority (67.6%) of the sampled pre-school teachers in the visited pre-schools are trained in pre-school teaching and the remaining are trained in primary school teaching (T.T.I) while few of them have college diploma and 12th grade complete with short term training in primary school teaching;
- Except very few that have been trained 6 and 3 months, most of the sampled pre-school teachers (82.6%) were trained for ten months in pre-school teaching;
- Most of the pre-school teachers (82.6%) have been trained in Tigrigna (the regional language);
- The majority of pre-school teachers (55.9%) do not have in-service training on pre-school education to develop their profession until now;
- The courses offered for the pre-school teachers include Child development, Health and Nutrition, Pedagogy, Method of pre-school teaching, and Skill of children language development;
- Assistant teachers were not available in five of the visited pre-schools at all though there were inadequate numbers of assistants in the three visited pre-schools, which were not trained at all.

5.1.4. The Extent of Parent-School Relationships to Assist Children's

Learning

Concerning the extent of parent-schools relationships to assist children's learning, the findings of the study indicates that:

- Above half of (55.9%) of the teacher respondents noted that the degree of parent involvement in the pre- school to enhance children's performance was medium;
- Most of the respondents (85.3%) noted that teachers' recognition to establish respectful partnership with parents was encouraging;
- Half of the teacher respondents reported that the degree of parents' acceptance to the invitations of the pre-schools was medium. From the researcher's observation and interview results of parents and principals, the degree of parents' involvement is better in private pre-schools. However, in NGOs and regional government pre-schools the parent involvement was poor. This problem was evident especially in Kidane-Mihret pre-school;
- The teacher respondents (85.3%) use meetings and discussions as means of communication with parents. It was also confirmed that pre-school teachers use communication books as means of communication with parents which, in fact, was inefficient;
- Parents' support in helping children to do their homework (67.7%) and provision of materials for their children's (82.4%) were encouraging. However, parents support and participation to pre-schools in terms of materials and service was discouraging.

5.1.5. Regional government's Support to Pre-Schools

Regarding regional government's support to pre-school education, the finding indicates that:

- Teacher respondents noted that the regional government's support to pre-school education is encouraging in setting standards, providing supervision, and monitoring pre-schools (85.3%, 73.5%, & 70.6%) respectively. However, the guidance given by regional government about preparation of teaching aids from locally available materials, use of modern method of teaching, and the in-service training given to pre-school teachers was discouraging;

- Interview results of Wereda Education Office experts indicates that they had not got any training that helps them to give supervision and support to pre-school program; but they supervise from the experience they have; they supervise pre-schools ranging from 1-4 in a year, and they focus on outdoor facilities, documentation and statistics from the managerial tasks since they do not have knowledge how to supervise pre-schools; the Wereda Education Office experts have no plan how, when, how much to supervise pre-schools due to the workload they have and mainly they focus on primary schools; and supervise the pre-schools if they have time;
- The region has not expanded governmental pre-schools since 2001-2002 E.C. and has not planed to expand pre-schools in the future. The Bureau waits the hands of donors and only two Zero-classes have been functioning in the three studied Weredas by the influence of the UNICEF. But the Zero-classes that have been functioning currently are suffering from lack of trained pre-school teachers, playing materials and equipments and other school facilities.

5.2. Conclusions

Based on the analysis, interpretation and summaries made, the following conclusions were drawn:

- Even though the utilization of teaching aids by teachers in most of the pre-schools is at good condition, the pre-school education was not implemented in the studied pre-schools as recommended in the policy due to teachers' lack of awareness (perception) on the objectives of pre-school education, unavailability and inappropriateness of the curriculum materials and other factors. This affects the appropriate children's development;
- All the visited pre-schools have adequate indoor equipments and almost all of the visited pre-schools were equipped with adequate outdoor play equipments as Tigray Bureau of Education standards. These equipments are some of the important facilities in pre-schools that encourage children's learning. However, few numbers of pre-schools have

crowded school environment, inappropriate and dirty place school environment, and combined with elementary schools. Moreover, important outdoor and indoor play materials were almost not available in the visited pre-schools, the inadequate available indoor materials and equipments were poorly organized in the classrooms. Hence, this all affects the practices of pre-school education:

- Most teachers of the visited pre-schools have trained in the pre-school teaching with the regional language, which have included the necessary courses as well as lasts the required duration of the training. However, the opportunities of in-service training were very limited. Besides, there were scarce of assistant teachers. The very limited assistant teachers in some pre-schools were untrained, which inturn hampered the practices of pre-school education;
- In the studied Weredas, the children's enrolment in the pre-schools ranges from 0.34% in Wereda Medebay Zana to 33% in Wereda Endasilassie. This limited enrolment of children in the pre-schools particularly in the rural area (Wereda Medebay Zana) is due to lack of clear awareness of parents about the significance and objectives of pre-school education, access of pre-school education as well as the economic problems of the parents. Even those parents, who have children already enrolled in the pre-schools, did not have clear perception regarding the main benefit of the program. Likewise, those parents who have know-how, perceive the significance of pre-school education only for cognitive development. Regarding the parents participations in the pre-schools, it was limited to annual, bi-annual and occasional meeting and discussions as well as communication books. This inconsistency parent-school relationship discourages practices of pre-school education;
- Reional government roles and supportive services to enhance the pre-school education in the studied area were very limited and insignificant in relation to what recommended in the policy of the pre-school education and this strongly affects the practices of pre-school education.

5.3. Recommendations

Based on the findings, the following recommendations are provided:

1. The extent of practice of pre-school education depends greatly on pre-school trained teachers since the job of pre-school teachers is many and challenging; it demands knowledge, skill, sensitivity, and creativity. In-service training is one way to improve the professional competency of teachers. Hence, REB Bureau and WEO might organize intensive trainings on the concept of pre-school education, especially to teachers in the form of seminars, workshops, conferences and experience sharing programs to equip them with new approaches of pre-school education;
2. Teaching-learning process is impossible without curriculum materials. Therefore, the REB could prepare and distribute the curriculum materials particularly the textbooks and teacher's guide for pre-school education and the WEO might create controlling mechanism about the utilization of curriculum materials prepared by the Bureau of Education;
3. Pre-school children need safe and secured pre-school environment with ample space for children to play freely, and to perform different activities. Hence, concerned bodies could solve and initiate the pre-school owners' by giving adequate spaces as mentioned in the standards of TBE;
4. For the pre-schools attached to primary schools, it is important that the play area should be separated from the primary school so that the children can move and use outdoor play materials freely without fear of intrusion from the older children. Therefore, the owner of such type of pre-schools might make special arrangement in the school compound;
5. Pre-schools, which are equipped with adequate equipments and materials, provide more opportunities for children learning. Therefore, the owners of pre-schools could fulfil the necessary indoor and outdoor equipments and materials;
6. Pre-schools that have well organized classroom equipments and materials highly attract the attention of children. Therefore, pre-school teachers and principals need to organize the classrooms of children.

7. Implementation of pre-school education in the absence of assistant teachers might be difficult. Hence, the owners of pre-schools might employ pre-school trained assistant teachers in their schools;
8. In order to improve children enrolment and parents' involvement in pre-schools, concerned bodies particularly WEO and REB could participate in awareness creation to parents about the objectives and significance of pre-school education in the same manner as the mobilization carried on for formal schooling. Besides, the REB might have mass media programs for awareness creation about the importance of pre-school education;
9. Children under the age of five develop rapidly than other periods of life. There is no question that these early years are important to latter development. Therefore, the WEO and REB might include children's of ages four and five in the Zero-classes education program. Moreover, these Zero-classes could be expanded throughout the schools particularly in the rural areas for the society who have no access of pre-school education and cannot afford the school fee. Besides, concerned bodies might fulfil the necessary materials and equipments for these Zero-classes and not to have the same playing areas with the primary school students;
10. Pre-schools are not getting adequate professional support from the REB as well as the WEO. The WEO experts only visited the pre-schools to find out if they meet the standard of TBE or not by interviewing principals since the experts had limited concept about pre-school education. This is done if the experts have ample time because it is not their specific responsibility. Hence, the following points are recommended:
 - A. The REB might have separate Department responsible for pre-school education as stated in TBE standards;
 - B. The REB could train the WEO experts concerning the concept of pre-school education;
 - C. The REB could force the WEO experts to have plan about pre-school education and to supervise and give support the pre-school teachers.

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የአጸደ ህጻናት ትምህርት (2002 ዓ.ም ታሐሳስ 19) አዲስ ዘመን ገጽ 4

የቅድመ መደበኛ ትምህርት አስፈላጊነት (2002 ዓ.ም ህዳር 27) ሪፖርተር ገጽ 19

ለነገው ትውልድ ብሩህ ተስፋ የሰነቁት አጸደ ህጻናት (2002 ዓ.ም ታሐሳስ 26) አዲስ ዘመን ገጽ 5

ትምህርት ሚኒስቴር (1987 ዓ.ም) የአጸደ ህጻናት ፕሮግራምና የመጀመሪያ ደረጃ

ትምህርት ስታንዳርድ አዲስ አበባ

ትምህርት ሚኒስቴር (1996 ዓ.ም) የአጸደ ህጻናት የውጭ መጫወቻ መሳሪያዎችና የመጫወቻ ስፍራ ስታንዳርድ አዲስ አበባ

ብሄራዊ የህጻናት ኮሚሽን (1985ዓ.ም) የአጸደ ህጻናት መመሪያ አዲስ አበባ

ቢሮ ትምህርቲ ክልል ትግራይ (1997ዓ.ም) ደረጃ ብቸኛት መፀቀኒ አጸደ ህጻናት መቸለ

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Annex 1

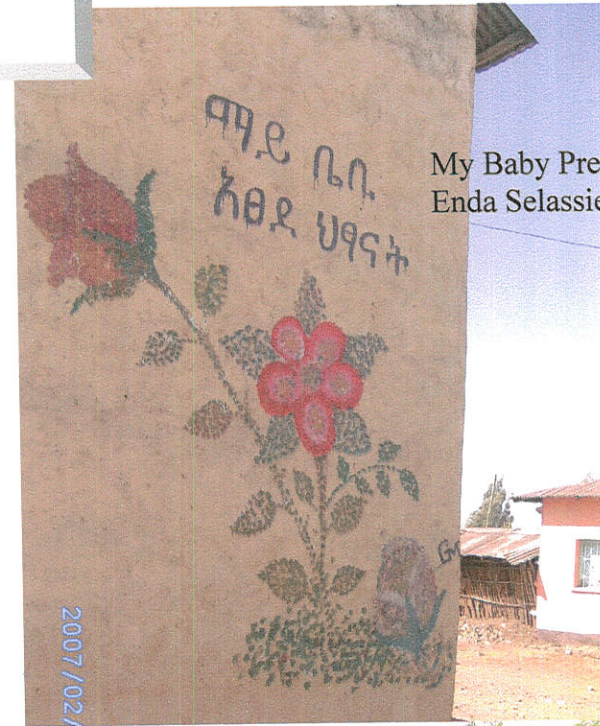
Out-door Playing Equipments



Some Pre-School Buildings



Embeba Pre-school,
Enda Selassie



My Baby Pre-school,
Enda Selassie



Model Pre-school,
Enda Selassie



Kidane-Mihret Pre-
school, Sheraro

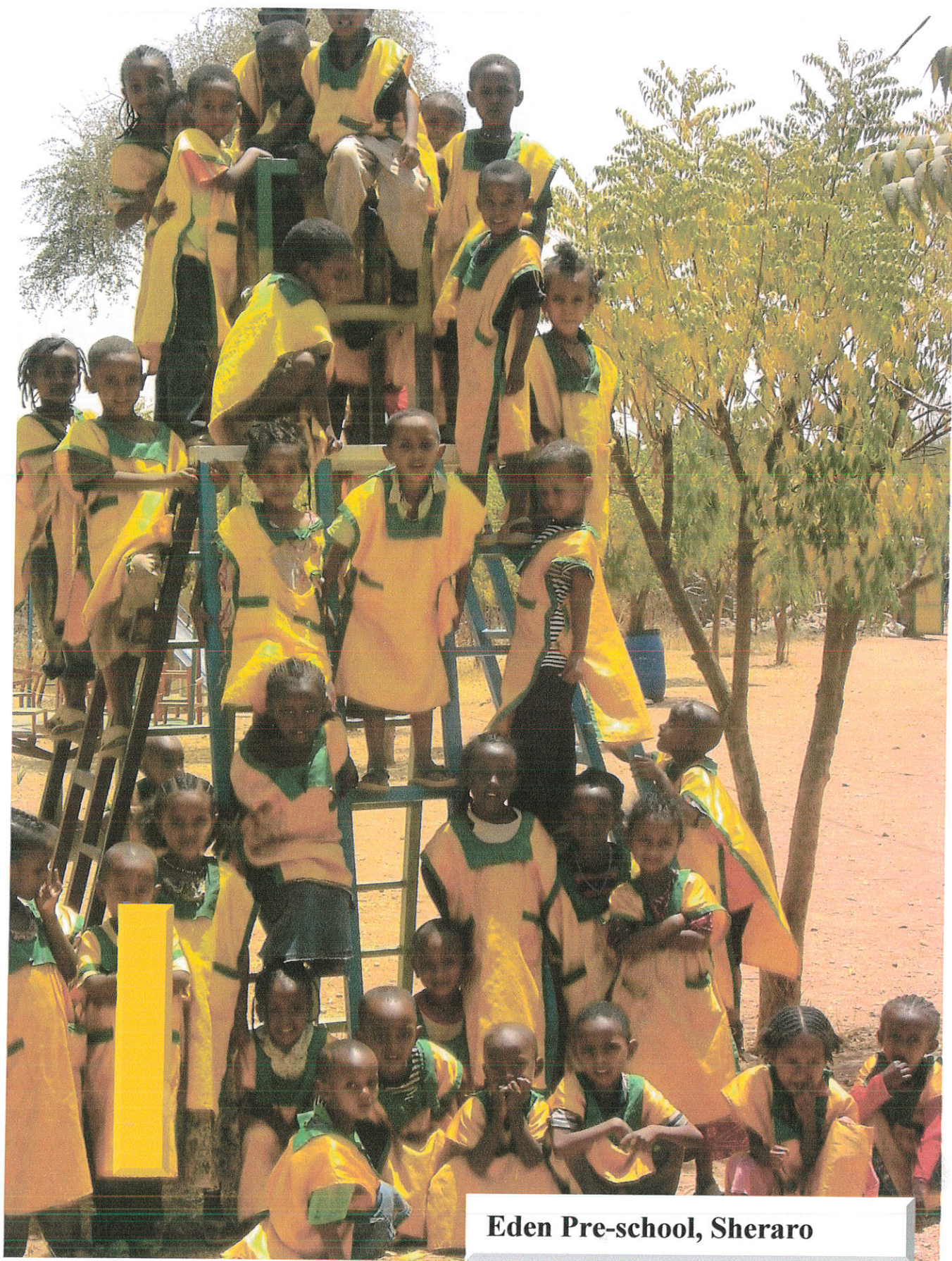


Vision Pre- school
Medebay Zana

Children playing at outdoor in the
School environment



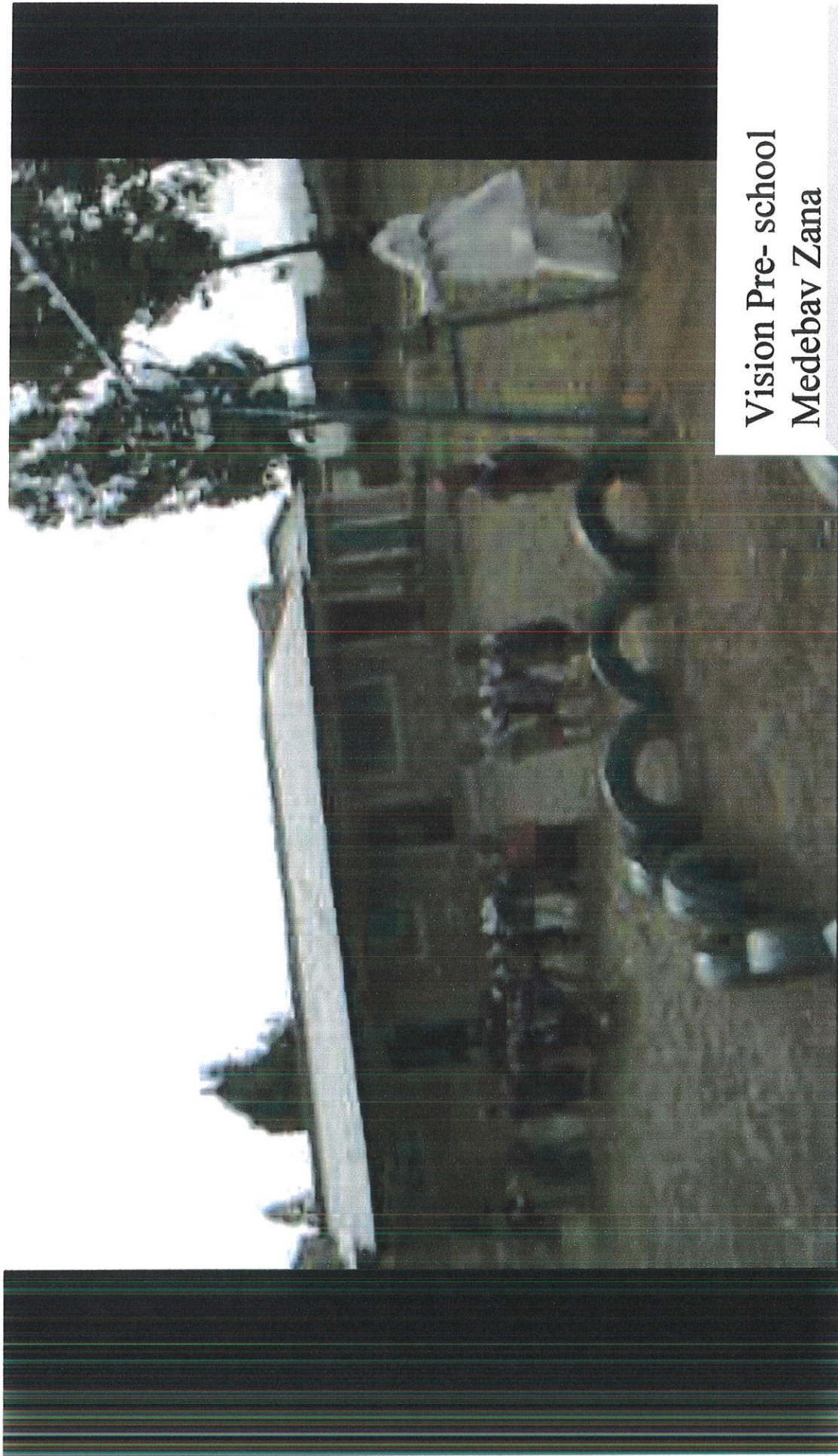
2007/02/18



Eden Pre-school, Sheraro



Children at Classroom, Model
pre-school, Enda Selassie



Vision Pre- school
Medebav Zana

Annex-2

Teacher-child ratio, number of classes and assistant Teacher in the sample pre-schools.

Name	No of children	No of classes	No of teachers	No of asst. teachers	Teacher-children ratio
Vision	40	1	1	1	1:40
Model	143	3	3	-	1:47
Embeba	85	3	3	-	1:28
My baby	90	8	8	-	1:11
Betel	290	6	7	1	1:41
Hewan	134	3	3	-	1:45
Tsehay	50	1	1	-	1:50
Eden	71	3	3	1	1:27
Kidane-mihret	256	5	5	4	1:51
Total	1159	33	34	7	

Annex-3

Addis Ababa University School of Graduate Studies

Department of Curriculum and Teachers Professional Development Studies.

Questionnaire to be filled by pre-school teachers

Dear respondents, this questionnaire is prepared to assess the role of government in pre-school expansion and practice of pre-school education in some selected Weredas of the North Western Zone of Tigray. It is simply used to conduct a research, which is used for the requirements of master's Degree in curriculum and Teacher professional development studies at Addis Ababa University.

Having this general purpose in mind, you are kindly requested to give your genuine responses for the given items.

- ◆ Your responses will be kept very confidential and used for the research purpose only.
- ◆ Please, give your responses based on the directions given to each part of the questionnaire.

Thank you for your cooperation.

N.B

1. You need not write your name
2. After reading the questionnaire carefully, put a "✓" mark in the appropriate box that corresponds to your choice.
3. For the questions having no alternative response, you are kindly requested to give short answers in the space provided.

Part I: - Demographic Characteristics

Followings are lists of questions concerning you. Please give your responses by putting a tick “✓” mark in one of the boxes of the alternative responses listed against each of the items, or write what you are asked to write in the boxes.

No	Items /questions	Responses /Alternatives
1	Name of the pre-school	_____
2	Wereda and town respectively	_____
3	Ownership	☐ Government ☐ Non-governmental organization ☐ Public ☐ Private Others specify _____
4	Teacher's age	☐ Years
5	Sex	☐ Male ☐ Female
6	Teaching experience (total no of services as teacher or director in pre-school	☐ Years
7	Number of periods you teach per week	Periods

Part II: - The extent to which the curriculum is implemented in the pre-school

- Which of the following is /are the main objective/s of pre-school curriculum? (more than one answer is possible)
 - Children cognitive development ☐
 - Children motor skills development ☐
 - Children emotional development ☐
 - Children social development ☐
- The degree to which the significance of pre-school education for children development laid is:
 - Very high ☐
 - High ☐
 - Medium ☐
 - Low ☐
 - Very Low ☐

3. Indicate by putting a tick “✓” mark for the availability of curriculum materials for the subject and level you teach.

No	Curriculum materials	Available	Not available
1	Syllabus		
2	Textbook		
3	Teacher’s guide		
4	Other related materials		

3.1. If the curriculum materials are available in your school, from where do you do you obtained?

A) Tigray Education Bureau ☐ B) MoE ☐ C) NGOs ☐ D) Any other ☐

3.2 Write your response, if you have any additional idea concerning this issue

4. The extent to which instructional materials preparation by teachers from locally available materials in the pre-school is:

A) Very high ☐ B) High ☐ C) Medium ☐ D) Low ☐ E) Very low ☐

5. The degree of instructional material utilization by teachers in the pre-school is:

A) Very high ☐ B) High ☐ C) Medium ☐ D) Low ☐ E) Very low ☐

6. Indicate the frequency of the most commonly used methods of teaching in your school by ticking “✓” on the provided space:

No	Methods of teaching	very Frequen cy	Frequen cy	Someti mes	Rarely	Not at all
1	Brainstorming					
2	Play based instruction					
3	Discussion					
4	Categorizing					
5	Cooperative learning					
6	Choral speaking					
7	Learning by doing					
8	Lecture					

7. Indicate the frequency of assessment techniques used in your pre-school by ticking (✓) on the provided space

No	Assessment Techniques	very Frequently	Frequently	Sometimes	Rarely	Not at all
1	Test					
2	Observation					
3	Classroom participation					
4	Practical activities					
5	Class work					
6	Home work					
7	Examination					

8. What are the most commonly used children's record keeping systems in the pre-school?
(More than one answer is possible).

A) Anecdotal ☐

C) Daily attendance ☐

B) Admission record ☐

D) Parent-teacher record ☐

E) Others specify _____

9. Please, suggest the solutions you think for further improvement of the implementation of the pre-school program _____

Part III: Learning Environment of Pre-schools, Adequacy of indoor and outdoor Equipments and Materials and their Organizations

1. Indicate your agreement concerning the following issues by marking “✓” under the given table below.

No	Issues	Agree	Undecided	Disagree
1	The Site of pre-school is appropriate for the practice of pre-school education			
2	The pre- school buildings fulfils the main requirement (Lavatories, washroom, outdoor paly area, office)			
3	Adequate sanitary facilities are available in the school.			
4	The classrooms are conducive for teaching-learning process.			
5	Adequate indoor equipments are available in the school.			
6	Adequate indoor materials are available in the school.			
7	Adequate outdoor equipments are available.			
8	Adequate outdoor play materials are available.			
9	Equipments and materials are well organized in the classrooms			

Part IV: Training and Adequacy of teachers in the pre-school

1. What type of training have you taken to teach pre-school education?

A) TTI ☐ B) TTC ☐ C) Pre-school teaching

D) If any other, Specify _____

1.1. If your answer to question number 1 is ‘C’ (Pre-school teaching), how long was the duration of training?

A) less than 3 months ☐ B) 3 months ☐ C) 6 month ☐ D) 10 months ☐
E) above 10 months ☐

2. To what extent the courses you took during the training is adequate to your all round task in the pre-school at present?

A) Very high ☐ B) High ☐ C) Medium ☐ D) Low ☐ E) Very low ☐

2.1. If your answer for question number 3 is low or very low, why do you think is that? _____

3. In what language have you been trained?

A) Tigrigna ☐ B) Amharic ☐ C) English ☐

4. The interval you have refreshment courses on pre-school education to develop your profession is:

A) Two times in a year ☐ C) Once in two years ☐

B) One time in a year ☐ D) I have not got till now ☐

4.1. If you do not have, why do you think is that?

5. Which subjects were covered during your training in the institution _____?

A) Child development ☐

B) Child psychology ☐

C) Health and Nutrition ☐

D) Pedagogy ☐

E) Music ☐

F) Social science ☐

G) Environmental science ☐

H) Methods of pre-school teaching ☐

I) Theory of education ☐

J) History ☐

K) Mathematics ☐

L) Children skills of language development ☐

6. The number of assistant teachers in your school is

A) More than the required standard ☐ B) Adequate ☐ C) Nearly adequate

☐ D) Highly below the standard ☐ E) not at a

6.1. If there are assistant teachers in your school, are they trained on pre-school teaching to implement it?

A) Yes ☐

B) No ☐

6.2. If there no at all assistant teachers in your school, please indicate the problems you have faced due to the absence of assistant teachers _____

7. If you have additional comments, suggestions or recommendations regarding adequacy and qualification of teachers, please write it _____

Part V: The extent of parent-school relationship to assist children's learning

1. What is the degree of parent involvement in your pre-school to enhance children's performance?

- A) Very high ☐ B) High ☐ C) Medium ☐ D) Poor ☐ E) Very poor ☐

1.1. If your answer for question number 1 is poor or very poor, why?

2. How do you explain teacher's recognition to establish respectful partnership with parents?

- A) Very high ☐ B) High ☐ C) Medium ☐ D) Low ☐ E) Very low ☐

2.1. If your answer for question number 3, is low or very low, why?_____

3. What is the degree of parents' acceptance to the invitations of the pre-school?

- A) Very high ☐ B) High ☐ C) Medium ☐ D) Low ☐) Very poor ☐

3.1. If your answer for question number 3, is low or very low, why?_____

4. What are the commonly used means of communication for parents to participate in pre-school education with the school? (more than one answer is possible)

- A. Meetings and discussions ☐
- B. Telephone calls ☐
- C. Written letters ☐
- D. The use of communication books ☐
- E. Verbal message ☐
- F. Other, specify _____

4.1. How is the efficiency of the communication? _____

5. Please rate the following items by putting a “✓” mark in the appropriate column

No	Parents involvement in their children’s learning	Very good	Good	Average	Poor	Very poor
1	Service in school committees					
2	Provide materials for their children					
3	Provide materials for the school					
4	Help to do their homework					

6. If you have additional comments, suggestions or recommendations regarding parent-school relationship to raise here ,please write it _____

Part VI: Support of Government in Pre-school Education

1. Please, mark in the appropriate box of your response the governmental sort of support (Wereda or Educational Bureau)

		High	Medium	Low
No	Items			
1	Guiding how to prepare teaching aids from local materials			
2	Guiding how to use modern method of teaching			
3	Giving in-service training of teachers			
4	Providing supervision			
5	Setting standards			
6	Monitoring pre-schools based on the standards			
7	Distributing curriculum materials to pre-schools			
8	If any other please mention turn by turn			

2. How is the expansion of pre-schools by government in these two years?

A) Very good ☐ B) good ☐ C) poor ☐ D) very poor ☐ E) No change at all ☐

3. If you have additional comments, suggestions or recommendations you would like to give regarding governmental support to enhance pre-school education to raise here ,please write it, _____

Annex-4

Addis Ababa University School of Graduate Studies

Department of Curriculum and Teachers Professional Development Studies

Interview Guides Objectives

The main purpose of this interview is to collect information regarding the practice of pre-school education in North western zone of Tigray. Thus, your direct participation has been found essential and you have been selected for the interview. So, kindly you are requested to give information honestly.

- It is assured that the collected information will be kept confidential and used for research purpose only.

Thank you!

A. Interview Guide for children's Parents

1. Why do you send your child to pre-school?
2. What are the objectives of pre-school education? What is the critical significance of pre-school education for children?
3. How do you involve in your children's learning in pre-school?
4. How is daily information about children shared
5. What significance has parent involvement in pre-school for children's learning?

B. Interview Guide for Parents

1. Why do you send your child to pre-school?
2. Do you have knowledge about the significance of pre-school education?

C. Interview guide for Regional Education Bureau and Weredas Education Office

Experts and Pre-school Directors.

1. What do you think that the main objectives of the pre-school education?
2. Do you have any training that helps you to give supervision and support to the pre-school education program?
3. Do you provide supervision and support in the pre-school education program?
 - If yes,

- How many times in a year?
 - What do you supervise? Indoor, outdoor or both of them?
 - What sort of problems do you think the pre-school face in its practice?
 - What alternative solutions do you suggest for further improvement?
- If not, why?
4. Do you think that the adequacy of teachers, principals and their qualification is sufficient to the program? If not why?
 5. How do you evaluate the equipment and materials available in the pre-school regarding to the adequacy with the number of children's?
 6. How many children are there between the age of 4 and 7 in your Wereda? (for Wereda education office experts).
 - How many of them are enrolled in the pre-schools?
 - If the pre-school/s is/are non-governmental, would you explain the maximum and minimum tuition fee?
 - Is every parent can afford this tuition fee?
 - If not, how do you explain the problems in your wereda ?
 - What solutions do you suggest for the problems faced ?
 - What sort of support the wereda provides for the pre- school?
 - Have you a plan to expand pre-school education programs by allocating regular budget? If yes, at what stage are you now? (For Wereda education office experts and Regional education Bureau expert).

If not why? How do you solve the problems of pre-school education in your wereda especially for the disadvantaged children?
 7. How do you explain parent-school partnership to assist children's learning?
 - Do you think that children's parents have know-how about the objectives and significance of pre-school education?
 - If not, what is your role in creating awareness and understanding about the objectives and significance of pre-school education for the children's parents?
 8. If you have any comments, suggestions or recommendations for further improvement of the practice of pre-school education programs.
-

Annex-5

Addis Ababa University School of Graduate Studies

Department of Curriculum and Teachers Professional Development Studies.

Observation checklist

Name of pre-school _____ Date of observation _____

1. Observation checklist to assess learning environment of pre-schools

No	Items	Yes	No	Needs improvement
	A) Site of pre-school			
1	The pre-school is located away from the crowded /traffic areas			
2	The vicinity is good for future expansion			
3	Fenced and free of non-splintering materials			
4	The pre-school site is a raised area, dry and have natural drainage free from water logging			
5	Planting of trees are available			
6	Classroom and compound are attractive			
	B) Pre-school building			
1	The rooms are constructed for the purpose of pre-school			
2	There are attractive pictures in the walls			
3	The building fulfill the minimum requirements of: • Play rooms • Lavatories • Wash rooms • Outdoor play area • Office			
	C) Sanitary facilities			
1	There are separate toilets for children and adults 2.Ther is separate toilets for male and female			

3	Adequacy of child-sized toilet facilities for the children			
4	Adult-size toilets for the staff			
5	Provision of water			
6	The toilet and washing facilities are easily accessible for children from both the indoors and outdoors			
7	The toilet floor is washable and not of slippery			
	D) Classrooms			
1	Provides enough space for children to live and work together freely without regimentation for space			
2	Classrooms are beautifully decorated and attractive with charts and pictures on the walls and tidy			
3	Dust-free cross ventilation through open windows			
4	The walls space is functional and lend itself to promote activities			
5	The floors are cemented			
6	The floor is easily cleanable and maintained in a good sanitary condition			
7	The floor is warmth and free from dusts			
8	The window is low enough to enable a child to lookout for better view and understanding of the outside world			
9	Windows has the facilities for easy operation by children			
10	All doors are light in weight so that children can handle them easily			
11	The heights of door knobs are in easily reach of children			

2. Observation checklist for indoor and outdoor equipment and materials adequacy and their organization

No	Items	Adequate	Inadequate	Non-existent
	A) Indoor equipments			
1	Child sized easily and safely mobile chairs			
2	Child sized table that can be easily carried by children			
3	Open and closed shelves and cupboards that are suitable for the children height to use as they want			
	B) Indoor materials			
	Concept and skill materials (puzzles, books, play cards)			
1	Gross motor materials (Balls, pull toys, Riding toys)			
2	Construction materials (Blocks, building sets)			
3	Self expressive materials (dolls, Dress-up clothes, ...)			
4	Manipulative materials (Building sets, markers, pencil)			
5	Natural materials (sticks, levels, rocks, sands)			
	C) Outdoor play equipment			
	Swinging			
1	Merry – go – round			
2	Slide			
3	Balance			
4	Climbing frames			
	D) Outdoor play materials	Available	Not availabl	Need improve

			e	ment
1	Availability of play materials (footballs, giant balls, etc)			
2	Availability of skipping ropes			
3	Availability of gymnastic mat			
4	Availability of multipurpose mat			
5	Availability of large and mobile toys			
6	Availability of tricycles			
7	Availability of small car tyres			
	E) Organization of equipments and materials	Very good	Good	Poor
1	Children's materials are displayed at child eye-level			
2	Materials and equipments are accessible, easy to use and invite self-servicing approach			
3	Arrangement of play materials and equipment			

3. Observation checklist for assessing classroom instruction

No	Items	Yes	No	Need improvement
1	Brainstorming			
2	Play based instruction			
3	Discussion			
4	Categorizing			
5	Cooperative learning			
6	Choral speaks			
7	Learning by doing			
8	Lecture			

Annex-6
የኢኮኖሚክስ አዲስ አበባ
ቤት ትምህርቲ ድህረ ምረቃ

ክፍሊ ትህርቲ ሰርዓተ ትምህርትን ፅንሐትን ምምሕያሽን ሞያ መምህርነትን

ብአፀደ ሕፃናት መምሕራን ዝምላእ መጠይቕ

ክቡራን መምሕራን እዚ መጠይቕ እዚ ኣብ 100 ሰሜናዊ ምዕራብ ትግራይ ዘለዎ ኣፀደ ሕፃናት ምንቅስቃሰን እንታይ ከምዝመስል ንምፅናዕ ዝተዳለወ እዩ። እዚ ፅንሐት እዚ ኣብ የኢኮኖሚክስ አዲስ አበባ ኣብ ሰርዓተ ትምህርትን ፅንዓትን ምምሕያሽን ሞያ መምህርነትን ብአፀደ ሕፃናት መምህራን ዝምላእ መጠይቕ ንፅንዓትን ምምሕያሽን ሞያ መምህርነትን ንማስተርስ ዲግሪ መማልኢ ዕሑፍ ዝውዕል እንትኸውን እግረ መንገዱ እውን እቲ ዘሎ ፀገም ንምቕራፍ ንዝምልከቶ ኣካል ሪፖርት ንምግባር እዩ።

እዚ ሓፈሻዊ ዕላማ ኣብ ግምት ብምእታው ንሶም/ንሰን እዚ መጠይቕ ብቅንዕና ንክመልኡለይ/ኣለይ ብትሕትና ይሓትት ።

- እቲ ዝሃብዎ/በኦ መረጃ እታ ንቲ ፅንዓት ጥራሕ ከምዝውዕልን ብሚስጥር ከምዝሕሎን ይገልፀልኩም ።
- መልሶም/ሰን በቲ ተቀሚጡ ዘሎ ሕድሕድ መምርሒ መሰረት ንክተቐምጡለይ ይሕብር ።

ንምትሕብባርኩም ብጣዕሚ የመስግን

ልቢ

1. ሽም ምዕሓፍ ኣየድልን።
2. እቲ መጠይቕ ድሕሪ ምንባብ ኣብቲ ዝመረጽዎ/ኦ መልሲ ፊት ንፊት ኣብ ዘሎ ሳንዱቕ ውሽጢ ናይ “✓” ምልክት ይግበሩ/ራ።
3. መማረቂ ንዘይብሎም መጠይቓት ኣብቲ ዝተውሃበ ክፍቲ ቦታ መልሶም/ሰን ኣፂርን ግልፅን ብምግባር ይፅሓፉ/ፋ።

ክፍሊ 1: ሓፈሻዊ ሓበሬታ ብዝምልከት

ነዘም ዝሰዕቡ ሕቶታት መልሶም/ሰን ኣብቲ ሳንዱኽ “✓” ምልክት ብምግባር ወይ ከፃ መማረቂ ንዘይብሎም ሕቶታት መልሶም/ሰን ኣብቲ ክፍቲ ቦታ የቐምጡ / ጣ ።

ተ.ቁ	ሕቶታት	መልሲ/መማረቂታት
1	ሽም ኣፀደ ህፃን	
2	ሽም ወረዳን ከተማን ብቐደም ሰዓብ	-----
3	ወናኒ እቲ ኣፀደ ህፃን	☐ መንግስታዊ ☐ ገበርቲ ሰናይ ☐ ናይ ህዝቢ ☐ ናይ ውልቀ ካልኣት እንተሃልዮም
4	ዕድመ መምህር	☐ ዓመት
5	ፆታ	☐ ተባ ☐ ኣን
6	ብኣፀደ ህፃናት መምህርነት ክንደይ ዓመት ኣገልገለን/ሎም?	☐ ዓመት
7	ኣብ ሰሙን ዘለዎም ዎን በዝሒ ክፍለ ግዜ?	☐ ክፍለ ግዜ

ክፍለ 2:ኣብ ኣፀደ ህፃናት ናይቲ ስርዓተ ትምህርቲ ተግባራዊነት ብዝምልከት

- ከብዙም ዝሰዕቡ ናይቲ ስርዓተ ትምህርቲ ዋና ዕላማ ኣየናይ እዩ? (ካብ ሓደ ንላዕሊ መልሲ ምምራፅ ይክኣል እዩ።)
 - ሀ. ናይ ህፃናት ኣእምሮአዊ ዕብየት ☐
 - ለ. ናይ ህፃናት ኣካላዊ ዕብየት ☐
 - ሐ. ናይ ህፃናት ኣመለካከታ ወይ ስሚዒታዊ ዕብየት ☐
 - መ. ናይ ህፃናት ማሕበራዊ ዕብየት ☐
- ናይ ኣፀደ ህፃን ትምህርቲ ንህፃናት ኩለመዳይ ዕቤት ዘለዎ ረብሓ ክምይ ይርእይዎ/ኣኣ?
 - ሀ) ብጣዕሚ ልዑል ☐ ሐ) ማእከላይ ☐ ረ) ኣዝዩ ትሑት ☐
 - ለ) ልዑል ☐ መ) ትሑት ☐
- ንዝምህርዎ/ ኣ ዓይነት ትምህርትን ደረጃ ክፍልን ናይ ስርዓተ ትምህርቲ ማተርያላት ቀረብ ብዝምልከት ብ “✓” ምልክት የርእዩ / ያ ።

ተ.ቁ	ዓይነት መዕረፍቱ	አሎ	የለን
1	ናይ ስርዓተ ትምህርቱ መምርሒ		
2	መዕረፍ ተምሃራይ		
3	መምርሒ ንመምህር		
4	ካልኦት ተዛመድቲ ዕሑፋት		

3.1. ናይ ስርዓተ ትምህርቱ ማተሪያላት ቀረብ ኣብ ቤት ትምህርትኩም እንተሃልዩ ካበይ ኢኩም ረኪብኩምዎ?

ሀ) ካብ ቢሮ ትምህርቱ ክልል ትግራይ ☐ ሐ) ካብ ገበርቲ ሰናይ ☐

ለ) ካብ ሚኒስቴር ትምህርቱ ☐ መ) ካልእ

እንተሃልዩ _____

3.2 ኣብ ቀረብ ናይ ስርዓተ ትምህርቱ ማተሪያላት ብዝምልከት ዝህብዎ/ ኦ ሓሳብእንተሃልዩ ኣብዚ ይዕሓፉ / ፋ። _____

4. ኣብ ኣፀደ ህፃናት ናይ መምህራን ኣጠቓቕማ መምሃሪ መስተምሃሪ ሓገዝ

ደረጃኡ ሀ) ብጣዕሚ ልዑል ☐ ሐ) ማእከላይ ☐ ረ) ኣዝዩ ትሑት ☐

ለ) ልዑል ☐ መ) ትሑት ☐

5. መምህራን ኣብ ክባቢኦም ካብ ዝርከቡ ማተሪያላት መምህሪ መስተምሃሪ ሓገዝ ኣዳለካ ናይ ምጥቃም ደረጃኡ ከመይ ይግለፅ?

ሀ) ብጣዕሚ ልዑል ☐ ሐ) ማእከላይ ☐ ረ) ኣዝዩ ትሑት ☐

ለ) ልዑል ☐ መ) ትሑት ☐

6. ካብዞም ዝስዕቡ ንሶም/ሰን ዝጥቀሙሎም/ ማሎም ኣገባብ ኣመሃህራ ኣጠቓቕመኦም/ ኣን ብዝምልከት ብቲቀሪቡ ዘሎ ዝርዝር መሰረት ኣብቲ ግብረ ቦታ ናይ “✓” ምልክት ብምቕማጥ ይመልሱ / ሳ ።

ተ.ቁ	ኣገባብ ኣመሃህራ	ብጣዕሚ ተደጋጋሚ	ተደጋጋሚ	ማእከላይ	ትሑት	ኣዝዩ ትሑት
1	መነቓቓሒ/ ቅድመ ሕፃን					
2	ፀወታ መሰረት ዝገበረ ኣገባብ ኣመሃህራ					
3	ምይይጥ					
4	ብጉጅለ ምምሃር					
5	ተምሃሮ ነንባዓርሶም ንክመሃሃሩ ብምግባር					
6	ብቃል ገለፃ ብምግባር					
7	ሰሪሕካ ምርኣይ					
8	ሊክቸር					

7. ኣብ ከይዲ ምምሃር ምስተምሃር ብኣብዝሓ ብተደጋጋሚ ዝጥቀምሉ /ማሉ ዓይነት

ምዘና ብ “✓” ምልክት የርእያ / ዩ ።

ተ.ቁ	ዓይነት ምዘና	ብጣዕሚ ብተደጋጋሚ	ተደጋጋሚ	ማእከላይ	ትሑት	አዝዩ ትሑት
1	ቴስት					
2	ተከታታሊ ምልክታ					
3	ናይ ውሽጢ ክፍሊ ተሳትፎ					
4	ናይ ተግባር ስራሕቲ					
5	ክፍሊ ዕዮ					
6	ገዛ ዕዮ					
7	ፈተና					
8	ካልእ እንተሃልዩ					

8. ካብዞም ዝስዕቡ ናይ ህፃናት ማህደር ኣተሓሕዛ ብኣብዝሓ ዝጥቀምሉ/ ማሊ ኣየናይ እዩ? (ካብ ሓደ ንላዕሊ ምምራፅ ይከኣል እዩ።)

ሀ ዝርዝር ህይወት ታሪኽ መግለፂ ማህደር ☐

ለ ናይ ምዝገባ ማሕደር ☐

ሐ ዕለታዊ ብኩራት መከታተሊ መዝገብ ☐

መ ወለዲ መምህራን መዝገብ ☐

ረ ካልኣት እንተሃልዩም ይግለፁ /9 _____

9. ስርዓተ ትምህርቲ ኣፀደ ህፃናት ብዝበለፀ ተግባራዊ ንምግባር ይሕግዙ እዮም ዝብልዎም /ልኡም ነገራት እንተሃልዩም ዘርዝሩ _____

ክፍሊ 3: ምቕድናት ቤት ትምህርቲ ብዝምልከት

እዞም ዝስዕቡ ሕቶታት ብዛዕባ ምኛውነት ቤት ትምህርቲ ፣ ብመዳይ አቀማምጣ ቤት ትምህርትን ዝተማልአ ማተሪያል ምህላውን ዝምልከቲ እዮም። በዚ መሰረት ንሶም/ሰን አብቲ ዝሰማምዕል/ ዝሰማማዓል ቦታ “✓” ምልክት ብምግባር የመልክቲ/ታ።

ተቁ	ዝርዝር ነጥብታት	ይሰማማዕ	አይውስንን	አይሰማማዕን
1	እቲ ቤት ትምህርቲ ዘለዎ ቦታ ንቐጻሊ ንምስፍሕፋሕ ምኛው እዩ			
2	እቲ ቤት ትምህርቲ ብውሑዱ እቶም ዝተሓቱ መመዘንታት (ሽቓቅ፣ ሻወር፣ ናይደገ መጻውቲ ቦታ፣ ቢሮ) ዘማልአ እዩ			
3	እኹላት ንጽርየት ዘገልግሉ ፋሲሊቲ አለዉ			
4	መምሃሪ ክፍልታት ንክይዱ ምምሃር ምስትምሃር ምኛዎት እይም			
5	እኹላት ውሽጣዊ ናውቲ አለዉ			
6	እኹላት ውሽጣዊ ማተሪያላት አለዉ			
7	እኹላት ደጋዊ መጻውቲ ናውቲ አለዉ			
8	እኹላት ደጋዊ መጻውቲ ማተሪያላት አለዉ			
9	ማተሪያላትን ናውቲን አውሽጢ ክፍሊ ንክይዱ ምምሃር ምስትምሃር ሰሓብቲ እይም			

ክፍል 4: ናይ አፀደ ህፃናት መምህራን ስልጠናን በዝሕን ብዝምልከት

1. አብ አፀደ ህፃናት ንምምሃር እንታይ ዓይነት ስልጠና ወሲዶም / ደን?

- ሀ) ቲ.ቲ. እይ ☐ ሐ) መ.ያ መምህርነት አፀደ ህፃናት ☐
 ለ) ኮሌጅ ዲፕሎማ ☐ መ) ካልእ እንተሃልዩ ይጠቀስ _____

1.1 ንሕቶ ቁፅሪ ሓደ መልሶም/ሰን መ.ያ መምህርነት አፀደ ህፃናት እንተኮይኑ ንሓውት ስልጠና ብአዋርሕ ክንደይ ነይሩ? _____

- ሀ) ትሕቲ 3 ወርሒ ☐ ሐ) 6 ወርሒ ☐ ረ) ልዕሊ 10 ወርሒ ☐
 ለ) 3 ወርሒ ☐ መ) 10 ወርሒ ☐

ዝወሰደኡ /ድዎ ስልጠና እኩል ድዩ? _____

2. አብ እዋን ስልጠና ዝወሰድኩምዎም ኮርስታት አብ ስራሕኩም እንታይ ዝአክል ሓጊዝኩም?

- ሀ) ብጣዕሚ ልዑል ☐ ሐ) ማእከላይ ☐ ረ) አዝዩ ትሑት ☐
 ለ) ልዑል ☐ መ) ትሑት ☐

2.1. ንሕቶ ቁፅሪ 3 መልስኩም ትሑት ወይ ብጣዕሚ ትሑት እንተኮይኑ ንምንታይ

ይመስለኩም? _____

3. በየናይ ዓይነት ቋንቋ እየም/ የን ሰልጠኛም / ነን?

ሀ) ትግርኛ ☐ ለ) አምሓርኛ ☐ ሐ) እንግሊዝኛ ☐

4. አብ ስራሕ እናሃለው /ዋ በዝሒ ዝወሰድዎም/አም ስልጠናታት ሞያ መማሓየሺ አፀደ ህፃን:

ሀ) ክልተ ግዜ አብ ዓመት ☐

ሐ) ሓደ ግዜ አብ ክልተ ዓመት ☐

ለ) ሓደ ግዜ አብ ዓመት ☐

መ እስካብ ሒዚ አይሰልጠንኩን ☐

4.1. እስካብ ሒዚ እንተዘይሰልጠኛም / ነን ንምንታይ? _____

5. እንታይ ዓይነት ትምህርቲ እየም እየን አብቲ ትካል አፅኒዖም / ዐን?

ሀ. አተዓባብያ ህፃን ☐

ለ. ስነ ልቦና ህፃን ☐

በ. ክልስ ሓሳብ ትምህርቲ ☐

ሐ. አመጋግባን ጥዕናን ☐

ተ. ታሪክ

☐

መ. ስነ ምምሃር ☐

ቸ. ቁፅሪ ☐

ረ. መብረሃ ☐

ሰ. ሕብረተሰብ ሳይንስ ☐

ሸ. ተፈጥሮ ሳይንስ ☐

ቀ.ሚላ አመሃህራ አፀደ ህፃን ☐

6. በዝሒ ድጋፍ ወሃብቲ መምህራን አብ ቤት ትምህርትኩም ከመይ ይግለፅ?

ሀ) ካብ ስታንዳርድ ንላዕሊ ☐ ሐ) ዳርጋ እኩላት እየን ☐

ለ) በቲ ስታንዳርድ መሰረት ☐ መ) ብጣዕሚ ካብ ስታንዳርድ ንሕቲታእየም ☐

ረ) ፈፂመን ድጋፍ ወሃብቲ የለዋን ☐

6.1. አብ ቤት ትምህርትኩም ድጋፍ ወሃብቲ መምህራን እንተሃልየን ብናይ አፀደ ህፃን መያ መምህርነት ዝሰልጠና ድየን ?

ሀ) እወ ☐ ለ) አይፋል ☐

6.1.1. አብ ሕቶ ቁፅሪ 6.1 መልስኩም /ክን አይፋል እንተኮይኑ ብዘይ ምስልጣንን ዝፍጠር ፀገም እንተሃልዩ ይፅሓፉ/ፋ ።

6.2. ንሕቶ ቁፅሪ 6 መልሶም/ሰን ፈፂመን ድጋፍ ወሃብቲ የለዋን ዝብል እንተኮይኑ ድጋፍ ወሃብቲ መምህራን ብዘይ ምህላውን ዝተፈጠረ ፀገም እንታይ አለዎ? _____

7. ብዛዕባ በዝሕን ስልጠናን መምህራን ብዝምልከት ተወሳኪ ሓሳብ " ሪአቶ

6. ናይ ወለዲ ተሳትፎ መሰረት ብምግባር ቀጺሎም ንዝቀርቡ ዝርዝር ሓሳባት ኣብቲ ዝተውሃበ ቦታ “✓” ምልክት ይግበሩ/ሪ.

ተቁ	ዝርዝር ሓሳባት	ብጣዕሚ ዕቡቅ	ዕቡ ቅ	ማእከ ላይ	ትሒ ት	አዝዩ ትሒት
1	አብ ቤት ትምህርቲ አብ ዝተፈላለዩ ኮሚቴታት ብምስታፍ					
2	ዝተፈላለዩ ማተርያላት ንህፃናት ብምምላእ					
3	ዝተፈላለዩ ማተርያላት ንቤት ትምህርቲ ብምሃብ					
4	ህፃናት ክፍሊ ዕዮ ንክሰርሑ ብምሕጋዝ					

7. ብዛዕባ ርክብ ወለድን ቤት ትምህርትን ተወሳኪ ሓሳብ "ሪአቶ
እንተሃልዩዎም/ ወን ይዕሓፉ / ፋ. _____

ክፍሊ 6 ሓገዝ መንግስቲ አብ አፀደ ህፃናት ብዝምልከት

1. ካብ መንግስቲ (ወረዳ ምምሕዳር ወረዳ ክፍሊ ትምህርቲ ወይ ቢሮ ትምህርቲ)
እትረክብዎም ሓገዝ ብ "✓" ምልክት አብቲ ግብእ ቦታ የመልክቱ / ታ ።

ተቁ	ዝርዝር ነጥባት	ልዑል	ማእከላይ	ትሒት
1	ብዛዕባ አሰራርሓ መምሃሪ ሓገዝ ካብ ከባቢ ማተሪያላት ድጋፍ ምሃብ			
2	ዘመናዊ ሚላ አገባብ አመሃህራ አጠቓቕማ ብዝምልከት			
3	ንመምህራን ስልጠናታት ምሃብ (አብ ከይዲ ስራሕ)			
4	ሓገዝ ሱፐርቪዥን ምሃብ			
5	ናይ አፀደ ህፃናት ስታንዳርድ አዳሊኻ ምሃብ			
6	በቲ ስታንዳርድ መሰረት ክትትል ምግባር			
7	ማተሪያላት ስርዓተ ትምህርቲ ንአፀደ ህፃናት አብ ምብፃሕ			
8	ካልኦት እንተሃልዩም በብተራ የቀምጡ /ጣ			

2 ዝርገሓ አፀደ ህፃናት አብዚ ክልተ ዓመት ብመንግስቲ እንታይ ይመስል?
 ሀ አዝዩ ዕቡቅ ☐ ሐ ድኩም ☐ ረ ምንም ለውጢ የለን ☐
 ለ ዕቡቅ ☐ መ አዝዩ ድኩም ☐

3 ኣብ ከይዲ ምምሃር ምስትምሃር ኣፀደ ህፃናት ንምምሕያሽ ብመንግስቲ ኣብ ዝግበር
ኣገዝ ተወሳኪ ሓሳብ" ሪኢቶ እንተሃልይዎም/ ን ኣብ ዚ ይፅሓፉ/ፋ

—.

DECLARATION

I, the undersigned, declare that this thesis is my original work and has not been presented for a degree in any other university. All sources of materials used for the thesis have been duly acknowledged

Name. Haile Gebreselassie

Signature 

Date. 17/06/10

This thesis has been submitted for examination with my approval as a university advisor

Name. Getachew Adugna (Ph.D)

Signature 

Date. 17/06/10