

**EARLY CHILDHOOD CARE AND EDUCATION TEACHERS’
TRAINING POLICY, PRACTICE AND CHALLENGES IN
ETHIOPIA: THE CASE OF KOTEBE UNIVERSITY COLLEGE**

BY

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**ADDIS ABABA UNIVERSITY COLLEGE OF EDUCATION AND
BEHAVIORAL STUDIES**

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ABBREVIATIONS AND ACRONYMS

A.A.E.B. Addis Ababa Education Bureau

PTTI Primary School Teacher Training Institute

ECCE Early Childhood Care and Education

ECE Early Childhood Education

EFA Education for All

ESDP Education Sector Development Program

FGD- Focus group discussion

MOE Ministry of Education

MDG Millennium Development Goal

NAEYC National Association for the Education of Young Children

TTI Teachers Training Institute

UNICEF United Nations Children's emergency Fund

UNESCO United Nations Education, scientific and Cultural Organization

Abstracts

This study aims at assessing the existing Policy, Practice and Challenges of Early Childhood Care and Education of Teachers Training in Ethiopia taking the Case of Kotebe University College. The research examined how the policy provisions have been understood and implemented on ECCE teachers training at KUC and, how the prevailing practices at the university college engaged to train pre-service ECCE professionals. Furthermore, it intended at identifying the major challenges encountered during the practices of training in the University College. To these ends, a mixed methods research approach was used by applying both purposive and available sampling techniques. The study used both primary and secondary sources. Data were obtained using in depth semi-structured interviews from instructors and officials/experts from KUC, MoE and AAEB. Additionally questionnaires and FGD were used to collect data from regular candidates of 2014 (104) various related policy documents. (n = 104). The data gathered via questionnaires were analyzed using percentage and the outputs of the statistical reports were presented by tables and analyzed and interpreted accordingly with the support of the data obtained through interview and open-ended questions. As a result, study revealed that government /MoE and AAEB/ leadership and regulation in terms of supervision, accreditation to the training of ECCE teachers seems to be less than satisfactory. Teachers were rarely provided with the opportunity to develop their profession, teaching and learning resource or facilities seem to be in short supply lack of model school and candidates were admitted without interview or written examination and joined the program as they could not find other options. The candidates were deprived of the opportunity of getting dormitories, and meal services moreover pay tuition fee. The duration of the training are considered very short. Hence, the research concluded that ECCE teacher's training at KUC lack the required quality. Consequently implications were forwarded.

Key Words-Early Childhood Care and Education, Policy, practice and challenges

CHAPTER ONE

INTRODUCTION

1.1. Background of the study

Early Childhood Care and Education (ECCE) is the support for children's survival, growth, development and learning from birth to the time of entry into primary school in the formal and non-formal settings (UNESCO, 2007). It is believed that, early childhood care and education, is the foundation for holistic development of children particularly below seven years old and it is useful for their future educational career (Aparajita, 2002).

Moreover, Early Childhood is a critical period that requires due attention and a great deal of investment. For one thing, warm and responsive care at the early years has a protective function of "immunizing" a child against the effects of stress experienced later in life. For another, the investment on young children at this stage pays back later through their productive contribution in nation building and development (Barnett, 2004).

Consequently, the concept of ECCE named differently by many African countries and many of these facilities are called "Day Care Centers", "Kindergarten Schools", "Nursery Schools" and "Crèches" (UNESCO, 2007). Recognition of educational programs for young children below seven years as an essential part of continuous education in a modern way has been developed gradually in the whole world. However, according to some literature, the care and education of children outside the home is not a modern time idea and hence, Plato proposed it centuries ago and also after words during the 17th to 19th centuries philosophers and educators like Rousseau, Pestalozzi, Froebel, J. Locke, Dewey and Maria Montessori visualized and asserted that school of early childhood education as one of the means for improving social condition (Aparajita, 2002).

Likewise, early childhood education outside the home is not even new phenomenon for Ethiopia too thus, education for children were rendered by both Christian as of 4th C.AD and Islamic in the 7th C.AD (Ministry of Information, 1973). The concept of ECCE as it dates back to the 17th century Ethiopian philosophers Zär'a Ya'aqob and his disciple Wäldä Haywat (Sumner, 1986, as cited in Tirussew and etal, 2007). Still others associated its development to religious education given to children at the age of four in which children learnt alphabets in church services in the medieval Ethiopia. Afterward, the modern early childhood education type was established for the first time in the country during the reign of Minilik II. Hence, the first modern kindergarten

was established in Dire Dawa for the children of French consultants who were helping the construction of the first railroad in Ethiopia. (Demeke, 2003 as cited in Tirussew & etal, 2007). Recently Ethiopia where Children constitute a large section of the population and over 45% of the estimated seventy three million populations' i.e.33 million children are below fifteen. (Population census, 2007) as a result, expanding access to a modern pre-school program for such huge number of children would be indisputable and ultimately helping for increase the overall quality of education and improving the internal efficiency of the primary school education program (AAEB,2010).

Nevertheless, whatsoever established and creating access to all children and a high-quality pre-primary schools that is having an appropriate and ample facilities like, relevant learning materials, well prepared curriculum, ample and conducive play compound with appropriate student- class size etc... adequate and well trained teachers are necessary for the sector to achieve its anticipated missions otherwise no matter what endeavor are there.

There has been a growing consensus that early childhood teacher preparation and professional development must help all teachers gain knowledge and practice skills that contribute to the educational achievement of all children (NAEYC, 2002; Ray, 2000). For the importance of qualified and trained early childhood care and education researches also stated that, the early child hood teachers training dispositions, subject knowledge, ability to understand the Children, families and communities are the most important factors in the educational enterprise (Bowman, 2001). Development of primary school professional teachers training in Ethiopia

The first institution for the professional preparation of teachers for primary schools opened in 1944, with an enrolment of 32students for a two year course in one classroom in Minilik II School. This early training school continued and was transferred in 1925 to Harar where it became the Harar Teacher Training school, with some students admitted from grade 8 for a 4-year programme and others from grade 9 for a 3-year training programme (Ministry of information, 1973)

Furthermore an in-service teachers' education program also started with the collaboration of the government and UNECEF in 1964 being designed for up-grading programme for teachers.

in-service course for home economics teachers (1959-68), seminar for administrators in elementary education (1965), and upgrading in-service programme for middle level primary teachers designed for those with qualifications between grade 9 and 11(these begin in 1968),in-service

programme for untrained grade 12 teachers (1966). (Ministry of Information July, 1973)

However, modern teachers' training for early childhood program was overlooked. Nevertheless there were traditionally oriented scholars or teachers in Ethiopia for children that are below seven years.

the existence of written language and the work done by the Orthodox Church and Muslim schools in spreading the skills of reading and writing and enriching the cultural heritage of Ethiopia over many centuries, created a useful foundation for the modern school system. The scholar and the teacher were well known and respected in communities. The value of basic education had been demonstrated to society for many generations. Therefore when the time came to establish modern schools, these ideas had already been widely implanted and the demand for education was more lively than it might otherwise have been, the nation also possessed a reservoir of scholars and teachers who were able to assist in creating the system. (Ministry of Information July, 1973)

In order to get the most important inputs for school i.e. teachers/care-givers, it was inconceivable without giving emphasis on teachers training institute where the sources of the profession solely emanate from. Hence, for the first time in the history of the country with the support of UNICEF, Menen Preschool Teacher Training Center was established in Addis Ababa in 1986 (Demek, 2003 as cited in Tirussew and etal, 2007). This pre-school teachers training center exists now at the current Kotebe University Teachers College under the administration of Addis Ababa Education Bureau. Thus, it is needed to conduct research in this topic or area.

1.2. Statement of the Problem

There are several major problems facing the early childhood care and education system in Ethiopia. Sadly enough, for mushrooming pre-schools in Addis Ababa there is only one University College which exclusively engaged to trainee pre-school professionals in Addis Ababa. Likewise there is a shortage in supply of specialized early childhood education teachers to meet the current demand has been increasing time to time. Therefore, quality of instruction in ECCE programmes are compromised as the professional responsible lack the needed training.

Early Childhood Care and Education has become one of the priorities for the education sector and as one of the potential inputs to the overall improvement of quality of education (AAEB,

2013). To this end, in the motto 'Education for all' the administration has stretched a big leap forward to reach out the pre-school aged children in Addis Ababa.

In the 10 sub-cities where there one Early Childhood Care and Education Teachers Training department in the university college, 1000 pre-schools, and there are 7270 kindergarten teachers and 120918 children did exist (A.A.E.B, April, 2013). According to an article written in the area argues on that thinking about a quality of the pre-primary education is a timely and a decisive intervention to cultivate potential citizens who would contribute to the development of their country. Yet, in relation to this, research findings indicated that there are some factors that affect the quality of early childhood care and education program for, a better early child hood teachers training colleges, institutes or universities, need to produce be better teachers that lead to better Pre-schools, and so countries, Student achievements' extensively linked to teacher qualification (NAEYC, 2002; Ray, 2000). Another research article done in the area confirmed it that:

Early Childhood teacher preparation and professional development must help all teachers gain knowledge and practice skills that contribute to the educational achievement of all children (Ladson-Billings, 1999; NAEYC, 2002; Ray, 2000).

On top of this, the period of early childhood is a remarkable time of brain development that lays the foundation for later learning. It cannot be achieved without virile and well trained management and teaching personnel (UNESCO, 2007/08). From the above mentioned research findings and other arguments, one cannot fail to notice the importance of the Teachers Training Institute that brings professionals for the level, along with the development of kindergarten school. But several developing countries have given less emphasis and /or lack of good reputation for teachers training college, institution either University, to train both pre-service and in-service training of pre-school teachers/professionals. For instance, in Bangladesh, the nature of curriculum, the learning environment and the quality of teachers are not adjusted to the pre-primary education program (Manwaruddin, 2010).

In India, similarly, poor quality of teachers, very high teacher-student ratios, in adequate teaching materials and out dated teaching methods are the pressing problems that affect the quality of the pre-primary education. Again, in Namibia, the pre-primary education program faced challenges like varying level of teacher's qualifications, lack of a properly designed

curriculum, inadequate hygiene and varying levels of school fees (Jacobs, 2010).

Similarly, the problem in Ethiopia has not yet unique and free from such a crisis too, while a number of kindergarten schools have been recognized and increasing through time to time in the country where most of the regions in the country are living without a single institution. (Tirusew and etal, 2007). Similarly research carried out on the challenge disclosed it:

The challenges of pre-primary education program in Addis Ababa are lack of qualified teachers, shortage of basic facilities and equipment, non-conducive physical set up and class room, and shortage of teachers training (AAEB, 2010).

Consequently, the problems go beyond, what is mentioned in the above, to reveal among the many, lack of monitoring to maintain the standard of the curriculum and other facilities in preschools and in the training of pre-school teachers, the absence of dedicated structure both at the federal and regional bureau of education regarding early childhood care and education, Lack of budget provisions for the sector, lack of qualified experts in the sub-sector, the absence of a well-established and mandated body to ensure the quality and standard of the training of teachers for the area, lack of coordination on the part of the various organs of the education sector to monitor and inspect the activities are some of the problems that hamper ECCE programmes in Ethiopia.

The first two consecutives of ESDPs developed on the basis of the policy have also failed to mention specifically in the nature of activities to be carried out and the procedures to be followed in the training of pre-school teachers' training except ESDP III and IV.

From time to time in Addis Ababa pre-schools opening by private, government and by others have been also enrolled larger number of children, compared to other regions in Ethiopia; yet there has been only one Teachers Training Institute is available in the City for more than two and more decades.

However, policy reforms in teachers' training in Ethiopia, has been done trough different periods of time yet again, early childhood care and education teachers training policy were disregarded. Moreover , scarcity of research findings on Early Child hood Care and Education teachers training in Ethiopia has also seen clear therefore, it was worthy ,crucial and timely to study Early Childhood Care and Education training the policy, practice, opportunity and challenges of early

childhood care and education teachers training in Ethiopia: the case of Kotebe. Accordingly, the following basic research questions were designed.

Research Questions

- 1- What are the policy provisions on early childhood care and education teachers training in Ethiopia?
2. What are the prevailing practices at the university college in the pre-service training of teachers for early childhood care and education?
3. What are the opportunities and challenges in the practices of training of teachers for early childhood care and education at the kotebe university college?

1.3. Objective of the study

1.3.1 General Objective of the study

The general objective of this study was to examine, the policy, practices and challenges of Early Child hood Care and Education Teachers Training in Kotebe University College.

1.3.2 Specific Objectives of the study

The specific objectives were:

- To explore the policy provisions on early childhood care and education teachers training program at KUC
- To examined the prevailing current practices of Early Child hood Care and Education Teachers Training in Kotebe University
- To identify the challenges of early childhood care and education teachers training in the KUC.

1.4. Significance of the study

The result of the study would:

- serve as feedback to draw suitable strategies for better planning and implementation of the Early Child hood Care and Education Teachers Training in Addis Ababa and for scaling up/mainstreaming a substantial number of teachers training institution if needed be
- serve as the basis for other researchers who would like to make in depth study in the area.
- to disseminate the practices of Early Child hood Care and Education Teachers Training to other similar teachers training.

1.5. Delimitation of the study

The study was delimited to examine the policy, practice and challenges of Early Child hood Care and Education Teachers Training in Kotebe University College.

1.6. Limitation of the study

The difficulty to get timely response according to student-researcher schedules and inadequate sample size of expertise/officials in the area, moreover the study was confined only to the University College and overlooked those pre-schools.

1.7 Organization of the study

The study is organized five chapters and hence, the first chapter deals with the introduction, statement of the problem along with the research question, objectives of the study, delimitation and limitation of the study and operational definition and organization of the study. Chapter two provides the related literature reviewed while the third chapter presents the research design and methodology. Chapter four, deals with the presentation analysis and interpretation of the data. The fifth chapter addressed the summary and conclusions finally possible recommendations forwarded.

1.8. Operational Definitions

Kindergarten (*German*, literally means "children's garden") is a class or division of school for young children, usually four to six years old, which is to prepare them for elementary school.

UNIT TWO

REVIWE OF RELATED LITRATURE

2. 1. Early Childhood Care and Education

Early Childhood Care and Education (ECCE) can be defined as the support for children's survival, growth, development and learning from birth to the time of entry into primary school in formal and non-formal settings. Early childhood is a critical period that requires due attention and a great deal of investment. For one thing, warm and responsive care at the early years has a protective function of "immunizing" a child against the effects of stress experienced later in life. For another, the investment on young children at this stage pays back later through their productive contribution in nation building and development (Barnett, 2004). Hence, investing in young children is the right thing to do. For this reason different advocators argue on top of that, with increasing evidence, ECCE should be a major priority on a country's development agenda, a major contributor to breaking poverty cycles, (UNESCO, 2011).

Learning begins before a child first walks into a classroom, and so can learn lifetime advantages and disadvantages. Although early childhood is a period of great potential for growth and development, it is also a time when children are especially vulnerable to being left behind (Barnett, 2004). In both contexts, children from disadvantaged groups have the most to gain from ECCE and the most to lose from being excluded and for this reason early intervention is crucial (Naudeau , 2011). Delays in cognitive and overall development well before a child enters primary school often have long-lasting consequences for children, their families and society at large, and they are more costly to remedy (Peen, 2008). Despite the overwhelming case for building strong early foundations, ECCE remains a peripheral

concern within education systems virtually everywhere, characterized by insufficient resources and fragmented planning (Young, 2006). Evidence strongly suggests that those who need ECCE the most receive it the least and the majority of poor children in low- and middle-income countries do not have access to high-quality ECCE (Naudeau et al., 2011).

In many developing countries, especially sub-Saharan Africa, early childhood programmes are available only to a small fraction of the population, typically affluent urban and from well to do families. A major obstacle is the lack of consensus among policy-makers about the need for early childhood programmes compared to other key education goals such as universal primary education (Young, 2006). Likewise, the context of Ethiopia ECCE give due attention recently in Ethiopia too despite the fact that the policy was set in 1994. Hence, the Education and Training Policy indicated that Pre-school education ranges between 4-6 years of years of age. The increase in the number of private and public preschools underscores the growing belief that early childhood education should become an integral component of public education. However, most of these pre-schools are run by private individuals, religious institutions, and non-governmental organizations (Tirusew, 2007).

ECCE aims at the total child development in a learning environment that is joyful, child centered, play and activity based. Therefore, researchers argue that teacher education programmes in ECCE should develop in the trainee concepts, competencies, attitudes and skills related to implementation of developmentally appropriate curriculum based on child-centered and play and activity based approach (penn, 2008). Moreover, pen added that, cognitive and language development, health and nutrition, social-emotional development, physical and psychomotor development, aesthetic development, creativity and play, programme planning and school organization, community mobilization and participation. These all are require call for a teacher educator who has a sound educational philosophy besides specialized content and methodology skills pertaining to the ECCE areas (Naudeau et al., 2011).

The diversity that characterizes the ECCE situation also calls for development of multiple models of training of workforce with reference to age groups, nature of programme, and level of staff, mode and location of training. However, available institutional arrangements for preschool teacher education in many developing countries are grossly become inadequate considering the expected expansion of pre-school education sector (peen, 2008).

Likewise, the situation seen somehow similar to Ethiopian case, although teacher education has a long history of teacher training, pre-school teacher education is a very recent phenomenon beside, pre-school trained teachers/children ratio is high; there is also lack of monitoring to maintain the standard of the curriculum and other facilities in pre-schools including in the training of preschool teachers (Tirusew et al., 2007).

2.2. The Roots of Early Childhood Theory and Practice

The history of ECEC developments in several countries reminds us that in much of Europe and North America, and even in several of the developing countries such as China and India. Kindergartens and nurseries were first established in the 19th century, often drawing on the same models: Froebel, Pestalozzi, Montessori, and the activities of missionaries (Whitebook, 2003). The dominant vision and model in ECE derives from European and North American traditions based on individual children's rights and development (Penn, 2008).

Recognition that the early years have a particular role in subsequent human development emerged in Europe in the seventeenth century. Much of what is thought most characteristic of modern child-centered good practice in ECE the use of first-hand experience, the value of praise and active learning, learning through play can be traced back to seventeenth and eighteenth century European philosophers and educators such as the Czech, Jan Amos Comenius, the Swiss philosopher, Jean-Jacques Rousseau and the Swiss educator, Johann Pestalozzi (Cunningham, 1995).

A practical orientation to early education came from the British industrialist and socialist, Robert Owen, who set up an infant school for the children of his cotton mill workers from the age of one and the German educator, Friedrich Froebel, who put his ideas into practice in a school he called a “kindergarten” (Lawrence, 1970 cited in UNESCO, 2011). Innovation continued in the twentieth century with a focus on the very youngest children. The Italian Maria Montessori had a profound influence through her ideas and practice of emphasizing individual over class teaching, children learning rather than the teacher teaching and children’s liberty to follow self-chosen activities (Aparitaj, 2002). Regarding formal early childhood education, Africa is the shared history of colonization by European countries and the impact of this experience on ECEC developments.

Most of the African countries achieved independence in the 1960s; a decade when most of the countries were confronted by the over-arching task of nation-building and ECEC have a much longer history as a part of colonization (Pence, 2004).

2.3. Early Childhood Teacher Preparation

It is now widely recognized that qualified teachers are essential components of preschool programs that result in improved outcomes for young children (Barnett, 2003). Children who are educated by teachers with both a Bachelor's degree and specialized training in child development and early education have been found to be more sociable, exhibit a more developed use of language, and perform at a higher level on cognitive tasks than children who are cared for by less-qualified adults (Bowman, 2000). This research base, along with the evidence attesting to the long-term impacts of high-quality preschool programs on children's social and academic success has contributed to an increased demand for qualified preschool teachers (Campbell, 2001). As other report states that, "High quality ECCE teachers are essential for addressing pervasive and persistent educational

problems such as low reading and math achievement, particularly of children from low socioeconomic circumstances" (Ackerman, 2004).

2.4. High-Quality Early Childhood Teacher Preparation

The world of early childhood teacher preparation, in general, is under-researched, and little available evidence exists to inform practice (Horn-Wingerd, 2000). But according to some researcher it has been argue that, many teacher education programs are based more on ideology than on what is known about effective curriculum and pedagogy of ECCE (Isenberg, 2000). However, the quality of any teacher preparation program tends to be characterized by two interrelated factors which are the content of the curriculum and the available resources or capacity of an institution to provide that content through its faculty and structural characteristics (Darling-Hammond, 2000).

2.4.1 Content

Teacher education programs have historically focused primarily on child development and the application of child development principles to curriculum and teaching, the currently preschools become a part of formal schooling has created further demands. Therefore, concerning the preparation of early childhood teachers propose that the training of students in teacher preparation programs include four general areas (Hyson, 2003).

The first area is the foundation of early education, which includes child development and learning theory, as well as methods courses in both pedagogy and curricular approaches. In addition to knowledge of how children learn and general patterns of development, teachers need to facilitate learning across the content areas for diverse groupings of children. Therefore, according to Hyson,

the second area that teacher preparation programs should address is knowledge of the pedagogy involved in teaching young children literacy, math, social studies, science, and the arts.

Third, to realize the kind of teaching practices and interactions among teachers and children that positively affect children's development and learning, teacher preparation programs also should "prepare teachers to understand how to apply this knowledge in specific program planning and in assessing and adapting instruction to meet the needs of individual children, especially those from diverse linguistic and cultural backgrounds" Finally, in order to be able to make use of the content they are learning in their coursework, preschool teachers need to have direct experience with young children in a variety of settings. Therefore, for early childhood teacher preparation advocated by the National Association for the Education of Young Children recommend that teachers participate in field experiences (observations, practice, and student teaching) where they can practice what they have learned (Hyson, 2003). Despite these standards, only a few studies are available on what actually takes place within programs of preschool teacher preparation and whether they are able to address the needs of their students in these areas (Early and Winton, 2001) found that most early childhood teacher education programs currently in operation offer little, if any, coursework in linguistic and cultural diversity and the education of children with disabilities. Furthermore (Isenberg, 2000) challenged that early childhood teachers traditionally have not been prepared to teach domain-specific knowledge to young children, even though content standards in math, literacy, and science exist for 4-year-olds. Thus, a potential gap appears to exist between professional standards and the knowledge that teachers are learning in their programs of preparation (Hyson, 2003).

2.4.2 Resources

The teaching of the curriculum in teacher education programs is reliant on the resources an institution provides to ensure that students are supported in their studies. Research into teacher education programs has demonstrated that intensive and personal interaction between faculty and students is a critical piece of becoming an early childhood teacher (Darling-Hammond, 2000). It is not just the number of faculty available to meet with students that is a concern. Also of concern is their ability to educate preschool teachers adequately for the task of teaching diverse groups of students for ongoing academic success (Darling-Hammond, 2000) although there are standards determining what should be included in preparation programs for preschool teachers and some sense of the kinds of faculty resources needed to deliver such a curriculum.

2.5. The Role and Function of the Professional Early Childhood Care and Education Teacher

Professionalism refers to ‘the public recognition of and demands for a specific service which may only be provided by people that are prepared/skilled and formally educated (Spodek, 1988).

Professionalism uses special knowledge and skills that:

- have goals that are intended to achieve specific outcomes
- have a standard of performance to adhere to
- requires informed judgments that can be applied effectively’. If the primary and secondary schools require an atmosphere of professionalism, the same should apply for the young child in the informal classroom (Mc Nergney, 2004).

The mission of any ECCE setting should be to be as professional as possible in order to provide quality care and education. The teacher must, therefore, take on different roles to be successful in this endeavor.

The teacher's role in the early childhood classroom is that of lecturer, storyteller, conflict mediator, file clerk, , psychological diagnostician, custodian, nurse, program planner, business manager, treasurer, personnel director, parent resource, adult educator, etc.(Gordon & Browne 2000), includes the functions of plumber, carpenter, poet, musician, and training in psychology, medicine, and sociology maintain that being a faculty member of the teaching profession is much more than just coursework, methods, and teaching experiences. It is a profession not to be chosen lightly. It is a profession about dedication. Dedication outweighs the need for a salary or the desire for employment (Mc Nergney, 2004). It is an attitude about teaching; it is the belief that a child's life may change for the better. It is about empowering the child with life skills that would help him to engage and cope successfully with life and its challenges (Dicker 2003) suggest that the teacher is one who decides at which level the child is operating from, interacts with the child to encourage learning, and provides materials and activities at the correct time for maximum growth. (Gordon& Browne 2000) confirm also this viewpoint that the teacher who has insight into the child's needs and developmental level will meet the child at the point of his need. As a result, to perform these tasks and maximize its effectiveness, the teacher needs to take on these roles. Many studies have found significant relationships between specialized training in early childhood education and positive results for children. Teachers with specialized training have been found to provide more appropriate direction, build upon children's prior knowledge, to develop emerging understanding and skills and engage students in activities that are appropriately challenging rather than merely repetitive and hence;

Teachers with training in early childhood development are better equipped to facilitate young children's language-, cognitive- and social-skills development. They also tend to be warmer, more sensitive and more engaging. These teachers interact with children more positively – by smiling, talking, responding appropriately to requests, playing with verbal language through rhyming and reading aloud and managing behavior in constructive ways and with greater frequency. Such teacher

behaviors lead to instructional environments and teacher-child relationships that are associated with student gains in learning and social skills. Children, whose teachers actively engage them in communicating and reasoning and create a respectful, encouraging climate, convey enthusiasm for learning and demonstrate the highest gains in skill acquisition, When teachers provide more opportunities to practice higher-order and creative thinking while providing feedback to help students learn, children's language and literacy skills improve significantly.
(www.pewcenteronthestates.org/preknow.)

2.6. The Role of Recognized Early Childhood Care and Education Teacher's Education Institutions

ECCE is different from the training for elementary and secondary teachers and the field of early childhood education is not stagnant as well (Eliason, 2008). Research and experience continually expose teachers to new findings about how children learn, developmentally and culturally responsive practices, and the impact of public policies. There are several national and state organizations that focus on the education of early childhood teachers. Accredited colleges and universities offer courses that are reliable because they are research-based, and the content is also could be up-to-date (Dever, 2008). Teaching in early childhood is, a complex task and it requires teachers with positive teaching strengths and qualities, as well as excellent teacher preparation and practice' (Eliason and Jenkins 2008).

Universities/teacher training colleges remain efficient by providing consistent standards, quality assurance, and accountability. This is necessary because they provide for a large number of student teachers. Early childhood educators must strive to be learners who are willing to continually study, grow, and change and to think and solve problems' (Eliason, 2008). Teachers have their own theories about children. They rely on common sense and their own understanding of how the child learns. However higher education attempts to challenge this existing framework of perspectives. Theory is thus valuable as it involves a high level of attention to the world

(Dever, 2008). Student teachers not only need theoretical knowledge but also practical experience to discover the world of education.

Universities provide for teaching experiences by making it part of the study programme. Students are to fulfill certain requirements concerning teaching practice in various ECCE centers to gain experience through theory and practice students are taught to be professionals in their field of study (Furlong 1996). A common misconception is that teaching is an art that requires no knowledge base. Some believe that only certain fields like the medical sciences have a set of methodologies and scientific rules. Some lay people think they too can be educational experts. Others believe that any person with some form of education (not teaching) can deliver a lesson in a classroom hence; Research proves that such an idea is a mistake (Jenkins 2008). Another common mistake is the belief that the acquisition of theoretical knowledge is sufficient and that practical experience is not necessary.

The teachers who had theoretical and practical training were successful in their teaching endeavor (Slick 1995). To teach is important, but if a teacher does not have practical knowledge of how a child learns, she /he will not be effective in the classroom it may therefore be noted, that effective teacher training, encompasses both theory and practice (Smith, 1994). Field experiences are vitally important as it melds theory into practice. The teacher is therefore able to apply the concepts, principles, and ideals that he/she has gleaned from the higher education institutions. It is both theory and practice that completes the training process for the teacher (Slick 1995). Education stops neither at the university nor after many years of teaching. Ongoing mentoring and professional growth and development at higher levels are of vital importance throughout the teaching years. The teacher should also be exposed to in-service training,

professional conferences and organizations to expand knowledge and ensure relevancy to the times and technological advancements and changes (Gordon and Browne 1996).

2.7. Continues Professional Development

One of the trademarks of being a professional is to study throughout one's career. The term used for this is called Continuing Professional Development (CPD). It is the term used for the professions, for ongoing education and training. If teaching is seen as a profession – as has been argued already then a commitment to improving one's profession on a continual basis would be an important hallmark of the teaching profession (Earley & Bubb 2004). Professional development takes place when already competent professionals become even more competent.

To become more competent, one has to:

- grow beyond the usual;
- strive to increase the knowledge of one's field;
- refine skills;
- assume new responsibilities;

Research regarding the value of good teaching has increased and this has led to a greater need for professional development. The teachers who seek professional development are often highly motivated and have a need for achievement. These are people who find meaning in their careers and are able to make sense of their lives. With meaning comes a personal feeling of purpose, coherence, and commitment.

Teachers who want to quit find no meaning in what they are doing because they feel they are not contributing to the betterment of the world (Duke, 1990). Teachers that empower themselves with new and contemporary knowledge feel confident about their output and enjoy working with children. It is possible that teachers will become bored and stagnate because of the routine found

in the teaching field. However, teachers should recognize that this is the time for the teacher to experiment with new ideas and grow. They may do this by attending workshops and conferences, enroll in university courses, and visit colleagues for mentoring (Duke 1990).

2.7.1. Professional Development Program in Sub-Saharan Africa

In Burkina Faso, the general requirement is a two-year post-secondary certificate but may be less for auxiliary staff (“moniteurs”). Despite an integrated training structure, the number trained fails to meet growing demand. There is considerable “leakage” from the system in the form of trained ECE teachers assigned to work in the ministries rather than in ECCE centers. Training tends to assimilate ECE with that of the formal primary school, while professional development suffers from an unstructured approach.

In Congo, ECE teachers are trained for two years. The minimum level qualification for teaching is at least three years in general education institutions. On-the-job training and in-service seminars constitute professional development. There is a need to redeploy trained teachers from ministries to schools and centers.

In Ghana, a three-year diploma is required for certification. Initial education and professional development is variously provided at university level and at a national nursery teacher training centre. In Lesotho, a Certificate in Early Childhood Education was launched in 2007, along with a two-year in-service training course, marking the beginning of ECE professional development in the country. A minimum of a junior secondary education plus five years teaching experience is required for admission. A system of national trainers provide training using a cascade model from district to community level to cater to the training needs of experienced but unqualified ECE staff. Mauritius is working on a national certificate to ensure harmonization of all teacher

training courses offered by private providers with those from the National Training Institution. Efforts are geared towards ensuring training accords with international norms and standards.

South Africa has an accreditation system for early childhood development, under the South African Qualifications Authority. The National Qualifications Framework for early childhood development seeks to regularize training done by tertiary institutions and NGOs who offer training aimed at the previously disadvantaged black population. Trainees are visited at least eight to ten times a year by trained ECE teachers and assisted with lesson planning, materials development and the use of traditional games and songs to promote the language and culture of the local community (Penn, 2008).

2.7.2. Professional Development Program in OECD Countries

In Belgium, Italy and Hungary, educators can set aside about 10 per cent of their time for non-contact work, including their own professional development. Hungarian educators have a personal obligation to take 120 hours of state-funded professional development every seven years. Local authorities in the Republic of Korea, have a statutory requirement to fund a minimum level of staff development. For example, every three years kindergarten teachers must take 80 hours of in-service training to raise their level of professional qualifications. In-service training is also a requirement and a condition for maintaining teacher registration in New Zealand.

Professional development is provided by a range of institutions including public tertiary education and private training providers. Nordic countries, for the most part, offer extensive coverage of the ECE workforce, albeit with fewer days and reportedly less than teachers in primary education, depending on the country. In Denmark, 95–100 per cent of educators receive two days of in-service training a year, while in Norway all ECE educators have access to five

days in-service training annually. In Finland, local authorities are obliged to provide a certain level of continuous training in social welfare, which includes ECE staff, with a targeted annual amount of three to ten days, depending on an employee's basic education, the qualifications required for the job and the job description; there is no national plan for CPD.

In-service training in Portugal is 56 hours per year as a minimum, the same as for other education levels, offered to all teachers through regional teachers' centers and universities. Though not mandatory, it is necessary for career progression. In the Slovakia, five days of training is provided by law, and additional days can be offered depending on the agreement with the employer. (OECD, 2006) as it can be clearly seen in the above countries experience in professional development opportunity in comparison, professional development opportunities are more available in the OECD countries than in most African countries .

2.8. Policy, Practice and Challenges of Teacher on Early Childhood Care and Education in Some Selected Sub-Saharan African Countries

On the subject of ECCE, teachers training and teachers /care givers different studies have been carried out in Africa and for the a rationale and disclose the situation case study was recently conducted on six sub-Saharan Africa in 2007 by UNESCO. The study mainly focused on four specific objectives among which three were through on ECCE policies, training and approaches to training. Hence, the objectives were reviewed enlighten with to:

- Review policies and planned programmes of intervention by government and nongovernment functionaries on ECCE teacher development within existing systems and legal frameworks;
- Examine the adequacy and regularity of training to ensure quality teachers and care givers for pre-schools, and

- Review approaches for training the teaching and management staff operating the ECCE centers to identify good practices to be show-case (UNESCO, 2007).

In light of these objectives, experiences of six Sub-Saharan African countries were brought forth. The countries were Burkina Faso, Republic of Congo, Lesotho, Nigeria South Africa, and Ethiopia; In Burkina Faso, the general requirement is a two-year post-secondary certificate but may be less for auxiliary staff.

Despite an integrated training structure, the number trained fails to meet growing demand. There is considerable “leakage” from the system in the form of trained ECE teachers assigned to work in the ministries rather than in ECE centers. Training tends to assimilate ECE with that of the formal primary school, while professional development suffers from an unstructured approach. In Congo, ECE teachers are trained for two years. The minimum level qualification for teaching is at least three years in general education institutions. On-the-job training and in-service seminars constitute professional development. There is a need to redeploy trained teachers from ministries to schools and centers. Pre-school teacher education in Ethiopia is a shared responsibility between the government, NGOs and the private sector. The country reportedly lacks, clear pre-school teacher education policy teacher education quality standards, thereby hampering development of a desired teacher profile and professional career structure for pre-school teachers. Trainees receive ten months of training in a single government institute; most regions have no pre-school training institute. Private institutes train pre-school teachers for between three to ten months. Many of these lack qualified staff, have only part-time staff and are handicapped by inappropriate facilities and materials.

In Ghana, a three-year diploma is required for certification. Initial education and professional development is variously provided at university level and at a national nursery teacher training

centre. In Lesotho, a Certificate in Early Childhood Education was launched in 2007, along with a two-year in-service training course, marking the beginning of ECE professional development in the country. A minimum of a junior secondary education plus five years teaching experience is required for admission. A system of national trainers provide training using a cascade model from district to community level to cater to the training needs of experienced but unqualified ECE staff (UNESCO, 2007).

2.9. Historical Background of Kotebe University College

The history of the former Kotebe College of Teacher Education, currently KUC links with the establishment of an Education Faculty at Hailesilase I University that commenced a programme of training teachers for Ethiopian school in 1959. Ten years later, i.e. in 1969 the training of teachers for the junior secondary schools was taken over by the Ministry of Education.

The College of Teacher Education was opened in the compound of Addis Ababa Technical School at Mexico Square with only five departments. It was given the name Addis Ababa College of Teacher Education. The program was expanded in to 13 departments that were grouped in to 3 academic divisions. The college later shifted its attention to preparing graduates that would teach in the upper secondary classes of grade 9 and 10. In 1976 the college site moved to former secondary school compound in Kotebe and was renamed Kotebe College of Teacher Education.

The classification of the studies in to academic divisions was dropped and 11 departments were set. In 1979 the Ministry of Education handed over the control of the College to the Commission of Higher Education on the basis of the proclamation No109/76. In 1989, the college began its regular degree program in 3 departments along the diploma programmes, which would qualify the trainees to teach in the senior secondary classes of grade 11 and 12 .The College extended its

program afterwards to train teachers in 11 fields of study and has 13 academic departments in the diploma programme. The degree programme also graduates teachers in 6 fields of study. The college has been running regular, extension, and summer in-service programs, which qualify graduates with Diploma and Bachelor of Education degrees.

The regular degree program, which started with only 3 departments, was later expanded into 6 departments. The summer in-service program started with diploma program in 1978 and has been expanded into degree program in 2 departments since 1995. The evening extension diploma program also started in 1980 and this was also expanded into degree programme in 1994/95. Gradually in 1997, the Addis Ababa city administration took over the responsibilities of running the college based on a new proclamation issued then. When the programmes commenced, the college relied mainly on expatriate staffs provided by UNSCO. The Ethiopianization process continued gradually and currently all the programmes are conducted by Ethiopians.

Aims

The college has the following aims:

- i) To train teachers for pre-school (kindergartens), first and second cycle of primary education and for secondary education at its regular and continuing education programs;
- ii) To conduct educational research and provide community service;
- iii) To produce teaching materials to facilitate teaching /learning process; and
- iv) To plan and conduct courses aimed at meeting specific training needs expressed by governmental and nongovernmental organizations;

Vision

Striving to establish itself as a model center of excellence in Eastern Africa. Committed to the preparation of the best teachers who prove to perform the highest academic, professional and ethical competence and to generate innovative and appropriate educational experiences;

Mission

Preparing teachers who can satisfy the highest academic, professional and ethical competencies and to generate innovative and appropriate educational experience for schools of different cycles in Addis Ababa using the most effective methods of teaching through pre-service and in-service programme and using action and applied researches (KUC,2004).

2.10. Teachers' Training for Pre-school Education in Ethiopia Growth and Development

In 1972 E.C the Ministry of Labor and Social Affairs opened the first pre-school Teachers Training Institution in Debre-Zeiet and that operated until 1977 and after that MOE took over the responsibility of training pre-school teachers initially the training started as a pilot project with the help of UNICEF in Menen secondary school compound in Addis Ababa continued thereafter as a permanent program.

The training lasted for three months. Recently the training program with all facilities and teachers transferred to Koteb teachers college and the college had graduated 70 teachers for the first time in 2003/4. The duration of the training is extended to one year. The trainers have Masters Degree in pre-school education. Students' teachers pay a fee of Br 36.00 per credit hour. The criterion for admission to the training program is grade 10 completion with preference

given to female applicant trainees take 14 subjects in addition to student teaching. Similarly, Bekele, (1978) further stated that, in the year 1964 the ministry found the establishment of an institution for training preschool teachers to be the most essential task. Therefore, a preschool teachers training center was opened for the first time with twenty trainees. The period of training lasted six months and a model, for the first group of trainees. They were employed in private and government preschools at a starting salary of Birr 125 per month. They received a certificate which later was up graded in to a diploma after another six months of consolidated course.

The physical set-up of the preschool teacher Training of 1964

The first teachers training center for preschools of Ethiopia was located in Addis Ababa was at Ras Desta Safer Urban Community Development center. It was supported by the community development center in facilities such as classrooms workshops and other professional facilities for the training program. The training center consisted of one classroom, one storeroom, one office, one model preschool, one multi-purpose community hall, students' residential house located near the center as well. The Entrance Requirements and Grading System were, expected to fulfill the following requirements for admission.

1. Age: - not less than eighteen or not more than thirty.
2. Educational Qualifications: must have completed tenth grade; must have good Knowledge of English.
3. Interest towards the profession and willingness to work in both rural and urban areas of the country.
4. Health: must be normal and healthy

5. Entrance Exams: must pass both the written and oral exams administered by the ministry in cooperation with the training center

The grading system was on a five point scale (A,B,C,D and F). Those who get below 40% were failures class attendance. Punctuality, ability in discussion, timely submission of assignments, Scores in Written, Oral Exams and practice teaching, participation in extra-Curricular activities are all taken in to consideration in the allocation of grades.

CHAPTER THREE

RESEARCH DESIGN AND METHODOLOGY

This chapter dealt with the research design and methods focusing on sources of data, population and samples, data collection instruments, procedures of data collection and method of data analysis.

3.1. Research Design and Methods

“Research designs are plans and the procedures for research that span the decisions from broad assumptions to detailed methods of data collection and analysis” (Creswell, 2007). The purpose of the research determines the methodology and design of the research (Chon, 2007). For the purpose of this study mixed research methods design was used to explore the policy, practice and challenges of Early Childhood Teachers Training at the Kotebe University College.

The quantitative method was applied to assess and obtain relevant data through questionnaire from the targeted respondents /candidates/focusing of the existing practice and challenges in the department and in the University College as well. The qualitative method was again deployed in this study to get further information so as to strengthen and triangulate the data obtained through quantitative method plus to assess the ECCE policy implementations. Moreover, a mixed research approach was employed for the purpose of breadth and depth of understanding and justification of data obtained from different sources subject to the basic objective of the study.

Hence, deploying mixed research methods approach was crucial for this type of behavioral study as it enables to ensure information /data quality obtained from different data sources using different data collection instruments (Creswell 2007). Therefore, this research design can tell us what exists at present by determining the nature and degree of existing and to elicit a comprehensive understanding of such research topic scenario. As a result, the mixed methods

approach with QUAL+ quan, embedded and concurrent approach is used in data collection, analysis and interpretation.

The concurrent mixed procedures are those in which the researcher converges or merges quantitative and qualitative data in order to provide a comprehensive analysis of the research problem. In this design, the investigator collects both types of data at the same time and then integrates the information of the overall results. For this study, mixed methods approaches serve the purpose of triangulation and complementarities in two ways.

Firstly, using its pluralistic approach, it helps in getting a relatively comprehensive picture of the issues under the study by allowing data to be gathered from different sources employing various data collection instruments and showing the convergence of the results. Secondly, applying its permission to complement the weakness of one method using the strengths of the other, it helps to improve the breadth and depth of the data by combining the results of the different gathering instruments (Creswell, 2007).

3.2 Sources of Data

This study used mainly primary source of data and secondary sources as well. Primary data were collected from student-teachers', department head and instructors from the Kotebe University College and also Early Childhood Care and Education experts/officials from both the Addis Ababa Education Bureau and from the Ministry of Education as well. For this particular study primary data were selected from those who had direct and relevant participation in the early childhood teachers training program in Kotebe University College either as student –teachers or instructors and /or leaders of the program in the Ministry of Education. The primary data were collected using questionnaire and semi-structured interview and focus group discussion. Secondary data were taken from, policy documents, and other relevant publications.

3.3. Samples and the Sampling Procedures

The populations of this study were consisted of Department head, instructors' and candidates of graduating class of 2014 from the department of ECCE at Kotebe University College and Early Childhood Expertise/officials from, Ministry of Education and Addis Ababa Education Bureau as well. The entire samples for the study were selected using purposive and available sampling techniques since, as each of the groups sample was small in numbers and all were considered in the questionnaires. As Patton (2002) points out, "the logic and power of purposeful sampling lie in selecting information-rich cases for study in depth." Purposeful sampling was deemed the most suitable type of sampling for such type of study.

Table 1. sampling size by respondents' category and sampled institutions

Respondents category	Institution	Total
Department head	KUC	1
Instructors	KUC	3
Early childhood education Expertise from MOE	MOE	1
Early childhood education Expertise from AAEB	AAEB	1
Student-teachers	KUC	104
total		110

The total size of the sample respondents in this study were 110 i.e. (1) department head, (3) instructors, (1) MOE expertise, (1) AAEB expertise, 104 graduate class student -teachers of 2014.

3.4. Data collection Instruments

In this study, survey questionnaires, semi-structured interview, focus group discussion and documents were used for the data collected instrument in which to obtain adequate and reliable

data /information for appraise the policy practice, challenges and opportunities of Early Childhood Teacher's Training Education at the Kotebe University College.

3.4.1. Questionnaire

The respondents for the questionnaire were 104 student-teachers from the department of early childhood care and education at the kotebe university college. This data collection instrument was used to assess their viewpoint on the existing practice on their training as a trainee in the field/department. Survey questionnaire was preferred because it enabled to generate and secure adequate quantifiable information at a time and commendable tool for mixed behavioral survey study approach. Furthermore, questionnaire is appropriate instrument to collect large scale quantitative data from large numbers of people (Creswell, 2007). The survey questionnaire had two parts. The first part of the questionnaire contained the background information of the targeted respondents whereas the second and the third part addressed the basics practice of the training in the University College and particularly in the department as well.

Hence items of the questionnaire were developed by the student researcher himself by consulting the various related literature review and the student- researcher's own experience in the area as input. The items of the questionnaire were both closed and a few open ended items so as to exhaust all the possible indicators. Each and every questionnaire and interview were evaluated and reviewed with the advisor and with others before it was administered.

3.4.2. Semi- Structured Interview

A semi-structured interview process was used for gathering the qualitative data. The questions were relatively open-ended but focused around particular topics. The outline of the interview is the same for all participants; however, the researcher can vary the questions as each individual interview session unfold (Lichtman, 2006) to avoid rigidly controlling the interview because if a participant cannot tell his or her opinion in his or her own words, the interview is no longer considered a qualitative interview.

The interview questions for instructors, candidates and for the officials were reviewed by the advisor and by others in the field of teacher education who serves as instructors in higher education. Interview questions modifications to the questions were made as recommended by these experts. After the review of the interview questions, the researcher conducted it. The participant was willing to answer the researcher's questions and this information was used to in determining findings for the study. The interview guidelines were focused on to elicited the existing policy, practice, challenge and opportunities of Early Childhood Teachers Program at the Kotebe University College.

3.4.3. Document Review

In this study, the education policy (1994 ETP, and ECCE 2010) institutional policy documents, ,strategies and brochures/booklets, were reviewed to obtain deep-seated information and data about the Early Childhood Care and Education Teachers Training in general and Kotebe university teachers college of the department of Early Childhood Care and Education in particular.

3.4.4. Focus Group Discussion (FGD) this instrument can be used effectively to exchange ideas and concerns about the issues with the selected groups. The strength of FGD relies on allowing the participants to agree or disagree with each other so that it

provides an insight into how a group thinks about a given issues. Therefore, for this study seven individuals (one group) were voluntarily selected and the discussions were recorded in digital recorder. Discussion was conducted in Amharic upon the participants' preference and transcription was done after discussion.

3.5. Procedures of Data Collection

In order to get full support in administrating and collecting the data, the student researcher made first contact with the University College dean as well as with the department head and discussion was held extensively on the topic thus, the student-researcher got permission from both the university college and from the department too. Related literatures were reviewed and obtained relevant information which served as a guiding and principals. Afterwards, the questionnaires and interview questions were developed by the student researcher to collect the relevant information. The designed questionnaires and interview questions were explicitly examined with the research basic question by the advisor and necessary correction was made. The final and revised questionnaires as well as interview questions were get approved by the advisor and administered by the student researcher accordingly.

Before administering the questionnaires' handed over, a brief orientation was held to the respondents about the purpose of the study, the importance and how to fill the questionnaires' and confirmed the anonymous data collection and completion to increase their confidence and feel free in their response. Subsequently, the student researcher conducted the interview sessions with instructors, candidates and government officials respectively. After the data collected through questionnaires', interview, focus group discussion and documents were then analyzed and interpreted using appropriate techniques. The findings of the study summarized and critical

reflections were made and finally implications forwarded based on the findings and conclusion of the study.

3.6. Method of Data Analysis

In order to explore how the available policies and practices are suited to the early childhood care and education in the KUC, all potential actors were closely examined in view of their approach towards each stage of the policy implementation. Following the data collection through all verified instruments, analysis was made step by step. In order to make appropriate analysis, collected data was at first presented in meaningful, organized and related manners so that the researcher could easily figure out the findings from each instrument to make the appropriate triangulation. This would be needed in order to reach tangible and valid conclusions of the study.

3.7. Ethical Consideration

As various scholars expressed the major ethical dilemma in a research work is the requirement for researchers to strike a balance between the demands placed on them as professional scientist in pursuit of truth, and their subjects' rights and values potentially threatened by the research (Cohen, 2007). Hence, participation in particular research was on voluntary and informed consent basis, with the right to withdraw at any time maintained. Therefore, in this study each of participants involved was completely well-informed on the purpose and the results of the study.

Their consents were asked and got from the entire participants and afterwards the proposed questionnaires, interview and discussion were conducted by the student researcher. The student-researcher only commented on specific statements if asked to explain during administer survey questionnaire and attempted to not lead the respondent beside that, at no time in attempt to manipulate or coerce the respondents in any way. The data which collected through different

instruments were presented, analyzed and interpreted in light of the research basic questions. Accordingly, the raw survey questioners' data collected from candidates through both closed and open ended questionnaires were tally organized and presented in tables depending up on the nature of the data. Hence, to describe the results for each of the specified items in the survey questionnaires frequency count and percentage were employed in the analysis. While, the qualitative data obtained from the relevant documents, open-ended questions, semi-structured interview and FGD were transcribed, scrutinized/analyzed and interpreted along with quantitative data to build up the accuracy, reliability, and validity of the findings. Moreover, relevant literatures were used to discuss and interpreted the output of the data.

Interview data from the ten participants was kept on digital audio recorder. Each recorded interview was labeled with the pseudonyms for the participants along with the dates the interviews were conducted. Recorded interviews were also transcribed and documented on a computer under the pseudonym for each of participants.

The setting for this study was located in three divisions; Kotebe University College, MoE and AAEB. Data was analyzed using the coding to categorizing to concepts approach recommended by Lichtman (2006). Once this process was completed the data was used to report the meaning of the lived experiences of the Early Childhood Care and Education Teachers Training who served as study participants.

UNIT FOUR

PRESENTATION, ANALYSIS AND INTERPRETATION OF DATA

The data gathered for the research were both quantitative and qualitative in nature. Percentage and description of qualitative approaches were used to analyze the data respectively. In this part the data presentation and analysis were organized under ten major themes, each of which had sub-themes as well.

All the major themes begin with a general description of the major issues to be addressed. Furthermore in all the sections of the themes, the information gathered through questionnaires, interviews and policy documents were fully integrated to address the basic research questions.

And it is worth reminding that all the informants names mentioned in this analysis of the interview are fictitious/pseudonyms/ like I₁ refer to instructor 1, I₂ for instructor 2and O₁ for government official 1 and O₂ for government official 2 due the ethical considerations.

Table .2 General Characteristics’ of the Respondents from KUC Instructors, and ECCE Officials at MoE and AAEB

Item		No
Gender	F	4
	M	2
	Total	6
Age	21-30	
	31-40	-
	41-50	3
	51-60	3
	>60	-
	Total	
	1-5	2
	6-10	

Years of service as in ECCE teachers	11-15	1
	16-20	
	21-30	2
	>31	
	Total	
Educational levels	PhD	-
	MA	6
	BA	-
	Total	

As it is depicted in Table 1 above, four of the participants were females and two of them were males. Regarding their age, three of them were between the age of 41-50 and the remaining three of them were the aged between the ages of 51-60. Regarding their education level, all participants six of them have an MA degree qualification. About their working experience in the ECCE sectors either as an instructor or as leader, two of them have been working between 1 -5 years, whereas four of them have been working between 21-30 years. As it is indicated in table 1 the participant had significant experience as teacher educators and leaders fulfilling the necessary qualification for the training position. Therefore, the availability of experienced teacher educators could have positive effect on the sustainability and quality of the programme. Moreover, the general characteristics' of the participants also indicates the depth of knowledge, educational qualification and work experience to provide more valuable and reliable information.

Table 3 General Characteristics of Candidates' Respondents of /ECCE/ at KUC

Item		No	%
Gender	F	94	97.9
	M	2	2.1
	Total	96	100
Age	16-20	17	17.7
	21-25	68	70.8
	26-30	9	9.4
	31-35	1	1
	>36	1	1
	Total	96	100

As it is indicated from Table 3 among the participants of the student-teachers of ECCE who responded to the questionnaire 94 (97.9, percent) were females' while the rest 2 (2.1 percent) were only male candidates. And these showed that majority of the candidates at the university college were females to study in the ECCE certificate program. As a result as data shows that the ECCE teachers training were seem to be left for females candidates. It has long been acknowledged that males are not attracted to pre-service early childhood education awards in globally. A recent preliminary study that explored issues related to the low rate of applications and high attrition rate of males in early childhood pre-service intake was mainly comprised of female students. Most males did not choose early childhood education as their first preference in tertiary studies and they tended to fall away from this area between the orientation period and the actual commencement of the academic program. Those who stayed reported experiencing few institutional barriers to participation and completion of their studies but although participants considered the early childhood degree to be appropriate for both male and female students. Recent studies suggest that male early childhood educators can be positive role models to all children (Russo and Fder, 2001). Regarding their ages 17 (17.7, percent) were between the age of 16-20 and 68 (70.8, percent) are between the age of 21-25 and 9 (9.4, percent) are between 26-30 while the remaining participants of the candidates were between the ages of 31-35 and also above the age of 36. The data was collected from those who have direct participation in the program.

4.1. Overview of the Early Childhood Care and Education Policy

Based on the recognition on teachers' roles and the rationale for teacher education reform, since 1994 the government has issued a series of policy documents to address issues related to teacher education. The following is a brief chronicled list of major and relevant policy documents

regarding to ECCE from 1994 throughout 2010 along with stakeholders views up on its implementation and/or practices.

4.1.1. The Education and Training policy

The Education and Training policy (ETP) was launched in April 1994 emphasizes the need to “enhance young children’s physical and mental development through early education.” The policy document clearly asserts that kindergarten education will focus on the all round development of the child in preparation for formal schooling. The policy further added on teachers’ qualification.

4.1.2 The Successive Education Sector Development Programs

The government of Ethiopia has been developing and implementing several successive Education Sector Development programs (ESDP) which all aimed to improve the overall education system of the country including the ECCE. Regarding the ECCE programs, ESDP III and IV gave emphasis the ways for the active and effective involvement of governmental and nongovernmental actors in the expansion of service. For instance, ESDP III emphasized the importance of access to pre-primary education as a basic device to introduce children to basic learning skills that are needed in primary schools and enhance their chances of success in the education system (MoE, 2005).

Expanding access to preschool program would serve to enhance the quality of education and improve the internal efficiency of primary schools. This government policy document made concentration on policy development, curriculum design, standard setting and supervision rather than establishing and running Pre-schools. Hence the specific tasks of the government to implement ESDP III were to encourage the private sector; NGOs and communities to organize and provide early childhood education; review and revise the curriculum and standards of

facilities; provide technical assistance on supervision and teacher training, undertake close monitoring to improve the quality of pre-primary education; undertake baseline survey on the pre-primary experience in the country, prepare general strategic document to establish ECCE in all primary schools(MoE, 2005).

Facilitate technical assistance to train personnel and other implementation efforts as well as increase enrollment. As a result, ECCE has shown as an important expansion under the ESDP III period. It is reported that the concerns over quality raised the wider question of the role of the government in the provision and regulation of ECCE and in the quality assurance of ECCE programs (MoE, 2005).

ESDP IV- like the preceding program document and in line with contemporary discourse in relation to the value of ECCE, also gives due attention to ECCE and underscores that ECCE has become one of the priorities for the education sector for the following reasons: participating in ECCE is the right to the child. ECCE is considered as bedrock of EFA and this contributes to the overarching millennium development goal of reducing poverty. Similarly, in this latest Education Sector Development Program, the role of the government and other stake holders such as private providers and communities have been clarified. While the government's direct involvement in the provision of ECCE service remained being limited, maintaining the improvement of quality ECCE and its governance supervision and inspection. The government's role is mainly on promoting, coordinating supporting and monitoring the involvement of other stakeholders. The strategies to be implemented under ESDP IV are also made to cover the following areas. Providing direct support both the colleges and ECCE centers for quality improvement in collaboration with other stakeholders', teacher support materials that will be prepared and made available to ECCE centers. An enabling environment for the training of

ECCE teachers and the supervision of ECCE centers will be promoted, emphasizing training and development of teachers, giving more attention to ECCE teacher training and development in their teacher training programs by colleges of teachers, ESDP IV has also incorporated critical implementation strategies. For instance, structure and governance in implementing of ECCE in colleges of Teacher Education (CTES) and the teachers' continuous professional development program are well addressed.

4.2. The National Early Childhood Care and Education Policy Frame Work

The first National comprehensive ECCE policy, guideline and strategic operational plan were developed in 2010. The national policy framework for ECCE was developed with a vision of ensuring all children the right to healthy start in life, nurture in a safe, caring and stimulating environment and develop it to their fullest potential. Hence, regarding the responsibility of Ministry of Education for the Sector is set to be providing training service for pre-school education, developing play materials, capacity building and advocacy (MoE, 2010).

4.3. Implementation of the Early Childhood Care and Education Policies

In light of the above core ECCE policy illustrations in this section the dynamic process of the implementation with stakeholders, MoE, AAEB officials and trainers of candidates at the Kotebe University College ECCE program were discussed in detail. Finally, major adverse factors in the implementation of the national policy actions or factors which affected the outcomes of the implementation of the national policy of Teacher Education in the ECCE sector will be explained. Although they may have different roles in the implementation process of the national policy, both leaders of the sector as policy makers, implementers, supervisors and department heads and instructors are required to get involved collectively in the university college.

To sum up, views from government officials and trainees on candidates towards the implementation of the national policy of ECCE, especially to the teacher's education are incorporated to analyze to what extent these policies and policy documents have been put into practice in the university college.

Stakeholders' Views on Implementation of the Early Childhood Care and Education Policies

4.3.1. Collaboration of Stakeholders with the Department of Early Childhood Care and Education

Interviews were done with government officials in ECCE at both at the ministry of education and with the Addis Ababa City Administration Education Bureau. The first query was that if they are working in-collaboration with the department of ECCE at kotebe University College thus, official from the government from MoE has said that:

We are working closely with the department of early childhood care and education according to the given mandates. We do tasks while we are meeting in various workshops regarding in the development of the ECCE sector. More than ever we have been working for the last 7, 8 years and the policy framework of ECCE which was set out in 2010 can be a good example of it. **O₁/13/06/14/**

Likewise, for the same question in the above official two from AAEB has also said that:

Regarding ECCE, we are working together with different stakeholders at all levels ranges from pre-schools to the University College. Nonetheless, we often work to capacitate the sector in particular with the focuses of pre-schools rather than the department of ECCE at the University College. So far, we are providing different input for government owns pre-schools involving different stakeholders' like the woreda, parents, and community and hence, we always go all-out our level best, for the development of ECCE sector **O₂.17/6/14**

As it can be seen from both officials responses, from MoE and AAEB it clearly shows that they have been working with the department of ECCE. However, as they said it MoE working with the department only if there are workshops only while, AAEB give an

emphasis for government owned pre-schools rather than the ECCE department of KUC. Concerning on working with the department of ECCE with that of the government officials instructors' has not also denied the fact the government bodies i.e. MoE and AAEB has been working with the department of ECCE if there are seminars or trainings only hence, instructor from the department expressed her opinion on the raised issues as flows :

We are working together with the Bureau of City Administration Education office and with ministry of education as well. But, frequently the bureau request us to give training for those who works in different government owed preschool and this are mainly what we are collaborating with **I₄**.08/6/04

As the data from the interview has shown that the department of ECCE has been working in collaboration with both the Ministry of Education and with that of the Addis Ababa Education Bureau in many works. But as it is indicated in the interviews the department has been working with MoE and AAEB if there are workshops or trainings. Which the departments of ECCE of the University College of Kotebe gives support to those government bodies/MoE and AAEB/ rather getting help from those bodies.

4.3.2 Accreditation, Supervision

One of the themes in the interview, which had disclosed in the discussion with officials and instructors, was about accreditations and supervision. Related to these themes which designated under 4.4.1.2 how it was placed into practice in line with the stipulated policy? An official from the MoE has said that:

On the topic of accreditation and supervision of the ECCE program at the University College it is the mandate of the regional education bureau, for the reason that all colleges in the country are governed by a Regional Education Bureau. Therefore, accreditation as well as supervision tasks equally has been done trough the Bureau. Hence, it is quite clear that kinds of tasks are resolved trough directly by the Bureau. Nevertheless, occasionally accreditation and supervision can be also carried out by both the Ministry and the Bureau too. This is also indicated in the policy frame work

of 2010; nonetheless, on a daily basis massive task in MoE, this has not been done yet.

O_{1/13/6/14}

For the same theme from AAEB had made-up;

We do not have a problem on professionals/expertise for supervision and accreditation process for both the department of ECCE at the Kotebe University College and Pre-school as well. Yet we have been focus on Preschools in the city in the accreditation and supervision rather than the ECCE department. This is because, the supervision as well as the accreditation process tasks supposed to do and left out for the University College itself that to oversee it, whether the program has been running as in an intended way or not. More over we alleged that supervision and accreditation process of each and every departments are an issue of the College itself O_{2./17/06/14}

Similarly, instructors from the department have also affirmed that up until now their program /ECCE/has not been supervised and or pass through accreditation process. Hence, one of the department instructors has said the following:

On the subject of supervision or accreditation of our program /ECCE/ either by the Ministry education or by the Addis Ababa City Administration Education Bureau have not been done yet until now. I am quite sure nothing has been done concerning about such issues at all I₂

In addition to the above interviews, both officials and instructors were added that the inadequate monitoring of the ECCE Teacher Education Programmes at Kotebe University College. Experts strongly felt that the need of certain standards to be set and enforced, which followed and operated by the institution. But, result from the interviews has shown from both officials /MoE, AAEB/ and from the department instructors were confirmed in correspondingly for the absence of supervision. Moreover, accreditation processes was not also done in the ECCE program at the Kotebe University College. Besides, the data further shows that MoE and AAEB hardly ever sought feedback about the overall programs of the college as well.

During the discussion instructors in the department and officials from the government bodies/MoE, AAEB/ have felt that, inspections/supervision as well as passing through accreditation process is helpful for the improvement and the enhancement of the quality of ECCE training programmes in Ethiopia and/or in the city of Addis Ababa. Hence, mere absence of supervision and accreditation by the concerned bodies/MoE and AAEB/ which set out in the

policy framework in 2010. Consequently, from the discussion overlook of the supervision and accreditation process of the ECCE teachers training could have significant limitation on the quality of the program. Therefore, it would better that if the department of ECCE at the Kotebe University College be visited and monitored regularly as well as accredited according to the policy framework of 2010.

4.3.3. Academics and Support Staff Professional Development Program

Regarding, staff development program which a theme designated under 4.3.3 interview was held with instructors in the department and with that of the government officials too. The question was that “if there are support staffs in the department beside that if, there are professional development program in the department for all staffs. Moreover, on the subject of professional development program the question was also goes to for the government officials if they have been provided such training for ECCE instructors’ in Kotebe. Subsequently, responses from the respondents’ for the above questions are illustrated respectively. To begin with instructors’ response from the department; informant one has said:

There is no provision of which that organized pedagogical and other relevant training in the vein of continuous professional development program since I have been working for about 21 years and more. But, I had got a chance to go out abroad some 15 years ago with my own effort which was in fact long years after that except from my pre-service education, I did not get any of professional development training from the KUC and/or from other concerned bodies. I.1/08/06/14

Likewise, informant two from the department has also said:

I have been working in the department of ECCE for many years, but, I haven’t get any continuous professional development courses that could enhance my profession from the College, Ministry of Education or from Addis Ababa Education Bureau which you

mention them. Concerning supporting staff, we do not have support staff at all, particularly secretary. As a result we have been engaged in secretarial work now and then and which is always takes our valuable time with inadequate staff. **I.2/11/06/14**

I have been working here as an ECCE instructor for about many years and I haven't heard of staff development programs and I do not think even there is such program that proposed for us. **I.3 /11/06/14/**

The other respondents from the department regarding professional development program has responded in the following ways:

I always wonder why our profession is overlooked and hesitated to have refreshment professional development since we are working in pre pairing ECCE professionals. **I.4 /08/06/14/**

For the theme of professional development program, in similar way of expression both the government officials have disclosed for the absence of the professional development program for instructors' in the department of ECCE hence, official from MoE has said as follows:

Formerly the government gives the ECCE sector for privates and for others because of this reason the Ministry was not had a program for any of professional development program for ECCE work force at all including for instructors' in the Colleges. Afterwards the trained has been carried on even though all the private colleges were closed. But in the coming near future in collaboration with the different stakeholders' there will be a Professional Development Program which is relevant to the ECCE trainer. I personally consider the importance of such program yet, all the instructors in the department of ECCE are have high qualification. But I can say it for a while; there are no on hand and proposed program which the Ministry has intended to deliver for those ECCE instructors **O1. /13/06/14/**

Similarly, official two from AAEB again had also said that:

The Kotebe University College has favorable and conducive environment nowadays besides that, that University College has its own ample budget. Therefore, the Bureau does not have an accountability or do have a duty to render professional development programs. Accordingly we do not have a program on providing inputs either for the entire College Programs or specific to the ECCE department. As a result the University College can provide professional development program for its own staff either in the country or can send them/instructors' to abroad. Perhaps the Bureau might need it so badly such programs for its own staff rather than render to the university college **O2. /17/06/14/**

As the data in the above vividly shows that there are no support staffs in the department of ECCE at the Kotebe University College hence, they are busy of doing routine office tasks which often secretary duty . Above and beyond, there are no professional development programs that designed for instructors' of ECCE from the Education Bureau and from the Ministry of Education as well, which indicated in the ESDP III, IV and ECCE (2010).

Ongoing education and training development programs are important for instructors at any levels for this reason; they need to engage in an ongoing professional development. Research also shows the importance of it to maintain professional quality. In-service (ongoing) education and training can be conducted "on the job" or can be provided by an external source, such as training institutes or colleges. It can be provided through staff meetings, workshops, conferences, subject training, field-based consultation training, supervised practices and mentoring (Litjens & Taguma, 2010). In line with this the finding has shown that the key to effective professional development is identifying the right training strategies to help ECEC practitioners stay updated on scientifically based methods and curriculum subject knowledge so as to be able to apply this knowledge in their work (Litjens and Taguma, 2010).

To sum up as it is indicated in this chapter, regarding the major policy specific to the ECCE sectors there are the Education and Training Policy 1994, and the successive Education Sector Development Programmes ESDP III and IV ,the policy framework ECCE 2010 have clearly indicated the government's role regarding on Teachers Education of Early Childhood Care and Education. Hence, to mention some of the roles ; setting standards and monitoring them, teachers continuous professional development program, government leadership and regulation in terms of teacher supervision and inspection, teacher certification and training and ECCE curriculum strengthened and setting up of accreditation and certification systems of teacher training and an enabling environment for the training of ECCE teachers. Nevertheless as it is seen from the

interviews, none of the stipulated policies in the document had been put in to practice but had been left on paper.

4.4. Status of Early Childhood Care and Education Teacher Training at the Kotebe University College

4.4.1 Teaching and Learning Process

In higher education, course planning and delivery had been the core task in teaching and learning process that involve accomplishing a number of activities, and which usually are interrelated. Among the many activities in teaching learning process, theory and practice, method of assessments, school practice, and medium of instruction could also be seen as parts and parcels of activities in the teaching learning process. Hence, to understand and explore the prevailing practice of the teaching learning process, relevant documents, questionnaire and semi-structured interviewed as well as FGD were conducted with candidates and staff in the department of ECCE.

Table 4 Proportion of Theory and Practice courses in the department

Item	No	%	
The teaching learning process in all courses in the department mainly focuses on	More of theory based	27	28.1
	More of practices based	33	34.3
	Both theory and practice are almost in a balanced way	35	36.4
	Were not clear/vague /	1	1
	Total	96	100

As it is depicted in Table 4 in the above, the item portrayed about the theory and practice in which most courses were given about, 27 (28.1, percent) of candidates replied more of theoretical basis, while 33 (34.3, percent) of candidates were responds more of practical basis, while 35 (36.4, percent) of participants were said courses in the department considered both theory and practice in a balanced

way. However, 1 (1, percent) of candidates had responded it was vague for them to decide how the teaching learning process had been carried out.

On the other hand, almost all instructors conveyed in interviews that they tried to balance between theory and practice while rendering their courses to the candidates. To shows some of instructors' interviews responses:

As rules or norms course are often designed with taking into account of both theory and practice in the department. Therefore, I always tried and abide myself with those rules and norms so far **I.1 /08/06/14/**

Similarly, another instructor from the department two has said that:

I make an effort to balance both theory and practice in a balanced way while I am preparing my courses outline. Often candidates came up with low academic performance therefore, in order to equip candidates with the necessary knowledge and skills I managed it both the theory and practice in my own lessons **I.2 /11/06/14/**

Correspondingly, during the focus group discussions, trainees were confirmed that the theory and practice were given in a balanced form and are adequate too. The responses obtained from the open ended questions were varied concerning theory and practice. However, most of the trainees were disclosed that the ratio of theory and practice in most of their courses were found be in reasonable.

4.2.2 Practicum course in the department

As it is stated in the practicum guideline, (Kotebe /KUC, 2004), the university college gives practicum in view of providing the trainees with better opportunities to learn about schools and how they are functioning. Hence, practicum includes observation of teaching, observation of the school environments, conducting small research works, and understanding the school community etc. in light of this the following theme and items were designed, semi-structured interview and FGD was done to vividly show how the practicum course had been looked and implemented in the department of ECCE.

Table 5 practicum course in the department

Item	Responses	No	%
practicum course	Yes	96	100
	No	-	-
	Total		100
School which you went for practicum	Private	-	-
	Government	96	100
	International	-	-
	Religious	-	-
	Total	96	100
Medium of instruction during practicum	Amharic	92	95.8
	English	-	-
	Both	4	4.1
	Other than the above languages	-	-
	Total	96	100
Relevance of the practicum courses	Does not have relevance	4	4.1
	It has a very high relevance	85	88.5
	In different	7	7.2
	Total		100

As it is depicted in the Table 5 in which an item inquiry about a practicum course if it was provided by the department and 96 (100, percent) of the candidates replied that there was a practicum course in their training. Similarly, 96 (100, percent) of the participants said that the practices was done only in the government pre-schools. Further discussion with instructors, how government own pre-school only selected for practicum while, there are pre-schools owned by others in the city. They said that, the rationale behind to assigning all candidates at the government own pre-schools was, those privately owned and others are often use their own curriculum other than that of the government policy including medium of instruction. Because of these very reasons the department has been made a decision of practicum in a government owned

pre-schools only and which their curriculum go in line with their own program. Hence, the respondents' from the department has said that:

It was mess for us and for candidates as well, regarding practicum in earlier times while carried out in privates owned pre-schools, which medium of instruction differed from the government and use various languages too. I₄ /08/06/14/

Likewise other respondent from the department two has said that:

Those times, several of privately owned pre-schools were not interested our candidates for practice in their schools. Because they perceived as if, candidates would be disfigured of their teachers. Now a day there are government owned pre-schools which they are abide with the government policy and congruence with our program and, that's why we are sending our candidates to the government own Pre-Schools I₂ . /11/06/14/

As a result it can be understood from the above instructors' response, candidates have a chance of having relevant practical experience in different government own pre-schools before they graduate. Similarly from the same Table 5 in the above, 85 (88.5, percent) of candidates revealed that the practicum courses had high relevance with their college studies. Likewise, data from the interviews from the instructors has shown the relevance of the practicum courses. To show among the respondents' interviews response for practicum one of the instructor from the department has said that:

I am quite sure that the department has tried its level best to go in line the training with those government own Pre-schools' curriculum and has relevance as well in our metropolis. I₄. /13/06/14/

Therefore, as response shows in the above from the instructors since the practice has been carried out in the government own pre-schools as a result, the practicum has relevance with the department courses. Teaching Practice (TP) was an integral component of teacher preparation that served as an important link between theory and practice. Teaching practice was a crucial time when practicing teachers got the opportunity to develop their professional competences in preparation for full time practice. Student teacher

performance during TP provided the basis of predicting the future success of a teacher training programme as well.

David and Hall (2003) added that TP was a socializing experience into the teaching profession that involved rigorous professional negotiation that led to the development of confidence and subsequently learning satisfaction. Moreover, when teacher educators got the opportunity to gauge and evaluate the efficacy of their training programmes for continual modifications.

Hence, as data from the candidates indicated although they had a great opportunity to interact with experienced teachers to exchange ideas and even to observe them while they are teaching, candidates had also faced several challenges. Among these the following were some of the challenges which candidates disclosed during the focus groups discussions.

- Sometimes we did not know what teaching strategies to use for particular lessons
- some teacher had negative attitudes towards us
- limited proficiency of many learners
- Lack of confidence in teaching in the presence of the schools teachers
- Finding government pre-schools in nearby to the university college or from our residences was also another major challenges

Form the Table 5 in the above for the item which portrayed about medium of instruction candidates 92(95.8, percent) responded medium of instruction was Amharic and 4 (4.1, percent) of responded English and Amharic was the medium of instruction but none of the respondents' reacted on either to English alone or other languages. Similarly, data found from the policy

document indicated that the medium of instruction in pre-school was in mother tongue, which the case of Addis Ababa is Amharic. Consequently, as the policy indicated the language of teacher training for kindergarten and primary education will be the official language used in the area (ETP 1994).

The policy has also emphasized it, play as method of teaching and mother tongue as media of instruction where play will be used as the main means of enhancing the child's learning experiences. Similarly, the mother tongue or the language spoken in the catchment areas will be used as medium of teacher/caregiver-child interaction, as it is the best instrument towards realizing the full potential of the learner (ECCE 2010).

All in all for the above theme practicum which place under 4.5.2, as of the respondents' response and data from the policy documents, it can be concluded that both the University College Education and government Pre-schools applied or go in line with that of the government policies. This also indicates that the practicum courses, which offered by the department, was in congruence with that of the government owned pre-schools. Similarly, previous research on the university college also confirmed that the courses offered at the pre-school teachers training institute (ECCE -TTI) at Kotebe College of Teacher Education presumed to be well structured and relevant to the purpose(EFA, 2007).

A further discussion which was held with instructors regarding practicum how it was realized in the department consequently their response and query are seen as follows;

Candidates are send for practicum for a total of one month in different government own pre-schools in A.A. This has done in view of candidates to have an opportunity in acquiring basic teaching skills and knowledge of schools environment which they had taught in theory at the college. During practice, Candidates are also observed by instructor in each of a session and after that they are evaluated by the assigned instructor from the College out of 75% and by a school which is out of 25% up on a given form **L₃**./11/06/14/

Adding to these, other respondents from the department said:

Candidates are going to different pre-schools in Addis Ababa for practical work and the objective is to familiarize them how the real teaching and learning process in actual situation looks. Hence, courses are given to them for two terms and in the first term candidates are sent for a week and also go for three weeks again in the second semester. Along with, their college theory courses, practicum definitely helps them to acquire basic knowledge on actual teaching of early childhood education I.4./08/06/14/

From the open-ended inquiry based on in table 5 above, candidates confirmed that they grasped core knowledge which they had got from a theory in their college education. However, candidates did not deny the challenges that they had faced during the practicum. Hence they said that, they are not always made to feel welcome and respected by staff members. They also added that very often excluded from few school activities and were made to feel insignificant which greatly demoralized them. Nevertheless, significantly the majority of the candidates responded that the advantages and positive sides of the practicum than the challenges they had faced.

Regarding the importance of practicum course for pre-service teachers' studies has also indicated that practical teaching experience provides the experience and foundation for the beginner teacher and provides the framework for professional development as well. The process of becoming a teacher is might not be something that happens overnight. It is a gradual process that needs practice along with theory, which progresses as a continuum in an orderly manner on top of this, researcher asserted on the importance of practice that a teacher education programs do an outstanding job insuring methods and content are mastered in the curriculum ,and in turn the field-based experience /practicum through the teachers education institution–school partnership translate the theory is successfully modeled in practice and also added that the practicum is a practice that lead towards the practical teacher preparation. Therefore it was clear that the teaching practice that has introduced them and gave them to the exposure in to the real teaching world (Almaz, 2011). Teaching involved many experiences that simply could not be replicated in a non-school environment. However, teaching practice provides student teachers with the

opportunity to integrate the theory of education with that which they are experiencing at first hand. Although students gain much specialized knowledge by attending lectures and doing assignments, teaching practice adds meaning to this knowledge when a student teacher comes into contact with the real classroom situation and is during teaching practice that knowledge is affirmed.

In sum as it can be seen from the candidates' response and from the research findings, a practicum course could have given candidates hands-on practice in early childhood care and education professions. Consequently, during a practicum course, candidates acquire skills and knowledge of teaching methods and can easily apply them in actual situations when they are recruited.

4.5.3. Methods of Evaluation in the college.

Table 6 Continuous Assessments of students in the department

Item		No	%
Continues assessments in most courses	Yes	96	100
	No	-	-
	Total	96	100

With regard to the item of continuous assessments in Table 6 above, 96 candidates (100 percent) replied that their instructors used continuous assessment. Similarly, instructors from the department during the interviews have also said that they are using continuous assessments to evaluate their candidates; hence, the following is one of the interviewee responses:

I use continuous assessment and, these always help me to follow up candidates' progress I₂./11/06/14/

During FGD candidates also confirmed that in most courses, their instructors were used continuous assessment mechanism to evaluate them. Likewise, data from the university college document had also showed performance of the candidates is assessed through a scheme of continuous methods and hence, assessments include classroom participation, assignments, project work, tests and end of semester examinations (KTC2007). Therefore, it can be seen data from various bodies the department instructors use continuous assessments methods as of the UKC policy.

Additionally, candidates were revealed that most of the courses had been learner centered approach. In order to gather a comprehensive understanding of the nature of transaction of the ECCE teacher training curriculum, data from FGD of the candidates' indicated that more or less the lecture method with that of chalk and board method of teaching was the most common practice in their education programmes. However, their instructors used various possible methods such as lecture method, group discussions, role plays, observations, field placement etc. Whereas, audio visual and other teaching aid materials were not used in the teaching learning process. Therefore, important findings that emerge from the participants indicated that by and large the teacher educators tend to continue to use the conventional 'chalk and talk' method, with very little adoption of other methods and materials. Therefore, the overall phenomenon of the teaching learning process had been carried on in the department as it was showed from different data sources, the teaching learning process in the department had been carried out through consideration of both the theory and practice accordingly with that of the college policy/procedures. Furthermore, the department had provided a practicum courses for candidates to grasp both schools environment and teaching learning process in actual situation before they graduate.

4.5. Infrastructure and Learning Environments

As major ingredients for quality education teaching and learning resources, facilities equipment like, laboratory, multimedia, audiovisual model school, workshop/pedagogical center and library, internet services and other similar input resources are critical to turn any academic programs successfully. In light of these, both questionnaire and semi-interviewed and FGD were designed and employed to disclose if these resource were in place.

Table 7 Infrastructures and Learning Environments for ECCE program

Item	Response	No	%
Conduciveness of the classroom	Yes	76	79.1
	No	4	4.1
	Non response	16	16.6
	Total	96	100
Availability of relevant books	Yes	91	94.7
	No	2	2
	Those who were not respond for this item	3	3.1
	Total	96	100
Availability of internet service	Yes	72	75
	No	13	13.5
	Those who are not respond for this item	11	11.4
	Total	96	100
Model school in the college	Yes	-	-
	No	96	100
	Total	96	100

Candidates were supposed to substantiate their learning with a range of resources. Institutions should therefore, make sure that the resources available are adequate and appropriate for each of a program which offered and should be also given attention too. As Table 7 illustrated in the item whether the classrooms in the university college were a conducive atmosphere for the

teaching learning process of the ECCE program and among the participants in the research 76 (79.1, percent) of participants responded that the classrooms are conducive, whereas participants, 4 (4.1, percent) stated that classrooms are not conducive, while 16 (16.6, percent) of candidates did not react to any of the given alternative items at all.

Hence, the physical environment of the classroom includes a number of factors such as noise level in the classroom, the source of lighting either natural or artificial; source of ventilation and in all maintenance of the available facilities. These physical facilities have inevitable impacts on the teaching learning environment even if the item was not included these factors but vast majority of the candidates were affirmed that the classrooms are conducive. In Table 7 on item which asked about the relevant books availability in the library 91 (94.7, percent) participants responded yes, while 2 (2, percent) responded no, and 3 (3, percent) were not responded for either of the alternative choice. In the same table in the above on the other item which asked availability of services in the compound or in the library were 72 (75, percent) responded yes while 13 (13.5, percent) responded no. In the same Table 7 for the last item if there was a model school available in the university compound from the 96 of the candidates (100, percent) replied that there was no model school in the University College.

In the discussion with the department instructors on the learning environment and infrastructure showed that:

Books and other supportive reference materials are concerns somewhat they are available in the university college library. Nevertheless, the books which are specifically for our department are not ample and are out-dated too **I.1** /08/06/14/

Informant three from the department has also added that:

Certainly there are books and other similar materials relevant to our specific program however; they are more of out-dated and inadequate as well. Hence, I am not using any of them often, rather for all time I use my own materials either buying or borrowing from my associates: **I.3** /11/06/14/

On the topic of the internet service instructor four said that

Internet service is available in the university college compound and in the library. Nevertheless, our major problem is we do not have individually owned computers in our office rather we share it one computer for all. Hence, so as to use it efficiently there is meager of commuter in our department. Therefore it is extremely difficult to access it habitually the service. For this reason if I need it badly the service either I have to wait until someone leave it or sometimes I find other solution, like using in the library with candidates or visiting other department colleagues office or outside the University College for immediacy (I.4). /08/06/14/

Other instructor from the department has furthermore explained about the college internet service as follows:

Internet is available in the library for the students and it is also available in our office but the problem is on one hand our students are not accustomed to use the library service even if we always advised them. While coming to our issues, the situation is extremely different in that we only have one computer in our office, as a result it is very unthinkable to use it when you need it as of your own schedule and wish I.2. /11/06/14/

In the topic of input support from the government bodies' officials from AAEB has said that:

No we did not supporting the department in any kinds of inputs for the improvement of the teaching learning process either to the university college or to the department of ECCE. May be in the coming year's hope we will be part and parcel in the preparation of modules, program revision and in providing the necessary inputs O₂ /17/06/14/

FGD with the candidates and interview from the instructors showed that use of multimedia and audio visual aids, in most of the courses was not being used, besides any model school in the college and if had it would provide an optimal solution for good quality demonstration centers and at the same time, provide a field lab to the institutions which it could ensure consistency of the college teaching practice approach. Hence, as it can be seen from the above interviewed response, recourses like relevant books and internet service were inadequate and also outdated and inaccessible too.

On the other hand, regarding on books documents found from the college had showed ,library documentation and computer /internet/services data from the document were showed that the library which can accommodates up-to 500 students at a time has just been furnished and

equipped with all the necessary and essentials stuff. And also, the library had a collection of nearly 40,000 books on different subjects; the library is kept open for 14 hours on all days, except on national holidays. The library provides: reading room, lending and reference service to students and the whole college community in general. The college computer center is equipped with about 30 computers which are all networked. / KUC2004/.

Even if the university college library accommodates such number of books it was not served the departments as it indicated in the interviewed response from the instructors. One promising medium for mitigating the current situation in Ethiopia is computer technology. Resources for teachers in Ethiopia are outdated, in short supply, and of generally poor quality at best. Through internet access, which is beginning to grow, Ethiopian teachers have the potential for accessing a world of lesson plans, cyber colleagues, and policy advances throughout the world. While land access to the internet is generally available and wireless satellite systems are already in place, lack of access to computers remains a major barrier for most teacher training sites (Szente & Hoot, 2004).

4.5.1. Utilization of Resource by students

As it had depicted from the theme attempts were made to assess the extent to which candidates' habits of using of the available resources in the university college library.

Table 8 Library Service of the college

Item	Response	No	%
Using the library service	Yes	13	13.5
	No	79	82.29
	No response	4	4.1
	Total	96	100

As it is depicted in table 8, 79 (82.29, percent) of the candidates did not have the habit of using the library service, and 13 (13.5, percent) of the candidates response showed the culture of using the library service while the remaining 4 (4.1, percent) neglected to react for the given item at all. Similarly, on the use of library habits of candidates, among the department instructors informant one has said that:

The majority of the candidates of our department do not have a culture of using library service and this may be due to many reasons but, one reason could be lack of the dormitory and meal service in the campus for them hence, after class they usually directly go to their home rather than go to the library moreover, if they do not have class they are not interested to come to the college I 1. /08/06/14/

Similarly informant four from the department has also said that:

We often give them assignments' and other similar tasks individually or in groups, but our candidates' do not have a culture of using the university library service resources they may have their own reason like but usually they alienate them themselves from other department candidates and they feel they are not as part of regular students I 4. /08/06/14/

Hence, according to the data found from candidates and instructors, in one way or another candidates were not have a culture of using library service by candidates. As indicated from questionnaire, interview and the documents and from Table 8 as well it can be understood that there are references materials and computers/internets service in the university college, but the books particularly for ECCE program were not ample, relevant and recent. Similarly, majority of candidates of the department witnessed that they were not used or accustomed to use the library services.

All participants in this research affirmed that classrooms are conducive for the teaching learning process. Regarding a model school all participants responded that there is no model school in the campus, which could support the teaching learning process smoothly and practically. In general, infrastructures, which were needed for the teaching learning process, are scarce. The problems of

shortage of infrastructures have been seen as common problem are shortage of text book and references laboratory equipments, computers and other instructional aids (Daniel, 2004). This situation has been a serious setback to fully realize the objectives of teaching in HEIs in the country. Hence, KUC was not unique and the department of ECCE had faced such problems. To wind it up the discussions showed that infrastructures play great roles to enhance the quality of Teachers Education, but there were problems of infrastructure in the department of ECCE at KUC particularly teaching aid, model school, display/store room and workshops, computers, recent and relevant books as well. Therefore, all the above data indicated that essential inputs were either inadequate or out dated or inaccessible particularly to the department of ECCE.

4. 6. Students Admission to the Department

Student admission affects the quality of higher education. Evaluation of the admissions policy, the appropriateness of the mechanisms for assessing abilities of applicants and the provision of appropriate support, etc would showed the effective implementation of a program. In light of these, students' admission as a theme was coined and different items were designed under it and presented to the department of ECCE candidates. Hence, the following table showed their responses accordingly.

Table 9 Admission Criteria of 2014 ECCE Graduates

Items		No	%
Secondary school leaving certificates	12 th	5	5.31
	10 th	89	94.68
	Total	94	100
College admission grade	1.00-1.5	7	7.44
	1.6-1.99	72	76.59

	>2.00			15	15.95
	Total			94	100
Written exam and interview exam for admission	Interview	Yes	-	-	-
		No	94	94	100
	Total			94	100
	Written	yes	-	-	-
		No	94	94	100
	Total			94	100
Preference to the department	With interest and first choice			19	19.79
	Do not have good grade to join other department			62	64.58
	Thinking on to have good job opportunity after graduation			12	11.52
	Just to have a profession in any kind of field of study for a living			3	3.15
	Total			96	100

As it is depicted in the Table 9 above, 5 (5.3, percent) of the candidates joined to the ECCE department from 12th grade, while 89, (94.68 percent) of the candidates joined from grade 10. This shows that majority of the candidates in the department applied from grade 10. Regarding the admission point 7(7.44, percent) of them had grade points between 1.00-1.5, while 72, (76.59 percent) of them had grade points between 1.6-1.99. Furthermore, only 15(15.95, percent) had 2.00 and above. This shows that vast majority of the candidates joined to the department of ECCE with grade points below 2.00 points.

Respondent one from the department has said that:

Student admission minimum grade point to the department /ECCE/ is about 1.57 and above for 10th grade, while 1.6 and above for those whom their origin from 12th grade. But it has not been fixed yet at all. Hence it may require fixing the minimum admission grade cut point. Overall it depends or varies up on the number of applicants during registration. However, candidates are usually coming up with lees secondary school leaving certificates which are often below 2.00 points I₁. /08/06/14

As it is depicted in the Table 9 above, 96, (100, percent) of the candidates joined or admitted to the department of ECCE without any entrance criteria. Likewise, discussions were made with the department instructors to identify their observation about student admission. The extracted interview response has shown the following:

Student admission criteria and cut point for regular and evening/continuing/ candidates had been decided by our staff members' /instructors/ since 1986 when the department resides in the university college. All the time the admission grade point was 1.57 and above for 10th grade and 1.6 for 12th grade. However, candidate's registration has been pass-through the university college registrar according to the calendar. Unfortunately, we usually get candidates with low GPA in the secondary school leaving certificate. Because, we did not have an entrance examination and other criteria for selection and admission of candidates as we were doing when we were at Etege Mnen I 4. /08/06/14/

However, data from the documents have shown that there are two admission modalities for the certificate, diploma, and degree program. For the degree program candidates are placed centrally by the MOE and, for such students the college only process for placing them in to the departments. For diploma and certificate programs the college recruits candidates from different schools of Addis Ababa who are interested and applied to the college. After the college has analyzed the documents of those applicants for the diploma and certificate programs candidates were allowed for entrance examination in order to join diploma or certificate program hence: to join the college for 10+1 or 10+3 program which is for certificates and diploma respectively, candidates need to pass the interview and written examination. Furthermore, a student who has completed grade 10 is an eligible to sit for the entrance examination (KCTE, 2008).

As it can be seen from the respondents' responses, candidates were admitted with low grade point and without any other admission criteria as well. Finally in above Table 9 over again nineteen of them (19.79, percent) responded that they preferred the department on the basis of their own interest and with their first choice as well, whereas, 60 (64, percent) of the candidates joined the department because of having not enough GPA in secondary school certificate and having no area

to join other department as well. The other, 12 of them (12.5, percent) joined the department of ECCE with the motive of having job opportunity after graduation, while, (three percent) of the candidates joined the department with an intention of having any kinds of a profession. Hence, the candidates disclosed that they joined the department with different reasons. However, as it is indicated from the responses the majority of candidates (64, percent) joined the ECCE department with the reason that of having low Grade Point Average in their secondary school which does not have to choose other department. The interview with the ECCE instructors on their views from their own experience how candidates of ECCE were enrolled to the department informant one has said:

It is quite clear that most candidates of ECCE came up with low GPA in 12th or 10th grade. Consequently the candidates of ECCE were selected by the department to serve as ladder for their further studies in other departments later I₁. /08/06/14/

In view of the fact that there were no certificates program at all in the University College. Hence, over and over again candidates came and enrolled to the department with no other alternative because of having with such low GPA I₂ /11/06/14/

Adding to this informant three from the department has said that:

Unlike other departments, student selection and admission are carried out by our department staff. This could be seen as a peculiar phenomenon to the entire departments in the university college, which both selection and admission were carried on department level I₃. /11/06/14/

As a result, data from the questionnaires, and the interview have shown that students' admission had been carried out through the department, by the department instructors this implies that the department has the autonomy to have selected its own candidates without others interferences. As it is indicated in the table 9 candidates were also admitted mainly from 10th grade, and those from grade 12th origin had been low in number.

With regard to admission grade points to the department the majority of candidates enrolled and studied in the department of ECCE were with below 2.00 points in the secondary school leaving

certificate. There were no any other entrance criteria, despite the fact that the college document showed interview and a pass in written examination as requirement for admission. Therefore, neglecting or violating of the University Colleges admission policy, the department might be the reason of for admitting candidates with low grade points and less academic performers. Though, getting high and well qualified candidates might not be easy to recruit while the profile of the ECCE profession remains low in most cases. It should be necessary to seek candidates for pre-service ECCE teacher's education who have a good level of performance and interests in the profession. In recent years, there has been a great deal of attention on the admission process for pre-school teachers' lack of selectivity. Research shows a strong correlation between teachers' verbal ability and student achievement as well as between the selectivity of the college candidates and student achievement.

As scanned program requirements for early childhood and elementary teacher preparation, repeatedly found weak requirements for entry as well as for retention (Laura, 2011). Easy admission requirements raise questions about the knowledge and abilities of those who teach young children. Certainly, GPA and test scores cannot provide a complete picture of an individual or the kind of teacher he or she would make. In fact, some researchers have found that certain teacher attributes such as enthusiasm, clarity, and task-oriented behavior matter more than intelligence and academic ability. What is clear is that some individuals are better suited to teaching than others and weak entrance requirements fail to make any meaningful distinctions between candidates. Measures of academic ability coupled with interviews and writing samples may lead to better selection. (Laura, 2011).

4.7. Students Service

Higher education students require support in a number of ways. In addition to the provision of academic support, guidance and counseling, dormitory accommodation and cafeteria service, health service and recreational facilities. All these influence learning. In light of these, questions were administered to candidates and interviews were done with the department instructors to examine the phenomenon in the department.

Table 10 services for candidates' in the department of ECCE program

Items		No	%
College service	As of Cost sharing basis	-	-
	With payment	96	100
	Total	96	100
kinds of College service	Education	96	100
	Meals	-	-
	Dormitory	-	-
	Total	96	100

As can be seen from Table 9 in the above 96 (100, percent) of the candidates responded that they got the services with payment rather than on cost sharing basis. In the above the same table, 96 (100, percent) of them responded they had got educational service, but no meals or dormitory services were served to candidates. In relation to the themes and items, interview with the staff showed that the same. Almost all interviewed instructors' that responds in the interview seems to be impossible to tell apart with that of the candidates' and among the instructors as well'. To illustrated among the interviewed instructor's one had said

Our department /ECCE/regular candidates have not got both the dormitory and meal services. Moreover, unlike other regular department in the university college our candidates' had also paid tuition fee **I₄ /08/06/14/**

Similarly informants three has said

We observed our students many of them were come without having their lunch and it is common to see students asleep in a class while you are teaching. They may ask you for money too **I₃ /11/06/14/**

In the same way other instructor from the department has said:

Our candidates were not get dormitory and meal service from the university college. Hence, they always come to class being late. There are also dropout and sometimes it is difficult to give them group assignment because it may require cost like transportation, photocopy etc **I₂**./11/06/14/

As it is indicated in the data, the cost sharing scheme for regular candidates of the University College have been applied to all candidates of the regular students in the university college, nevertheless it had excluded those in the department of ECCE regular candidates. As a result, candidates of the department had suffered a lot because of not having the dormitory and meal services.

4.8. Duration of the Training in the Department

It is obvious that the education and training of prospective teachers will be effective to the extent that it has been delivered by teacher educators who are competent and professionally equipped for the job. Duration of the training of ECCE program is one of the themes which were discussed in with the instructors who might know from their long years of experience, and observation. The interview showed the following evidence

The duration of the training is all about ten months. Within this period students go to practicum in different schools for about a month. Therefore it is very difficult finish all courses in the department with this short period of time. Hence I or we can say that the training period is very short compared with the courses. Because of this I frequently force my students to cover the course outline. All in all I can say that the ten month program is really not enough for the program (**I₄**). /13/06/14/

Likewise, an informant from the department has said that:

I and my colleagues are always bothered for about the entire ten months or a year to finish the courses, candidates are constantly busy too. /11/06/14/

On top of this instructor one has said that:

Duration of the training is too short and ten months not enough to cover the given courses. For this very reason, either you become hurry to finish it or occasionally you may leave some of the topics, which is in your course outline and the candidates may not know it (I.1). /08/06/14/

The following table shows the total courses, which the department had been offering to the candidates.

Course Coverage and Load in the Early Childhood Care and Education Department at Kotebe University College

No	Courses in the ECCE	1 st semester	2 nd semester
1	Pre-school pedagogy I and II	4	4
2	child psychology I and II	4	4
3	Play	4	-
4	Art and Craft	4	-
5	Child language development I and II	3	3
6	Pre-math I and II	3	3
7	Physical and education I and II	2	2
8	Pre-school organization and management	2	-
9	Health and nutrition	2	2
10	Music I and II	2	2
11	Environmental education	-	4
12	Civics and ethical education	-	2
13	Special needs education	-	2
14	Practicum I and II	2	2
15	Total credit hours	32	30

Figure 1 course coverage and load (kuc, 2004)

The above figure shows that there are about 15 courses with 62 credit hours which the department offered to the candidates. The courses to be offered had also both theoretical and practical courses. Hence in one academic calendar 32 credit hours have taken by the candidates

in the first semester and 30 credits' hours by the second semester which candidates have taken a total of 62 for the total duration of ten months. Data obtained from instructors and students which were in line with the research outputs indicated that, the duration of the training of early childhood care and education teachers training program considered to be very short compared with that of the given courses moreover it can be seen as courses with more breadth than depth.

For these reasons there was a consciences reply among the instructors during the interviews. On the contrary other countries experiences have shown ECCE teachers' training takes more than a year. In many OECD countries, educators are trained specifically to work with young children in the three or more years prior to entry into primary school, and are often trained at the same level and in the same institution as primary school teachers.

Typically, early childhood educators working closer to the primary school gate are better trained and rewarded. In early education there is a cross-national trend towards at least a three year tertiary degree for lead professional staff (generally teachers) in developed countries. Across the OECD, staffs serving children aged between 3–6 years are more likely to hold three or four-year university, or two-year post-secondary, degrees. For example, in France, a four year university degree plus up to two years professional training is required for teachers of children 2–6 year-olds. In contrast in most developing countries, pre-primary teachers have less pre-service training and almost always less than their primary school counterparts. Sub-Saharan Africa illustrates the general lack of comprehensive approaches to ECE teacher education; where few countries boast early childhood educators with higher education, qualification standards are non-existent or weak, professional development is rarely systematic or universal and some countries suffer from mismatches in training and deployment. In sub-Saharan Africa training is generally short, around one year maximum.

To sum up the four FGDs conducted with trainees and interviews with the instructors' indicate that the students are generally satisfied with the course material and duration of the course.

4.9. Research Activities

Teaching and research are inseparable. Conducting research along with teaching could enhance the quality of the teaching or education. According to the current Ethiopian Education and Training Policy, higher education should be research oriented (MOE1994). In the legislation's of higher institution (higher education proclamation, 2004) research is also considered as one of the primary tasks of the institution. In line with this, the ECCE instructors' were interviewed whether on their research culture. The instructors had ever been doing research in any of ECCE related topics and published it.

As far as my knowledge is concerned, the university college always gives us equal opportunity like any other department and encouraged us to engage in it. But I haven't done yet until now rather I give information for researchers about ECCE sectors or fields of study while peoples like you and I provide input for researchers than engaging in it **I₁/08/06/14/**

I did not know if a research has been done by the department staff. I haven't done it since my recruitment. But I do have information of the willingness of the university college to support us, if we have a desire and courage **I₂/11/06/14/**

To replay your question in short what I can say to you is, no I haven't done research at all **I₃. /11/06/04**

All instructors in the department have neither published journals, article, nor produced a book chapter or book reviews at all when they were asked about their reasons, for the absence of research activities in the department, the department had scored more than two decades. Among the many reasons, which hindered them to engage in research, were lack of time to do research due to heavy teaching load throughout the year; lack of experience and academic culture in the department, giving more priority to teaching (trainings) than to research hence, all these behaviors dramatically diverted teachers' attention and diluted their energy, and

consequently sacrificed their research engagement. Research findings have shown that the missions of teaching and research are inseparable in the context of higher education. Marginalization of research can be regarded as a serious problem that can severely affect the quality of education in institutions of higher learning.

Currently, research has been considered as one of the key tasks of institutions of higher learning, not only as a matter of formality but for teaching effectively. Thus, research should keep abreast with teaching and should help to raise the quality of teaching (Derebssa, 2004). An equally tremendous need also exists in educational research, which is an integral part of the educational process. Through research, education can be vitalized by continuous provision of scientific information for developing and overhauling the system of education including the system (Amare, 1998). Thus, researches were considered to be as the part and parcel of the teaching learning process and could play great functions for the improvements of the quality of the teaching learning process as well. Hence, as it is indicated either, responses from those academic staff in the department of ECCE showed that majority of them have not done research and published in any of journals, books and book chapter in ECCE since they had been working in the department of ECCE as an instructors: As a result conducting research was often set aside in the department.

CHAPTER FIVE

SUMMARY, CONCLUSIONS AND IMPLICATIONS

This chapter deals with summary, its conclusion and recommendations in light of the subject of the study.

5.1. Summary

The major purpose of this study was, to assess the policy, practice and the challenges of early childhood care and education teachers' training in Ethiopia; the case of kotebe University College.

To this effect, the study has attempted to explore the national, regional as well as institutional level training policy issues on Early Childhood Care and Education Teachers' Training in Kotebe University College. It also tries to examine the current status of Early Childhood Care and Education of Teachers' Training in terms of its resources, practices, strengths, and limitations. Furthermore, the study endeavors to identify ways for the improvement of the

programme planning and implementation of the Early Childhood care and Education Teacher Training Institution at Kotebe University College. Therefore, the study was particularly focused on addressing the following research questions:

- 1- What are the policy provisions on early childhood care and education teachers training in Ethiopia?
2. What are the prevailing practices at the university college in the pre-service training of teachers for early childhood care and education?
3. What are the opportunities and challenges in the practices of training of teachers for early childhood care and education at the kotebe university college?

In light of the above research questions, both qualitative and quantitative methods of research were employed in this study. The participants of the study included two officials from MoE and AAEB, one from each, four instructors from the department of ECCE at KUC and 96 candidates from the department of ECCE at KUC. 104 copies of questionnaires were administered to the candidates of which 96(99.84, percent) questionnaires were filled and returned to the investigator. In addition to this, semi-structured interview was conducted with two officials and four instructors. For further data triangulation, FGDs were held with candidates. The study also benefited from the review of pertinent policy documents. Hence, the major results of the study are summarized as follows:

The staff consists of individuals with better qualifications as all the instructors have an M.A degree in Early Childhood Education which implies that there could be ample opportunity to raise the quality of training if they are supported in training program.

Available data indicate that specific policy provisions on ECCE sector- as indicated in the Education and Training Policy 1994, the successive Education Sector Development Programme

ESDP III and IV, ECCE 2010- have clearly indicated that the government role regarding teachers' education in early childhood care and education. In practical terms however, the study revealed that:

a. Accreditation and Supervision

Government leadership and regulation in terms of teacher supervision and/or inspection, teacher training and certification, ECCE curriculum revitalization, and creating an enabling environment for the training of ECCE teachers seems to be less than satisfactory.

b. Professional Development of Teacher Educators

Teaching profession requires that teachers keep themselves abreast with the developments in their field. This is only possible if opportunities and facilities are given for these kinds of program rendered by stakeholders. Nevertheless, the data reveal that teachers were rarely provided with the opportunity to develop the profession.

The data also vividly showed that, there are no support staffs in the department of ECCE at the kotebe university college.

c. Infrastructure and Learning Resource

As major ingredients for quality education, teaching and learning resources, facilities like, laboratory equipment, multimedia, audiovisual, model school, workshop/pedagogical center, books, and Internet services seem to be in short supply. This, in turn, would affect the quality of education significantly. Furthermore, the data reveal that the quality and relevance of the available material to the department are less promising, as there are undersupplied staff offices, finger counted personal computers, a handful of outdated and irrelevant books for the program, to mention only the few. The absence of model school, show rooms, and audio visual aids was severely complained by the teachers.

d. Student admission criteria

With Regards to candidates' admission to the department, the data reveal that majority of candidates were recruited and enrolled into the department of ECCE on the basis of General Secondary School leaving GPAs. It was learned that those candidates with GPAS of 1.6- 2.00 were considered befitting for the training. Furthermore, candidates were also admitted without interview and written examination. To make things worse, some candidates have joined the program as they could not find other options without meeting the said requirement. They simply wanted for a means to other ends.

e. Candidates' services and provisions

The cost sharing scheme for regular candidates of the university college policy was applied to all candidates of a regular students in the university college on loan basis. However, the candidates of this program were unduly required to share the cost of their education by paying for it upfront. Sadly enough, the candidates were deprived of the opportunity getting on campus accommodation most importantly (dormitories, and meal services).

f. Duration of the training

There are 15 courses with 62 credit hours which the department offered to the would-be teachers for pre-schools in one academic calendar and 32 credit hours were taken by the candidates in the first semester and 30 credits' hours by the second semester. The courses to be offered had also both theoretical and practical components. The data indicated that, the duration of the training of early childhood care and education teachers training program were considered be very short compared with the given courses.

g. Research Activities

Data obtained from different sources reveal that the academic staff in the department of ECCE have rarely engaged in research activities, despite the expectation that higher education academics need to research and publish.

5.2. Conclusions

The education and training of a prospective teacher will be effective to the extent that it has been delivered by teacher educators who are competent and professionally equipped for the job. The quality of pedagogical inputs in teacher education programmes and the manner in which they are carry out to realize their intended objectives depend largely on multi-dimensional process issues and which embrace all its function and activities like, inputs, process and outputs. Hence, there is a considerable concern in terms of availability of inputs, provision for the professional development of teachers' trainers of ECCE, and the adequacy of the duration of the training designed along with satisfactory student services to ensure the quality of the training.

Policy provision on ECCE 2010 clearly stated that ECCE teachers training need to be supervised and accredited, Professional Development Programs to be provided both by MoE and AAEB. Nevertheless, the findings of this study indicated that there was a gap between the policies and

current practices on ECCE teacher's education as practiced at the KUC. Inputs put into the training of teachers was found to be inadequate and the training process ineffective. Therefore, the overall conclusion is that the training and professional development practice of ECCE teachers at the KUC was found to have suffered from lack of quality.

5.3 Recommendation and Implications

Teachers Training of ECCE were not discharged as per the policy requirements hence, the following implication and recommendations appear reasonably made based on the results of the study.

- ✓ MoE and AAEB should work with KUC in monitoring, supervision as well as in accreditation process concerning ECCE teachers training program.
- ✓ The department/ECCE/ regularly need to strive for having continuous professional development programmes for its own staff from various stakeholders to keep the staff up to date. Providing staff development in teaching learning to ensure updating pedagogical skills of staff in appropriate teaching, learning and assessments capabilities.
- ✓ The department should focus equally on research activities along with the teaching learning process and this will help to get solutions for challenges while cultivating ECCE professionals.

- ✓ The university college needs to avoid double standard on student service provision for all regular programs.
- ✓ The department needs to revisit the overall program most importantly regarding the duration of the training needs to be taken into consideration with respect to courses which offer for candidates.
- ✓ Adequate resources' especially audiovisual, model school, workshop/ pedagogical center, relevant books and computers have to be allocated by KUC, AAEB and by MoE to the department.

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