

MEKELLE UNIVERSITY
COLLEGE OF SOCIAL SCIENCES AND LANGUAGES
DEPARTMENT OF PSYCHOLOGY



**ASSESSING THE QUALITY OF EARLY CHILD HOOD CARE AND
EDUCATION: THE CASE OF SELECTED PRIVATELY OWNED
KINDERGARTEN SCHOOLS IN MEKELLE CITY**

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DEPARTMENT OF PSYCHOLOGY**

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SEPTEMBER 2025 G.C

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LETTER OF APPROVAL

This is to certify that the thesis prepared by Tsigabu abraha, entitled; assessing the quality of early childhood care and education: the case of selected privately owned kindergarten schools in Mekelle city and submitted in partial fulfilment of the requirements for the degree of master of arts in early childhood care and development (ECCD) conforms with the regulation of the university and meets the accepted standards with respect to originality and quality.

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BY

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DECLARATION

The undersigned, declare that this thesis is my original work and has not been presented for a degree in any other University.

All sources of materials used for the thesis have been appropriately acknowledged.

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Acronyms and Abbreviations

ACTE Adwa College of Teacher Education

ECD: Early Childhood Development

ECCD: Early Childhood Care and Development

ECCE: Early Childhood Care and Education

E.C: Ethiopian Calendar

ECEC: early childhood education and care

ECE: Early Childhood Education

EEDR: Ethiopian Education Development Roadmap

ESDP: Education Sector Development Program

FDRE/NECDE: FDRE National early childhood development and education

G.C: Gregorian calendar

KG: kindergarten

K/K: Kifle Ketema

MoE: Ministry of Education

MOH: Ministry of Health

MoLSA: Ministry of Labour and Social Affairs

MOWA: Ministry of Women's Affairs

PTSA: Parents Teacher student Association

REB: Regional Education Bureau

TNRS: Tigray National Regional State

TNRSEB: Tigray National Regional State Educational Bureau

ABSTRACT

The main purpose of this study was to assess the quality of early childhood care and education in Mekelle city. To conduct the study, descriptive survey method was employed in order to achieve the purpose of the study. Among the 7 K/ketema's of Mekelle City which have Kg Schools, 4 sample weredas', 50 Kg Schools and 125 Kg main teachers were selected using a Systematic Simple random sampling method (lottery method). Moreover, purposive sampling method was used to select 100 Kg PTSA, 50 Kg 3 Classes, 50 Kg School Coordinators, and relevant 1 Regional, 1 Zonal and 4 Wereda level education office experts were selected and used as a source of data for this study. Four types of data gathering (questionnaire, structured and semi-structured interview, observation checklists, and document analysis) were employed. Pilot test was conducted in 15 Kg main teachers and the reliability of the questionnaire was computed using Cronbach's alpha. Accordingly, the pilot test result was 0.77. Based on this result, five items were modified. In addition, the research is mixed method. So quantitative data was analyzed using descriptive statistics (percentage), and SPSS version 27 in table form and the qualitative data was transcribed and analyzed in words by summarizing the suggestions of the interviewees or directly quoting of their ideas whenever necessary to supplement quantitative data. The findings showed that the status of quality teaching – learning practices of Kg faced different challenges such as only focusing in some methods of teaching and learning practices, classroom organization, and assessment techniques, instructional resources are inadequate, There is lack of awareness for Children emotional development, most of the time teachers use ergonomics materials rather than from locally prepared teaching aids. Inadequate space of outdoor play ground and significant outdoor and indoor equipment and materials which can be for classroom instruction and outdoor play. Secondly, care practices are not based on the guidelines. The unavailability of separate feeding room, clean and adequate dining rooms, neatness and adequacy of latrine and Hand wash tapes, conduciveness of nap space to resting, Unstandardized first aid kits and insufficient Hand washing facilities. Thirdly, quality challenges of ECCE the current Kg, an ECCE related official documents, the great majority of the Kg Schools had no ECCE materials such as ECCE policy, Curriculum Guide, Syllabus, and teacher's guide to refer it. There is no delivery of Short training by the regional government. Inadequate space of outdoor play ground so as to run the learning process. Furthermore, there is no supervision and follow up from the MoE, RBE, Zone, WEOs to the privately owned Kgs. Conclusively, the status of quality teaching-learning practices, care practices and core quality challenges still unsolved. Teachers only focusing in some methods of teaching and learning process; Classroom organization, assessment techniques, and instructional resources in the classrooms. Most of the time main teachers use ergonomics materials rather than from locally prepared and natural teaching aids. There is lack of awareness for Children emotional development. Therefore, children's learning activities should rely on Social, cognitive, mental, physical, emotional and educational, Kgs significant and diversified teaching-learning methods, improving learning environment of Kg, adequacy of age appropriate and equipped indoor and outdoor equipments and materials and their organizations, upgrading health, nutrition, personal care and routine care practices, supply availability of Curriculum materials, and develop clear quality control guidelines and packages for Kg education Were among the major recommendations.

CHAPTER ONE

Introduction

1.1. Background of the study

Globally, education is a process by which society transmits his experiences, new innovations, and values. Education empowers individuals and society to make all-rounded participation in the development process by acquiring knowledge, ability, skills and attitudes (John Dewey, 2014, pg1).

The major aims of the Ethiopia education is conceived as a life to be lived and a means of preparing young people for future life. It is an instrument for educating the individual in a holistic way, including moral, cognitive, social, spiritual, physical, psychological and vocational attributes. It is also understood as a public good based on indigenous and global knowledge, which serves as a means for social harmony and development. Education is perceived by society as an entity that depends on excellence, competitiveness and collaboration. Moreover, it is recognized as an instrument for expanding the possibilities of knowledge and advancing science and technology, to transform the country into a respectable member of the world (FDRE/ESDP VI, 2020/21, pg, 30).

Quality education is a complex problem, and it has diverse structures. One of these is its relationship to, or connection with the society's economic, cultural, and political realities and activities. Thus, quality shows that the student learns in his/her mother tongue and develops his language, that there is fair distribution of educational provisions, and that the relatively poorer and backward areas are extensively covered by such services. The other significant feature of quality education is its close dependence on the resources of the country and society. Consequently, the quality of education is a purpose of the country's level of economic development subject to improvement and change with time. There are issues that affect the quality of education both outside and inside the school (MOE, 2002, p74). Providing high quality education that yields positive outcomes for children is at the core of policy programmes and initiatives in early years learning globally. Quality education comprises learners who are healthy, well-nourished and ready to learn, and participate and supported in learning by their families and communities; environments that are safe, healthy, protective and gender-sensitive, and provide

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Sufficient resources and facilities; content that is revealed in applicable curricula and materials for the achievement of basic skills, especially in the areas of literacy, skills for life and numeracy, and knowledge in AIDS preservation and peace (Monica Coste,2019, pg2).

Quality education also involves processes through which trained teachers use child-centred teaching approaches in well-managed classrooms and schools and skillful assessment to facilitate learning and reduce differences; outcomes that incorporate knowledge, skills and attitudes, and are linked to national goals for education and positive participation in society.

Quality in early childhood education and care determines that Scientists and practitioners nowadays understand the quality of Kindergarten learning as a multidimensional concept, particularly covering structural characteristics and process quality (OECD, 2015, p.30). Structural quality refers to aspects such as class or group size, teacher-child-ratios, formal staff qualification levels, the materials provided and the size of the setting. Structural quality is regarded as being subject to regulation by policy and funding. Process quality refers to the nature of the pedagogical interactions between Kindergarten teachers and children, the interactions among children and the interaction of children with space and materials (OECD, 2015, p30).

Quality of care is the degree to health results which health services for individuals and populations increase the likelihood of desired. It is based on evidence-based specialized knowledge and is critical for achieving universal health coverage. As countries promise to achieve Health for all, it is commanding to carefully reflect the quality of care and health services (WHO, 2024).

In its general notion, it is the right of every child to be provided opportunities for all round growth and development to understand his/her full potential. The early years are the most significant years for human growth, development and learning of all children including those with special needs due to disability conditions. Research from neurosciences has highlighted that this is the stage for rapid and extensive brain development. Environmental conditions during early years considerably affect the growth of children's neural pathways. Providing best stimulation at the right time is the key to the networking of brain cells, which shape the way individuals behave, think and learn for the rest of their lives. The numerous functions of the brain operate in a richly coordinated way and lead to the acquisition of skills and abilities in all areas

of development. It is also significant that children should be provided emotionally supportive and enabling environment to develop safe and secure relationships with teachers. Children need to feel free to explore, express, learn and build positive self-concept. Research showed that participation in Kindergarten programmes is valuable because it leads to improved outcomes, including better health, nutrition, and education in both the short and the long run. Moreover, from an economic point of view, investment in kindergarten programmes offers a high pay-off in human capital making a strong case for public intervention. Kindergarten programmes not only benefit children and families, they decrease social inequality, and benefit communities and societies at large, (Hrushikesh Senapaty: 2019, pg4).

Kindergarten education focuses on the all-round development of children encouraging their curiosity to learn and helping them to make sense of the world around them in preparation for a full life both in and out of school (life skills and educational),(FDRE/MOE,2009,p10). Therefore Interventions for good health, adequate nutrition, safety and security, responsive caregiving, opportunity for early learning requires coordination between multiple stakeholders including MoH, MoE, MoWCY, MoLSA, development partners and others (FDRE/MoH, 2020/21, p11). This shows that to what extent we give an emphasis to the point of early childhood care and education quality practices.

1.2. Statement of the Problem

Early childhood refers to the period between birth and eight years of life. The broadly used term ‘early Childhood care and education’ (ECCE) refers to a range of processes and mechanisms that sustain and support development during the early years of life. It comprises education, physical, social and emotional care, intellectual stimulation, health care and nutrition. It also includes the support a family and community need to promote children’s healthy development (UNESCO and UNICEF, 2012, p2).

As noted in the world education encyclopedia (1837), the meaning of kindergarten is an ECCE educational approach based on playing, singing, practical activities for instance social interaction and drawing as part of the transition from home to school. It is a formation where children below the age of compulsory education play and learn, and a class or school that prepares children, usually 5 or 6 year-olds, for the first year of formal education. The term was generated by German educator Friedrich Frobel, whose method globally influenced early-years education.

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Accordingly Children are the most precious resource of current and future generations of any society. They need to be provided with all the necessary services to improve their well-being and ensure their comprehensive and complete development.

Investment in health, nutrition, education, and the physical, cognitive, linguistic, and socio-emotional dev't of children with a complete life-cycle approach beginning in early childhood is critical and has incomparable profits in human capital (FDRE/MoWSA, 2022/23, p4).

In addition to this, investing in ECCE plays a significant role in establishing sustainable economic development and has a huge social settlement. This investment should place a child's holistic development at the centre of its determinations. A holistic approach to early childhood development interventions focuses on children's personal, physical, social, emotional, and spiritual well-being, as well as cognitive aspects of learning. This happens when all concerned bodies including government, parents, civil societies, donors, and communities work collaboratively. These efforts will contribute to breaking the cycle of intergenerational poverty and laying the foundations for successfulness (FDRE/MoE, 2022/23, p2).

Children's early years' time is considered as a sensitive and foundation period for their life. A success in early years generates a success for the later years. This achievement comes to reality when there is a proper understanding of children's assistance and temperament. Early years for children is a time to experiment, explore, tryout, give analysis, engage in curiosity, imagination, ready to solve problems, aspire to come with different possibilities thinking, see things from their own way, have different viewpoints, create something new, engage in decision making, evaluate their own thinking and form relationship. It is a time children want to expose to hands-on experiences on different intellectual skills, social, moral, language, aesthetics, creativity, communication, numeracy and other areas Minds. Hearts and personalities become connected and practiced in early childhood education program (ECE). In this practice, auto education (self-education), social competencies, and internal law are promoted. This happens if we know children have knowledge, needs, commitment, skills, experiences, and values. They dynamically desire to guide their own learning, plans and reflections (MoE, 2021, p4).

The fundamental aim of ECCE is to deliver quality early childhood facilities for children four to six years (MoE, 2021, p4). However, different local studies and findings shown that the kindergarten education come across with many challenges at the ground which discourage it to

provide the aforementioned significances. Tesfaye (2018) described that the major challenges as regards the current quality of early childhood care and education (ECCE) practices in Ethiopia are: physical environment is not convenient to conduct the teaching–learning processes, unqualified and untrained Kindergarten teachers, the imbalance of teacher–child ratio and group size, outdoor and indoor spaces were found below the minimum standards, Kindergarten were operating their businesses in the rented buildings. Outdoor and indoor spaces were found below the minimum standards. Moreover, Rahel (2014) stated that teachers strictly follow the curriculum; teachers should use safe teaching aids and arrange classrooms regularly, problem of the number of child per class, no called assistant teachers, low salary for teachers, full day job must be encouraged with higher salary and incentives, the physical infrastructure and facilities in almost all schools don't fulfill the required minimum standards, the level of parent's participation in their children's education was limited.

Furthermore, Yekoyalem et al. (2020) described that the most important factors affecting quality of ECCE are least of professional training, lack of developmentally appropriate learning and stimulating materials, lack of materials that enhance children's fine motor developments, problem of establishing uniformity of standards, lack of trained teachers and leaders, unsafe and unhygienic environments, understaffing leads ,budget constraints, rarely motivativation of Teachers, and severe shortage of physical facilities and resources. Therefore, conducting research on Kindergarten program is advisable in the study area.

Ethiopia has designed an ECCE National policy that is regarding Strategic Operational Plan and Guidelines for Early Childhood Care and Education which settings in the country (MOE, MOH, and MOWA, 2010, p36).Therefore; The Tigray regional state of government bureau of education (2011) has designed a temporary standard of Kindegarten education. This regional strategy and temporary standard put a direction about the indicators of quality ECCE that is teaching methods , assessment techniques, proper health care and hygiene, appropriate teachers and caregivers' training, use of developmentally appropriate curriculum, favourable teacher beliefs and community participation, continuous supervision and programme evaluation, Balanced /appropriate staff-child ratio and effective school organisation and leadership. In all rounds the standard is superfine but in its quality and in the practice it is superficial.

Furthermore TNRS has officially announced that every privately owned kindergarten Schools should start Kindergarten educational program. However; the launching of the program was done ambitiously without adequate preparation. Consequently, there are Certain Gaps and Challenges that is despite some promising opportunities, the Early Childhood Education is still controlled by challenges and problems that extent from problems related to governance, curriculum, teachers' qualification, location, facilities and budget (Ethiopian Road Map, 2018, p.8). Nevertheless, OECD (2012) noted that the quality of ECCE program rises and falls with the competence of the people who manage the Centre and work with the child. Because of teaching methods, assessment techniques, learning environment organization, accessibility of instructional resources practice, overcoming of the challenges and utilization of the existing opportunities which all affect the quality of ECCE are on the hands of Kindergarten teachers. This suggests that challenges, practices, and opportunities in every Kindergarten have quality implication for ECCE program.

Therefore assessing whether the current practices of teaching method, care practices, assessment, classroom organization and instructional resource provision are as per the federal ECCE strategic operational guide line and standard or not and investigating basic challenges encountered and prospects exist in carrying out ECCE program in the privately owned Kindergarten and taking an intervention is a vital and timely measure to improve the quality of the program in the study area.

So far as a post graduate early childhood care and development practitioner the researcher had gotten the chance to observe the kindergartens every time. During the researcher field visit, the quality of early childhood Care and education practically at the ground is contradicting with the guidelines. Therefore, this is another reason that motivated the researcher to conduct this study. Furthermore; The core gap of the study basically it addresses the lack of studies linking the quality of care and education in the ECCE, currently quality is a cross cutting issue at all levels of the educational system in Tigray, and a research was never conducted in the study area regarding the issue .That is why the researcher interested in studying the current quality of early childhood care and education in selected privately owned kindergartens in Mekelle City or at Mekelle Zone. Knowing of this reality this study was designed to fill the identified gaps by formulating the following research leading questions.

1.3. Research Leading Questions

This study strived to answer the following leading research questions:

1. What is the status of quality teaching and learning practices of private Kindergarten in the study area in relation to the Kindergartens Strategic operational plan and guidelines?
2. What are the quality care practices of early child hood care and education in relation to the Kindergarten Strategic operational plan and guidelines?
3. What are the quality challenges of early child hood care and education in privately owned kindergarten schools in the study area?

1.4. Objectives of the Research

1.4.1. General Objective

The main objective of this study was to assess the quality of Early Childhood Care and Education (ECCE) in relation to the Kindergarten Strategic operational plan and guidelines in Mekelle City.

1.4 .2. Specific Objectives

Specifically, this study was intended to:

1. To examine the quality of privately owned Kindergarten teaching and learning practices in relation to the Kindergarten Strategic operational plan and guidelines.
2. To assess the quality of Kindergarten Care practices in relation to the Kindergarten Strategic operational plan and guidelines.
3. To find out the quality challenges of early child hood care and education in privately owned kindergarten schools in the study area.

1.5. Significance of the research

The findings of this study were helpful by assessing the quality of early child hood care and education to the following bodies:

- At first, the study targeted to help others to have knowledge about the Common method of teaching-learning used by Kindergarten teachers and quality challenges of applying developmentally appropriate practice in early childhood care and education.
- By pointing out the gaps, Concerned bodies at all levels and Kindergarten Coordinators, Kindergarten teachers, parents, the community and Stakeholders would collaborate to

enhance the quality of Kindergarten education /ECCE/ in the study area

- To increase an awareness of privately owners of Kindergarten through wereda level Education office experts to equip the quality of Kindergarten's care with essential health, nutrition and personal care situations in kindergarten centers.
- Finally it helps other educators and researchers for further research as a baseline in the area.

1.6. Delimitation and Limitation of the research

1.6.1. Delimitation (Scope) of the research

Geographically, the scope of this study was delimited to privately owned kindergarten schools found in Mekelle city administrative Zone specifically at Adihaki, Hawelti, Hadnet, and Semen Wereda's, in Mekelle city that is specifically at fifty Kindergarten schools. In addition, the conceptual delimitation of this study is on the investigation of quality of ECCE in line with the Kindergarten key Strategic operational plan and guidelines developed by MOE and the temporary guidelines enacted by the Tigray Region Education Bureau. Other issues regarding the quality of early childhood care and education in the different Kifle Ketema's in Mekelle City would not be included in this study. Moreover, this study is concerned with privately owned Kindergarten Schools which are active in the year 2024/2025.

1.6.2. Limitation of the research

The research has done in only privately owned Kindergartens, at Mekelle Zone, the findings, drawn conclusions and forwarded recommendations were relevant to only privately owned Kindergartens, at Mekelle Zone. Similarly it can be seen on its Scarcity and lack of latest educational Statistics was the major challenge in the Zone in 2024/2025. For the same reason, lack of National policy frameworks, Strategic operational plan, and Guidelines for Kindergartens (ECCE) at the wereda and Zone. To Some what extent, educational experts from Wereda, Zone, Region, and PTSA of kindergarten children were unwilling to be interviewed and recorded.

1.7. Definition of Key Terms

The researcher found the terms Quality of early childhood care and education worth defining in this part of the research proposal.

Quality: Nguluka (2007) points out that quality can be seen as the degree of goodness or value Of a School or characteristics of how good or bad that thing is.

Child care: any situation in which children are provided with an overall supervision and support in difficulties like health, safety, and education (UNICEF, 2007).

Quality of care: Quality child care means a program is a safe, healthy, caring and educational place for young children to learn and grow. It supports all areas of a child's development and wellbeing (Encyclopedia).

Quality Education: Education that provides everybody with capabilities to become productive economically acquires sustainable livelihoods, advocate for peaceful and democratic societies and enhance individual development.

Quality early childhood education-Wood head and Blatchford (2009) refer to quality early childhood education as the standards that we see in different programmes designed to facilitate early childhood learning and development and how much they achieve their intentions.

Early childhood education: Education children receive from ages 0 to 8 from a public school, private school, or early learning center (Morgan, 2011).

Kindergarten-refers to a school or an institution sponsored by community or Kebele, private, Missionary or non- governmental organization for young Children between the age of four and six before primary school of first grade.

Private Kindergartens: refers to an Institution sponsored and administered by private individual/s and licensed to offer an educational program for children aged four to six.

Early childhood care and education: A Programme that, besides to delivering children with care, provide a structured and purposeful set of learning activities either in a formal institution.

1.8. Organization of the Research

The research has contained five chapters. The first chapter deals with the introductory parts: background of the study, statement of the problem, objectives of the study, research leading questions, significance of the study, delimitation of the study, limitation of the study and definition of key terms. The second chapter is concerned with the review of the related literature. Literature that is related to the quality of early childhood care and education and its inputs and guidelines was reviewed here. The third chapter dealt with the methodological part of the research which included the research design, data sources, sample and sampling techniques, data gathering tools and method of data analysis of this chapter. In addition, the fourth chapter of this

paper is about the data analysis part. Finally, the fifth chapter has presented the summary, conclusions and recommendations part. Moreover, References part, questionnaires, and some necessary documents were attached at the end of the fifth chapter as appendices.

CHAPTER TWO

2. REVIEW OF RELATED LITERATURES

2.1. BACKGROUND OF ECCE IN THE GLOBAL CONTEXT

The term ECCE comprises of three key terms these are ‘Early Childhood’, ‘Care’, and ‘Education’. Accordingly, ECCE refers to providing care including health and nutrition as well as early learning opportunities to all young children. A protective and stimulating environment consisting of play-based and developmentally appropriate activities is vital for children’s physical, motor, cognitive, socio-emotional and language development. Furthermore, the term early childhood education refers to group settings deliberately intended to affect developmental changes in children from birth to eight years of age. In school terms, it includes group settings for infants through the primary years of elementary school, kindergarten through 3rd or 4th grade in the United States. In programmatic terms, the education of young children includes formal and informal group settings regardless of their initial purpose. For example, after-school programs for elementary ages are included, as are their formal academic sessions (Browne,2008,p5).

Early childhood educators thus build bridges between a child’s two worlds: school (or group experience) and home. It is during these years that the foundation for future learning is set; these are the building block years, during which a child learns to walk, talk, and establish an identity, print, and count. In later years, that same child builds on these skills to be able to climb mountains, speak a second language, learn to express and negotiate, write in cursive, and understand multiplication,(Williams Browne,2008,p5).

In addition to this, early childhood care and education (ECCE), also recognized as nursery education, is a branch of education theory that relates to the teaching of children (formally and informally) from birth up to the age of eight. Customarily, this is up to the same of third grade. So ECCE is described as an important period in child development.

As Kamerman (2006, p2) noted that ECEC programs comprises of an extensive range of full-work-day, full-school-day, part-day and programs under education, health, and social welfare

supports, funded and delivered in a diversity of methods in both the public and private sectors. Moreover, Early Childhood Care and Education (ECCE) perform a pivotal duty in influencing the forthcoming of our world. As result the principal Significances of ECCE are examined as ,Brain Development, Equity and Social Justice, Economic Returns, School Readiness and Human Rights Perspective. Although these essentials, only half of all countries worldwide assurance free pre-primary schooling. UNESCO’s World Conference on Early Childhood Care and Education focuses the requirement for increased investment in children during the decisive period from birth to eight years.(Retrieved from <https://www.unesco.org/en/articles/why-ECCE-matters>). In its sense of summary, ECCE isn’t just about preparing children for primary school; it is about setting the foundation for lifelong learning, social interrelation, and gender equality. Therefore we can prioritize early childhood care and education to build a brighter future for all. Furthermore, at the global level, one of the major significance backgrounds in the early childhood education was the foundation of Kindergarten education. As distinguished by Rousseau (1712–1778), a writer and philosopher, proposed that children were not inherently evil, but naturally good. He is best known for his book *Emile* (1761) in which he raised a hypothetical child to adulthood. He reasoned that education should reflect this goodness and allow unstructured interests and activities of the children. Rousseau’s ideas on education in and of themselves were nothing short of revolutionary for the times. Making what might be considered the first comprehensive attempt to describe a system of education according to nature, his concern for the learner led him to these ideas are the true object of education should not be primarily a vocational one; Children only really learn from first-hand information. Rousseau advocated that children were naturally good and should have a flexible and less restrained school atmosphere and Children’s views of the external world are quite different from those of adults. Although he was not an educator, Rousseau suggested that school atmosphere should be less restrained and more flexible to meet the needs of the children. He insisted on using concrete teaching materials, leaving the abstract and symbolism for later years. His call to naturalism transformed education in such a way that led educators to eventually focus more on the early years.for eg, he encouraged others to “sacrifice a little time in early childhood, and it will be repaid to you with usury when your scholar is older” (*Emile*, 1761). Pestalozzi, Froebel, and

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Montessori were greatly influenced by him. The theories of developmental stages, such as of Jean Piaget and Arnold Gesell, support Rousseau's idea of natural development.

Rousseau advocated that children were naturally good and should have a flexible and less restrained school atmosphere. Rousseau's ideas are still followed today in early childhood classes. Free play is based on Rousseau's belief in children's inherent goodness and ability to choose what they need to learn. Environments that stress autonomy and self-regulation have their roots in Rousseau's philosophy. Using concrete rather than abstract materials for young children is still one of the cornerstones of developmentally appropriate curriculum in the early years.

In addition to this; Pestalozzi (1746–1827) was a Swiss educator whose theories on education and caring have formed the basis of many common teaching practices of early childhood education. Like Rousseau, he used nature study as part of the curriculum and believed that good education meant the development of the senses. Rather than simply glorify nature, however, Pestalozzi became more pragmatic, including principles on how to teach basic skills and the idea of “caring” as well as “educating” the child. Pestalozzi stressed the idea of the integrated curriculum that would develop the whole child.

He wanted education to be of the hand, the head, and the heart of the child. Teachers were to guide self-activity through intuition, exercise, and the senses. Along with intellectual content, he proposed that practical skills be taught in the schools. He differed from Rousseau in that he proposed teaching children in groups rather than using a tutor with an individual child. Pestalozzi's works, *How Gertrude Teaches Her Children* and *Book for Mothers*, detail some procedures for mothers to use at home with their children. Probably his greatest contribution is the blending of Rousseau's strong romantic ideals with his own egalitarian attitude: “I wish to wrest education from the outworn order of doddering old teaching hacks as well as from the innovative order of cheap, artificial teaching tricks, and entrust it to the eternal powers of nature herself” (in Silber, 1965). In summary, Pestalozzi's contributions are strongest around the integration of the curriculum and group teaching. He initiated sensory education and blended both freedom and limits into working with children.

Moreover, Froebel (1782–1852) is one of the major contributors to early childhood education,

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particularly in his organization of educational thought and ideas about learning, curriculum, and teacher training. He is known to us as the “Father of the Kindergarten,” not only for giving it a name, but for devoting his life to the development of a system of education for young children. The German word kindergarten means “children’s garden,” and that is what Froebel felt best expressed what he wanted for children less than six years of age. Because his own childhood had been unhappy, he resolved that early education should be pleasant. He attended a training institute run by Pestalozzi and left to promote children’s right to play, to have toys, and to be with trained teachers by founding a Play and Activity Institute. Early childhood historian Dorothy He was (1993) notes: Froebel started his kindergarten in 1836, for children aged about two to six, after he had studied with Pestalozzi in Switzerland and had read the philosophy promoted by Comenius two hundred years earlier.

His system was centered on self-activity and the development of children’s self- esteem and self-confidence. In his *Education of Man*, he wrote that “Play is the highest phase of child development the representation of the inner necessity and impulse”.

He had the radical idea that both men and women should teach young children and that they should be friendly facilitators rather than stern disciplinarians. Over 100 years ago, Froebel’s kindergartens included blocks, pets, and finger plays. Froebel observed children and came to understand how they learned and what they liked to do. He developed the first educational toys, which he termed “gifts” (gaben in German).

Angeline Brooks (1886), a teacher in an American Froebelian kindergarten in the late 1800s, described the gifts this way:

Froebel regarded the whole of life as a school, and the whole world as a school-room for the education of the [human] race. The external things of nature he regarded as a means to making the race acquainted with the invisible things of the minds, as God’s gifts for use in accomplishing the purpose of this temporal life. Regarding the child as the race in miniature, he selected a few objects which should epitomize the world of matter in its most salient attributes and arranged them in an order which should assist the child’s development at successive stages of growth. Some of his theories about children and their education later influenced Montessori and were reflected in the educational materials she developed. Every day, teachers in centers and homes across the country practice the Froebelian belief that one’s first educational experiences

should be a child's garden: full of pleasant discoveries and delightful adventure, where the adults' role is to plant ideas and materials for children to use as they grow at their own pace.

Furthermore, at the turn of the century, Maria Montessori (1870– 1952) became the first female physician in Italy. She worked in the slums of Rome with poor children and with mentally retarded children. Sensing that what they lacked was proper motivation and environment, she opened a kindergarten, Casa di Bambini, in 1907. Her first class was 50 children from two to five years of age. The children were at the center all day while their parents worked. They were fed two meals a day, given a bath, and provided with medical attention. Montessori designed materials, classrooms, and a teaching procedure that proved her point to the astonishment of people all over Europe and America.

Before her, no one with medical or psychiatric training had articulated so clearly the needs of the growing child. Her medical background added credibility to her findings and helped her ideas gain recognition in this country.

Maria Montessori designed materials, classrooms, and learning methods for young children. The Montessori concept is both a philosophy of child development and a plan for guiding growth, believing that education begins at birth and the early years are of the utmost importance. During this time, Children pass through "sensitive periods," in which their curiosity makes them ready for acquiring certain skills and knowledge.

Montessori was an especially observant person and used her observations to develop her program and philosophy. For instance, the manipulative materials she used were expensive so they were always kept in a locked cabinet. One day the cabinet was left unlocked, and the children took out the materials themselves and worked with them quietly and carefully. Afterward, Montessori removed the cabinet and replaced it with low open shelves. She noticed that children liked to sit on the floor so she bought little rugs to define the work areas. In analyzing how children learn, she concluded that they build themselves from what they find in their environment, so she designed the school around the size of the children.

Because of her enlightenment, a carefully prepared environment with child-sized furniture and materials are common features of early educational classrooms. By focusing on the sequential steps of learning, Montessori developed a set of learning materials still used widely today. One of her most valuable contributions was a theory of how children learn: children teach themselves

if only we will dedicate ourselves to the self-creating process of the child. She believed that any task could be reduced to a series of small steps. By using this process, children could learn to sweep a floor, dress themselves, or multiply numbers.

After Montessori was introduced in the United States in 1909, her methods received poor reception and were often misunderstood. Nichols (1993) notes that “adaptation of her methods in a variety of ways, a focus on academics by demanding middleclass parents, and a flood of ‘trainers’ and authors eager to capitalize on Montessori contributed to a rapid downfall of Montessori schools in the United States by 1925 or so.” A second American Montessori movement began in the late 1950s and early 1960s. Differences between European and American society and education generated the American Montessori Society, founded by Dr. Nancy. According to Chattin-McNichols (1993): Today with a much wider range of children than ever before, the majority of Montessori schools are private Kindergarten and child care centers, serving 3- to 6-year-old children. But there are many which also serve elementary students and a small (but growing) number of programs for infants, toddlers, and middle-school students. The word Montessori, however, remains in the public domain, so that Montessori in the name of a school or teacher education program does not guarantee any adherence to Montessori’s original ideas. To summarize, Montessori’s contributions were substantial to all we do in early childhood programs today. A prepared environment, self-correcting and sequential materials, teaching based on observation, and a trust in children’s innate drive to learn all stem from her work.

2.2. Background of Kindergarten Education in Ethiopia

In Ethiopia, the National Early Childhood Care and Education Policy Framework, Strategy, and Guideline was prepared and began operationalizing in 2013 G.C. The policy framework has now been revised in line with current national and global early childhood development and education guidance and the current socio-economic development in the country. The revision involved governmental and non-governmental stakeholders. It includes new policy framework issues and the role of stakeholders in implementing integrated initiatives to ensure the holistic development of children through expanding access to quality ECD services (MOE/FDRE, 2022/2023, p12).

Kindergarten/Early childhood care and education (ECCE) in Ethiopia have a rich historical context. It can examine into its research, development, and implications:

1. The Past and Present Developments: Kindergarten /ECCE have happened in Ethiopia for various years, but it lacked systematic organization and consideration. Lessons were not extracted, and forthcoming directions were not explained. Notable steps were made in terms of design, operation, and outcomes. Nevertheless, challenges persisted in parts such as access, equity, quality, and relevance. Government documents, secondary data, and research reports up till 2016 were consulted for this analysis.

2. Future Directions: Despite attracting significant research attention, comprehensive investigations are still needed. Enhancing professional ECCE delivery in Ethiopia requires focusing on programmatic design, intervention, and research.

3. Historical Roots: Traditional early years' education in Ethiopia has ancient and medieval origins. It emerged as a form of education within the country.

4. Philosophical Foundations: Ethiopian philosophical tenets guiding the care and education of Ethiopian children. (Fantahun A, 2016).

UNESCO (2019) defined early childhood education as the education of young children that occurs from birth through age 8. "Early childhood is a sensitive period marked by rapid transformation in physical, cognitive, language, social and emotional development" (UNESCO, 2010, p2). NAEYC's "Early Childhood Professional Preparation Programs represents a sustained vision for the early childhood field and more specifically for the programs that prepare the professionals working in the field" (2009, p1). Children benefit greatly when teachers present a curriculum that is well-planned, and intentionally implemented with cultural sensitivity (NAEYC, 2009).

The UNESCO article presented in 2006 stated that children who participated in Early Childhood Care and Education (ECCE) programs have demonstrated improvement of school readiness, are more likely to enroll in first grade, and have lower rates of delayed enrollment, dropout, and grade repetition and increased completion and achievement. "Early childhood sets the foundations for life" (UNESCO, 2006a, p. 7). Despite the benefits of early childhood education, Ethiopia's "government has very limited intervention in this critical stage of education. The point challenges in attending school because of insufficient resources, "approximately 16% of youth have no formal education and 54% of youth have attained at most incomplete primary education,

meaning that in total 70% of 15-24 year olds have not completed primary education in Ethiopia” (National Education Profile, 2018, p1).

Despite a shortage of resources in many schools, teachers’ qualifications play an even more important role in students’ success. Teachers’ qualifications and experiences in Ethiopia determine whether or not the students are ‘on-task’ versus ‘off-task.’ Students demonstrate ‘on-task’ behavior when they follow the teacher’s instructions in the classroom, while ‘off-task’ behavior proves it’s opposite. Teachers whose students demonstrate ‘on-task’ behavior showed that they have better classroom management and are more successful at engaging students in their learning (Frost and Little, 2014).

In addition, teachers who have more teaching experience and have earned degrees are more likely to keep students ‘on task’ during class activities. Teachers, who lack qualification, thus have less experience, have higher chances in leading students ‘off-task.’ Students have a better opportunity to be involved in student-centered activities when the class size is small. Students spend limited time ‘on task’ if they are in large class sizes. Due to limited resources and economic challenges, there is a shortage of teachers across the country. “Good quality teachers are very unevenly distributed, with richer and more urban areas much more likely to have teachers who are better qualified and not absent. Class sizes also tend to be larger in poorer rural areas” (Frost & Little, 2014, p. 107). Qualified teachers have effective ways of keeping students engaged in learning especially in urban schools compared to rural schools.

According to Mitchell (2015), teachers in Ethiopia with minimal qualifications do not have the opportunity to teach in government sectors. They are appointed to teach in the community schools until they meet the teachers’ qualification requirements. In addition to this, teachers who spend more time outside the classroom for preparation positively impact their students’ learning. It is suggested that policymakers should consider allocating more prep time for teachers in order to invest in quality teaching (Verwimp, 1999).

Ethiopian schools also face challenges in meeting the demand of private teaching. Since education is highly valued in Ethiopia, private tutoring is becoming an alternative to public school (Melese & Abebe, 2017). Private tutoring sessions seem to be in high demand in the community as students benefit from them greatly. Due to tutoring success approaches, parents,

peers and friends encourage students to join tutoring classes. Because of tutoring services, students receive more one-on-one attention than they do in school (Melese & Abebe, 2017). Students participate in a very competitive national examination, which pressures parents to provide private tutoring sessions. Ethiopia provides free education all the way through university level, but since private tutoring is growing at such a high rate, education policymakers are concerned as this may increase social inequality between those who can pay for private tutoring and those who cannot, effectively destroying the value of a free education policy.

In Ethiopia, special needs students have limited access to education. In addition, they face hardships such as poverty, war, ignorance, and diseases as Ethiopia is still a developing country. Students with physical disabilities face challenges because they cannot access buildings or other essential structures such as ramps or elevators. Very few special needs students participate in learning due to a shortage of adaptive training resources. Special needs staff is highly needed to support special needs students. “They stressed the need for staff trained in special needs education” (Malle, et al, 2015, p. 64). Overall, the schools have severe teacher shortages in the areas of special needs, which greatly impacts student learning.

Students with special needs have requested counseling programs to help them select suitable careers. Curriculum and counseling need to be modified in order to address special needs training as well as special needs students. Persistent efforts from the community are required to change discriminatory attitudes towards students with special needs. In addition, students with physical disabilities need better transportation access and accessibility to colleges and local communities. Studies have shown that sign language interpreters are academically beneficial for students with hearing impairment (Malle et al, 2015).

In summary, there are many challenges that early childhood educators face in Ethiopia. Lack of teachers' qualifications and experiences determines how students are being taught in the classroom. Parents are facing challenges with private tutoring as well as a lack of adequate materials for special needs children. Since the Ethiopian government places huge emphasis on learning at age 7, early childhood has not been recognized as part of the learning process. In this study, I highlight the importance of early childhood education in order to present that information in Ethiopia. In general, educators and non-educators need to understand the value of

early childhood and the impact it has on a child's life. In summary, Kindergarten/ECCE in Ethiopia has a rich past, ongoing developments, and promising future directions. It plays a crucial role in children's survival, development, and learning, emphasizing holistic and child-centered approaches.

2.3. Quality of Kindergarten education Practices in Ethiopia

Pre-primary school education in Ethiopia demanded a comprehensive approach to kindergarten/ Early Childhood Care and Education to ensure all children reach their full potential. Strategies build on existing policies, structures and resources to form the foundation for ECCE. This calls for efforts and smooth cooperation among sector ministries. Government policy frame work offer short-term to long-term roadmap to all stakeholders to joint and well-coordinated action. With this framework of Ethiopia expects to give all the country's children the best start and early stimulation in life; enhance the quality, accessibility and equitable distribution of services for children through more efficient partnerships and capacity-building programmes. These increase access to pre- primary schools or alternative forms of early stimulation (MOE, 2010).

Ethiopian Early Childhood Care and Education Policy are guided by the following principles: These are protecting and reinforcing beneficial Ethiopian cultural values, and ensuring the holistic needs of children, providing equitable access to quality early childhood care and education for all, Inclusive approach is followed to address vulnerable and marginalized children, particularly children with special needs. Inter-sectoral and integrated coordination are created among relevant ministries and organizations working on child care, rights, health, education and development (MOE, 2010).

Furthermore, after completing their pre-primary education Children are expected to have the following behaviour: Children have to be developed physically and mentally enable to appreciate beauty and express their feeling freely; they have to be disciplined and self-confident who love creativity and research work. At this stage children know how to write different alphabets and numbers, listen others idea and respond properly and they are also be conscious of social life and ready for formal education (MOE, 2010).

According to different references, there are various problems that affect the quality of education practices in Ehiopia which include; lack of qualified experts at all levels, lack of accountability

in every level; The changing nature of teacher education ; Ineffectiveness of teacher-licensing programs ; Lack of educational budget and the problem of utilizing this limited budget. It is argued that establishing quality assurance aspirations, laws and regulatory bodies could not solve the quality problems in Ethiopia (Yekoyealem et al. (2020). In Ethiopia, there has been impressive progress in Kindergarten/ECCE school enrollment. In summary, Ethiopia's commitment to education quality remains steadfast, with ongoing efforts to ensure equitable access and improved learning outcomes.

2.4. The Concept of quality in Kindergarten education

It is challenging to define quality because it is a broad notion regarding diverse variables and various contexts globally. As Fantahun (2016) noted that the quality of ECCE is a complicated matter which cannot simply be measured or defined. For our purposes, quality means meeting a prearranged set of standards or criteria. In this idea, quality ECCE is regarded as a system that is pedagogically and developmentally acceptable and sets the foundation for a child to become an active and productive member of society. Consequently, Quality in education is a multi-dimensional concept. This development effects from the performance of appropriate teaching experiences and approaches, from the strategy of a curriculum that meets students' needs to the improvement of provisions delivered by schools. According to some scholars, the meanings of quality are: Quality is satisfying & beyond customer's needs, Quality is everyone's job and quality is continuous improvement. Quality is recognition and reward (OECD ,2010).

Definition of quality of ECCE

Different literature evidences have defined Kg quality with the support of structural and process quality indicators. As result, Quality of ECCE is usually defined in two different concepts that are structural quality and process quality (Currie, 2001; Howes et al., 2008; Fukkink et al., 2005; Leseman, Slot & Lerkkanen, 2015; Vandell & Wolfe, 2000). The structural and process component are interconnected and influence the overall quality of an ECCE environment and therefore has effect on the early development of children (Currie et al, 2001);as cited in ,C.F. Garandau,2017). In addition to this, in the realm of early childhood care and education (ECCE), both process quality and structural quality play pivotal roles in shaping positive outcomes for children.

1. Process Quality: Process quality refers to the relations that happen throughout the day within the classroom environment. Considerations include the kinds of materials accessible for children, the actions they engage in, and the health and safety aspects.

It comprehends relationships among teachers, families, children, and administrators.

- Extremely trained early childhood teachers, minor groups, and positive relations contribute to process quality.
- Heartfelt, nurturing interactions directly influence children's social capability and future academic achievement.

2. Structural Quality: Structural quality applies to the features and manifestations of an early childhood program. The Key elements of Structural quality include: Teacher-to-child ratios; Class size; Teacher qualifications and experiences; Allotted square footage for play space and Teacher pay scale. Whereas process quality has a more direct influence on child results, the highest quality practices for young students so that a well –balanced combination of process and structural quality generates an enhancing environment for our little ones (Beide Melaku ,and Yigzaw Haile, 2019).

Similarly, Quality in early childhood education and care is a multifaceted conception that meaningfully influences children's learning and development. It comprehends various magnitudes, and understanding these domains is critical for powerful improvements. We can explain the three key domains of quality in early childhood care and education as following:

Structural Quality mainly focuses on the physical and organizational characteristics of early childhood care and education programs. It comprises elements such as teacher qualifications, facilities, safety measures, and class size. Therefore High-quality structural features contribute to a conducive learning environment and general program effectiveness. On the other hand, Process Quality applies to the interactions and practices within the educational situations. It encompasses Pedagogy, Professional Development and Support, Programs, Interventions, and Curricula, Learning Environments. Finally another category is the System Quality which concerns on the broader framework that administrates ECCE. It contains policies, regulations, funding, and coordination among stakeholders. Consequently, a well-functioning system confirms quality assurance, equitable access, and ongoing improvement (Assefa G, 2014).

In a general way, High-quality ECCE lays the foundations for later achievement in life in terms of education, social integration well-being, and employability and Investing in high-quality Kindergarten is crucial for children's resilience, healthy development, and long-term outcomes.

2.5. Reviewing empirical evidences on the quality Kindergarten education

As Rahel (2014) stated that the main challenges of the current quality of early childhood care and education (ECCE) practices in Ethiopia are problem of the number of child per class, no called assistant teachers, teachers strictly follow the curriculum; teachers should use safe teaching aids and arrange classrooms regularly, low salary for teachers, full day job must be encouraged with higher salary and incentives, the physical infrastructure and facilities in almost all schools don't fulfill the required minimum standards, the level of parent's participation in their children's education was limited.

Moreover, Tesfaye (2018) described that the major challenges of the current quality of ECCE practices in Ethiopia are academically Kindergarten teachers were not trained on ECCE prior to joining the teaching service; unqualified teachers were found working in the Kindergartens; Kindergarten main teachers did not get the opportunity of in-service training to upgrade their skills and competences, Kindergarten Schools were found at the locality of highway road and exposed trucks noise, Shortage of trained Kindergarten teachers in the market; Shortages of Kindergarten teacher training institutions as the private institutions are officially closed and Lack of land resources to build Kindergarten schools.

Furthermore, Yekoyealem et al. (2020) illustrated that the most important factors affecting quality of ECCE are least of professional training, lack of developmentally appropriate learning and stimulating materials, lack of materials that enhance children's fine motor developments, problem of establishing uniformity of standards, lack of trained teachers and leaders, unsafe and unhygienic environments, understaffing leads ,budget constraints, rarely motivation of Teachers, and severe shortage of physical facilities and resources.

In addition to this, Bezawit (2019) reminded that the government was not adopted the policy guideline for pre-primary school administrators" roles which includes the standard about their responsibility in self-administering systems, Some Kindergartens under this study lack efficiency in fulfilling indoor and outdoor materials; The methodology used in the teaching learning is

child-centered involving purposeful play as a major element. It focuses on play based teaching learning methods, Shortages of trained man power and, Lack of teachers' training opportunity, parent's limited responsibility to care and develop their child, and the government insufficient support made negative impact on Kgs education. There is still a gap in making remarkable interaction between kindergartens and parents. No adequate numbers of caregivers, which expose children, tend to loss their wellbeing.

Finally studies by Beide and Yigzaw (2019) shown that teachers did not have the required qualifications to teach at Kindergarten. Moreover, none of the teachers were trained in early childhood education, most Kindergarten centers lack adequate classroom space for free movement of children, Concerning the outdoor environment of Kindergarten, the majority of the Kindergarten centers fall short of materials for children, the majority of the centers were not friendly for children with disability, Although all Kindergarten centers had latrines, some were not age appropriate and others lacked clean water for hand washing after use, Regarding ECCE related official documents, the majority of Kindergarten centers had no ECCE syllabus to refer to, Concerning health, nutrition, personal care and routine, current Kindergarten practice is below national standards set for ECCE, Organization and management practices in Kindergarten centers were not up to the standards in Kindergarten centers.

In summary, the overall studies regarding the quality of Kindergarten education (ECCE) strongly illustrated the quality of early childhood education. However, they lack integrating/linking the quality of care and education deeply in their study.

2.6. Current statues of Quality of Kindergarten/ECCE Educationin in Tigray

The Tigray, officially the Tigray National Regional State is the northern most regional state in Ethiopia. The first kindergarten education in Tigray regional state was established in Mekelle, Kebele 16 in 1963-1966 E.C. The medium of instruction was English. Then, SOS was opened to provide service for orphaned children in 1969 E.C. During the era of the previous regime kindergartens were established under the municipalities and Kebele administrations and NGOs until 1981 E.C.All efforts done were focused in the urban areas (TREB, 1996 E.C).Starting 1985 E.C efforts were done to expand the Kindergarten/preschool education service by private investors, Relief Society of Tigray (REST), NGOs, and Religious

Organizations and the number of kindergarten/preschools reached 100 in 1996 E.C. However, the achievement in the area remained insignificant (TREB, 1996 E.C). Moreover, there was no centrally developed standard for the kindergarten to accept by and services delivered were determined by the institutions. The Regional Education Statistics Annual Abstract for the academic year 2012(2019-2020) indicates that there were 105 kindergartens with an enrollment of 21,525 children in the academic year 2012 (TREB, 2012). (As cited in Zeray G., 2011). However, Kindergarten education in the Tigray region has faced significant challenges due to the ongoing conflict and the upheaval caused by Covid-19. As a result, primary school enrollment rates fallen from 90% in 2020 to just 21% in 2021(As cited in TNRS, 2021).

2.7. Objectives and Importance of Kindergarten education

2.7.1. Objectives of Kindergarten/ECCE education

The aim of Kindergarten/ECCE is to provide quality care and learning opportunities to all children during their formative years for their overall development. The Federal Democratic Republic of Ethiopia that is General Education Curriculum Framework, 2020 (p22) has defined the objectives of Kindergarten/ECCE as the following:

- ❖ Utilize knowledge and skills of science and technology for invention, innovation, and entrepreneurship,
- ❖ Utilize indigenous knowledge and skills for the progression of the self and the society,
- ❖ Use what is learned creatively, effectively and ethically in life and the world of work
- ❖ Understand the history and culture of the country and rights and responsibilities as citizens for harmonious individual and collective life,
- ❖ Utilize knowledge and skills in the here and now and learning to learn for personal progress and career advancement
- ❖ Utilize critical thinking, problem-solving and communication skills to productively engage with the constantly changing local, national and global realities
- ❖ Employ knowledge and ability to work together and learn from one another
- ❖ Employ career and technical education to modernize and raise production and productivity,
- ❖ Utilize contemporary knowledge, skills, and values in traditional and new subject disciplines and cross-cutting curricular learning areas for local and national development

- ❖ Use knowledge and values of self-awareness, self-respect, and self-confidence for social adjustment and living in harmony with others
- ❖ Employ pertinent knowledge and values to promote solidarity, national unity, social justice and social cohesion In addition to this, The National ECCE Curriculum Framework, 2013 has defined the objectives of Kindergarten/ECCE. **The key objectives of ECCE aims to:**
 - ensure that children feel safe, secure, accepted and respected
 - inculcate healthy habits, hygiene practices and self-help skills among children
 - ensure children have good and balanced nutrition
 - enable sound language development, skills of communication and expression
 - Foster sensory and cognitive abilities of children by providing engaging, participative and stimulating activities
 - ensure optimum physical and motor development of children as per their potential
 - Promote development of pro-social skills and social competence along with children's emotional wellbeing and Prepare children for formal learning in schools.

2.7. 2. Significance of Kindergarten/ECCE education

Comparing and Contrasting to the other periods of life, the first six years of children's life are very significant due to fast growth and development in all domains. Researches in the field of neuroscience authorize the importance of early years in children's life of sentence.

According to these researches, development of brain takes place at a rapid rate during these years. By the time a child is six years old, 90% of brain development has taken place. As a result, this stage is considered critical for the holistic development of children especially for the development of the brain. Any disorder in the developmental processes due to heredity or environment may affect adversely. Lack of a healthy home and school environment, scarcity of encouragement, inadequate nutrition and poor health care are some of the common factors that lead to developmental delays among children. During these years, children acquire various physical-motor, cognitive, socio-emotional and language competencies. Hence, they should be provided opportunities to grow in a stimulating and engaging environment with positive experiences. Quality early care and education provided to young children through

Kindergarten/ECCE programmes enables them to acquire age appropriate knowledge and skills which further help them adjust better in a formal school environment. Thus, it is necessary to accord prime importance to ECCE for children to develop in an integrated, holistic and healthy manner. Different ECCE service providers must ensure access to equitable and quality of kindergarten/ECCE for all children, especially for children who are disadvantaged, (National Curriculum Framework for ECCE, 2013).

2.8. The Target children/Population

As the MOE et al, (2010,p.42) noted that Parenting education programmes targeted at Parents and/ or caregivers of children from prenatal to age 7, regardless of gender ethnicity with Special focus on the disadvantaged ones. Moreover both working and stay at home parents/caregivers. The Minimum standards are approved as not more than 30-40 participants per group session; registration of the participants' names and addresses, and the number and age of their children at the start of the course. Besides the facilitator takes attendance at each session.

2.9. Curriculum for Kindergarten education /Curriculum

The term curriculum refers to the lessons and academic content taught in a school or in a specific course or program. In glossaries, curriculum is frequently defined as the courses delivered by a school, but it is seldom used in such a general sense in schools. Depending on how generally educators define or employ the term, curriculum characteristically refers to the knowledge and skills pupils are expected to learn, which consist of the learning standards or learning objectives they are expected to come across; the units and lessons that teachers teach; the assignments and assignments given to students; materials, the books, videos, presentations, and readings used in a course; and the assessments, tests and other approaches used to evaluate student learning. An individual teacher's curriculum, for instance, would be the specific learning standards, lessons, assignments, & materials used to organize and teach a particular course (Myers RG (2006)).

Furthermore the Curriculum standards/guideline for Kindergarten is designed to help educationalists in implementing the Early Years Learning Framework and attaching with communities and families to prolong and enhance all kindergarten children's education and development. The curriculum targets to help children achieve five developmental purposes,

specifically Moral Development, Cognitive and Language Development, Physical Development, Affective and Social Development, and Aesthetic Development. The curriculum is depending on the principles of fostering children's complete and balanced development (MOE, 2015).

2.10. Scheduling and Structure of Kindergarten activities

It is stated in the Kindergarten teachers' guidebook that a single day of children's education should be organized to include indoor and outdoor playtimes, time for singing, for stories, for discussion in between other activities. Time is also allocated for brief writing and reading, for snacks and lunch, etc. (MoE, 2013/14). In preparing the schedule of the day, teachers need to discover that developing a schedule is more than just filling in time openings and Various factors have to be taken into consideration depending on the setting and age groups of the children concerned (Perry, 2004). Moreover the kindergarten schedule is planned to deliver students with a well-rounded education that concentrated on developing their math, literacy, social studies, science, and creative skills. Having a kindergarten schedule permits you to follow a plan easier and make definite you are teaching what school children need to learn. It is also a method to support students feel safe and secure because they recognize what will come up next. A sense of security and safety is very significant for students and it is our profession to afford that, (Retrieved from:<https://www.bing.com/ck/>). In addition to this point, here are some examples of a kindergarten daily schedules. Those are listed as follows. Morning work and attendance; Arrival and morning routine; clean up and transition to carpet and Morning meeting and Bathroom break (Litelryo, 2018). The Scheduling and structure of Kindergarten activities can differ based on features such as the type of kindergarten Program, School polices and the needs of the students. So that, there are three basic kindergartens structure and schedules available. These are stated as follows:

1. **Half-Day Kindergarten:** This kind of schedule typically persists for three hours in the morning or afternoon, depending on the school's preference.
2. **Full-Day Kindergarten:** This part of schedule lasts for six hours or more, depending on the school's favoriteness.
3. **Full Day/Alternating Day Sessions:** This type of schedule is simply a combination of half-day and full-day kindergarten

2.11. Kindergarten Education environment

The physical environment in a Kindergarten classroom plays a crucial role in promoting self-directed learning and allowing teachers to engage in more quality one-on-one time with the children. The Physical learning environment and resources, including the conditions and features of space, furniture, tools and materials have a significant impact in supporting children's development. From this pinpoint the term learning environment can be refer to an educational approach, physical setting, or cultural context in which teaching - learning happen. The word is commonly used as a more definitive alternative to "classroom (MOE/FDRE, 2018 ,p.24).

As University academic units and Colleges of Teacher Education hosting the pre-service ECCE program should provide due attention to creating the appropriate environment for the practical application of ECCE theories, concepts and principles as well as for research purposes. For eg, they want to make sure the existence of ECCE resource centers, and indoor and outdoor sites equipped with required teaching and learning materials to conduct the courses (MOE/FDRE, 2018 ,p.24).

The aspect of physical environment is defined as the overall design and arrangement of a given classroom and its learning centers. Teachers should design the setting by organizing its spaces, furnishings and materials to maximize the learning chances and the engagement of every child (<https://www.princessowleducation.co.uk/post/play-environment-in-early-years-settings>). It is generally recognized that the physical services of the kindergarten have a significant effect on the kindergarten education which takes place within.

2.11.1. Physical Environment & Infrastructure, Indoor and Outdoor Materials & Equipment

2.11.1.1. Indoor and outdoor learning environment

2.11.1.1a. Indoor learning environment

An interior learning environment is a physical area created to improve kids' educational experiences. It encompasses the room's actual design, the resources available to the kids, and their general sense of inclusion. The word is frequently used as a more desirable or accurate substitute for the word "classroom," which has more restrictive and conventional meanings. (Retrieved from: <https://opentextbc.ca/teachinginadigitalage/chapter/what-is-a-learning-envi't>).

Together with this theme, the Indoor Environment also consists of:

1. Furniture and Shelving: To encourage independence and comfort, select tables, seats, and shelves those are appropriate for children.

2. Materials and Resources:

Look for natural textiles and materials whenever you can. They include cloth, wooden toys, and other environmentally friendly products. Give children a range of playthings, including building blocks, puzzles, and art supplies. Fiction and non-fiction books ought to be readily available.

3. Flexible Spaces: organize the interior area to provide for flexibility. To designate distinct play zones, think about use movable furniture. Set aside comfortable furniture or partitions.

4. Art and Creativity: Set up an art station with paints, brushes, paper, and other creative materials. Display children's artwork to celebrate their creativity.

- ◆ **5. Safety Measures:** Ensure that all furniture and equipment are child-safe and free from sharp edges. Regularly inspect toys and materials for wear and tear (Chowdhury & Choudhury, 2002:113-115), as cited in Haile G/slassie, 2010, page 33-36).

A Physical Setting of kindergarten building is specifically designed to provide to young children's educational needs. Kindergarten buildings act as vessels for children's growth and development. Certainly! Creating an engaging and stimulating environment for kindergarten children (Kg3) involves thoughtful consideration of both indoor and outdoor spaces. According to Chowdhury and Choudhury (2002), some of the criteria suggested for site and building of kindergarten are the following:

1. Site

- The Kindergarten, must be located away from the crowded areas of the city /town, burial ground and main traffic areas for the purpose of children's safety;
- The vicinity must also be as to permit any future expansion;
- A raised area, dry and have natural drainage free from water logging;
- Clean, pleasant and well maintained building. In line with this, Curtis (1998) explained that a basic need of all young children is space. The space to move freely within the env't is of particular importance for children living in urban areas where many are housed in high-rise flats or in cramped conditions with little or no outdoor play space.

2. Building

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

3. Classroom Physical Environment

The physical environment of classroom has a profound effect on individual child, the group as a whole, and on the others. The physical environment includes the size of the room, the colour of the walls, the type of flooring, the number of windows. Furthermore, Feeney et al. (1987) suggested that classroom environment includes organized space into interest centers. This may include areas of art, science, blocks, books, dramatic play, sensory materials, music, woodworking, and manipulative toys and games. In addition to these, library, discovery, Sand and Water, cooking and computers are components of classroom environment.

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

- ◆ **Rooms:** Rectangular playrooms lend themselves more readily to activities of the children square ones. It provides enough space for children to live and work together freely without regimentation for space. The amount of space should be adequate in relation to the number of children to move about freely at 1.5 square meters per child. The room should be free from hidden areas to facilitate proper supervision. Dust-free cross ventilation through open windows is desirable, depending upon the climatic conditions of the given area.

Walls: The wall space should be functional and lend itself to promote activities. Enough of space for pinning the pictures, posters etc, at the eye level of the child is desirable in order to have picture boards. The walls should be coated with a suitable washable, porous material to stop noises coming in or going out. Moreover, the walls should be painted with attractive pictures and posters for the children.

- ◆ **Floors:** The floors are better to be cemented as the children may have at times to draw some

pictures on the floor. It should be of such materials that can be cleaned easily and maintained in a good sanitary condition. Since, many of the child's activities are conducted on the floor, it is necessary that warmth, and freedom from dusts are ensured.

Windows and Doors: The doors and windows are equally important in providing conducive learning environment for the young children. Therefore, their placements need careful consideration. The windows should be low enough to enable a child to look out for better view and understanding of the outside world in different seasons, different time of the day and in different occasions. Moreover, windows should have the facilities for easy operation by the children such as low-level hinges, so that children can use them whenever required. All windows need to be fitted with guards, screens or both. At the same time, all doors should be light in weight so that children can handle them easily. The heights of doorknobs should be within easy reach of children.

- ◆ **Sanitary Facilities:** Water facilities are essential for the cleaning up of activities in the Kindergarten. The toilet and washing facilities should be easily accessible for children from both the indoors and outdoors. Toilet should be provided for children and adult separately; moreover, one toilet for every ten children is essential and the sizes must be suited to the size of the children who will be using those (Chowdhury & Choudhury, 2002:113-115), as cited in Haile G/slassie, 2010, page 33-36). In general, it is evident that classroom space affects the quality of children's learning. Therefore, Kindergarten classrooms should be enough so that children can have opportunity to actively engage to their own learning and develop the desired outcomes.

2.11.1.1b. Outdoor learning environment

An outdoor learning environment is a natural space that provides opportunities for children and young people to learn, play, and connect with nature. It is designed to promote physical activity, diverse skills, and social support. It is different from an indoor learning environment, as it takes place beyond the school classroom and requires a safe and organized space (Retrieved from: <https://www.virtuallabschool.org/school-age/learning-environments/lesson-3>). Furthermore, the pinpoint of the Outdoor Environment comprises of the following essential features:

1. Natural Elements: Incorporate natural elements like sand, leaves, and water. These provide sensory experiences and connect children with nature. Use natural materials for play structures,

such as wooden climbing frames.

2. Open Spaces: Designate open areas for running, playing ball games, and group activities. Include grassy patches for picnics and outdoor storytelling

3. Exploration Zones: Create different zones for exploration, such as a gardening area, a mud kitchen, and a sensory garden. Include raised garden beds for planting flowers, herbs etc.

4. Safety and Boundaries: Install age-appropriate fencing to ensure safety. Regularly inspect outdoor equipment for any hazards.

5. Shade and Seating: Provide shaded areas with benches or picnic tables for rest and socializing. Consider natural shade from trees or install sunshades.

Moreover, Chowdhury and Choudhury (as cited in Deniqa, 2009; p111-116) emphasized that clean, pleasant and well maintained building is the first basic requirement for Kindergarten institution since its situation ,design, lighting, Ventilation ,general environment and physical setting play an important role in the behavior and welfare of the children. The authors' further stress that kindergarten building should be located away from crowded and Traffic areas and free from water logging with sufficient playground.

In addition to this, Curtis (2003) also emphasized that the outdoor space must be safe and secure with ample space for the children to play freely, preferably with trees, flat grass and bush where children can hide and seek and play in the mud. Furthermore it has to be accessible and adjoin to the Kg room free from any accident hazards so as to do the activities. (As Cited in Amelework, 2007, P.32). The key features of an outdoor play space include developmentally appropriate play areas that promote a range of experiences for children. Play spaces should be clean, friendly, and inviting, with appropriate storage so that materials are organized and easily used by staff and children. Consider the outdoor play space as an extension of the classroom, and create a physical and social environment where children feel similarly welcomed, trusted, and respected.

Here, they are more apt to engage in prosaically behaviors and take risks in learning across developmental domains (Spencer and Wright, 2014:29); as cited in Firehiwot, 2016, p63).

In general, a well-prepared physical env't of outdoor should have a relaxed calm atmosphere so that the children can develop fully the skills and competencies appropriate to this age.

2.11.1.2. Indoor and Outdoor Materials and Equipment

Material and equipment for kindergarten are all the facilities that are expected to the child's physical, intellectual, social and emotional development that are used children's play, construction, art work and instruction time. Child work and think with things more easily and naturally than with abstract therefore, a distinct advantage can be well equipped with materials which suitable to age and development (Foster and Headley, p81, 1959). Indoor and Outdoor activities must be able to provide opportunities for the young child to observe explore, construct and experiment (Heffernan and Todd, p51, 1964:106), as cited in Dengia, 2019, p38).

On the other hand Curriculum materials are learning resources useful to bring together and to apply curricular and instructional practices for students from pre-primary to secondary levels. Textbooks/practice book/module, Teachers Guides, Syllabuses, Flowchart, and Minimum Learning Competencies document are the major curriculum materials that are essential for the implementation of the general education curriculum of Ethiopia (FDRE/MOE, 2020, p 61).

As the authors, Heffernan and Todd (1964:108) defined kindergarten equipment and facilities as to "all materials that are necessary to develop physical, social, emotional and intellectual aspects of the children. Kindergarten children require variety of equipment and facilities which are selected to meet the needs of a child." It also challenges children to make independent choices, encourages them to think about activities in novel ways, experimentation and cuts down on disagreements over sharing during learning. Boren and Picket (1954: 17) suggested that every room used by kindergarten should contain child sized furniture table and chairs that are important for children to sit and work at puzzles, games and others that is necessary for children to develop new skills using real tools and real world.

According to Christensen and Mora Vick (1987:162) and Monigham (2005:32) Kindergarten classrooms require various furnishing equipment and materials that are necessary to support the classroom activities and respond to the needs of the children. They categorize these materials as natural materials, active-play equipment, construction materials, and manipulative materials, dramatic- play materials, art materials, cognitive materials and books.

Natural Materials: includes sand, clay, water and other materials. It helps to develop children's

sensory experiences and facilitate an opportunity to learn about mathematical concepts (Christensen & Monavick, 1987:163) cooperative and imaginative play is fostered as children work together with these materials.

Active play Equipments:- sturdy wooden boxed planks, cartons, card board and natural structures such as logs trees boulders , rocking toys , and wagons tricycles referred as active play materials(Christensen & Mora Vick 1987:163; Monigham, 2005:32) .These material facilitate children develop and explore their physical limits, creativity and learn many spatial concepts such as up down under and over. In addition, the activities that develop large muscles of arms and legs promoted through using these materials.

Construction Materials: includes wooden blocks, small dolls toy cars, trucks, human that provide the opportunity to promote social cooperation and creativity (Christensen & Mora Vick, 1987:163; Monighan 2005:32). Basic mathematical concepts such as counting measurement comparisons, science such as gravity predications and construction projects like buildings bridges, towers, and highways are easily introduced using construction materials.

Manipulative Materials: includes puzzles, beads and peg boards (Ibid: 163). These materials are important to develop the skill of writing and to expose them to understand the concepts such as color, size and shape which help to identify and recognize letters and words.

Art Material: such as paper of different sizes and for different uses, pastels and crayons, paints of different kinds, brushes of different sizes , pencils and markers, glue and tape and others (Christensen & Mora Vick, 1987:163; Monighan 2005:164). These materials encourage children to develop their creative expressions, problem solving physical and sensory development.

Dramatic Play Materials: includes props and dress up clothes for different kinds of work and play from different cultures at different ages for both sexes. These materials allow children to express their feelings about their own life experiences. Moreover, it provides opportunities to learn the skills of putting on clothes with buttons and zippers and the management of relationship. The outdoor equipment should provide children with a wide variety of opportunities for active physical experience. In this respect, Chowdhury and Choudhury (2002:138-140) indicated that the outdoor play equipments facilitate the intellectual and language development and science experience of children. These authors recommend the outdoor equipment which is varied, adequate and challenging within the range of children's ability to individual and group

activities. The equipments include swings, slides, climbing frames balancing board, tires, balls, merry-go-rounds wheel, toys, sand box, etc ... (Ibid, 2002: 140). At any rate, the well-equipped indoor and outdoor environment will provide suitable opportunities for corporate activates of realistic Kindergarten, which help children to acquire the skills and' competencies associated with Kindergarten education. In addition, it motivates the teacher to guide and help children and facilitate the situation to implement the curriculum effectively. As cited in Amelework, (in 2007, p.20-21).

2.12. Medium of Instruction in Kindergarten

As the guideline noted that a medium of instruction is a language used in teaching . It may or may not be the official language of the country or territory. If the first language of students is different from the official language, it may be used as the medium of instruction for part or all of schooling. The medium of instruction should be according to the language those students understand the most, (MOE,2010).

In addition to this the use of mother tongue in Kindergarten education is one of the pertinent achievements of the ongoing initiatives, (MOE/Ethiopian Education Dev't Roadmap (2017-30, p7). Furthermore, Mother tongue education refers to any form of schooling which uses the language or languages that children are most familiar with, in order to help them learn. This is usually the language that children speak at home with their family. The 'mother tongue' does not have to be the language spoken by the mother. Children can and often do speak more than one or even two languages at home. For example, they may speak one language with their mother, another with their father and a third with their grandparents. Other terms used are home language, first language or heritage language. From this explanation we can understood that the medium of instruction in most kindergarten schools is the mother tongue language for all Kindergarten children's (Belay T, 2018).

2.13. Methods of Teaching and Learning in the Kindergarten

The concept of Teaching methodology refers to the variety of approaches of teaching and learning teachers use to accomplish the curriculum. Moreover it relates to methods and techniques employed to help learners achieve the required knowledge, skills, and attitudes. Because teaching methodology is crucial for successful implementation of the curriculum,

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teachers must carefully select those appropriate to the learning situation and the needs of learners. When teachers recognize methodologies of teaching, they must ensure that they are in line with learners' major capacities and desired characteristics, which are the main goals of learning. Similarly, they should adhere to what is important and beneficial to learners, their motivation to learn and individual differences, (MOE/FDRE, 2020, p69-70).

Kindergarten (KG) schooling sets the foundation for lifelong learning and whole-person development. The fundamental value of Kindergarten education lies in "child-centeredness. Kindergartens should formulate their curriculum based on the basic principles of "children's development" and "children's learning". Children's needs, interests and abilities should be taken into Consideration. Kindergartens have to also create a stimulating learning environment that facilitates children's development of potential. Through life experiences, sensory experiences, exploration and interesting games, children's holistic development can be promoted.

In addition to this, the core Objectives of Kindergarten education is to lay the foundation of lifelong learning by fostering in children an inquisitive mind, an interest in learning and exploration, a balanced development, a healthy self-concept, and the ability and confidence to familiarize to the ever-changing world, (Education Bureau (2020).

As the authors noted that Play empowers children to get access to information process in a significant way. Through play, children gain cognitive, emotional, physical, language, recreational, moral, cultural and educational benefits. Play in the kindergarten is categorized as outdoor and indoor play, free and structured play, vigorous and quiet play, individual and group play, (as cited in ACTE, 2017).

Furthermore, there are other appropriate methods of teaching appropriate for assisting kindergarten child's learning and development moreover to play. Children enjoy and benefit from short group periods during which they learn to listen to each other and the teacher, singing together, listen to stories, and develop a sense of time by recalling what they have done and planning forward. Education centers are sometimes designed to focus children's attention on idea, process or skill and offer opportunity for self-motivated exploration and preparation. Children utilize from well-planned field trips and learn much from succeeding guided discussion. The most preferred approaches are those that build on the children's interests and self-inspired activities (Saracho, 1993). He summarizes the method of teaching in Kindergarten as follows:

2.13. 1. Brainstorming: This small or large group activity inspires children to concentrate on a topic and contribute to the free movement of ideas. The teacher perhaps begins by posing a question or a problem, or by introducing a topic. Students then explain possible answers, ideas and relevant words. Contributions are accepted without criticism or judgment. Primarily, some schoolchildren may be unwilling to speak out in a group setting, but brainstorming is an open sharing activity which empowers all children to take part in. By expressing ideas and listening to what others say, students adjust their former knowledge or awareness, accommodate new information and increase their levels of understanding.

2.13.2. Cooperative Learning: Cooperative learning concerns students working together to complete a project or task. Pairs always work best in Kindergarten. The task is organized in such a means that participation of each member contributes to accomplishment of the task. Success is based on the performance of the pair rather than on the presentation of each individual. Cooperative learning focuses on interdependence and encourages cooperation rather than Competition. Establishing and maintaining cooperative group norms develops the concept of a community of learners.

2.13.3. Categorizing: Categorizing involves grouping ideas or objects based on criteria that describe common structures or the interactions among all memberships of that group. This process enables students to see patterns and networks; it progresses students' abilities to manage or organize information.

2.13.4. Discussions: A discussion is an oral exploration of a topic, object, concept or experience. All learners need everyday opportunities to produce and share their questions and ideas in small and whole class situations. Teachers who encourage and accept students' questions and comments without decision and clarify understandings by interpreting difficult terms stimulate the exchange of concepts.

2.13.5. Choral Speaking: In this method of teaching, students are involved in the oral interpretation of literature. Choral speaking refers to experiences in which students narrate passages from memory. This type activity permits students to depend on their understanding and enjoyment of literature by experimenting with elements of voice, movement and physical gestures within an assistant environment. Students are inspired to interpret stories and poems by

exploring the elements of voice and movement the support of additional voices, all students experience success.

2.13.6. Conferences: Conferences deliver prospects for students and teachers to discuss a “conference” with individual students or small groups, other class members continue with their activities. So Teachers learn a great deal about students and their learning in conferences. As students discuss their difficulties and successes, teachers can consult students to resources related to their needs and interests, or to more challenging accomplishments.

2.13.7. Guided Discussions: Guided discussions start with teacher-posed questions that encourage the investigation of a specific message, topic or issue. Through discussion, school children should succeed a deeper understanding of the topic. After some time is spent on teacher-directed questioning, students should be inspired to facilitate discussions by continuing to express and pose questions appropriate to the topic of study.

2.13. 8. Reading Environmental Print: Using resources that are easily found in the nearby surroundings, educators and students learn about print and all of its uses through the combination of these approaches. Encouragement should be given to students to contribute to environmental print collections and classroom displays. These exhibits must to be updated and enlarged to incorporate information about particular study themes, the interests and experiences of the students, and local happenings. Thus, it can be concluded that some of the teaching strategies used in kindergarten education include play, categorization, environmental print, brainstorming, choral speaking, conferences, cooperative learning, and talks with guided discussions (as Haile Cited, in 2010,)

Furthermore the following teaching strategies for the various courses might be suggested using the learning-teaching methodology, as listed below. Discussions, observation, lectures, peer discussions, reviews of books, articles, curricula, children's books, and other significant documents are some examples of these. Other activities include writing, independent reading, problem-solving exercises, project- and inquiry-based learning, field work, home visits, and conversations with community members. environmental mapping, creative works, pictorial presentations, music/song and other visual arts and performances, storytelling, games and plays, drama, role play, preparation and use of textures and audio-visual materials, speeches and

dialogues, construction of assessment tools, design and implementation of interventions, use of manipulatives and puzzles, peer teaching, and independent teaching (MOE/FDRE, 2018, p.24).

2.13.1. Principles of the Montessori Approach in practicing ECCE

There are three major factors in Montessori education: These are: environment, child and teacher (Malloy,1989). The Montessori Education principles displays that the movement and understanding are closely related and increases thinking and learning. Learning and well-being are improved when people have a sense of control over their lives. People learn better when they are interested in what they are leaning. Bonding extrinsic rewards to a task, like money for reading or high grades for tests, negatively affects motivation to engage in that activity when the reward is withdrawn. Cooperative arrangements can be very favorable to learning when learning situated in meaningful contexts is often deeper and richer than learning in abstract contexts. Particular forms of adult interaction are coordinated with more peak child outcomes Order in the environment is beneficial to children (Wilbrandt, 2011). Montessori Approach primarily serves motor education, affective education and language education, Literacy and Calculation.

Motor Education: This education begins with daily practical skills like dressing, bathing, and carrying stuff, taking care of plants or pets, sweeping outside. Montessori suggests that flawless movements should be repeatedly observed; that the child should be taught what to do not verbally but only by demonstration. Rhythmic and Gymnastics exercises are important as well as physical coordination and balance development in motor education. Montessori trusts that activities required for motor education provide self-discipline, attention and good working habits. It describes that these are significant to develop senses and movement skills of the child for future academic learning.

Affective Education: Montessori arranged the learning toy materials for the improvement of senses. Doing harmonized exercises with these resources enables the child to make comparisons between materials. This enables learning through questions the similarities-differences between materials in terms on immeasurable concepts like; shapes, opposites, colors, softness; length. The child becomes the observer. This finally enables the child to make comparisons, make judgments and finally make a decision.

Language Education: Montessori stresses that the child has to grasps all kinds of sounds around him and question the meanings of the sounds and thus learn the association between the different

sounds. It is identified that this prepared the child to generate the correct sounds in the language. It is critical that the teacher speaks clearly.

Literacy and Calculation: It states that after the age of four, children start to work on developing motor and sensual skills and prepare for academic life. Accomplishments appropriate for literacy should also be comprised in this process. Arithmetic education should be arranged to support children learn about compare-contrast and numbers.

The Role of Teacher: According to Montessori approach the role of the teacher is changing and organizing the surroundings in suitable way to the children's need and their advancement. The materials should be organized from simple to complex by the teacher as well. Montessori teacher is called router/guide. The teacher gives the child a chance to use his/her potential. (Linard, 1972). The teacher has to set an example with the outlook, appearance and personality for the children; the teacher has to give a sense of respect. Teacher is required to be humanist, flexible, affectionate, patient and understanding (Temel, 1994). Montessori teacher makes a lot of time for family and social life. Teacher arranged the environment in a way that the children will be free to move, communicate and share with their peers. Teachers are the performers of the curriculum. As the curriculum implementers, teachers should also consider play, learning, and care as a total, as these are interconnected in the holistic development of children. Furthermore in the changing social conditions, teachers should be knowledgeable and have ability in understanding new concepts and skills, in order to satisfy the needs of children who are highly inquisitive, creative and imaginative. When supervising children to become life-long learners, teachers should set themselves as good exemplary by ever improving and enriching themselves in the pursuit of knowledge. They ought to also have an awareness, ability and attitude to help life-long learning. Teachers not only transmit knowledge, but also help children construct knowledge, (as cited in ACTE, 2017).

2.14. Training & Adequacy of Kindergarten Teachers & assistant teachers

2.14.1. Training of Kindergarten Teachers & assistant teachers

In Ethiopia, steps are being made to enrich the quality of teacher training, a critical component in enlightening education (Abebe W and Woldehanna T, 2013). Moreover nationally, most of the Qualification of Kindergarten Teachers who is teaching in kindergarten is not appropriately qualified for the level based on the new education system. Accordingly, based on the report of

ESDP VI target for 92% of Kindergarten teachers are females, the number of qualified female teachers could not reach the required target, (MOE/FDRE (2021, p.8). Furthermore Teachers perform a pivotal role in facilitating the acquisition of learning skills among learners at all levels of Education. At the Kindergarten /ECCE level, teachers play the role of arranging the grounds for the students to acquire basic literacy skills henceforth reading, writing and simple arithmetic. The efficiency of a teacher in assisting the process of learning is challenged by teacher training amongst other factors. According to Dietrich & Bruder, (2012), there is a constructive interaction between Kindergarten teacher training and teaching-learning process,(as cited in Kitari1 and Wamochoa2). Similarly, Investigators declare that the accessibility of well-trained teachers, through pre-service teacher training, in-service professional development and the informal training acquired through Secondary levels in several countries (Harris and Sass 2006; Mpokosa and Ndaruhutse 2008, as cited in Workneh Abebe and Tassew Woldehanna, 2013, p11).

In addition to this; Even though facilities are one of the significant features, the role of teachers is the most important reason in the learning environment. As various websites indicated that the job duties and responsibilities of kindergarten teachers include:

- ❖ Planning, implementing and measuring lessons that foster students' cognitive, emotional, and social development.
- ❖ Preparing and presenting lessons that are suitable for the age and phase of the students.
- ❖ Designing a teaching plan and using tasks and instructional methods to inspire children.
- ❖ Creating a learning environment that is safe and nurturing.

Enhancing that you have adequate classroom supplies at all times. (FDRE/MOE,2020,p.43).

The subjects/Courses of the Kindergarten curriculum /Pre-primary at the level learning Areas are a two- year program Kindergarten one and Kindergarten two which includes; first language, Environmental Science, personal and Socio emotional development, performing and visual Arts, Mathematics, Health and physical education (FDRE/MOE,2020,p.43).

Moreover the program should point out the weight and emphasis to be arranged in each of the school subjects by allocating learning time in terms of hours of a period of learning and number of periods in a week every year schooling at all levels starts on the first week of September ends on the fourth week of June. School time for all stages will be 10 months or 39 weeks. There will

be two Semesters in between which is found a one week break, on the average, the number of school days is 197. The first semester has 100 days while the Second has 97 days. Schools operate on a half day for pre-primary. Similarly, The School time allocation for pre-primary level

Kindergarten two and Kindergarten three is examined as Following:

- ❖ Each period will have 30 minutes.
- ❖ There will be 6 periods in a day.
- ❖ There will be 30 periods in a week.
- ❖ A school day begins at 8:30 AM and ends at 12:30 AM (4 hours).

The day has 3 hours class time. The remaining time (1 hour) shall be used for arrival, national anthem, rest, dining and departure (FDRE/MOE, 2020, p48-49). In general, the training of Kindergarten Teachers & assistant teachers is critical factor for the Kindergarten program implementation. Because it is what goes in the training institution of Kindergarten teachers that is conducting in classroom that finally influences children's learning in Kindergarten's.

2.14.2. Fundamental Requirements for Kindergarten Teachers

Various Authors, professionals and researchers determines that there are different basic requirements for kindergartens Teachers to be employed in a certain institutions. But commonly to become a kindergarten teacher, professionals should follow these steps:

1. **Earn a Bachelor's Degree:** Start by attaining a bachelor's degree. Most kindergarten teachers chiefly in elementary education or early childhood education. These programs make available the crucial foundation for teaching young children.
2. **Complete a Teacher Preparation Program:** Subsequently your degree, register in a state-approved teacher groundwork program. This program will equip you with the skills and knowledge desired to teach successfully in a kindergarten classroom.
3. **Student Teaching Internship:** Advance practical experience by completing a student teaching internship exactly in a kindergarten setting. This hand on experience will support you appreciate the dynamics of teaching young kindergarten children's.
4. **Pass State-Required Tests:** Take the significant tests for potential Kg teachers in your national. These assessments ensure that you come across the indispensable standards for teaching.
5. **Apply for a Teaching License:** One time you have accomplished your schooling and passed the tests, apply for a teaching license. This license has a duty to be specific to teaching primary

school pupils, as kindergarten falls under this classification. It permits you to teach numerous courses. Recall that each Nation has its own particular licensing necessities, so be certain to check the guiding principle applicable to your setting. Becoming a kindergarten teacher is a gratifying journey, as you will play a fundamental role in determining young minds and fostering their development (Awino NL (2014).

2.14.3. Teacher-child Ratio

Internationally schools are struggling the concern of class size minimization as an effective degree to increase learners' achievement. So that the Quality of kindergarten education is characterized by an appropriate child-teacher ratios and group sizes. Proposing this idea, the Supporters of class size minimization sustain the ideas that learners, teachers, schools, and communities benefit from minimized class sizes. They claimed that schools nowadays have an accountability of schooling many academic and societal skills to learners who once owned these skills upon entering school, and as a result need smaller class sizes for friendlier, personalized classroom surroundings to teach the necessary skills (Achilles, 2003, as cited in Kingrey, 2009, p7).

AS FDRE/MOE/ states that since practice/experiences are to be combined with theory in all subjects/courses of the ECCE pre-service teacher education program, the suggested class size should not exceed 1:40, as cited in FDRE/MOE, 2018, p25).

Furthermore, The US National Association for the Education of Young Children's (NAEYC) presently suggested Teacher-child ratio/group sizes for four and five year olds kindergarten learners are: 1:8/16; 1:9/18; and 1:10/20; 1:11/22; 1:12/24 for kindergarten. On the other hand, Maximum Group Size illustrates the requirement could be that a group of four year old children not exceed 16 children in a Kindergarten classroom, regardless of the number of staff members present. These ratios and group sizes are designed to ensure that children receive adequate attention, feel safe, and have meaningful interactions with their teachers or caregivers (NAEYC, 2014).

Finally we conclude these requirements/standards for group size and teacher child ratio may vary from country to country depend on the age of the children program.

2.15. Quality care practices of early child hood care and education

2.15.1. Health, Nutrition, Personal Care and Routine

What is the definition of Health? Health is “A state of complete physical, mental, and social well-being and not merely the absence of disease or infirmity” (WHO, 1948). Kindergarten/ECCE is a combined programme comprising of different components which together contribute to the development and wellbeing of children. One of the Key components of Kindergarten/ECCE is Health, Nutrition, Personal Care and Routine which consists of providing regular health interventions to both the mother and the child. It comprises delivering prenatal and postnatal care to the mother in terms of provision of healthy nutritious food, timely immunization of the pregnant mother, regular health checkups, stress-free environment and safe child birth at a hospital or a health centre. Reassembly, all children need to be provided with a healthy and hygienic environment comprising of well-balanced and nutritious food, protection from contaminations, timely immunization and provision for medical care.

In addition to this the Care and Protection component indicates that a physically and emotionally safe, secure and protective environment is important for all children for their optimum growth and healthy development. Providing a caring and protective environment is an integral component of ECCE. It is essential for caregivers to ensure psychological and socio-emotional needs of children. It can be done by responding to their needs through appropriate inspiration, supportive and warm interaction and ensuring a healthy and safe environment. Furthermore the concept of Health and nutrition is a thoughtful overall wellness. Sufficient nutrition, social emotional well-being, and physical activities are all parts of a comprehensive in early education program. They have direct influence to emotional, social and cognitive development. Therefore health and nutrition have a major contribution in children’s learning and development in all aspects, (National Early Childhood Care and Education Policy, 2013). Moreover Healthy Routines leads to healthy Children those routines are regular activities that are repeated are called routines. Creating healthy routines for your program will help children grow strong and develop healthy habits. Routines and schedules help children become organized and feel calm about knowing what comes next. Predictable routines also build strong relationships and trust. Routines give children a sense of security that allows them to learn and try new things. By trying new things, children learn confidence. Over time, routines lay the foundation for life-long habits.

Healthy routines in child care programs can lead to build healthy habits during Morning health check, Physical activity, Mealtime, (CCHP, 2010).

2.16. Parents' involvement in the Kindergarten education

Stakeholders can jointly coordinate, manage and implement the Kindergarten/ECCE services and delivery plan. Accordingly Guardians, Caregivers and Parents, can perform the following Roles /functions (MOE/FDRE,2015, p.22):

- a) Register their child's birth.
- b) Ensure that their child's basic needs are met, including access to nutrition and health care.
- c) Respect and protect their child's rights, provide educational and play materials, be responsive and maintain contact with the child.
- d) Be an important part of their child's development. Their role includes creating a safe and nurturing environment, with routines and rules enforced without harshness, within which Children's social skills and cultural, spiritual and moral values can be developed.
- e) Seek advice and support if they are concerned about their child's development or thinks they may have a disability or special need
- f) Participate in community level health, Education and other ECDE programs

In addition to this; the Parents' awareness and participation on the significance of Kindergarten/ early childhood education has increased which created a massive demand for access and quality of kindergarten education, (MOE, 2017, p.7). Moreover, the 'home education' as a term, denotes educational impact of the family on children. It has been verified that in different family environments, children do obtain a variety of experiences, through performing several activities and is continuously exposed to a range of influence and expectations from the people he/she shares. Above and beyond it is an unquestionable fact that parents are the ones who carried the children in life, it is simply their married. They are the ones who reproduce the human kind in a given society, as in this way they contribute to the progress of the human history. Parents or family as a whole, are one of the direct owner of educational work (Ceka1 and Murati, 2016, p1). Apart from their role as educators at home, parents can participate in kindergarten education in various ways. They can be employed as paid personnel; can have voice in decision concerning kindergarten education programmes, and considered as resources in the education process.

2.17. Kindergarten record keeping and reports

Record keeping in education is the systematic process of gathering, organizing, and storing crucial data about students, teachers, and school administration. It is also stated that records are any recorded information or data in any media or physical format that an organization creates or receives during its official business. These records serve as evidence of policies, procedures, decisions, activities, functions, and transactions. For example, a driving license application retained by the Transport Department of the Government acts as a record, providing evidence of their business operations, (Assessment Org., 2020). Kindergarten teachers use different approaches to record schoolchildren's development and results. So that here are some common approaches which are listed as follows:

1. Observations and Anecdotal Notes: Teachers observe schoolchildren during class tasks, playtime, and interactions. They take notes on what they notice, such as social skills, behavior, and academic improvement. Anecdotal notes handle specific moments or behaviors that provide insights into a child's progression.

2. Formative Assessments: These ongoing assessments support teachers realize students' learning development. They can include:

Running Records: Teachers listen to pupils read aloud and record their accurateness, fluency, and understanding.

Checklists: Teachers utilize checklists to track definite skills or behaviors.

Rubrics: These deliver detailed criteria for appraising student performance or work.

3. Work Samples and Portfolios: Teachers gather samples of students' performance, such as writing, drawings, and math problems. These are kept in portfolios. Portfolios showcase growth over time and permit teachers to judge different areas of achievement.

4. Standardized Assessments: While less common in kindergarten, some schools use standardized tests to measure students' knowledge and skills. These assessments are often managed by proctors and follow specific guidelines.

5. Report Cards and Progress Reports: Teachers squeeze students' advancement in report cards or progress reports. They offer feedback on academics, social skills, behavior, and work

habits. Report card recommendations can be modified to highlight strengths and suggest parts for development .

6. Digital Tools and Apps: Some teachers use digital platforms to record student information. These instruments allow for proficient tracking and investigation.

2.18. Assessment Techniques in Kindergarten education

Assessment in kindergarten/ECCE teacher education will be continuous, as opposed to relying on mid-term and final examinations only. Accordingly, a range of assessment tools will be employed based on the nature and contents of each course, and individual difference among children in age, learning style, ability, etc. Tests, assignments, portfolios, observation, practical demonstrations, presentations, micro-teaching, peer teaching, writing term papers, written examinations, project work and material production will be among the assessment methods to be employed. In all cases, continuous assessment will provide diagnostic information to be used by the teacher educators in giving further support to ECCE prospective teachers. Above all, ECCE prospective teachers at colleges must demonstrate that they can teach effectively using a range of appropriate methods for ECCE prospective teachers with different learning styles, that emphasize active learning, and that integrate key competencies across the curriculum, (MOE/FDRE, 2018 , p.25).

As the website indicated that an assessment is the process of Collecting and interpreting data that precisely reflects the child's demonstration of learning in relation to the knowledge and skills defined in the whole expectations of the Kindergarten education. The principal purpose of assessment is to improve learning and to support children become self-regulating, autonomous learners. Besides, Assessment is the fundamental to children's learning in Kindergarten. It takes place contemporarily with instruction and is an integral part of learning.

In addition to this, professionals have investigated that exams aren't the best form of assessment for every student. This is particularly true with kindergartners. At this point, students are on such different levels and have different abilities. They require ideas for student assessment in kindergarten that can reach each student. As such, here are seven ideas that kindergartens teachers and assistant teachers can use to collect information and learn about the students' advancement. These are: Teacher-Student Conferences, Portfolios, Checklists, Games, Reading Buddies, Journals and Recordings. (Retrieved from//<https://schools.magoosh.com/schools-blog/7-ideas-for-student-assessment-in-kindergarten>).

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Accordingly the references summarizes the assessment techniques in Kindergarten as follows:

1. Teacher-Student Conferences: While consultation with one Kg child at a time, teachers acquire to give an emphasis on the individual needs and ability of that specific student. It's a great approach to determine the student's intellectual process. This in turn can assist the teacher figure out why a student might be struggling and how he or she can better attend that student.

2. Portfolios: To learn more about each student's improvement throughout the year, kindergarten teachers can depend on portfolios. These should comprise samples of students' abilities in writing, reading, and math etc. By adding to the portfolio at intervals during the course of the school year, educators and parents' can see the progress and learn more about how much the student has learned.

3. Checklists: At the end of the kindergarten, each student ought to understand the letters and numbers, know the sounds of each letter, and recognize sight words. A quick technique to discover what students do or do not identify is by using a checklist. Have each student read through a list of letters, words and/or numbers. At that point, the teacher or classroom facilitator can make a cross checked mark next to each one that the student can correctly identify.

4. Recordings: The Teachers and assistant teachers don't have to recall everything that they observe. They can take notes on pupils. They can also use video or audio recordings and other classroom technology instruments. These can be played or reviewed for parents to show the student's abilities in the classroom. Student assessment in kindergarten takes a lot of time and creativity. Teachers and assistant teachers should use any parent volunteers or classroom assistants to afford one-on-one time needed to observe the students' abilities.

5. Games: Discover games that need students to recognize their letters, sight words, and numbers etc. Using games to examine students' knowledge is a great means to find out what students identify in a low-pressure condition.

6. Reading Buddies: During silent work time or centers, students have the opportunity to read one-on-one with the teacher. The teacher/assistant teacher can observe how well the student reads and regulate the reading level that they are presently on.

7. Journals (Written papers): Students should get the opportunity to write on a regular basis. Then, teachers read through the journals. Teachers/assistant teachers can identify how well the letters are written, how well words are sounded out, and how well students utilize proper writing unctuation,(Retrievedfrom//[https://schools ideas-for-student-assessment in kindergarten](https://schools-ideas-for-student-assessment-in-kindergarten)).

2.19. Roles of government in Kindergarten Education

According to the Education in the United States (2005, p.32) stated that the federal government plays a limited but fundamental role in affecting education policy and practice at all levels and throughout the nation. Specifically, the roles of the federal government's major responsibilities are the following:

1. Applying laws associated to federal financial assistance for education, administering the fair distribution of those funds and monitoring their use.
2. Gathering information and overseeing research on America's schools and distributing this data to educationalists and the general public.
3. Identifying the main issues & difficulties in education and focusing national attention on them.
4. Administering federal laws prohibiting discrimination in programs and accomplishments that receive federal funds.

As the author; Fantahun Admas (2016) noted that the current Ethiopian government/MOE, with the assistance of UNICEF, has drafted strategic operational plan and guidelines for kindergarten/early childhood care and education, and national policy framework for early childhood care and education.

Furthermore Government operations are those actions concerned in the running of a state for the aim of generating value for the citizens. So that The Governments and organized foundations play a significant role in education. Governments establish education policies, determine when school classes happen, what is taught, and who can or must attend. States and communities, as well as public and private organizations of all kinds, establish schools and colleges, develop curricula, and determine requirements for enrollment and graduation,(Retrieved from, <https://www2.ed.gov/about/overview/fed/role.html>). In its general sense, the role /commitment of government is very significant for providing quality ECCE, training teachers, and implementing effective policies. By investing in the Kindergarten education/ECCE, governments lay the foundation for lifelong learning and development.

2.20. Management of Kindergarten Education

The kindergartens School management committee is key resources that facilitate and implement every activity accomplished in the kindergarten. They can be The Ministry of Education is the leading and responsible ministry; the Ministry of Health is responsible for the health and

nutrition activities carried out in the Kindergartens; The regional education bureaus and the regional health bureaus are responsible at regional level; The Zone education coordinators and Zone health coordinators are responsible at Zonal level ;At woreda level the education and health offices are responsible ; At Kebele level, the responsibility will be with the ECCE implementing committee and at the School level They can be KG administrators, ECCE experts; coordinators, Teachers and Assistant teachers, guardian ; PTSA and Caregivers etc.

The Kindergarten/ECCE Strategic Operational Plan and Guidelines stated that Roles and responsibilities of school management committees should be aware of every kindergarten shall be accomplished by its management committee which shall be responsible for ensuring, managed satisfactorily and that the education of the pupils is promoted in a proper manner.

In addition to this the Kindergarten management committee should be responsible for performing education policies, planning and managing financial and human resources, certifying that Kg education services are provided in a proper manner, and devising self-improvement measures (MoE et al, 2010, p.62).

2.21. Monitoring of Programme Effectiveness

According to the UNICEF (2013) Guide for Monitoring and Evaluation, Monitoring is the periodic oversight of the implementation of an action which look for to setup the degree to which input provisions, work schedules, other required actions and targeted outputs are proceeding based on plan, so that timely action can be taken to accurate insufficiencies distinguished. "Monitoring" is

also beneficial for the systematic checking on a situation or set of conditions, such as following the situation of women and children.

Similarly the UNICEF noted that Evaluation is a process which tries to determine as scientifically and objectively as possible the relevance, effectiveness, efficiency and impact of tasks in the light of specified objectives. It is learning and action oriented administration tool and organizational procedure for improving current activities and forthcoming planning, programming and decision-making. To evaluate means "to ascertain the value or worth of," according to its Latin root. Understanding what difference programmes are making encourages workers and their supporters to rehabilitated effort. Even though evaluations may be reviewing, they are essentially forward looking with regard to their purpose. Evaluation applies the lessons

of experience to judgments about current and future programmes. Worthy evaluation presents another possibility for decision-makers to think through. Evaluation can be an excellent learning instrument in addition to a way to progress programme performance and establish accountability. In addition to this, Human resource management is the strategic and coherent approach to the effective and efficient management of people in a company or organization such that they help their business gain a competitive advantage. It is designed to maximize employee performance in service of an employer's strategic objectives. It is primarily concerned with the management of people within organizations, focusing on policies and systems. Human Resource departments are responsible for overseeing employee-benefits design, employee recruitment, training and development, performance appraisal, and reward management, such as managing pay and employee benefits systems. Human Resource also concerns itself with organizational change and industrial relations, or the balancing of organizational practices with requirements arising from collective bargaining and governmental laws. (UNICEF,2013). In summary the concept of Monitoring from the viewpoint of the curriculum is an ongoing, systematic gathering and exploration of information to define the effectiveness of the process leading towards the achievement of learning outcomes. In addition to this; Planned and periodic monitoring and evaluation of the applied curriculum enriches the effort made to progress the quality of the educational system of the country.

2.19. The Core Challenges in improving Quality of Kindergarten Education

The Core Gaps and Challenges in improving Quality of ECCE Education are happened as quality indicators that is despite some promising opportunities, the Early Childhood Education is still restricted by challenges and problems that span from difficulties related to curriculum, location, governance, teachers' qualification, facilities and budget, (MOE ,July 2018,p8). In the other hand, the current challenges in Kindergarten education/Early Childhood Care and Education (ECCE) in Ethiopia are multifaceted and require rigorous efforts to address. Here are some key issues regarding the gaps/challenges:

1. Access and Equity

- Limited Access: Several children, specifically those in rural areas, still shortage of access to quality KG/ECCE programs.
- Equity: Inequalities exist based on gender, socio-economic status, and geographical location.

2. Quality of ECCE Programs

- Teacher Training: Inadequately trained teachers influence the quality of education.
- Curriculum and Materials: Lack of developmentally appropriate curricula and teaching materials hampers actual learning experiences.
- Infrastructure: Inadequate facilities and resources affect the overall quality.

3. Parental Awareness and Involvement

Parental Engagement: Raising mindfulness about the prominence of ECCE and including parents in their child's learning journey is fundamental.

4. Inclusive Education: Children with disabilities confirming that Kindergarten/ECCE programs are inclusive and provide to children with disabilities remains a challenge.

5. Policy Implementation and Coordination

- Policy Gaps: Connecting the gap between policy formulation & efficient implementation.
- Coordination: Integrating hardworking among many concerned bodies (government, NGOs, and communities) is crucial.

6. Research and Data Collection: Evidence-Based Practices: A deficiency of comprehensive research and information on effective kindergarten/ECCE experiences impedes evidence-based decision-making. In a summary addressing these gaps/challenges entails collaborative efforts from educators, policymakers, parents, and the community to generate empowering surroundings for young children's holistic development ((MOE ,July 2018,p8).

2.20. Some Best Practices of Quality Education in Kindergarten in the world context which is assuring quality during war Crisis/psychological Trauma.

Is quality Kindergarten/ECCE education is possible in developing countries and during war crises? As research recommends that quality in ECCE is not determined by luxurious facilities or materials but by the practices and essentially the interactions that take place. The directive style is not the greatest useful one, and it can be call for that quality can be succeeded through good teacher training and by a low ratio of children per adult. The core issues of relevance in developing countries are those such as the relevance of programme ownership, family participation, and the use of local human, guidance, natural and cultural resources.

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The outlook that quality in ECCE can be approved by bringing in an extensive range of material resources has been unrestricted in both research and practice connected to practices measured throughout the world. Therefore, by focusing on issues other than material resources, State provision (usually with less funds) can deliver better quality programmes than the private sector, as seen in research from Chile (Villalón et al. 2002;), as cited In Bernard, 2008, p11-12).

In Mexico, Myers et al. (2007) carry out a quality evaluation process closing that, in centres where there were difficulties, the following concerns desired to be addressed:

- recognizing and including children's interests;
- creating opportunities for children to propose ideas and events for themselves;
- paying attention to cultural diversity;
- Delivering activities that foster active study, e.g., exploring, handling and reflecting;
- Compromising conflicts in the school's relations with parents & the supervising & care community.
- In addition to, unquestionably! The objective of improving the quality of education remains critical even in conditions of emergency, crisis, and trauma. This is principally significant to come across the psycho-social and developmental desires of pupils affected by war and to
- assistance they build an improved future for their societies. Accordingly we can investigate into some relevant insights:

1. Teachers in War Zones: Teaching in war zones is extremely challenging. Teachers frequently face huge stress due to the traumatic environment and the needs of their students.

- Lack of experience, training, & dealing with conduct difficulties can intensify teachers' stress.
- Research displays that teacher stress can harmfully influence their performance and attitudes.
- It is serious for teachers to successfully accomplish classrooms filled with often-traumatized children who have a right to quality education.

2. UNESCO's Strategy: UNESCO distinguishes the advantages of education during crises and emergencies.

- Their plan depends on numerous key aspects:
- Guaranteeing the strategic purpose in encouraging education during emergencies and changeovers.
- Restoration and reconstruction efforts.

- Normative tasks, including basic principles, norms, and standards.
- Preventive measures.
- Keeping the right to schooling during crises.

3. USAID's Efforts: USAID increases equitable access to education for children and youth in crisis-affected surroundings. Over 75 million children and youth between ages 3 and 18 living in crisis-affected countries require educational support.

4. Syrian Context: Syria, amongst conflict and, civil war faces massive challenges. Millions of Syrians are internally emigrant or forced to flee their homes. Teachers working and living inside the war zone play a critical role in providing education despite hardship.

2.21. Supportive Theory of Kindergarten education

The title which resemble to /with the Erik Erikson's Psychosocial Theory of development.

2.21.1. A Brief explanation about Erikson's Psychosocial Theory

Psychoanalyst Erik Erikson, who lived from 1902 to 1994. Provided an alternative.

psychodynamic view in his theory of psychosocial development. This emphasizes our social interaction with other people. In Erikson's view, society and culture both challenge & shape us.

Psychosocial dev't encompasses: changes in our interactions with and understanding of one another. As well as in our knowledge and understanding of us as members of society (Erikson, 1963). Erikson's theory suggests that developmental changes occur throughout our lives in eight distinct stages, these are ranging from infancy (birth to 18 months) /Trust vs Mistrust up to Maturity (65 to death)/Ego Integrity Vs Despair. Erikson's view that development continues throughout the lifespan.

However, the theory also has its own drawbacks that are, it is difficult to know whether an infant is experiencing trust and /or distrust and it is difficult to make definitive predictions about a given individual's behavior using the theory.

Initiative vs. Guilt (3–5 years) Virtue- purpose

Kindergarten (3 to 5 years), Initiative vs. Guilt the exploration of children needs to begin asserting control and power over the environment. For instance, Success in this stage leads to a

sense of purpose and children who try to exert too much power experience disapproval, resulting in a sense of guilt.

2.21.2. An additional explanation by different authors on socio-emotional development in early childhood in respect to Erikson's theory.

According to John W. Santrock (2011) from page 241 to 246, as Cited) which describes development of a secure attachment, development of autonomy, Knowing Temperament, and Identifying temperament styles.

Initiative versus guilt: Erikson's psychosocial stage associated with early childhood is initiative versus guilt. If we parents/families/ encourage children to exercise: physical and Language development, to play different plays,role play ,work divisions, and expressing themselves,So they develop the concept of initiative, problem solving skills, planning ability. To the contrary, if we parents discourage children, lowers their self-esteem, and they don't resist problems. Young children are more psychologically aware of themselves:

2.21.3. Is this theory applicable in our country?

It is possible the Erikson's Psychosocial Theory precisely can be applicable at the family setting/at a classroom situation in our Country. Why because of the Erikson's Psychosocial Theory is solely the fundamental theory which is discussing about the influence or emphasis of our social interaction with other people that is society and culture both challenge and shape us.

2.21.4. How Applications of Psychosocial Theory in the Home/Classroom

We families should have awareness on the difference of talentless, giftedness and educational special need of the children's during exercising and practicing for everything that is When we are working with young children, let's give them room for free play and experimentation.Why because it encourages the development of independence the children. However, it needs continuous intervention, guidance and supervising for children to safe from doing bad activities.

Generally creating a Conducive School/home environment for the children is a best work.

2.21.5. Great implications of Erik Erikson's Psychosocial Theory

The family/home is a School miniature for all domains of development especially for the Social emotional well-being of the child in all rounded of his personality.So as to become a good citizen in his life of sentence for himself, family and his country, proper child rearing practices and skills at the family level is playing a great role in shaping the all-rounded of Social emotional

well-being of the child. The first 5 years of a child’s life set the base for the child’s health, growth, development and happiness over the years to come. We families should have a strong educational and psychological awareness in proper treatment and handling of children either at the family setting or classroom situation. Positive social and emotional development provides a critical foundation for lifelong development and learning. In early childhood, social and emotional wellbeing predicts favourable social, behavioural, and academic adjustment into middle childhood and adolescence. It helps children navigate new environments, facilitates the development of supportive relationships with peers and adults, and supports their ability to participate in learning activities. Generally children’s are white paper; we should patience and careful for everything in our home and at Kindergarten schools.

2.22. The Conceptual Framework of the Study

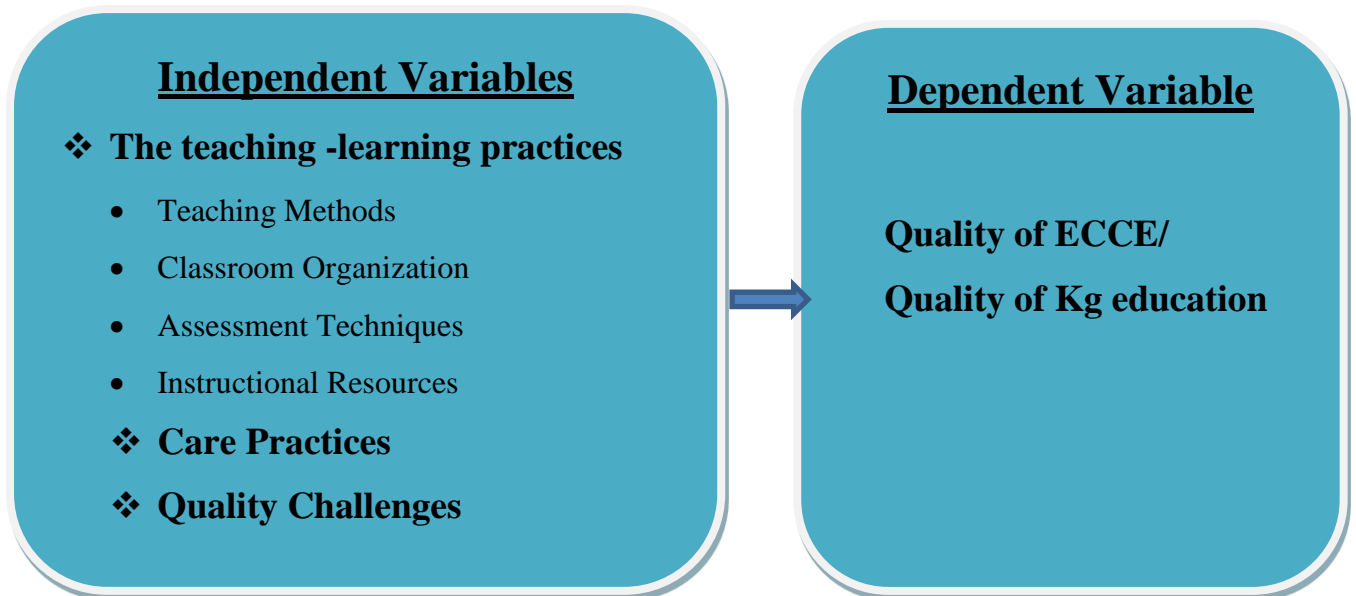


Fig. 1. The Conceptual Framework of the Study

CHAPTER THREE

3. Research Design and Methodology

3.1. Method

This part of the research was dealt with the focus on describing research design, population of the study, sample and sampling techniques, data collection instruments, the data collection procedure, methods of data analysis and the interpretation of data of the present study.

3.2. Research design

The major purpose of this research was to assess the quality of early child hood care and education the case of selected in privately Owned kindergarten schools in Mekelle city.To achieve this purpose a descriptive survey design was employed. In this research, mixed methods design was employed in the study. According to Creswell and Plano Clark (2011, *pg*, 535);

A mixed methods research design is a procedure for collecting, analyzing, and “mixing” both quantitative and qualitative methods in a single study or a series of studies to understand a research problem. The basic assumption is that the uses of both quantitative and qualitative methods, in combination, provide a better understanding of the research problem and question than either method by itself.

The study was used qualitative method as a major method of the research and the quantitative method was used as a corresponding method.

3.3. Data Sources

For the purpose of this study, both primary and secondary data sources were employed to collect data in this study. The primary data sources was collected from the Kindergarten main teachers using mixed items (both closed and open ended questionnaires), Kindergarten school Coordinators , PTSA, relevant 1 Regional, 1 Zonal and 4 Wereda level education office experts through interview and two Kindergarten 3 classroom observation for each Kindergarten School in regard to the teaching - learning practices, Care practices and indoor and outdoor facilities in relation to the Kindergartens Key Strategic operational plan and guidelines of MoE,MoH,and MOWA (2010). In addition to this, the secondary data sources was collected from Kindergarten School documents, relevant national and regional education policy documents and guidelines was used as sources of information that specially focus on Kindergarten care and education.

3.4. Population, Sample and Sampling Techniques

3.4.1. Target Population of the Study

The target population of this study was included all the privately owned Kindergarten Schools which are currently working in the teaching and learning process of the 7 Kifle Ketema's (in each Wereda) in Mekelle city in 2025. To be more clear and precise, the target population of the study was Kindergarten three Children's (Students), PTSA, Kindergarten Main teachers & assistant teachers; Kindergarten Coordinators, Wereda, Zone and Bureau of educational experts. Hence, population of the study includes only privately owned Kindergartens in the study area.

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Table 3. 1. Number of KG Schools and Students Statistics in Mekelle City

Region	Zone	N O	A list of wereda' s	Num ber of KG School s	Kindergarten Students									Total		
					KG1			KG2			KG3			kG1- kG3		
					M	F	T	M	F	T	M	F	T	M	F	T
Tigray	Mekelle	1	K/ketema Adi-haqki	13	581	499	1077	548	599	1141	640	657	1297	1769	1755	3524
		2	K/ketema Hawelti	44	1388	1315	2703	1366	1305	2671	1274	1165	2439	4028	3785	7813
		3	K/ketema Hadnet	24	899	839	1737	854	850	1704	826	841	1667	2579	2530	5108
		4	K/ketema Semen	45	1302	818	2120	1032	993	2025	1121	1132	2253	4299	3795	8094
		5	K/ketema Ayder	19	566	542	1108	557	509	1066	531	514	1045	1654	1565	3219
		6	K/ketema Quha	12	382	343	725	368	342	710	313	338	651	1063	1023	651
		7	K/q/weyane	3	93	95	188	68	66	134	70	72	142	231	233	464
07	Total			160	5211	4451	9662	4793	4664	9457	4775	4719	9494	14779	13834	28613

Source: Tigray Education Statistics Annual Abstract 2017 E.C (2024/2025)

ASSESSING THE QUALITY OF EARLY CHILDHOOD CARE AND EDUCATION

Table 3. 2. A Summary of Human Resource of privately owned Kindergarten Schools

Region	Zone	No	A list of wereda' s	Numb er of KG Schools	KG Main Teachers			KG Coordinators			KG3 children			KG PTSA		
					M	F	T	M	F	T	M	F	T	M	F	T
		1	K/k/Adi-haqki	13	-	33	33	-	13	13	640	657	1297	39	26	65
		2	K/k/ Hawelti	44	-	61	61	-	44	44	1274	1165	2439	146	74	220
Tigray	Mekelle	3	K/k/ Hadnet	24	-	42	42	-	24	24	826	841	1667	84	36	120
		4	K/k/Semen	45	-	56	56	-	45	45	1121	1132	2253	158	67	225
		5	K/k/ Ayder	19	-	26	26	-	19	19	531	514	1045	67	28	95
		6	K/k/Quha	12	-	17	17	-	12	12	313	338	651	42	18	60
		7	K/K/Q/weyane	3	-	4	4	-	3	3	70	72	142	11	4	15
		07	Total	160	-	240	240	-	160	160	4775	4719	9494	547	253	800

Source: Mekelle Education office Statistics 2017 E.C (2024/2025)

3.4.2. Sampling Techniques

According to the report of educational bureau of Tigray regional state (Education Statistic Abstract (2024/2025) at Mekelle zone, there are a total of 160 privately owned kindergarten Schools in the 7 wereda's of Mekelle Zone in Tigray. Out of the 7 wereda's, 4 wereda's that is K/ketema Adi-haqki, K/ketema Hawelti ,K/Ketema Hadinet and K/Semen (about 57.2 %), were selected for the purpose of this study which consists of 160 kindergarten Schools. Out of the 160 kindergarten Schools 50 were considered for this research and the Study was required a probability sampling, Simple random sampling technique was Carried out through using lottery method to Select wereda's, and from probability sampling, using systematic sampling for kindergarten Schools, Kindergarten 3 classes and kindergarten Main teachers were selected.

In addition to this, from Non-probability sampling, Purposive sampling technique was used to select kindergarten Coordinators, Kindergarten PTSA, One Regional, One Zonal and four Wereda level Education office experts was selected on purposively basis to secure relevant information for interview. Furthermore, in each kindergarten Schools sample, classrooms were selected randomly at Kindergarten three in order to collect information about the teaching-learning process in the classroom. Moreover; the researcher was observed the indoor and outdoor physical environment of the Kindergarten Schools.

Table 3. 3. The Number of Samples had taken from K/Ketema's, Kindergarten Schools, Kindergarten 3 children, Kindergarten Coordinators, Kindergarten Main Teachers, and Kindergarten PTSA.

A list of K/Ketema's	Number of Kg Schools	Number of Samples taken									
		KG Main Teachers			Kindergarten Coordinators			No. of Kg3 Classrooms Observed	No of PTSA Interviewed		
		M	F	T	M	F	T		M	F	T
K/k/Adi-haqki	6	-	22	22	-	6	6	12	6	6	12
K/k/Hawelti	18	-	40	40	-	18	18	36	18	18	36
K/K/Hadnet	10	-	27	27	-	10	10	20	10	10	20
K/k/Semen	16	-	36	36	-	16	16	32	16	16	32
Total	50	-	125	125	-	50	50	100	50	50	100

3.4.3. Sample Size determination

The researcher was selected four Wereda's, Fifty kindergarten Schools and 125 Kindergarten Main teachers using a Systematic Simple random sampling technique. The researcher was confident that the four Wereda's, 125 Kindergarten Main teachers and the Fifty kindergarten Schools were sufficient to represent the seven K/Ketema's in Mekelle city.

In addition to this, purposive sampling was used to select 100 Kindergarten PTSA (both Sex based), 100 Kindergarten 3 Classes, 50 Kindergarten School Coordinators and relevant 1 Regional, 1 Zonal and 4 Wereda level education office experts of the selected privately owned Kindergarten Schools because of the researcher thinks that they are the right persons of the private Kindergarten Schools to give detailed information about the overall situation with regard to quality early childhood care and education in the teaching - learning process and care practices in their institution. Since the total population of the study is known the researcher was used the proportionl systematic sampling technique in research which indicated below to determine the sample size. To obtain the Sample Size determination, the researcher indicated that the total population of study divided by the sampled size of the study and multiplied by the number to be sampled in the Study area.

3.5. Instruments of Data Collection

In this study, both quantitative (questionnaire for Kindergarten Main teachers) and qualitative (interview, document analysis and observation Checklists) instruments of data collection was employed to achieve the research purpose and answer the leading research questions. Accordingly questionnaire, interview, observation checklists, and document analysis were to generate the reliable data for the study.

3.5.1. Questionnaire

Questionnaire was the major data gathering instrument used in this study. Mixed items that were both close and open ended questionnaire were prepared and which also comprises of both structured and Semi-structured items. The questionnaire was adapted or adopted from similar areas by the researcher. It was Consists of (I) 7 items on Kindergarten Main teachers demographic characteristics, i.e. Sex, Status as Kindergarten Teacher, Academic Qualifications, Work experience and weekly load, (II) 4 items which deals with the degree to which the Target

children practices in Kindergarten. (III) 19 items focused on how the curriculum is implemented in the Kindergarten; (IV) 3 items concerned with Scheduling and structure of Kindergarten activities. (V) 9 items focused on Learning Environment of Kindergarten, Adequacy of indoor and outdoor Equipments and Materials and their Organizations. (VI) 1 item regarding Medium of Instruction/Mother tongue in Kindergarten. (VII) 10 items Methods of Teaching and Learning in the Kindergarten. (VIII) 7 items regarding Training and Adequacy of Kindergarten Teachers and assistant teachers. (XI) 6 items concerned with the extent of Parents' involvement in the Kindergarten education. (X) 2 items which deals with the Kindergarten record keeping and reports. (XI) 9 items focused on an assessment techniques in kg education. (XII) 10 items concerns with roles of government in Kindergarten education. (XIII) 6 items which dealt with management of Kindergarten education. (XIV) 22 items concerning on Health, Nutrition, Personal care, and Routine Care Practices in Kindergarten Schools (XV) 11 items focused on the core challenges in improving quality of kindergarten education.

The questionnaire was prepared in English language and was translated in to Tigrigna version that is mother tongue language by an instructor who is specialized in Tigrigna language department in Mekelle University so as to make it easily understand by the respondents and avoid language barrier. To increase its face and content validity the questionnaire was reviewed by different professionals. The researcher has been done to use different Likert scales. Such as a five point Likert scales - strongly disagree (1), disagree (2), undecided (3), agree (4) and strongly agree (5); very high, High, Medium, low, and very low; Available, Not available and needs improvement; very Frequently, Frequently, Sometimes, Rarely and Not at all; Very good, Good, Average, Poor and Very poor and adequate, inadequate and to some extent adequate for rating the data.

3.5.2. Observation

The second data collection instrument was Observation. Observation helps to gather necessary data from natural setting because some information can be obtained through practical activities. Kumar (1996, p105) explains observation, as "It is one way to collect primary data. Observation is a purposeful, systematic and selective way of watching and listening to an interaction of phenomenon as it takes place." Thus, the researcher employed non-participant observation by developing checklists.

In this study, Observation was employed in four types of checklists. These are Observation checklist to assess learning environment of kindergarten schools containing 27 items. For indoor and outdoor equipments and materials, adequacy and their organization observation checklists comprises of 24 items. Observation checklists for the commonly used assessment techniques in the Kindergarten classroom instruction containing 10 items. Observation checklist for Care practices (for Health, Nutrition, personal care and Routine Practices of Kindergarten Schools) having 22 items and Observation checklist for Monitoring of Programme Effectiveness containing 7 items .The first was used to search the suitability of the site of Kindergarten Schools, condition of Kindergarten building, status of sanitary facilities, and appropriateness of classrooms for teaching learning process (it was rated through Yes, No, and needs improvement. The second was employed to discover the indoor and outdoor equipments and materials, outdoor play equipments and organization of equipments and materials (indoor equipments, indoor materials and outdoor play equipments were rated by adequate, inadequate and non-existent/ outdoor play materials were rated through available, not available and needs improvement, and organization of equipments and materials were rated by very good, good and poor). The third observation checklists were focused on classroom instruction to collect information about teaching methods, use of teaching aids, availability of corner materials and their organization (it was be rate through yes,No ,and needs improvements points). The fourth observation checklists were focused on Care practices of the Kindergarten Schools that comprises of 22 items which rated by strongly agree, agree, undecided, disagree and strongly disagree rating Scales and the fifth Observation checklist for Monitoring of Programme Effectiveness (which rated through strongly agree, agree, undecided, disagree and strongly disagree points) that consists of 7 items.

3.5.3. Interview

Basically Interview was widely used method of gathering information. According to Best and Kahan (1993) explain interview as it is the crucial way in which a researcher achieves to recognize the understanding, knowledge, and feelings of people in a certain program is through in-depth, intensive interviewing. Fundamentally the semi structured interview (Open ended questions) was prepared and conducted for the kindergarten Coordinators, Kindergarten PTSA, Wereda, Zone and Regional educational office experts for the sake of obtaining extra

information. This was done using a guided interview questions. The interviews guides were organized independently for children PTSA only. Interview questions for the Kindergarten Coordinators, wereda, zone and Regional educational office experts were prepared in English similarly with out few differentiability. The interviews items for Kindergarten PTSA were in held in Tigrigna so as to minimize communication barriers. Appropriately the researcher was used hidden mobile recording for the educational experts. Moreover, 12 items for PTSA of Kindergarten children; 22 items for Kindergarten Coordintors and 12 items for Regional, Zone education bureau and WEO experts were prepared in Kindergarten education.

3.5.4. Document analysis

The fourth data gathering instrument was document analysis. A document analysis was employed as a secondary source in this study. At this point the availability of kindergarten education /ECCE related official documents (like teaching–learning records of kindergarten students’ profile, kindergarten school facilities, care practices and kindergarten education curriculum guide, syllabus, teacher’s guide, instructional plans) and the availability of the key Kindergarten human resources were analyzed to obtain valuable information for the study. Moreover, regional and national studies in regard to kindergarten education were analyzed. In addition to this, 9 items for the the availability of Kindergarten education/related official documents and 10 items for the availability of the key Kindergarten human resources were prepared.

3.6. Pilot-test (pilot study)

After the final version for the questionnaire was developed based on the research leading questions, Specific objectives, and the review of related literature of the core Variables, it was significant to have a pilot test for validation and reliability purpose. To test the internal consistency or to assess the clarity and reliability, the questionnaire was administered or conducted at three private kindergarten schools which are located at Adi-haki and Hawelti wereda in Mekelle city, specifically at Fisha Kindergarten academy,Aresema,and Momena. The Kindergarten Schools which were involved in the pilot study were not included in the sample of study. The distribution and Collection of the target questionnaires was done by the researcher himself significantly. The Questionnaire was shown to the thesis advisor so as to comment on their appropraitness to collect significant information for the study.To the end, the questionnaire

were validated and reshaped through comments and suggestions by thesis advisor. Fundamentally, the reliability of the instrument was checked up by Cronbach's alpha. The Coefficient of reliability indicated that the instrument had strong reliability, which is 0.77 and finally, after analysis of the Over all reliability of the Questionnaire brought, a value of Cronbach alpha above 0.77 which is considered as highly reliable as a coefficient was over 0.70 is accepted (Jackson, 2009 as cited in Denika). According to pilot study was conducted and analyzed, 6 items were rejected, 6 items were added, and modified by the researcher.

3.7. Data gathering procedure

Questionnaires were distributed to the kindergarten Main teachers that were self-administered so that the respondents were taken their own time to answer the questions in the absence of the researcher. Finally, the researcher was collected the respondents' paper. Indoor and outdoor Observation was conducted by the researcher using the already prepared observation checklists. During the time of data gathering, face to face interview was carried out with Kindergarten School Coordinators, wereda, zone and Regional educational office experts and PTSA of Kindergarten children. Furthermore, the relevant secondary sources of data were also collected from related documents by the researcher properly.

3.8. Data Analysis and presentation

3.8.1. Methods of Data Analysis

Both qualitative and quantitative data analysis was employed. Accordingly, the analysis of the collected data was done in line with the data type. That means, data obtained through the close-ended questionnaire was analyzed quantitatively that is descriptive statistical values through frequency (percentage) was computed. While those obtained through, interviews and document analysis was analyzed qualitatively. Moreover, the data obtained through observation checklist was analyzed using qualitative method (basically involved narrations, descriptions and explanations). After collecting data through questionnaire the responses was entered into Statistical Package for Social Science (SPSS) software version 27 was employed to analyze and present the data through descriptive statistics. Finally, the results were summarized in to tables and descriptions. So that the analysis and meaningful interpretation of results were made to draw conclusions and recommendations briefly.

3.9. Ethical Considerations (ethics statement)

Research ethics on human subjects was enhanced as a way of protecting their rights through ensuring confidentiality and seeking their informed consent to participate in the study. The researcher sought informed consent by telling the respondents the truth and facts about the research in order to make an informed decision about participating or not participating in the study. The researcher was properly preserved and take every appropriate measures to avoid any potential harm against the respondent or the key informant for his or her release of information's during the collection of data. The researcher was assessed the clarity and reliability of the questionnaire items. Pilot testing was conducted at three private kindergarten schools and also guaranteed the data that was not used for other purpose and was not to be transferred to others, who might use it for other purposes. Finally, in interpreting the data, the researcher was not use words or use languages that are biased against persons or institutions and he was provided an accurate account of information. Generally, While conducting this research, the researcher was due emphasis to the Voluntary participation, Informed consent, Anonymity, Confidentiality, Potential for harm, Plagiarism, of ethical issues.

CHAPTER FOUR

PRESENTATION, ANALYSIS AND INTERPRETATION OF DATA

This chapter deals with presentation, Analysis and interpretation of Data. The collected data were presented and analysed in the way to achieve the research objectives through answering of the basic research questions. As explained in the methodology part the purpose of this study was to assess the quality of early child hood care and education. The study was conducted by categorizing it into ECCE/ECCD strategic opertational guidelines, its implementations and challenges encountered. Therefore, data were collected from Kindergarten Main teachers, Kindergarten Coordinators, WEO experts, Zone expert, REB expert, children's parents, Kindergarten School indoor and outdoor environments. The collected data from different sources were organized, presented and analysed consecutively in a way to answer each research question of the study. Therefore; next to general characteristics of the respondents, in the first part of this section, analysis of strategic opretional guidelines was presented. In the second part, analysis of data regarding its application and challenges of the program were discussed.

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4.1. General Characteristics of the Respondents

Table 4.1 shows that the characteristics of Main teachers of the sampled Kindergartens in terms of Name of the Kindergarten, Sex, and Status as Kindergarten Teacher, Academic Qualifications, Work experience, and weekly load.

Table 4. 1. Characteristics of of Kindergarten Main Teachers

No	Items	Respondents		
		KG Main Teachers		
		No	%	
1	Ownership of the Kindergarten School	Privately owned Kindergarten	120	100
		Total	120	100
		Male	-	-
2	Sex	Female	120	100
		Total	120	100
		Main Teacher	120	100
3	Status as KG Teacher	Assistant Teacher	-	-
		Total	120	100
		Below Certificate	7	5.8
4	Academic Qualifications	Certificate	52	43.3
		Diploma	26	21.7
		First degree	33	27.5
		second degree and above	2	1.7
		Total	120	100
		0-5 years	46	38.3
5	Work experience	6-10 years	50	41.7
		11-15 years	14	11.7
		16 and above years	10	8.3
		Total	120	100
		16-20	18	15
		21-25	56	46.7
6	weekly load	26-30	42	35.0
		31-35	4	3.3
		Total	120	100

As pointed out in first item Table 4.1 above, Indicated that the number of Kindergarten Schools totally Ownership of the Kindergarten Schools were privately owned Kindergarten and All the respondents that was 120 (100%) put their remark as a Private ownerships.

As shown in the Second item Table 4.1. All of the Main teacher respondents 120 (100%) were females. This idea concerns that if 100% female teachers fulfill in Kindergarten Schools their

Core role is Creating a safe and nurturing environment, with routines and rules enforced without harshness, within which children's social skills and cultural, spiritual and moral values can be developed (MOE/FDRE/NECDE, 2022/2023 ,P14).

As indicated in the third item of Table 4.1 above, all of the Kindergarten Main teachers 120 (100%) were females. This shows that females' participation in the teaching and learning for Kindergarten Schools is in a good status and it determines Kindergarten Schools implementing based on the guide lines (MOE, MOH, & MOWA, 2010).

As shown in the fourth item Table 4.1 above, most teacher respondent said 52 (43.3%) were Certificate, 33 (27.5%) First degree, 26 (21.7%) Diploma, 7 (5.8%) below Certificate and 2 (1.7%) were second degree and above .This explained that almost all is 50% and above Kindergarten Main teachers needs further professional development.

As it indicated in the fifth item Table 4.1 above, the majority of the respondents 50 (41.7%) and 46 (38.3%) main teachers have experience from 6-10 and 0-5 years respectively. where as 14 (11.7%) and 10 (8.3%) of main teachers have similarly from 11-15 and 16 and above years of Work experience respectively.

As revealed in the sixth item Table 4.1 above indicated that the teaching weekly load main teacher respondents, basically, 4 (3.3%), 42 (35%) & 56 (%) of the main teacher respondents have 31-35, 26-30 & 21-26 periods per a week (7, 6, and 5 periods per a week sequentially). More over, 18 (15%) of teacher respondents have 16-20 weekly periods. Accordingly such an over load of main teachers could discouragely affect the application of Kindergarten education in the studied Kindergartens education.

4.2. Target children/groups practices in kindergarten

Table 4. 2.Target children/groups practices in kindergarten

Rating Scales: Very high (5), High (4), Medium (3), low (2) very low (1).

N o	Items	Rating Scales										Total	
		5		4		3		2		1			
		No	%	No	%	No	%	No	%	No	%	No	%
1	The degree to which Only children aged from 4-6 are allowed to be enrolled in the Kindergarten	48	40	31	25.8	39	32.5	-	-	2	1.7	120	100
2	Priority is given for enrolment of children from poor family	16	13.3	17	14.2	73	60.8	9	7.5	5	4.2	120	100
3	In the classroom, I give additional support for children with special need	14	11.7	46	38.3	46	38.3	10	8.3	4	3.3	120	100
4	The situation of your school is positively accepting children with disability	24	20	47	39.2	34	8.3	6	5	9	7.5	120	100

The above Table 4.2 item 1 shown that the response of main teachers were 48 (40%), 31 (25.8%) and 39 (32.5%) replied as Very high, High, and Medium the enrolment of Kindergarten Children respectively. Conversely main teacher respondents 2 (1.7%) replied that as very low the enrolment of Kindergarten children. Hence, this indicated that most of the respondents agreed that only children aged from 4-6 were allowed to be enrolled in the Kindergarten.

As shown in the second item table 4.2 above, regarding enrolment of children from poor family main teacher respondents illustrated that 73 (60.8%) revealed that as Medium enrolment of children from poor family delivered. On the other 16 (13.3%) replied that as Very high priority for the enrolment children from poor family. Conversely the main teacher respondents 9 (7.5%) and 5 (4.2%) replied that low and very low respectively.

As indicated in the third item of Table 4.2, concerning additional support for children with special need, the main teacher respondents clarified that equally 46 (38.3%) high & Medium in additional support for children with special need in the Kindergarten. In addition to this, 14 (11.7%) replied that as Very high. where as the remaining 10 (8.3%) and 4 (3.3%) of the

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respondents replied that as to be low and very low respectively for an additional support for children with special need.

As illustrated in the fourth item in table 4.2 above, the great majority of main teachers 47 (39.2%) explained that as high. Similarly, the main teacher respondents 24 (20%) answered that as very high. Finally respondents 34 (28.3%) said that as medium. Whereas the main teacher respondents replied 6 (5%) and 9 (7.5%) showed that as low & very low for positively accepting children with disability. In addition to this, in the checklist observation and document analysis, as indicated that 49 (98%) as absent and 1(2%) as present the Guideline for children with special needs. This showed that Private Kindergarten Schools didn't give the opportunity for disability of children. Moreover, interviews have been made with Kindergarten PTSA as representatives of the children's parents who have a special need child but not enrolled and sent to the Kindergarten School because of over age of the child; fear of the well-being of the child and instability of school fees. Concerning this emphasis Mariyamawit (One of the Kindergarten School PTSA, 2025) said " I have an aged child with disability", However, She felt bad because of the fear of the well-being her child and inacceptability. Further more Medihaniye (member of the PTSA, 2025) Said also, " I have sent my children to the Kindergarten so as to pass their time safely. Besides, the interview for Kindergarten coordinators conducted that most of the kindergarten children's aged from 4-6 years in the Kindergarten schools.

Accordingly, based on the evidences obtained from the respondents and interview, observation and document review done, it could be possible to assert an average of the Kindergarten Schools enrolled children from 4-5 years of age in the Kg Schools and support for children with special need was very low. According to Hallahan and Kauffman (2000:12), as cited in Edward, (2017) educational special need is particularly aimed instruction that come across the unusual needs of an exceptional student.

4.3. The extent to which the Kg curriculum is implemented in the Kindergarten

4.3. Q3.1. The main objective/s of Kindergarten curriculum

Table 4. 3. The main objective/s of Kindergarten curriculum

Scales: Strongly agree (5), agree (4), undecided (3), disagree (2), strongly disagree (1)

No	Items	Rating Scales										Total	
		5		4		3		2		1			
		No	%	No	%	No	%	No	%	No	%	No	%
1	Children social dev't	76	36.7	44	63.3	-	-	-	-	-	-	120	100
2	Children emotional development	8	6.7	27	22.5	78	65.0	7	5.8	-	-	120	100
3	Children motor skills development	14	11.7	55	45.8	51	42.5	-	-	-	-	120	100
4	Children cognitive devt	103	85.8	14	11.7	-	-	-	-	3	2.5	120	100

As depicted in table 4.3 item No. 1 above, the majority of respondents 76 (36.7%) and 44 (63.3%) replied that strongly agree and agree respectively as children social development. Accordingly all most above 50% of the main teacher respondents replied that Children social development as the main objective of Kindergarten curriculum.

As revealed in table 4.3 item No 2 above, the Main teacher respondents 8 (6.7%), and 27 (22.5%) indicated that strongly agree and agree respectively. Consecutively the respondents 78 (65%) shown as a medium. Conversely the Main teacher respondents 7 (5.8%) indicated that disagree for the children emotional development.

As shown in Table 4.3 item No 3 above, the main teacher respondents 14 (11.7%), 55 (45.8%), and 51 (42.5%) replied that strongly agree, agree and undecided respectively. The determined kinderhgartens recommended less emphasis for children motor skills development as the main objective of Kindergarten curriculum.

As indicated in Table 4.3, item 4 above, the great majority the main teacher respondents 103 (85.8%) and 14 (11.7%), illustrated as strongly agree and agree respectively for the Children cognitive development. On the other hand the respondents 3 (3.5%) replied that strongly disagree. Finally In the studied Kindergarten agreed that the major objective of the Kindergarten education is cognitive development. To sum up, the continuous developments in terms of cognitive, mental, emotional, and behavioral development in early childhood are the main

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processes of the term ECCD (MoH, 2020/21, pg 6). Moreover, as the researcher conducted an interview for the School PTSA and Regional, Zone education coordinator and Wereda education office experts, it was found that the Main objectives of Kindergarten education were Social development, Cognitive development, Language development, and Moral development.

Generally while the researcher merging the respondents and an interview results obtained the main objective/s of Kindergarten curriculum is Social development, Cognitive development, Language development, and Moral development to all round development of the child.

4.3. Q3.2: The significance of Kindergarten education for children development

Table 4. 4. The significance of Kindergarten education for children development

Scales: Very high (5), High (4), Medium (3), low (2) very low (1)

No	Items	Rating Scales										Total	
		5		4		3		2		1			
		No	%	No	%	No	%	No	%	No	%	No	%
1	The degree to which the significance of Kg education for children dev't sited is:	70	58.3	46	38.3	-	-	-	-	4	3.3	120	100

As shown in table 4.4 in item above, the great majority of main teacher respondents 70 (58.3%) and 46 (38.3%) were replied as Very high and High respectively. The remaining 4 (3.3%) of the main teacher respondents replied that as very low. This revealed, above 95% of the main teachers agreed about the Significance of the Kindergarten education for all further development is very high and high sequentially. This was strongly asserted that Care and support during early childhood, especially during the first three years from conception, have more impression than during any other stage of development (FDRE/MoE, 2022/23, pg .9).

In addition to this, as the researcher have conducted an interview for both Kindergarten Coordinators and Wereda education office experts, Zone education coordinator and Regional Bureau of education regarding the significance of Kindergarten education for children development, they said that we know the significance of the Kindergarten education for all children development in their life. However, we didn't support properly specially for the privately owned Kindergartens. In contrast, Kg Coordinators played a great contribution in applying the significance of Kindergarten education at the ground.

4.3Q3.3: The Presence of Kindergarten curriculum materials of subjects

Table 4. 5. The Presence of Kindergarten curriculum materials

Scales: Available (3), Not available (2) and Not available at all (1)

No	KG Curriculum materials	Rating Scales						Total	
		3		2		1		No	%
		No	%	No	%	No	%		
1	There is ECCE	10	8.3	57	47.5	53	44.2	120	100
2	Curriculum Guide	113	94.2	5	4.2	2	1.7	120	100
3	Syllabus	23	19.2	95	79.2	2	1.7	120	100
4	Textbook	58	48.3	41	34.2	21	17.5	120	100
5	Techer’s guide	68	56.7	50	41.7	2	1.7	120	100
6	Kindergarten education manuals	93	77.5	15	12.5	12	10.0	120	100
7	kindergarten guidelines/standards	7	5.8	3	2.5	110	91.7	120	100
8	Manual prepared/published by the School	80	66.7	21	17.5	19	15.8	120	100
9	There are guidelines for educating children with special needs	10	8.3	22	18.3	88	73.3	120	100
				Total				120	100

In this sub content, the presence of Kindergarten curriculum materials were assessed using various data gathering instruments such as questionnaire, document review and observation. The results are analyzed as follows. As indicated in table 4.5 in item number 1 above, the great majority of respondents 57 (47.5%) and 53 (44.2%) indicated that the absence of ECCE policy in their Kindergarten Schools. On the other hand, only 10 (8.3%) of the main teacher respondents revealed the presence of ECCE policy in their Kindergarten Schools.

As shown in the second item Table 4.5 above, almost all of the respondents 113 (94.2%) Confirmed that the availability of Curriculum Guide, and 5 (4.2%) & 2 (1.7%) of the respondents stated that other related materials were available in the Kindergarten.

As depicted in the third item table 4.5 above, the respondents 95 (79.2%) as inavailable and 23 (19.2%) available. The remaining 2 (1.7%) replied that as not available at all. It could be concluded that 80% of the documrent is no existent at the School.

As shown in the fourth item table 4.5 above, the main teachers respondents 58 (48.3%) and 41 (34.2%) indicated that available and not available respectively. Where as 21 (17.5%) of the respondents replied as not available at all for the documents of Textbook. As revealed in the

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fifth item table 4.5 above, the respondents 68 (56.7%) and 50 (41.7%) replied that available and not available respectively. Some respondents 2 (1.7%) indicated that not available at all.

As indicated in the table 4.5 in item number 6 above, the great majority of the main teacher respondents 93 (77.5%) reported that there were Kindergarten education manuals at the Kindergarten schools where as 15 (12.5%) and 12 (10%) stated that not available and not available at all respectively.

As it is shown in the Seventh item table 4.5 above, the great majority of the respondents 110 (91.7%) indicated that the absence of kindergarten guidelines/standards at Kindergarten Schools. The remaining respondents 7 (5.8%) and 3 (2.5%) replied that the existence and non existence of kindergarten guidelines/standards respectively at Kindergarten Schools.

As indicated in the eighth item table 4.3 above, the respondents 80 (66.7%) agreed that there was a prepared manual at the Kindergarten School. On the other hand the respondents 21 (17.5%) and 19 (15.8%) replied that not available and not available at all in a similar way.

As depicted in table 4.5 item 9 above, the majority of the respondents 10 (8.3%) and 22 (18.3%) revealed that Available and not available respectively. Conversely, almost all of the respondents 88 (73.3%) Stated that not available at all guidelines for educating children with special needs. Besides, as the researcher have conducted a document review, observations, and an interview for Kindergarten Coordinators, WEOEs, Zone education coordinator, & RBE regarding the Presence of Kindergarten education materials.

The results were indicated that document review for the availability/presence of instructional materials, Kindergarten Schools have the ECCE Curriculum at their hand. However, the inavailability of the UN convention on the child right, the absence of Syllabus, and Kindergarten Guidelines in the Kindergarten Schools. In addition to this, the researcher conducted an interview for Kindergarten Coordinators concerning that an inadequate curricular materials such as ECCE policy, Curriculum Guide, Syllabus, students Text book, and teacher's guide etc. Regarding this issue, Ms Feven (a Kindergarten coordinator of Nahu senay Academy) for eg, has say as the following:

We have no communication and support with the wereda educational and RBE experts in requiring different manuals, guidelines and standards being we are privately owned Kindergarten Schools. We ourselves made a great effort in preparing different

Kindergarten documents. The concerned bodies simply invite us to take Students Statistices by telephone (Ms Feven, Feb 27/2025).

Moreover, the availability of the scurriculum materials is central to the quality curriculum for three and four-year old children in early childhood setting. And include the social, emotional, physical, intellectual, creative and spritua/moral (<http://WWW.bing.com/Search>).

Therefore, based on the interviews, observations, and responses of main teacher respondents, it is possible to conclude that the great majority of the Kindergarten Schools that verify there was no an adequate curricular materials at Kindergarten schools.

4.3Q 3.3.1. Availability of curriculum material in the Kindergarten school

Table 4. 6. Availability of Kindergarten curriculum materials

Alternatives	from where do you do you obtain the KG curriculum materials	Respondents	
		No	%
A	MoE	2	1.7
B	Tigray Education Bureau	11	9.2
C	NGOs	2	1.7
D	Any other	105	87.5
Total		120	100

As indicated in table 4.6 above, most of the main teachers 105 (87.5%) replied that Kindergarten Schools obtain the Kindergarten curriculum materials from any other bodies. The remaining small number of respondents 2 (1.7%), 11 (9.2%), and 2 (1.7%) responded that From MOE, Tigray education Bureau and NGOs resepectively and similarly.

Moreover, observation was run by the researcher and an interview for Kindergarten coordinators clarified that as privately owned Kindergarten’s they prepared various guidelines, manuals and standards with their sister kindergarten Schools. Almost all the the Kindergarten Schools, they were not follow the regional curriculum guideline for facilitating all their works. Therefore, based on the indications attained from the observation and respondents conducted, it would be thinkable to accomplish that majority of the Kindergarten Schools acquired the curriculum materials from their own efforts by preparing different materials.

4.3. Q3.4: The preparation instructional materials by teachers & assistant teachers from locally available Materials in the Kindergarten

Table 4. 7. Preparation of Instructional Materials in the Kindergarten

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Rating Scales: Very high (5), High (4), Medium (3), low (2) very low (1)

No	Items	Rating Scales										Total	
		5		4		3		2		1		No	%
		No	%	No	%	No	%	No	%	No	%		
1	The extent to which instructional materials preparation by main teachers from locally available Materials in the Kindergarten is	68	56.7	52	43.3	-	-	-	-	-	-	120	100

As indicated in the first item of Table 4.7 above, almost all of the Kindergarten Main teachers 68 (56.7%) and 52 (43.3%) replied that Very high & high for great preparation of instructional materials in the Kindergarten. As a result, the researcher conducted an observation that determined 8 (16%), 23 (46%) & 19 (38%) as an Adequate, Inadequate and Non-existent respectively. This described that the researcher understood practically there was discouraged instructional materials preparation by main teachers from locally available Materials and Natural materials (sticks, levels, rocks, sands) in the Kindergartens.

4.3 Q3.5: Indicate the degree of instructional material utilization by teachers in the Kindergarten

Table 4.8. Utilization Instructional material by teachers in the Kindergarten

Rating Scales: Very high (5), High (4), Medium (3), low (2) very low (1)

No	Items	Rating Scales										Total	
		5		4		3		2		1		No	%
		No	%	No	%	No	%	No	%	No	%		
1	The degree of instructional material utilization by Main teachers in the Kindergarten	52	43.3	61	50.8	7	5.8	-	-	-	-	120	100

As revealed in table 4.8. In item 1 above, the respondents 52 (43.3%), 61 (50.8%) and 7 (5.8%) replied that Very high, High and Medium respectively for the utilization of instructional material by Main teachers in the Kindergartens. In a simple emphasis, this showed that utilization of instructional materials by Kindergarten main teachers was present at a medium status. In addition to this, the researcher conducted classroom observations that obtained 14 (28%), 19 (38%) and

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17 (34%) for Yes, No and Needs improvement respectively. This indicated that there were medium Utilization of Instructional materials at Kindergarten Schools.

In Summary based on the evidences attained from the respondents and observations made, it would be possible to conclude that Classrooms are beautifully decorated and attractive with charts and pictures on the walls and tidy, However, an average of the Kindergarten main teachers utilize the Instructional materials properly.

4.4. Scheduling and structure of Kindergarten activities

Table 4. 9. Scheduling and structure of Kindergarten activities

Rating Scales: Very high (5), High (4), Medium (3), low (2) very low (1).

No	Items	Rating Scales										Total	
		5		4		3		2		1			
		No	%	No	%	No	%	No	%	No	%	No	%
1	The way Teachers preparation daily schedule of activities and display in the classroom	55	45.8	61	50.8	4	3.3	-	-	-	-	120	100
	The significance of running Kindergarten programmes for three terms in a year is	32	26.7	49	40.8	38	31.7	1	0.8			120	100
2	The implication of adequate time is scheduled for play, discovery & rest of children	56	46.7	50	41.7	10	8.3	4	3.3	-	-	120	100

As indicated in the first item Table 4.9 above, the respondents 55 (45.8%) & 61 (50.8%) confirmed that there were a great preparation of daily schedule of activities and display in the classroom by the main teachers. In some degree of the respondents 4 (3.3%) replied that there were a medium of Teachers preparation daily schedule of activities and display in the classrooms. As indicated in the second item Table 4.9 above, the respondents 32 (26.7%), 49 (40.8%) and 38 (31.7%) shown that very high, high and medium consecutively for the importance of running Kindergarten programmes. The remaining respondents 1(0.8%) illustrates that low significance of running Kindergarten programmes at the kindergarten Schools.

As shown in the third item table above, the respondents 56 (46.7%) and 50 (41.7%) replied that Very high & high respectively, Which mean adequate time was offered for play, discovery & rest of children at the Kindergarten Schools. Where as 10 (8.3%) of the respondents indicated that there was a medium of adequate time budget for play, discovery & rest of children. Conversely, the respondents 4 (3.3%) replied that inadequate time was scheduled for play, discovery and rest

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of children. Moreover, as the researcher conducted an observation in the majority of the Kindergarten Schools there are strong planning and management of directors (example, MerihaTibebe, Daero, Majic carpet, Kaleb, Sheba Number 1and 2, Alshaday, Debre Meaza ,Kidist Mariam etc.). The remaining Kindergarten Schools represented for as undecided, disagree, and strongly disagree respectively. This indicated that Teachers prepared daily schedule of activities, follow up programmes and adequate time is scheduled for play, discovery and rest of children at Kindergarten Schools. Supporting the guidelines for program sechduling, which comprises of early childhood care day –activity time, small group activities, large group activities, outdoor activity, meal, clean up, nap/rest, & transitions can be organized in the daily schedule in a wide variety of ways (by SAGE publications, Insc,2020).

Hence, based on the responses of teacher respondents and observations made, it is possible to integrate that Scheduling and structure of Kindergarten activities was conducted properly. In Contrast, some Kindergarten schools were insufficient.

4.5. Learning Environment of Kindergarten, Adequacy of indoor and outdoor Equipments and Materials and their Organizations

Table 4. 10. Learning Environment of Kindergarten

Scales: Strongly agree (5), agree (4), undecided (3), disagree (2), strongly disagree (1)

No	Item	Rating Scales										Total	
		5		4		3		2		1			
		No	%	No	%	No	%	No	%	No	%	No	%
1	The Site of KG is appropriate for the practice of KG education	8	6.7	39	32.5	59	49.2	8	6.7	6	5	120	100
2	The Kg buildings fulfils the main requirement (washroom, Lavatories, outdoor play area, office)	83	69.2	36	30.0	1	0.8	-	-	-	-	120	100
3	Adequate sanitary facilities are available in the school	36	30.0	66	55.0	18	15.0	-	-	-	-	120	100
4	The classrooms are conducive for teaching-learning process	78	65.0	37	30.8	5	4.2	-	-	-	-	120	100
5	Adequate indoor equipments are available in the school	29	24.2	70	58.3	21	17.5	-	-	-	-	120	100
6	Adequate indoor materials are available in the school	23	19.2	54	45.0	35	29.2	8	6.7	-	-	120	100
7	Adequate outdoor equipments	26	21.7	38	31.7	56	46.7	-	-	-	-	120	100

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	are available												
8	Adequate outdoor play materials are available	3	2.5	42	35.0	66	55.0	9	7.5	-	-	120	100
9	Equipments and materials are well organized in the classrooms	57	47.5	42	35.0	14	11.7	7	5.8	-	-	120	100
10	Equipments & materials are not well organized in the classrooms	15	12.5	1	0.8	8	6.7	23	19.2	73	60.8	120	100

As we seen in the first item in table 4.10 above, 8 (6.7%) of the respondents believed that an appropriate environment for the practice of Kindergarten education.while 39 (32.5%) agreed that the location of the Kindergarten environment is appropriate for the practice of Kindergarten education. Conversely, 59 (49.2%) of respondents stated that inappropriate site of Kindergarten exists in the Kindergarten education. Strengthening this idea, Positive learning classroom environments, where Kindergarten children's feel physically and psychologically safe, allow children to perform academically and socially at higher levels (Sandilos, Rimm, & Cohen, 2017 as cited in Journal of Educational Research and Practice 2019, pg 2). In addition to ,for the children's safety, a suitable Kindergarten site should be situated away from busy parts of the town or city, graveyards, and busy roads; it should also be close enough to allow for future growth, have a raised area, and be a clean, well-maintained building (Chowdhury and Choudhury, 2002). According to Haile (2010), page 68.

As it is shown in the second item in table 4.10 above, the great majority of the main teacher respondents 83 (69.2%) and 36 (30%) agreed that there were Kindergarten buildings fulfills the main requirement for the Kindergarten education. Almost of few 1 (0.8%) respondents responded that there were no minimum requirements for the running of the Kindergarten education. As we seen in the third item in table 4.10 above, 36 (30%) and 66 (55%) of the respondents replied that strongly agree and agree for the items respectively. This showed an adequate sanitary facilities are available in the Kindergarten school. The remaining 18 (15%) of the respondents revealed that undecided for the adequacy of sanitary facilities in the Kindergarten Schools.

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As indicated in the fourth item Table 4.10 above, 78 (65%) and 37 (30.8%) the respondents agreed that as there were conduciveness of class rooms for the teaching and learning process in the Kindergatens. on the other hand, the respondents 5 (4.2%) replied that there was a dissatisfaction on the suitability of the Kindergarten Schools regarding the teaching and learning process.

Regarding the availability of adequate indoor equipments at Kindergarten Schools in table 4.10 item 5 above, the respondents 29 (24.2%) replied that strongly agree and 70 (58.3%) indicated that agree for the presence of adequate indoor equipments at school. Besides the respondents 21 (17.5%) confirmed that the inavailability of indoor equipments. Concerning the availability of adequate indoor materials at Kindergarten Schools in table 4.10 in item 6 above, the respondents 23 (19.2%) replied that strongly agree and 54 (45%) agree for Adequate indoor materials are available in the school which showed the fullfilment of the materials.where as 35 (29.2%) responded as undecided.The remaining respondents 8 (6.7%) stated that there were insufficient indoor materials at the Kindergarten Schools.

As indicated in the seventh item Table 4.10 above, the respondents 26 (21.7%) and 38 (31.7%) revealed that strongly agree and agree respectively. Where as the majority of the respondents 56 (46.7%) replied that there were insufficient outdoor equipments at the schools. As we seen in the eighth item in table 4.10 above, 3 (2.5%) of the respondents believed an adequacy of outdoor play materials. On the other hand 42 (35%) said that agree.Where as the majority of the respondent 66 (55%) replied that inavailability of outdoor play materials were existed. Slightly 9 (7.5%) of the respondents clarify as non-existent of out door play materials.

Regarding the organization of equipments and materials in the classrooms at Kg Schools in table 4.10 item 9 above, the majority of the respondents 57 (47.5%) and 42 (35%) replied that strongly agree and agree repectively.This showed that proper organization of equipments and materials were presented in the kindergarten schools. On the other direction, 14 (11.7%) and 7 (5.8%) of the respondents replied that undecided and disagree orderly. As it is shown in table 4.10 item numbers 10 above, the great majority of the main teachers' respondents 73 (60.8%) indicated that there were positively organized equipments & materials in the classrooms. The remaining 15 (12.5%), 1 (0.8%), 8 (6.7%), and 23 (19.2%) of the respondents replied that strongly agree, agree, undecided and disagree respectively.

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In addition to this, the direct observation carried out by the researcher also asserted that almost all Kindergarten Schools constructed for the purpose of Kindergarten Schooling. However, they have narrow environment and exposed for high trafficking. It was also indicated that the presence of Kindergarten buildings fulfils the main requirements (washroom, Lavatories, outdoor play area, office). Sanitary facilities in the majority of the Kindergarten Schools fundamentally accessing to all children (There are separate toilets for children and adults, separate toilets for male and female, Adequacy of child-sized toilet facilities for the children, Adult-size toilets for the staff). Similarly, as the researcher confirmed that, the classrooms were conducive for teaching-learning process in the great majority of the Kindergarten Schools, Such as beautifully decorated and attractive with charts and pictures on the walls and tidy, floors are cemented, the floor is easily cleanable and maintained in a good sanitary condition, The floor is easily cleanable and maintained in a good sanitary condition. In contrast, In some Kindergarten schools (specially in the new comers) lacks enough space for children, The heights of door knobs are in easily reach of children were difficult and the windows were low enough to enable a child to lookout for better view and understanding of the outside world. It was also an adequacy of indoor equipments such as Child sized easily and safely mobile chairs, Child sized table that can be easily carried by children and Open and closed shelves and cupboards were presented and an Adequacy of indoor materials such as Concept and skill materials (puzzles, books, play cards, Gross motor materials (Balls, pull toys, Riding toys) Construction materials (Blocks, building sets....) , and Manipulative materials (Building sets, markers, pencil were available in the schools. In contrast Natural materials (sticks, levels, rocks, sands) to some degree at a medium level were presented.

Besides, an adequate outdoor such as Swinging, Merry – go – round, Slide, balance and climbing frames. And similarly, play materials are available, such as Presence of play materials (footballs, giant balls, etc.), skipping ropes, gymnastic mat, multipurpose mat, large and mobile toys, of tricycles, and of small car tyres. However, both in the out door equipments and out indoor play materias their number and quality were insufficient at the Kindergarten Schools. Moreover, equipments and materials are well organized in the classrooms, but it needed renewability. Supporting this idea, Children's practices are extended their level of activity and learning are inspired by a endlessly changing outdoor environment. constructivist theory Proponents have

confirmed that human build all Knowledge while engaging in various mental and physical experiences (<https://www.bing.com/search>).

Therefore, on the basis of the observation and responses obtained from the main teachers, it would be possible to conclude that, there was a medium of learning environment of Kindergarten, adequacy of indoor and outdoor equipments and materials and their organizations at the Kindergarten Schools, but it needed further improvements for future work activities.

4.6. Medium of Instruction/Mother tongue in Kindergarten

Table 4. 11. Medium of Instruction in Kindergarten

Alternatives	What media of instruction do you use to teach Your children in your Kindergarten School?	Respondents	
		No	%
A	Tigrigna only	12	10
B	Amharic only	-	-
C	English only	-	-
D	Both Tigrigna and English	108	90
E	Both Amharic & English	-	-
Total		120	100

As indicated in Table 4.11 above, the great majority the respondents 108 (90%) replied that both Tigrigna and English serves as a Medium of Instruction to teach children at the Kindergarten Schools. Similarly 12 (10%) of the respondents replied that only Tigrigna uses as Mother tongue in Kindergarten. The interview results of Kindergarten coordinators and responses attained from the main teachers, it would be possible to accomplish that, there is a Mother tongue language in Kindergarten serve as a medium of instruction for conducting all activities of the teaching and learning process. In additiontion to this English language is the second language used as a medium of instruction at the Kg Schools.

4.7. Methods of Teaching and Learning in the Kindergarten

Table 4. 12. Most commonly used methods of teaching in Kindergarten school

Scales: Very frequently (5), frequently (4), Sometimes (3), rarely (2) and Not at all (1).

No	Commonly used Methods of teaching	Rating Scales										Total	
		5		4		3		2		1			
		No	%	No	%	No	%	No	%	No	%	No	%
1	Brainstorming	97	80.8	20	16.7	-	-	-	-	3	2.5	120	100
2	Play based instruction	42	35.0	62	51.7	13	10.8	-	-	3	2.5	120	100
3	Discussion	-	-	28	23.3	65	54.2	27	22.5	-	-	120	100
4	Categorizing	21	17.5	35	29.2	64	53.3	-	-	-	-	120	100
5	Cooperative learning	28	23.3	43	35.8	47	39.2	2	1.7	-	-	120	100
6	Choral speaking (eg: singing a song)	92	76.7	20	16.7	8	6.7	-	-	-	-	120	100
7	Learning by doing	15	12.5	20	16.7	75	62.5	10	8.3	-	-	120	100
8	Lecture/Explanation	25	20.8	46	38.3	28	23.3	14	11.7	7	5.8	120	100
9	Role playing	83	69.2	32	26.7	5	4.2	-	-	-	-	120	100
10	Field Trip	2	1.7	15	12.5	18	15.0	23	19.2	62	51.7	120	100

As we seen in the first item in table 4.11 above, 97 (80.8%) and 20 (16.7%) of the respondents replied that Very frequently and frequently respectively. This shows that Brainstorming was conducting repeatedly as a Method of teaching in the Kindergarten Schools. Few of the respondents 3 (2.5%) answered that not at all in using the methodology. As indicated in the second item table 4.11 above, the respondents 42 (35%) and 62 (51.7%) confirmed that Play based instruction using regularly as a means of of teaching Method. 13 (10.8%) and 3 (2.5%) replied that rarely and not at all respectively. Assisting this crucial idea, the Philosophy of teaching and learning practices assumed as a mechanism of educating the individual holistically, including cognitive, moral, social, physical, spiritual, psychological and technical qualities. Moreover, it is taken as a public good which utilizes indigenous and worldwide knowledge for social harmony and development (FDRE/MOE, 2020 pg, 19).

As it is shown in table 4.11 above, the teacher respondents 28 (23.3%), 6 (54.2%), and 27 (22.5%) indicated that frequently, Sometimes and rarely consecutively. This displays that above 65 (54.2%) discussion rarely used as ateaching method. As it is indicated in table 4.11 above, the respondents 64 (53.3%) as rarely, 21 (17.5%) as very frequently and 35 (29.2%) as frequently for categorizing as a teaching method. Some of the rspondents 28 (23.3%) as very

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frequently, 43 (35.8%) as frequently, 47 (39.2%) as Sometimes, and 2 (1.7%) for Cooperative learning as a teaching method.

As depicted in table 4.11 in an item 6 above, the great majority of the respondents 92 (76.7%) replied that choral speaking commonly used as a means of teaching method. The remaining 20 (16.7%) and 8 (6.7%) of the respondents said frequently and Sometimes respectively. Conversely as the respondents 75 (62.5%) replied that kindergarten teachers use Learning by doing seldomly. On the other hand the respondents 15 (12.5%), 20 (16.7%) and 10 (8.3%) stated that Very frequently, frequently, and rarely sequentially.

As indicated in Table 4.11 above, the respondents 25 (20.8%), 46 (38.3%), 28 (23.3%), 14 (11.7%) and 7(5.8%) revealed that Very frequently, frequently, Sometimes, rarely and Not at all. Generally from this we could conclude that Lecture was conducted moderately.

As shown in table 4.11 above, the great majority of the respondents 83 (69.2%) and 32 (26.7%) replied that kg main teachers usually uses role playing as a teaching method. where as some teachers respond 5 (4.2%) sometimes role playing used as a method of teaching. In the other hand above 51% or 62 (51.7%) of the respondents replied that Field Trip non-existent used by teachers at schools.

Generally, brainstorming, play based instruction, choral speaking, and role playing was the commonly used methods of teaching and play based instruction, cooperative learning, categorizing, and explanation meduimly or sometimes used methods where as discussion and Field Trips were rarely used methods of teaching at the Kindergarten schools.

The interview results of Kindergarten coordinators indicated those main teachers conducting different Methods of Teaching in the Kindergarten such as brainstorming, play based instruction, choral speaking, cooperative learning, role playing and others with the help of continuous follow up Kindergarten administration. Concerning this issue, Mis Lelti (a Kindergarten coordinator of Daero Academy) for example said as the following:

There is strong support for our Kindergarten main teachers and assistant teachers in our Kindergarten School in all rounds of the teaching and learning process. So that our Kindergarten teachers use different teaching methods such as Brainstorming, Play based instruction, Choral speaking, and Role playing and others as the commonly used Methods of teaching. (Ms Lelti, February 25/2025).

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Therefore, based on the above specified information merging the ideas of Kindergarten Coordinators and teachers response , it would be possible to conclude that Kindergarten schools use different teaching methods such as brainstorming, play based instruction, choral speaking, and Role playing, cooperative learning and others. In contrast like Field Trip is habitual to run their teaching process.

4.8. Training and Adequacy of Kindergarten Teachers and Assistant teachers

Table 4. 13. Kind of Kindergarten Training and Adequacy

No	Items	Respondants	
		No	%
	What is your highest level of training to teach Kindergarten education?		
	A. Bachelor's degree	4	3.3
	B. TTC	8	6.7
1	C. Kindergarten teaching	102	85
	D. Any other	6	5
	Total	120	100
	If you have taken Kindergarten teaching, how long was the duration of training?		
	A. Above 10 months	59	49.2
2	B. 10 months	13	10.8
	C. 6 months	30	25
	D. Less than 3 months	18	15
	Total	120	100
	To what extent the courses you took during the training is adequate to your all round task in the Kindergarten at present?		
3	A. Very high	48	40
	B. High	33	27.5
	C. Medium	36	30
	D. Low	-	-
	E. Very low	3	2.5
	Total	117	100
	During your education in what language have you been trained?		
	A) Amharic	-	-
4	B) English	9	7.5
	C) Tigrigna	111	92.5
	Total	120	100
5	The interval you have refreshment courses on Kindergarten education to develop your profession is:		
	A) Two times in a year	21	17.5
	B) One time in a year	52	43.3

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C) Once in two years	6	5.0
D) I have not got till now	40	33.3
Total	120	100

As it is shown in table 4.12 above, almost of all the respondents 102 (85%) replied that the main teachers have been trained in Kindergarten teaching. The remaining respondents 4 (3.3%), 8 (6.7%), and 6 (5%) said that Bachelor's degree, TTC, and Any other respectively for the training of Kindergarten education. As indicated in table 4.12 in item number 2 above, the great majority of the respondents 59 (49.2%) and 30 (25%) similarly responds above 10 months and 6 months respectively. The remaining respondents 13 (10.8%) and 18 (15%) replied that Ten months and less than 3 months sequentially.

As indicated in Table 4.12 above, the respondents 48 (40%), 33 (27.5%), and 36 (30%) confirmed that very high, high, and medium respectively. The remaining 3 (2.5%) replied that very low. This shows Kg teachers took an adequate training and effectively implementing at the ground presently.

Concerning the language training as depicted in table 4.12 above, the great majority of the respondents 111 (92.5%) agreed that their training had taken in a Tigrigna language. The remaining respondents 9 (7.5%) stated that slightly taken English language.

Regarding taking refreshment courses the respondents 21 (17.5%) and 52 (43.3%) replied that two times in a year and One time in a year respectively. Few respondents 6 (5%) said that once in two years. Conversely some the respondents 40 (33.3%) revealed that I have not got till now. This analysis determined that respondents put two extrem points that was highly taking and the others hadn't taken completely.

The interview results of Kindergarten Coordinators noted that almost all of our Kindergarten main teachers have taken Kindergarten education Training at least for six months and above in Mekelle city at Nahu senay Training College. Accordingly teachers hold 1:40 Kindergarten Children per a class for teaching learning process. Concerning this issue, Ms Kiros (a Kindergarten coordinator of Meriha Tibeb Academy) for instance said as the following:

In our Kindergarten School Majority of our main teachers were trained for six months In Mekelle City at Nahusenay training college at least for Six months. Besides, we deliver training as refereshment for teachers

every year at the start of academic year by inviting professionals (Ms Kiros, February 27/2025).

According to the obtained data from the main teacher respondantes of the Kindergarten and interviewed Kindergarten Coordinators made, Kindergarten teachers have trained kindergarten teaching in a right degree of situation and the duration of the the training was Very high. Moreover, Kindergarten teachers trained specially by their mother tongue language. Eventhough, Kindergarten teachers trained Kindergarten teaching curiously, still from regional government has not gotten any capacity building and they need further professional development.

4.8.1. The Courses taken by Kindergarten Teachers during their Training

Table 4. 14. The courses covered by Main Teachers during their per-service Training

Alternatives	Courses	Respondents	
		No	%
A	Child development	4	3.3
B	Child psychology	4	3.3
C	Health and Nutrition	7	5.8
D	Pedagogy	17	14.2
E	Music	8	6.7
F	Methods of Kindergarten teaching	78	65
G	Mathematics	2	1.7
Total		120	100

As revealed by alternative F table 4.13 above, the great majority of the respondents 78 (65%) agreed that Main Teachers during their pre-service, training had taken Methods of Kindergarten teaching in a highest degree. Where as the rest respondents replied that 4 (3.3%) child development, 4 (3.3%) child psychology, 7 (5.8%) Health and Nutrition, 17 (14.2%) Pedagogy, 8(67%) Music, and 2 (17%) Mathematics covered during their pre-service training as supplementary courses.

4.8.2. Concerns Related to assistant teachers in the Kindergarten school

Table 4. 15. The number of Assistant Teachers

No	The number of assistant teachers in your Kindergarten school is	Respondents in	
		No	%
1	A. More than the required guideline	4	3.3
	B. Adequate	81	67.5
	C. Nearly adequate	27	22.5
	D. Highly below the guideline	1	0.8
	E. not at all	7	5.8
	Total	120	100
2	If there are assistant teachers in your Kg school, are they trained on Kg teaching to implement it?		
	A. Yes	103	85.8
	B. No	13	10.8
	C. needs assessment	4	3.3
	Total	120	100

As indicated in the first item table 4.14 above, the great majority of the respondents 81(67.5%) agreed that the number of assistant teachers in the Kindergarten school was fulfills the requirement. Next this, some respondents 27 (22.5%) replied that there were a medium of assistant teachers in the Kindergarten school. On the other hand the respondents 4 (3.3%) said More than the required guideline, 1 (0.8%) highly below the guideline and 7 (5.8%) not at all in a similar way respectively.

Concerning the training of assistant teachers in Kindergarten teaching in the Kindergarten schools in table 14 item number two above, the great majority of the main teachers 103 (85.8%) confirmed that yes there was sufficient training of assistant teachers on Kindergarten teaching in the Kindergarten Schools. Other respondents said 13 (10.8%) No and 4 (3.3%) needs assessment sequentially. Concerning this issue, Mis Rishan (a Kindergarten coordinator of Majic carpet Academy) for instanc has say as the following:

The results of document review, regarding the availability of the Key assistant teachers in the Kindergarten School implies that there is 100 % of Kindergarten assistant teachers are presented in the Kindergarten Schools.

Regarding this issue, Ms Rishan (a Kindergarten coordinator of Majic carpet Academy) for instance said as the following:

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In our Kindergarten School 100% of assistant teachers are available and achieves for each class 1:40 ratio of children's and performing care practices based on the strategic operational guideline of the MoE (2010), (Ms Rishan, February 24/2025).

Integrating the responses of teachers and document review, there are 100% of an availability of Kindergarten assistant teachers in all Kindergarten schools at Mekelle city specifically in privately owned Schools.

4.9. Parents' involvement in the Kindergarten education

Table 4. 16. Issues related to Parents' involvement in the **Kindergarten** education

Scales: Very high (5), High (4), Medium (3), Poor (2) and Very poor (1)

No	Items	Rating Scales										Total	
		5		4		3		2		1		No	%
		No	%	No	%	No	%	No	%	No	%		
1	What is the degree of parent involvement in your Kindergarten to enhance children's performance	63	52.5	15	12.5	39	32.5	3	2.5	-	-	120	100
2	How do you explain teacher's recognition to establish respectful partnership with Parents?	56	46.7	35	29.2	29	24.2	-	-	-	-	120	100
3	What is the degree of parents' acceptance to the invitations of the Kindergarten?	49	40.8	21	17.5	45	37.5	5	4.2	-	-	120	100

As indicated in table 4.14 in item number 1 above, the respondents 63 (52.5%) and 39 (32.5%) showed that very high and medium respectively. This point depicts that there was a fair parent participation in the Kindergarten to improve children's performance. Some slight respondents 15 (12.5%) and other 3 (2.5%) few participants revealed that high and poor respectively. According to table 4.14 in item number 2 above, the great majority of the respondents 56 (46.7%), 35 (29.2%), and 29 (32.5%) shows that very high, high and medium respectively. Based on this analysis indicated that the presence of respectful partnership among teachers and parents to assist to children's learning. A cooperative approach to a child's educational journey is fostered by parents and educators developing effective communication. Parents can better comprehend their children through regular conversation (Dr. Chhaya M., 2023, pg3).

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As we had seen in the third item in table 4.14 above, 49 (40 %), 21 (17.5%), 45 (37.5%) ,and 5 (4.2%) of the respondents depicted that very high, high, medium, and poor respectively. This describes that almost all the respondents said that very high and medium for the parents' acceptance to the invitations of the Kindergarten. Regarding this issue, Ms Amarech (a Kindergarten coordinator of Kaleb Academy) for instance said as the following:

In our Kindergarten School, we have strong parent-School relationships to follow up the children's Health care, Psychological wel-being, physical, and Social and Mental developments. But this didn't mean there is no any friction among parents and Kindergarten Schools (Ms Amarech, February 24/2025).

To sum up, there is high parent participation and relationship in the Kindergarten education regarding the teaching and learning process. However, there is low involvement of parent-school relationships in some Kindergarten Schools.

The results from interview of PTSA, also suggested that parent involvement in Kindergarten plays a significant role in enhancement of the children's learning activities, and impressions in all rounded situations. Besides, the PTSA said that there is strong working relationship between parents and Kindergarten Schools in the privately owned kindergartens.

In addition to this, the interview results obtained from the Kindergarten coordinators, there is smooth relationship among parents and Kindergarten Schools. As a result, Schools and parents always dicusses regarding the physical, mental, health, emotional, and Psychological wel-being of their children. In contrast, there is no relationship among wereda bureau experts, Zone and the Regional bureau experts to enhance children's education in Kindergarten.

Therefore, merging the ideas based on the observations, interviews and responses of teacher respondents, it is possible to deduce that in most of the studied Kindergartens, teachers-parents communication was done by the use of meetings and discussions and communication books; in fact, their communication was inefficient. Hence, based on the interviews and responses of teacher respondents, it is possible to deduce that in almost of the studied Kindergarten Schools, there were a strong r/nship in fascilitating children's learning.

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4.9.1. Most Commonly Used Means of Communications

Table 4. 17. The most commonly used means of communication for Children parents to participate in Kindergarten education with the school

Alternatives	Items	Respondants in	
		No	%
A	Telephone calls	53	44.2
B	Written letters	10	8.3
C	Meetings and discussions	26	21.7
D	Verbal message	7	5.8
E	The use of communication books	21	17.5
F	If Any others	3	2.5
Total		120	100

As it is shown in table 4.9.4 above, the main teachers 53 (44.2%) revealed that they used telephone calls as a means of communication with parents. On the other hand, 26 (21.7%), 21 (17.5%), 10 (8.3%), 7 (5.8%), and 3 (2.5%) of the respondents replied that consecutively that they use meetings and discussions, communication books, written letters, verbal message and If any others as a means of communication with parents. This shown that most of the respondents use telephone calls as a means of communication with parents. where as the other means of communication used proportionaly.

4.9.2. Issues on Parents involvement in their children's learning

Table 4. 18. Parents' involvement in their children's learning

Rating Scales: Very good (5), Good (4), Average (3), Poor (2) and Very poor (1)

N o	Items	Rating Scales										Total	
		5		4		3		2		1			
		No	%	No	%	No	%	No	%	No	%	No	%
1	Service in school committees	10	8.3	42	35	60	50	2	1.7	6	5	120	100
2	Provide materials for their children	53	44.2	54	45	13	10.8	-	-	-	-	120	100
3	Provide materials for the school	-	-	8	6.7	27	22.5	37	30.8	48	40	120	100
4	Help to do their homework	61	50	53	44.2	3	2.5	3	2.5	-	-	120	100

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As indicated in table 4.9 item 1 above, most of the respondents 42 (35%) and 60 (50%) stated that as good and average similarly parents' involvement in their children's learning as service delivery in school committees. where as 10 (8.3%), 2 (1.7%), and 6 (5%) said that as very good, Poor, and very poor respectively. As indicated in table 4.17 above, the great majority of respondents 53 (44.2%) and 54 (45%) replied that the provision of materials for their children's learning. some respondents stated that 13 (10.8%) as averagely support materials for their children's learning. According to table 4.17 item three above, the respondents 27 (22.5%) shown that there was some degree of offering materials for the school by parents.conversely, the respondents 37 (30.8%) and 48 (40%) replied that the absence of support materials for Kindergarten Schools. Some rspondents 8 (6.7%) said that an averagely delivery of materials for Kindergarten.

Regarding the support of parents for their children to do their homework as depicated in table 4.17 in item four above 61 (50%) and 53 (44.2 %) indicated that parents do great effort supporting their children for academic result. The rest respondents 3 (2.5%) the presence of help slightly and 3 (2.5%) determined that the absence of support for their children's learning. Generally, parents participate actively in helping their children's learning to do their homework and provide materials for their children. Incontrast they had low particioation in Provide materials for the school and Service in school committees.

4.10. Kindergarten record keeping and reports

Table 4. 19. The most commonly used Record Keeping in the Kindergartens

Alternatives	What are the most commonly used children's record keeping systems in the Kindergarten?	Respondants in	
		No	%
A	Admission record	43	35.8
B	Anecdotal	41	34.2
C	Daily attendance	25	20.8
D	Parent-teacher record	11	9.2
Total		120	100

As shown in table 4.18 above, the majority of respondents 43 (35.8%) and 41 (34.2%), indicated that the use of admission record and anecdotal respectively. Some of the main teachers 25 (20.8%) indicated that daily attendance, and very small number of respondents 11 (9.2%) said that Parent- teacher record. To sum up an admission record and anecdotal record keeping

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systems were the most teacher record. To sum up an admission record and anecdotal record keeping systems were the most commonly used in the Kindergarten schools. Moreover, the result of interview acquired from Kindergarten Coordinators suggests that our Kindergarten teachers use record keeping and reports properly. Regarding this issue, MsTirhas (a Kindergarten coordinator of Sheba No.2 Academy) for instance said as the following:

In our Kindergarten School, our main teachers and we Kindergarten coordinators usually use the institutional system for record keeping and reports of the children's day today improvements. (Ms Tirhas, February 21/2025).

In addition to this, the researcher conducted document review regarding the presence of recorded document to follow up child progress, it has been gotten a complete recorded document.

Therefore, based on the above obtained information integrating the ideas of teachers' response interview of Coordinators, and document analysis, Kindergarten Schools have full of data recordation about their Kindergarten children.

4.11. Assessment Techniques in Kindergarten education

Table 4. 20. The Frequency of Assessment Techniques used by **Kindergarten** teachers.

Scales: Very frequently (5), frequently (4), Sometimes (3), rarely (2) and Not at all (1)

No	Assessment Techniques	Rating Scales										Total	
		5		4		3		2		1			
		No	%	No	%	No	%	No	%	No	%	No	%
1	Practical activities	11	9.2	7	5.8	93	77.5	9	7.5	-	-	120	100
2	Class work	67	55.8	53	44.2	-	-	-	-	-	-	120	100
3	Classroom participation	59	49.2	55	45.8	5	4.2	1	0.8	-	-	120	100
4	Home work	62	51.7	58	48.3	-	-	-	-	-	-	120	100
5	Test	78	65	42	35	-	-	-	-	-	-	120	100
6	Continuous Observation	2	1.7	29	24.2	69	57.5	20	16.7	-	-	120	100
7	Examination	46	38.3	50	41.7	22	18.3	-	-	2	1.7	120	100
8	Portfolios	27	22.5	31	25.8	41	34.2	20	16.7	1	0.8	120	100

As it is shown in table 4.19 above, the great majority of the respondents 93 (77.5%) agreed that practical activities some times used as an assessment technique in kg. The others were 11 (9.2%), 7 (5.8%), and 9 (7.5%) replied that very frequently, frequently, rarely, and not at all respectively.

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According to the respondents 67 (55.8%) and 53 (44.2%) replied that very frequently and frequently respectively Class work as an assessment technique. This indicated that classwork was used in better degree of acceptance. As indicated in table 4.19 above, most of the respondents 59 (49.2%) and 55 (45.8%) revealed that Classroom participation was selected as the most common practically used an assessment technique. A few respondents 5 (4.2%) and 1 (0.8%) depicted that Classroom participation used in a slight way in the Kindergarten education. Regarding homework as assessment technique as revealed in table 4.19 above, the majority of the respondents 62 (51.7%) and 58 (48.3%) replied that Very frequently and frequently similarly and respectively. This showed that Home work was used as a better assessment technique in KG Schools. As depicted in table 4.19 above, the respondents 78 (65%) in a higher magnitude 42 (35%) test is conducted in a high degree as an assessment techniques in the Kindergarten. As we seen in table 4.19 item number six above, the respondents 69 (57.5%) stated that continuous observation some times used as an assessment technique. On the other hand the respondents 2 (1.7%), 29 (24.2%), and 20 (16.7%) answered that Very frequently, frequently, and rarely as an assessment techniques. Small number of the main teachers, 2 (1.7%), replied that Continuous Observation as an out of use point. As it is shown in table 4.19 above, the respondents 46 (38.3%), 50 (41.7%), and 22 (18.3%) replied that V/frequently, frequently, and Sometimes respectively examination as an assessment technique. where as 2 (1.7%) respondents said that not used at all. As depicted in table 4.19 above, the respondents 27 (22.5%) Very frequently, 31 (25.8%) frequently, 41 (34.2%) responded that Sometimes in their right order as portfolios used as a commonly assessment technique. In contrast some respondents, 20 (16.7%) and 1 (0.8%) replied that as rarely and Not at all.

Generally, class work, classroom participation, home work, and test are frequently used as an assessment techniques used by Kindergarten teachers. In contrast, practical activities, continuous observation and portfolios are used sometimes by Kindergarten teachers in the Kindergarten Schools. Furthermore, the researcher conducted a direct observation concerning an assessment techniques, Cooperative learning in Kindergartens who found that daily attendance, brainstorming, play based instruction, choral speaks, and test are the commonly used assessment techniques in Kindergarten education. Where as discussion, categorizing, learning by doing, and observation were rarely used an assessment techniques.

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Therefore, based on the evidences attained from the teacher respondents and observations made, it would be possible to conclude that most of Kindergarten schools use the commonly assessment techniques. Where as some assessment techniques used insufficiently.

4.12. Roles of government in Kindergarten Education

Table 4. 21. Support of Wereda, Zone & REB in Kindergarten Education

Rating Scales: Very high (5), High (4), Medium (3), low (2) very low (1).

No	Items/Questions	Rating Scales										Total	
		5		4		3		2		1			
		No	%	No	%	No	%	No	%	No	%	No	%
1	Guiding how to prepare teaching aids from local materials	-	-	-	-	45	37.5	20	16.7	55	45.8	120	100
2	Guiding how to use modern method of teaching	-	-	-	-	-	-	12	10.0	108	90	120	100
3	Giving in-service training of teachers	-	-	-	-	5	4.2	30	25.0	85	70.8	120	100
4	Providing supervision	-	-	-	-	3	2.5	87	72.5	30	25	120	100
5	Setting standards	-	-	-	-	5	4.2	31	25.8	84	70	120	100
6	Monitoring Kg based on the standards	-	-	-	-	8	6.7	50	41.7	62	51.7	120	100
7	Distributing curriculum materials to Kindergarten	-	-	-	-	46	38.3	50	41.7	24	20	120	100
Total												120	100

Table 4.12 depicted that 45, (37.5%) of the teacher respondents the regional government experts guided Kindergarten teachers to prepare teaching aids from local materials, meduimly. In contrast respondents 20 (16.7%) and 55 (45.8%) responded that low and very low. This shown that there was a weak support from the Regional bureau of education. As it is shown in the second item table 4.20 above, the great majority of respondents 108 (90%) agreed that the Support of Wereda, Zone & RBE in Kindergarten Education was very low. Where as few number of respondents 12 (10%) stated that similarly low. Concernig giving in-service training of teachers by regional government in table 4.20 in item 2 above, the majority of respondents 85 (70.8%) noted that the support of in-service training of teachers by regional government was very low. The remaining 5 (4.2%) and 30 (25%) replied that medium and low respectively.

As indicated in the fourth item table 4.20 above, respondents 87 (72.5%) confirmed that supervisional support from regional government is low. where as remaining 3 (2.5%) and 30

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(2.5%) of the respondents replied that Supervision follow up and support by regional government was medium and very low respectively. As it is shown in the fifth item table 4.20 above, the great majority of teacher respondents 84 (70%) replied that setting standards by the regional educational bureau was very low. Whereas the remaining 5 (4.2%) and 31 (25.8%) of the main teacher respondents noted that support by regional government was medium and low.

As indicated in the sixth item table 4.20 above, most of the respondents 62 (51.7%) revealed that very low, that is Regional government hadn't contribute to the Kindergarten. The remaining respondents 8 (6.7%) and 50 (41.7%) showed that medium and low respectively. This noted that there was no support of Monitoring Kindergarten based on the standards. As it is shown in item table 4.20 above, most of the 46 (38.3%), 50 (41.72%), and 24 (20%) revealed that as medium, low, and very low for the listed points respectively. Generally, although there is a great effort, care, and support from Kindergarten teachers, and Kindergarten coordinators, the Kifle ketema education office experts, Zone, and the RBE contribution to the Kindergarten education was totally insignificant. Consequently, from the Kindergarten coordinators interview, there was no support and follow up to the kg education in terms of delivering orientations, a guiding teaching methods, In offering in service trainings, providing supervision, setting Standards, and distributing Kindergarten materials from the educational experts except asking for students Statistics while they are reporting and there is no special follow up to the program. Moreover, an observation was made by the researcher concerning the support of Wereda, Zone & RBE in Kindergarten education, found non-existent. Therefore, based on the main teacher's responses, interview of Kg coordinators, and observations made, it would be possible to summarize that the support of Wereda, Zone and RBE in Kindergarten Education was non-existent.

4.12.1. Expansion of Kindergartens by Regional government

Table 4. 22. The Expansion of Kindergarten by Regional government

Alternatives	Expansion of Kindergartens by Regional government	Respondants in	
		No	%
A	Very good	24	20
B	Good	42	35
C	Poor	31	25.8
D	very poor	10	8.3
E	No change at all	13	10.8
	Total	120	100

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As shown in table 4.21 alternative A in above, the main teachers, 24 (20%), 42 (35%), 31 (25.8%), 10 (8.3%), and 13 (10.8%) for the alternatives very good, good, poor, very poor and no change at all respectively. This shows that there is both two extrem points good and bad for the expansion of Kindergartens by Rgional gov't. In addition to this, an interview made for the regional educational bureau to expand Kindergarten education program by allocating regular budget noted that they did not allotting any budget ,but they deliver legal permission to open new Kindergarten Schools for privately owned kindergartens.

Hence, Merging the responses of main teachers and the interview of RBE the data obtained, it would be possible to conclude the RBE government hadn't allocate any budget but simply delivering permissions to be opened new Kindergarten Schools.

4.13. Management of Kindergarten Education

Table 4. 23. Support of Management to Kindergarten Schools

Scales: Strongly agree (5), agree (4), undecided (3), disagree (2), strongly disagree (1)

No	Presentation of Variables	Rating Scales										Total	
		5		4		3		2		1			
		No	%	No	%	No	%	No	%	No	%	No	%
1	Protects children's right	34	28.3	83	69.2	3	2.5	-	-	-	-	120	100
2	Prepare strategic plan	28	23.3	74	61.7	18	15.0	-	-	-	-	120	100
3	Follow up implementation	62	51.7	32	26.7	26	21.7	-	-	-	-	120	100
4	Role Model	23	19.2	40	33.3	66	55.0	-	-	-	-	120	100
5	Creates good relationship	37	30.8	63	52.5	20	16.7	-	-	-	-	120	100
6	Works towards dev't	82	68.3	30	25.0	8	6.7	-	-	-	-	120	100

According to table 4.22 in the above, the main teachers 34 (28.3%) and 83 (69.2%), confirmed that strongly agree and agree for the concept of Protects children's right. This noted that there was high Support of Management to Kindergarten Schools. Some number of respondents 3 (2.5%) revealed that undecided. As shown in table 4.22 in the above, majority of the respondents 28 (23.3%) and 74 (61.7%) replied that there was a great support of management to Kindergarten Schools. Where as some number of respondents 18 (15%) responded that a least of support from the Management to Kindergarten Schools in preparing strategic plan.

Regarding Follow up implementation by the Management of Kg Schools, 62 (51.7%) and 32 (26.7) of the respondents replied that strongly agree & agree respectively. On the other hand some number of respondents 26 (21.7%) noted that there was no support from the management

to Kindergarten Schools. This shows majority of the Kindergarten management staffs support Kindergarten education by conducting proper Follow up implementation. As depicted in table 4.22 in the above, the majority of the respondents 66 (55%) replied that it was undecided to say Role modeling of Kindergarten managements. where as 23 (19.2%) and 40 (33.3%) revealed that strongly agree & agree respectively. This shows the role modality Kindergarten management was in two crucial points. As we seen in item five in table 4.22 above, the respondents 37 (30.8%) and 63 (52.5%) indicated that strongly agree & agree respectively. The remaining respondents 20 (6.7%) revealed that undecided. This determined that Kindergarten managements were Created good relationship as much as possible. Concerning Works towards development as we seen in table 4.22 above, the great majority of the respondents 82 (68.3%) replied that strongly agree and agree respectively. The remaining few respondents 8 (6.7%) noted that undecided. This Showed that management of Kindergarten Schools play a great contribution towards development.

To support this notion, the kindergarten school management committee should be in charge of planning and managing human and financial resources, putting education policies into practice, creating definite kindergarten education facilities are delivered correctly, and approaching up with self-improvement strategies. (Education Bureau, 2020 ,pg 10).

In a general speaking, the management of Kindergarten Schools plays a great role in supporting the human resource of the Kindergarten School for achieving the children's learning briefly. Furthermore, the results of interview, obtained from Kindergarten Coordinators forwards that child right documents are accessible in our Kindergarten Schools, prepared it as manuals which have been taken from different guidelines.

Therefore, integrating the responses of main teachers and the interview of Kindergarten Coordinators the data obtained, it would be possible to conclude that Management of Kindergarten education strongly supporting Kindergarten Schools effectively.

4.14. Issues Related to Health, Nutrition, Personal and Routine

Table 4. 24. Care Practices in Kindergarten Schools

Scales: Strongly agree(5), agree (4), undecided (3), disagree (2),strongly disagree(1)

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No	The Practices /Presentation Variables	Rating(Response)										Total	
		5		4		3		2		1		No	%
		No	%	No	%	No	%	No	%	No	%		
1	Health workers give regular check up to the Children health	4	3.3	116	96.7	-	-	-	-	-	-	120	100
2	First aid kits available to be used by teachers	50	41.7	70	58.3	-	-	-	-	-	-	120	100
3	A well prepared first aid room/ standardized	63	52.5	56	46.7	1	0.8	-	-	-	-	120	100
4	Health centers are available around the school	19	15.8	55	45.8	46	38.3	-	-	-	-	120	100
5	Free from transmittable diseases	2	1.7	40	33.3	76	63.3	2	1.7	-	-	120	100
6	Supervision provided during free play to protect children's health and safety	80	66.7	27	22.5	13	10.8	-	-	-	-	120	100
7	Parents pack nutritious meals	120	100	-	-	-	-	-	-	-	-	120	100
8	There is a feeding room/area with a good hygienic	8	6.7	98	81.7	12	10	2	1.7	-	-	120	100
9	Clean and adequate dining rooms	16	13.3	76	63.3	28	23.3	-	-	-	-	120	100
10	Growth monitoring charts is available for teachers to use it	22	18.3	47	39.2	49	40.8	2	1.7	-	-	120	100
11	Care given to children's appearance	105	87.5	15	12.5	-	-	-	-	-	-	120	100
12	Neatness & adequacy of Latrine & Hand wash tapes	51	42.5	69	57.5	-	-	-	-	-	-	120	100
13	Clean drinking water supply	48	40	72	60	-	-	-	-	-	-	120	100
14	Children rest rooms with adequate and clean sleeping Materials	30	25	74	61.7	16	13.3	-	-	-	-	120	100
15	Adequate sanitary materials such as Soft papers and Child sized soaps are present	38	31.7	82	68.3	-	-	-	-	-	-	120	100
16	Children encouraged to eat independently	120	100	-	-	-	-	-	-	-	-	120	100
17	Sufficient furniture for routine care, play, and learning	41	34.2	49	40.8	30	25	-	-	-	-	120	100
18	Children generally follow safety rules.	35	29.2	76	63.3	9	7.5	-	-	-	-	120	100
19	Children helped to relax during nap/rest	34	28.3	54	45	30	25	2	1.7	-	-	120	100
20	Nap/rest space is conducive to resting	34	28.3	63	52.5	23	19.2	-	-	-	-	120	100
21	Childsized toilets and low sinks provided.	59	49.2	53	44.2	8	6.7	-	-	-	-	120	100
22	There are hand washing facilities with soap next to the toilets	57	47.5	63	52.5	-	-	-	-	-	-	120	100

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As it is shown in table 15, item 1 above, the great majority of the respondents 116 (96.7%) replied that agree which revealed health workers give regular check up to the Children health Situations. This shows that the responsibility of Kindergarten care givers usually follows at a right condition in the Kindergarten Schools. The remaining 4 (3.3%) noted that to some extent Health workers give check up their children's health. In addition to this, the researcher has been conducted a direct observation deeply who found that health workers give regular check up to the children.

Therefore, based on the responses of main teacher respondents and observations made, it is possible to integrate that health workers give regular check up to the children health situations. However, some Kindergarten Schools have not Care givers and there was imbalance among health workers and the number of children's.

As indicated in table 4.15 item 2 above, the main teachers 50 (41.7%) and 70 (58.3%) illustrates that strongly agree and agree respectively. It displayed that generally the first aid kits available to be used by teachers in the Kindergarten Schools briefly. More over, the results obtained from the direct observation, first aid kits are available at each Kindergarten School and teachers and the School community used those Kits.

Accordingly, based on the responses of main teacher respondents and observations made, it is possible to merge that first aid kits available to be used by teachers at Kindergarten Schools. In contrast, it lacks an organization and Some times looks like as a fake representation.

As it depicted in table 4.15 item 3 above, of the main teachers 63 (52.5%) and 56 (46.7%) determined that strongly agree and agree respectively. This showed that there is a well prepared first aid room in the Kindergarten Schools to serve children's. On the other hand, few numbers of the respondents 1(0.8%) noted that Kindergarten Schools may not have standardized class rooms. Besides. almost all the Kindergarten Schools, have first aid room though it lacks standardization.

In summary, based on the responses of main teacher respondents and observations made, it is possible to wrap up that though there was first aid room. However, it lacked quality of standard. Table 4.15 depicted that 19 (15.8%) of the teacher respondents said that some number of Kindergarten Schools have health workers around them. Other respondents 55 (45.8%) confirmed that, there are health centers around the Kindergarten Schools. In contrast, the main teachers 46

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(38.3%) revealed that they had not an awareness regarding the availability of health centers around the Kindergarten Schools.

Table 4.15 depicted that 2 (1.7%) and 40 (33.3%) of the teacher respondents said that strongly agree and agree respectively. This showed that many respondents described that there are no transmittable diseases in the Kindergarten Schools. On the other hand 76 (63.3%) of the teacher respondents, replied that they were not certain either Kindergarten Schools are free from transmittable diseases or not. On the other, 2 (1.7%) of the teacher respondents revealed that there are transmittable diseases in the Kindergarten Schools.

As indicated in the sixth item table 4.23 above, the great majority of respondents 80 (66.7%) confirmed that there is high degree to protect children's health and safety. Similarly, some number of respondents 27 (22.5%) emphasized that moderately follow up protect children's health and safety. The remaining 13 (10.8%) of the main teachers illustrates that they had not an understanding relating to the children's health and safety. As a result, supervision provided during free play to protect children's health and safety (this point always given a great care by the School community).

As indicated in the 7th item in table 4.23 above, the great majority of respondents 120 (100%) confirmed that 100% of Parents pack nutritious meals for their children. Moreover, the researcher assessed that all parents pack meals for their children at Kindergarten Schools.

As indicated in the 8th item in table 4.23 above, the great majority of the respondents 98 (81.7%) responded that there is feeding room with a good hygienic and clean environment in the Kindergarten Schools. The remaining 8 (6.7%), 12 (10%), and 2 (1.7%) of the respondents replied that strongly agree, undecided, and disagree respectively. Therefore, There is a feeding room, with a good hygienic and clean environment only in the experienced Kindergarten Schools.

As it is shown in the 9th item in table 4.23 above, the respondents 16 (13.3%) and 76 (63.3%), 28 (23.3%) responded that strongly agree, agree, and undecided respectively. This showed that there is a clean and adequate dining room moderately in the Kindergarten Schools.

As we seen in the 10th item in table 4.23 above, the respondents 22 (18.3%) replied that growth monitoring charts is available for teachers to use it simply. It is also true that 47 (39.2%) of the respondents revealed that the presence of the growth monitoring charts. On the other hand 49

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(40.8%) and 2 (1.7%) noted that undecided and disagree respectively. So; it implied that there is no growth monitoring charts to use it by teachers.

As indicated in the 11th item in table 4.23 above, the main teachers, 105 (87.5%) and 15 (12.5%) replied that there is a high delivery to Care for children's appearance.

As it is shown in the 12th and 13 items in table 4.23 above, the respondents 51 (42.5%) and 69 (57.5%) and 48 (40%) and 72 (60%) of the respondents replied that strongly agree and agree for both items respectively. Together, it is possible to describe that neatness and adequacy of latrine and hand wash tapes, and clean drinking water supply are found almost of at hand.

As it is shown in the 14 item in table 4.23 of above, the main teacher respondents 30 (25%) and 74 (61.7%) confirmed that they strongly agree and agree relating to children rest rooms with adequate and clean sleeping materials at the Kindergarten Schools. Whereas the rest 16 (13.3%) responded that they did not have a knowhow about children rest rooms with adequate and clean sleeping materials. In addition to this, Kindergarten Schools have clean drinking water supply for their children.

As it is depicted in the item 15 in table 4.23 above, the main teacher respondents 38 (31.7%) ,and 82 (68.3%) responded that an Adequate sanitary materials in the Kindergarten Schools. This suggestion displays that as much as possible the availability of sanitary materials. Besides, , the great Kindergarten Schools have Children rest rooms with adequate and clean sleeping Materials, but in the beginner Schools, it is not comfortable.

As indicated in the item 16 in table 4.23 above, the respondents 120 (100%) confirmed that children encouraged eating independently. This phrase emphasized that children's skill development gradually. consequently, Kindergarten children were encouraged to eat independently.

As we seen in the 17 and 18 items in table 4.23 above, 41 (34.2%), 49 (40.8%), and 30 (25%) for Sufficient furniture for routine care, play, and learning and 35 (29.2%), 76 (63.3%), 9 (7.5%) for Children generally follow safety rules. of the respondents replied that strongly agree, agree, and undecided respectively for both items. In brief, this described that the existence of Sufficient furniture and follow safety rules. In contrast, the response of the other respondents illustrated that respondents hadn't a know how about the point briefly. In addition, As much as possible, sufficient furniture for routine care, play, and learning are available at the Kindergarten Schools.

Furthermore, children generally follow safety rules during using the services; however, there are

problems with the high number of the children.

Table 4.15 revealed that 34 (28.3%) and 54 (45%) of the teacher respondents noted that strongly agree and agree respectively. In this statement, it is understood that children helped to relax during nap at Kindergartens. The remaining 30 (25%) and 2 (1.7 %) responded that supports were not given to children to relax during nap.

As it is shown in table 4.15 item 20 above, the great majority of the respondents 34 (28.3%) and 63 (52.5%) and replied that strongly agree and agree respectively. This Suggestion implied that rest space is conducive to resting for children as an averagely understood. The rest of the respondents 23 (19.2%) said that an inadequacy of nap space for resting resting children.

As indicated in table 4.15 item 21 above, of the main teachers 59 (49.2%) and 53 (44.2%) illustrated that strongly agree and agree respectively. This showed that conduciveness of Child sized toilets and low sinks are presenting at the Kg Schools. Where as the remaining, 8 (6.7%) of the teacher respondents responded that they did not believe the existence of child-sized toilets and low sinks. Besides, In School, child-sized toilets and low sinks provided are available moderately.

As it is shown in table 4.15 item 22 above, the great majority of the main teachers 57 (47.5 %) and 63 (52.5%) replied that strongly agree and agree respectively. It was understood that the sufficiency of hand washing facilities at Kindergarten Shools. As a result, there are sufficient for hand washing facilities with soap next to the toilets with continuous follow up the caregivers.

However, although there is a great effort, care, support, and follow up from most of the Kindergarten Schools ,teachers ,caregivers , Kindergarten coordinators ,assistant teachers and other Kindergarten community School, still there are different gaps in the Kindergarten Schools, such as all Kindergarten Schools have no health workers, most of the Kindergarten Schools have not standardized first aid room, they do not have health centers around the schools, with high number Kindergarten Children because of the Kindergarten Schools are comprises of Junior and preparatory Schools, it is impossible to say free from transmittable diseases. Almost half of the Kindergarten Schools have not feeding room, they use in front of the class rooms. It also true that growth monitoring charts is inavailable for teachers to use it at Kindergarten Schools and children may not helped to relax during nap/rest care givers enforce childrens to sleep. There is no enough nap/rest space to resting with number of children's.

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Generally, Kindergarten Schools are playing a great role concerning health, nutrition, personal care and routine practices to satisfy their children’s learning, though there are a variety of gaps which need further improvements. Moreover, the data obtained from document review showed that there are Caregivers in the Kindergarten Schools; however, the ECCE caregivers are not holder’s of health and Nutrition assistant certificate.

In addition to this, the data obtained from document analysis regarding the availability of Key Kindergarten human resources indicated that there are Kindergarten coordinators, Kindergarten administrators, Vice principals, Kindergarten School main teachers, Kindergarten School assisstent Teachers, Caregivers,and PTSA almost in all Kindergarten Schools.However, there were no ECCE Coordinators as a Kindergarten School and Regional government.

4.15. The Core Challenges in improving Quality of Kindergarten Education

Table 4. 25. Concerns facing with the application of Kindergarten program

Scales: Strongly agree (5), agree (4), undecided (3), disagree (2), strongly disagree (1)

N o	Presentation of Variables	Rating Scales										Total	
		5		4		3		2		1			
		No	%	No	%	No	%	No	%	No	%	No	%
1	Setting fair Schooling fee which is inspire to the Community	11	9.2	3	2.5	43	35.8	24	20	39	32.5	120	100
2	There are Adequate instructional materials	34	28.3	61	50.8	16	13.3	9	7.5	-	-	120	100
3	There are Adequate teaching aids	22	18.3	78	65	16	13.3	4	3.3	-	-	120	100
4	There are balanced class size children’s in the Classroom	14	11.7	32	26.7	32	26.7	19	15.8	8	6.7	120	100
5	There is adequate space of classroom	46	38.3	48	40	12	10	2	1.7	12	10	120	100
6	There is adequate space of outdoor play ground	9	7.5	17	14.2	47	39.2	6	5	41	34.2	120	100
7	There is adequate indoor equipment and materials	35	29.2	49	40.8	24	20	2	1.7	10	8.3	120	100
8	There is adequate outdoor equipment and materials	22	18.3	32	26.7	39	32.5	25	20.8	2	1.7	120	100
9	There is an inspiration of donors	-	-	2	1.7	9	7.5	21	17.5	88	73.3	120	100
10	There is a delivery of Short training	15	12.5	15	12.5	23	19.2	24	20	43	35.8	120	100

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As revealed in table 4.23 above, majority of the respondents, 43 (35.8%), 24 (20%) and 39 (32.5%) replied that undecided, disagree and, strongly disagree respectively. In contrast 11 (9.2%) and 3 (2.5%) noted that strongly agree & agree respectively. This indicated that there was no fair Schooling fee in the Kindergarten Schools. As indicated in table 4.23 above, the main teachers 34 (28.3%) and 61 (50.8%) responded that strongly agree & agree respectively. The remaining respondents, 16 (13.3%) and 9 (7.5%) said that undecided and disagree sequentially. This is to mean that adequate instructional materials were fairly presented. According to table in the above, the respondents 22 (18.3%) and 78 (65%) replied that there are Sufficient teaching aids in the kg Schools. Some number of respondents 16 (13.3%) and 4 (3.3%) Confirmed that undecided and disagree. As shown in table 4.23 above, the main teachers 14 (11.7%) and 32 (26.7%) indicated that strongly agree & agree respectively. In contrast 32 (26.7%), 19 (15.8%) and 8 (6.7%) undecided, disagree and, strongly disagree respectively. In one direction as there was balanced class size and on the other hand, there was no balanced ratio class size children's.

Concerning an adequate space of classroom, in table 4.23 above, most of the respondents 46 (38.3%) and 48 (48%) noted that strongly agree & agree respectively. on the other hand 12 (10%), 2 (1.7%) and 12 (10%) responded as undecided, disagree, and strongly disagree respectively. This noted that averagicaly there was an adequate space of classroom in the kindergarten Schools.

Regarding an adequate space of outdoor play ground in tabe 4.23, the respondents 47 (39.2%) as undecided and 41 (34.2%) replied as strongly disagree respectively. Some number of respondents 9 (7.5%) as strongly agree, 17 (14.2%) as agree and 6 (5%) as disagree respectively. It was possible to say an inadequate space of outdoor play ground was existed. As depicted in item seven in table 4.23 above, the respondents 35 (29.2%) and 49 (40.8%) replied that strongly agree & agree respectively. The remaining respondents 24 (20%), 2 (1.7%) and 10 (8.3%) confirmed that undecided, disagree and, strongly disagree respectively. This indicated that most of the main teachers agreed there were adequate both indoor materials in the kindergarten Schools. As indicated in an item seven in table 4.23 above, the main teachers 22 (18.3%) and 32 (26.7%) replied that strongly agree & agree respectively. In contrast 39 (32.5%), 25 (20.8%) and 2 (1.7%) replied that undecided, disagree and, strongly disagree respectively. This noted that

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greater than 50% of the respondents' eyewitnessed there was inadequate outdoor equipment and materials in the Kindergarten Schools.

Concerning an inspiration of donors in table 4.23 above, the great majority of the respondents 88 (73.3%) replied that strongly disagree. Where as the rest of the respondents stated that 2 (1.7%), as agree, 9 (7.5%) as undecided and 21 (17.5%) as disagree. This noted that no support of external bodies to the Kidergarten education briefly.

As it is shown in table 4.23 above, the main teachers 15 (12.5%) said as both srongly agree and agree similarly. On the other hand, the rest 23 (19%) as undecided, 24 (20%) and 43 (35.8%) as strongly disagreed. This indicates that almost half of the respondents pointed out that there was no delivery of Short trainings. In contrary the rest respondennts shown that similarly responded.

In summary, eventhough there are great efforts, care, and follow up in the Kindergarten Schools, Nevertheless, there is setting unfair Schooling fee, lack of support from donors, inadequate space of outdoor play ground, there is no delivery of short training by government in the Kg Schools.

In addition to this, the results of interview obtained from Kindergarten Cooodinators, emphasises that the there are various factors that delayed the quality of early childhood care and education at Kindergarten Schools. Those are lack of trainings, professional insatisfaction, teachers drop out, Current psychological wel-being of Children's, Lack of support from wereda experts and the Regional bureau of education, Lack of ECCE curricular materials (ECCE policy, Curriculum Guide, Syllabus, students Textbook, Kindegarten standards and teacher's guide etc) are inavailable in the Kindergarten Schools. problems of exprienced methods of teaching Specifically for Kindergarten children ,most of the teachers pass their method of teaching on play,lack of supervision and follow up from wereda office experts and infulfillment of Health, Nutrition, personal care and Routine Practices of Kindergarten Schools.

Furthermore, the results of interview obtained from wereda education experts, Zone, and Regional education bureau also illustrates that they did not contribute different supports for the concerned Kindergarten education.

Therefore, in summary the responses of main teachers, the interview of Kindergarten Coordinators, and Wereda education experts, Zone, and Regional education bureau the data obtained, it would be possible to conclude that there are core challeges that hinder the quality of early child hood care and education in the privately owned kindergarten schools.

CHAPTER FIVE

The MAJOR FINDINGS, CONCLUSIONS, AND RECOMMENDATIONS

This chapter includes the major findings, conclusions, recommendations and drawbacks of study. It begins with the description of the study and goes to summarize the findings of the study followed by conclusions finally, recommendations are forwarded.

5.1. Summary of Major Findings of the Study

The core findings of the Study are summarized as follows:

The objective of the study was to assess the quality of early childhood care and education: the case of selected privately owned Kindergarten schools in Mekelle City/at Mekelle Zone. So as to meet this objective the study was guided by the following three basic research leading questions:

1. What is the status of quality teaching and learning practices of private Kindergarten in the study area in relation to the Kindertagens Strategic operational plan and guidelines?

2. What are the quality care practices of early child hood care and education in relation to the Kindergarten Strategic operational plan and guidelines?

3. What are the quality challenges of early child hood care and education in privately owned kindergarten schools in the study area? To address these research Questions, a descriptive survey method was engaged as an appropriate methodology and mixed methods design (Qualitative as a major and Quantitative as supplementary method) was employed. To effect this, in Mekelle zone, there are a total of 160 privately owned kindergarten Schools in the 7 wereda's of Mekelle Zone in Tigray. Out of the 7 wereda's, 4 wereda's that is K/ketema Adi-haqki, K/ketema Hawelti ,K/Ketema Hadinet and K/Semen (about 57.2%), were selected for the purpose of this study which consists of 160 kindergarten Schools. Out of the 160 kindergarten Schools 50 were considered for this research and the Study was required a probability sampling, Simple random sampling technique was Carried out through using lottery method to Select wereda's, and from probability sampling, using systematic sampling for kindergarten Schools, Kindergarten 3 classes and kindergarten Main teachers were selected. In addition to this, from Non-probability sampling, Purposive sampling technique was used to select kindergarten Coordinators (50), Kindergarten

PTSA (100), One Regional (1), One Zonal (1) and 4 Wereda level Education Office experts was selected on purposively basis to secure relevant information for interview. Furthermore, in each

kindergarten Schools sample, classrooms (100) were selected randomly at Kindergarten three in order to collect information about the teaching-learning process in the classroom. Moreover the researcher was observed the indoor and outdoor physical environment of the Kindergarten Schools. Multiple System of data collection instruments that was questionnaire, interview, observation checklists and document analysis were used to attain information for the study. To obtain the Sample Size techniques the researcher used the proportional systematic sampling technique was administered. The quantitative data gathered through close-ended questionnaires were presented in tables for each content, and analyzed using percentage and expressive statements. The qualitative data attained from through interview, observation checklists, document analysis, and open ended questions were used as complementary and explain the quantitative data when ever significant by wrapping up the results of observations ,and the suggestions of the main respondents and even by direct quotations of their voices. According to, the analysis prepared on the data gathered, the following major findings have been acknowledged.

The study discovered that:

Regarding General Characteristics of the Respondents (Background of respondents): It indicated that the Name of the Kindergarten, Sex, and Status as Kindergarten teacher, academic qualifications, Work experience, and weekly load.

1. Regarding the status of quality teaching and learning practices (Objective1)

Concerning Target children practices in kindergarten

60.8%) revealed as Medium enrolment of children from poor family delivered. However, support for children with special need was very low.

Concerning the main objectives of Kindergarten curriculum

70.83% of the respondents replied that the major objective of the Kindergarten education is cognitive development and followed by Children social and motor skills development. However, there is lack of awareness for Children emotional development.

Concerning the significance of Kindergarten education for children development

58.3% and 38.3% of the respondents confirmed that Significance of the Kindergarten education for all further development is very high.

Concerning the Presence of Kindergarten curriculum materials

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materials such as Curriculum Guide, Kindergarten education manuals, Manual published by the School, Nonetheless, early childhood care and education policy, Syllabus, Textbook, Teachers guide, kindergarten guidelines/standards, and guidelines for educating children with special needs are unavailable.

Concerning the preparation instructional materials

50% of the respondents noted that, there was preparation of instructional materials in the Kindergarten. However, the researcher understood practically there was discouraged instructional materials preparation by main teachers from locally available Materials and Natural materials (sticks, levels, rocks, sands) in the Kindergartens.

Concerning Scheduling and structure of Kindergarten activities

The respondents 45.8% & 50.8% confirmed that there were a great preparation of daily schedule of activities and display in the classroom by the main teachers. In Contrast, some Kindergarten schools were insufficient.

Concerning Learning Environment of Kindergarten, Adequacy of indoor and outdoor Equipments and Materials and their Organizations

49.2% of the respondents stated that inappropriate site of Kindergarten exists in the Kindergarten education. The great majority of the main teacher respondents 69.2% and 30% agreed that there are Kindergarten buildings fulfill the main requirement for the Kindergarten education. 65% and 30.8% the respondents agreed that as there was conduciveness of class rooms for the teaching and learning process in the Kindergartens. 58.3% of the respondents indicated that agree for the presence of adequate indoor equipments at school. The majority of the respondents 46.7% replied that there were insufficient outdoor equipments at the schools. 47.5% and 35% of the replied showed that proper organization of equipments and materials were presented in the kindergarten schools.

Concerning Methods of Teaching and Learning in the Kindergarten

About 90% replied that both Tigrigna and English serve as a Medium of Instruction to teach children at the Kg Schools. Moreover, 80.8% and 16.7% of the respondents replied that brainstorming was conducting repeatedly as a Method of teaching in the Kindergarten Schools. The great majority of the respondents 83 (69.2%) and 32 (26.7%) replied that kg main teachers usually uses Role playing as a teaching method. Besides, 35% and 51.7% the respondents confirmed that play based instruction using regularly as a means of of teaching Method. The

great majority of the respondents 92 (76.7%) replied that choral speaking commonly used as a means of teaching method. 75 (62.5%) replied that kindergarten teachers use learning by doing seldomly. Generally, brainstorming, play based instruction, Choral speaking, and Role playing was the commonly used methods of teaching and play based instruction, cooperative learning, categorizing, and explanation medium or sometimes used methods whereas discussion and field trips were rarely used methods of teaching at the Kindergarten schools.

Concerning Training and Adequacy of Kindergarten Teachers

Kindergarten teachers have trained kindergarten teaching in a right degree of situation and the duration of the training was very high. Moreover, Kindergarten teachers trained specially by their mother tongue language. Eventhough, Kindergarten teachers trained Kindergarten teaching curiously, still from regional government has not gotten any capacity building and they need further professional development.

Concerning Parents' involvement in the Kindergarten education

Around 52.5% and 32.5% the respondents showed that there was a fair parent participation in the Kindergarten to improve children's performance and the presence of respectful partnership among teachers and parents to assist to children's learning.

Concerning Most Commonly Used Means of Communications

The main teachers 44.2% revealed that they use Telephone calls as a means of communication with parents. Whereas the other means of communication used in averagely.

Concerning Kindergarten record keeping and reports

The majority of respondents 35.8% and 34.2% indicated that admission record and anecdotal record keeping systems were the most commonly used in the Kindergarten schools.

Concerning assessment techniques in Kindergarten education

Generally, Class work, Classroom participation, Home work, and Test are frequently used as an assessment techniques used by Kindergarten teachers. In contrast, practical activities, continuous observation and portfolios are used sometimes by Kg teachers in the Kindergarten Schools.

Concerning roles of government in Kindergarten education

Generally, although there is a great effort, care, and support from Kindergarten Teachers, and Kindergarten Coordinators, the Kifle ketema education office experts, Zone, and the RBE contribution to the Kindergarten education was totally insignificant.

Concerning Management of Kindergarten Education

In a general speaking, the management of Kindergarten Schools plays a great role in supporting the human resource of the Kindergarten School for achieving the children's learning briefly.

2. Regarding the Quality care practices (Health, Nutrition, Personal care and Routine) of ECCE (Objective two)

However, although there is a great effort, care, support, and follow up from most of the Kindergarten Schools ,teachers ,caregivers , Kindergarten Coordinators ,assistant teachers and other Kindergarten community School, still there are different gaps in the Kindergarten Schools, such as all Kindergarten Schools have no health workers, most of the Kindergarten Schools have not standardized first aid room, they do not have Health centers around the schools, with high number Kindergarten children because of the Kindergarten Schools are comprises of Junior and preparatory Schools, it is impossible to say free from transmittable diseases. Almost half of the Kindergarten Schools have not feeding room; they use in front of the class rooms. It is also true that growth monitoring charts is unavailable for teachers to use it at Kindergarten Schools and children may not helped to relax during nap/rest care givers enforce children's to sleep. There is no enough Nap/rest space to resting with number of children's. Generally, Kindergarten Schools are playing a great role concerning health, nutrition, personal care and routine practices to satisfy their children's learning, though there are a variety of gaps which need further improvements.

3. Regarding the Core quality challenges of ECCE (Objective three)

Core Challenges in improving Quality of Kindergarten Education

In summary, even though there are great efforts, care, and follow up in the Kindergarten Schools, Nevertheless, there is setting unfair Schooling fee, lack of support from donors, inadequate space of outdoor play ground, there is no delivery of Short training by government in the Kindergartens.

In addition to this, the results of interview obtained from Kindergarten Coordinators, emphasise that the there are various factors that delayed the quality of early childhood care and education at Kindergarten Schools. Those are lack of trainings, professional dissatisfaction, teachers drop out, current psychological well-being of children's, Lack of support from wereda experts and the Regional bureau of education, lack of ECCE curricular materials (ECCE policy, Curriculum guide, Syllabus, Students Textbook, Kindegarten standards and teacher's guide etc) are

unavailable in the Kindergarten Schools, problems of experienced methods of teaching Specifically for Kindergarten children ,most of the teachers pass their method of teaching on play, lack of supervision and follow up from wereda office experts and infulfillment of Health, Nutrition, personal care and Routine Practices of Kindergarten Schools.

5.2. Conclusions

Based on the major findings Shown above the following conclusions were drawn:

1. Concerning the status of quality teaching and learning practices of private Kindergartens there are great efforts done by the Kindergarten Schools to bring the quality of teaching and learning practices, Nonetheless, the data analysis shown that the status of quality teaching and learning practices of private Kindergartens had faced hinderances/challenges. There is lack of awareness for Children emotional development; only focusing in some methods of teaching and learning process; Classroom organization, assessment techniques, and instructional resources. most of the time main teachers use ergonomics materials rather than from locally prepared and natural teaching aids, teachers give more time to musical dancing, not focusing on the three educational domains in their lesson plans; Significant outdoor and indoor equipment and materials which can be for classroom instruction and out door play were either inadequate or not available specially in the beginner Kindergarten. From observation, Most of Kindergarten School centers lack an adequate outdoor play space for free movement of children. Kindergarten main teachers should give strong emphasis to all rounds of child centered teaching and learning activitis. Moreover, there is no strong support for children with special need. Kindergarten teachers' have not gotten any capacity building still from regional government. An unavailability of ECCE materials, and The Weeda education office experts, Zone, and the RBE contribution to the Kindergarten education was totally insignificant.

2. Regarding the health, nutrition, personal care and routine, the current Kindergarten education care practices, is below national strategic operational plan and guidelines set for quality of ECCE. Such as the unavailability of separate a feeding room with a good hygienic and clean environment and some use in front of the class rooms, Almost of all Kindergarten Schools have no health workers, most of the Kindergarten Schools have not standardized and the adequacy of first aid room, There is no enough and conduciveness of Nap/rest space to resting with number of children's and Some of the care givers enforce children's to sleep. Clean drinking water

supply, and adequacy of Latrine and Hand wash tapes, number of child sized toilets and sufficient hand washing facilities with soap were call for to be Inadequate.

3. Concerning the quality challenges of early child hood care and education the presentKgs, even though, there are efforts at the Kindergartens, an early childhood care and education related official documents; the great majority of the Kindergarten Schools had no ECCE materials such as ECCE policy, Curriculum Guide, Syllabus, students Textbook, and teacher's guide to refer it. There is no delivery of Short training by the regunal government. Inadequate space of outdoor play ground and Unfair Schooling fee in almost all Kindergartens. In addition to this, there is no supervision and follow up from the MoE, RBE, Zone, and WEOs experts to the privately owned Kindergartens, and problem of current psychological well-being of children's.

4. The researcher precisely observed that a few number of Kindergarten Children's with special need and there was no support for special need children and no professional teachers. In general, programme of inclusive education is neglected at the kindergartens.

5.3. Recommendations

In order to solve the Hindrances the Kindergarten Schools challenged, and to improve their performance the following recommendations have been forwarded according to the findings of the study.

1. It is an advisable Kindergartens to employ on the over all foundational developments of the children learning activities regarding Social, cognitive, mental, physical, emotional and educational to acquire basic skills and capacities from the ground.

2. It is worthwhile to employ Kindergartens significant and diversified teaching-learning methods such abrainstorming, choral speaking (example, singing a song), Role playing (example: riddles), Play based instruction, discussion, categorizing, cooperative learning, learning by doing, explanation and near field Trips methods successfully to apply an ECCE children's learning activities so as to acquire the basic skills, attitudes and capacities in order to approve the status of quality teaching and learning process.

3. It is an advisable to Kindergarten to improve learning environment of Kindergarten, adequacy of age appropriate and equipped indoor and outdoor Equipments and Materials and their Organizations, and preparation and effective utilization of locally produced teaching aids, empowering parents in their children's learning to facilitate the Children's need properly.

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4. The degree of health, nutrition, personal care and routine care practices should improve, standardized, and give priority at the Kindergarten Schools so as to exist a stable and conducive learning environment.
5. The Regional government specially the MoE, RBE, Zone, WEOs bodies should supply the ECCE policy, Curriculum Guide, Syllabus, standards, students Textbook, and teacher's guide to Kindergartens and refreshment trainings should deliver to Kindergarten Community to understand efficiently.
6. In regard to children's with special needs the support should strengthened by creating a conducive environment and trained human resource at Kindergarten Schools.
7. Finally, It is suitable the MoE, REBs and other stakeholders should develop Clear Quality

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APPENDICES:

MEKELLE UNIVERSITY

COLLEGE OF SOCIAL SCIENCES AND LANGUAGES

DEPARTMENT OF PSYCHOLOGY



**ASSESSING THE QUALITY OF EARLY CHILD HOOD CARE AND EDUCATION: THE
CASE OF SELECTED PRIVATELY OWNED KG SCHOOLS IN MEKELLE CITY**

**A QUESTIONNAIRE SUBMITTED TO THE:
DEPARTMENT OF PSYCHOLOGY**

**IN PARTIAL FULFILMENT OF THE REQUIREMENTS FOR THE DEGREE OF MASTER
OF ARTS IN EARLY CHILDHOOD CARE AND DEVELOPMENT (ECCD)**

By: TSIGABU ABRAHA GEBREHIWOT

SUBMMITTED TO:

MY PRINCIPAL ADVISOR: ZENAWI Z. (PH.D)

MY CO-ADVISOR: _____

MEKELLE, ETHIOPIA

FEBURARY 2025 G.C

APPENDIX A

A. ENGLISH VERSION OF QUESTIONNAIRE

MEKELLE UNIVERSITY

COLLEGE OF SOCIAL SCIENCES AND LANGUAGES

DEPARTMENT OF PSYCHOLOGY

General Direction

PART ONE: Questionnaire Guide to be filled by Kg teachers and Assistant teachers

Dear respondents, I am MA student at Mekelle University in the field of Early childhood Care and development (ECCD). I am doing my master's thesis on the topic of assessing the quality of early childhood care and education: the case of selected privately owned Kindergarten schools in Mekelle City/at Mekelle Zone. The main purpose of this questionnaire is to collect data concerning to assess the quality of early child hood care and education: In relation to the Kindergartens Strategic operational plan and guidelines of the MoE (2010). I kindly request your cooperation in providing the information that will be used for the research. The information you provide me will remain confidential and be used for research purpose only.

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

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

Thank you for your cooperation in advance!!!

N.B

1. You are advised not to write your name
2. After reading the Questionnaire carefully, for objectives Questions indicate your answer by putting a tick mark (✓) and/or by circling the letter.
3. For open-ended Questions give short and precise response in the space provided.

General Back ground Information/Demographic Characteristics

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

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No	Items /questions	Alternatives /Responses
1	Name of the Kindergarten	All privately owned: _____
2	Sex	Male <input type="checkbox"/> Female <input type="checkbox"/>
3	Status/position as Kindergarten Teacher	a) Teacher <input type="checkbox"/> b) Assistant Teacher <input type="checkbox"/>
4	Academic Qualifications	a) Below Certificate <input type="checkbox"/> d) First degree <input type="checkbox"/>
		b) Certificate <input type="checkbox"/> e) second degree and above <input type="checkbox"/>
		c) Diploma <input type="checkbox"/>
5	Work experience	a) 0-5 years <input type="checkbox"/> c) 11-15 years <input type="checkbox"/>
6	Number of periods you teach per week /weekly load	b) 6-10 years <input type="checkbox"/> d) 16 and above years <input type="checkbox"/>
		1=10-15 <input type="checkbox"/> 4= 26-30 <input type="checkbox"/>
		2=16-20 <input type="checkbox"/> 5=31-35 <input type="checkbox"/>
		3=21-25 <input type="checkbox"/> 6=>36 <input type="checkbox"/>

PART TWO: Target children/groups practices in kindergarten

Direction: Based on the following rating Scale, rate the degree to which the Target children/groups practices in your kindergarten is; by marking (√) under the given items below. Very high (5), High (4), Medium (3), low (2) very low (1).

No	Items	Rating Scales				
		5	4	3	2	1
Target children/groups						
1	The degree to which Only children aged from 4-6 are allowed to be enrolled in the Kindergarten	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2	Priority is given for enrolment of children from poor family	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3	In the classroom, I give additional support for children with special need	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4	The situation of your school is positively accepting children with disability	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

PART THREE: The extent to which the Kg curriculum is implemented in the Kindergarten

Direction 3.1: Indicate your agreement concerning the following is /are the main objective/s of Kindergarten curriculum by marking (√) under the given table below. Regarding the rating scale. (Strongly agree = 5, agree =4, undecided =3, disagree =2, strongly disagree =1).

No	Items	Rating Scales				
		5	4	3	2	1
1	Children social development	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2	Children emotional development	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3	Children motor skills development	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4	Children cognitive development	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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Direction 3.2: According to the following Rating Scale rate the degree to which the significance of Kindergarten education for children development laid is by putting tick mark (✓) in the boxes.

Very high (5), High (4), Medium (3), low (2) very low (1).

No	Items	Rating Scales				
		5	4	3	2	1
1	The degree to which the significance of Kindergarten education for children development sited is:	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Direction 3.3: Indicate by putting a tick (✓) mark for the Presence of Kindergarten curriculum materials for the subject and level you teach.

No	Kindergarten Curriculum materials	Available	Not available	Not available at all
1	There is early childhood care and education policy	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2	Curriculum Guide	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3	Syllabus	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4	Textbook	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5	Teacher's guide	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6	Kindergarten education manuals	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7	kindergarten guidelines/standards	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
8	Manual prepared/published by the School	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
9	There are guidelines for educating children with special needs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
10	Other related materials _____			

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

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

3. 3.2. Write your response, if you have any additional idea concerning this issue

Direction 3.4: Regarding on the following rating Scale; indicate by putting a tick (✓) mark in the boxes; for the instructional materials preparation by teachers and assistant teachers from locally available Materials in the Kindergarten. Very high (5), High (4), Medium (3), low (2) very low (1).

No	Items	Rating Scales				
		5	4	3	2	1
1	The extent to which instructional materials preparation by teachers and assistant teachers from locally available Materials in the Kindergarten is:	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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Direction 3.5: Based on the following rating Scale; indicate the degree of instructional material utilization by teachers in the Kindergarten by putting a tick “√” mark in the boxes.

Very high (5), High (4), Medium (3), low (2) very low (1).

No	Items	Rating Scales				
		5	4	3	2	1
1	The degree of instructional material utilization by teachers in the Kindergarten is:	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Part IV. Scheduling and structure of Kindergarten activities

1. Indicate your opinion regarding the Scheduling and structure of Kindergarten activities by putting a tick “√” mark in the boxes. Concerning the following rating scale.

Very high (5), High (4), Medium (3), low (2) very low (1).

No	Items	Rating Scales				
		5	4	3	2	1
1	The way Teachers preparation daily schedule of activities and display in the classroom	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2	The significance of running Kindergarten programmes for three terms in a year is	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3	The implication of adequate time is scheduled for play, discovery and rest of children	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

PART V: Learning Environment of Kindergarten, Adequacy of indoor and outdoor Equipments and Materials and their Organizations

1. Indicate your agreement concerning the following issues by marking “√” under the given table below. **Strongly agree = 5, agree =4, undecided =3, disagree =2, strongly disagree =1**

No	Issues	Rating Scales				
		5	4	3	2	1
1	The Site of Kindergarten is appropriate for the practice of Kindergarten education (in terms of its Remarkableness & free from different external dangers)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2	The Kindergarten buildings fulfils the main requirement (washroom, Lavatories, outdoor play area, office)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3	Adequate sanitary facilities are available in the school	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4	The classrooms are conducive for teaching-learning process	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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5	Adequate indoor equipments are available in the school	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6	Adequate indoor materials are available in the school	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7	Adequate outdoor equipments are available	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
8	Adequate outdoor play materials are available	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
9	Equipments and materials are well organized in the classrooms	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
10	Equipments & materials are not well organized in the classrooms	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

PART VI. Medium of Instruction/Mother tongue in Kindergarten

1. As Teachers, What media of instruction do you use to teach your children in your Kindergarten School? A. Tigrigna only B. Amharic only C. English only
D. Both Tigrigna and English E. Both Amharic & English

PART VII. Methods of Teaching and Learning in the Kindergarten

- 1) Indicate the frequency of the most commonly used methods of teaching in your Kindergarten school by putting a tick “✓” mark in the boxes based on...

Very frequently (5), frequently (4), Sometimes (3), rarely (2) and Not at all (1).

No	Commonly used Methods of teaching	Rating Scales				
		5	4	3	2	1
1	Brainstorming	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2	Play based instruction	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3	Discussion	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4	Categorizing	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5	Cooperative learning	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6	Choral speaking (example: singing a song)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7	Learning by doing	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
8	Lecture/Explanation	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
9	Role playing (example: riddles)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
10	Field Trip	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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PART VIII. Training and Adequacy of Kindergarten Teachers and assistant teachers

1) What is your highest level of training to teach Kindergarten education?

A) Bachelor's degree B) TTC C) Kindergarten teaching

D) If any other, Specify _____

1.1. If your answer to question number 1 is 'C' (Kindergarten teaching), how long was the duration of training? A) Above 10 months C) 6 months D) 3 months

B) 10 months E) Less than 3 months

2) To what extent the courses you took during the training is adequate to your all round task in the Kindergarten at present?

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

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

3) During your education in what language have you been trained?

A) Amharic B) English C) Tigrigna

4) The interval you have refreshment courses on Kg education to develop your profession is:

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

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

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

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

A) Child development G) Environmental science

B) Child psychology H) Methods of Kindergarten teaching

C) Health and Nutrition I) Theory of education

D) Pedagogy J) History

E) Music K) Mathematics

F) Social science L) Children skills of language development

6) The number of assistant teachers in your Kindergarten school is

A) More than the required guideline B) Adequate C) Nearly adequate

D) Highly below the guideline E) not at all

6.1. If there are assistant teachers in your Kindergarten school, are they trained on Kindergarten

ASSESSING THE QUALITY OF EARLY CHILDHOOD CARE AND EDUCATION

teaching to implement it? A) Yes B) No C) needs assessment

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

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

PART IX. Parents' involvement in the Kindergarten education

1) What is the degree of parent involvement in your Kindergarten to enhance children's performance?

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

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

2) How do you explain teacher's recognition to establish respectful partnership with Parents?

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

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

3) What is the degree of parents' acceptance to the invitations of the Kindergarten?

A) Very high B) High C) Medium D) Low E) Very poor

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

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

A. Telephone calls

D. Verbal message

B. Written letters

E. The use of communication books

C. Meetings and discussions

F. if others, specify _____

4.1. How is the efficiency of the communication? _____

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5. Please rate the following items by putting a tick “✓” mark in the appropriate column
Regarding to Very good (5), Good (4), Average (3), Poor (2) and Very poor (1)

No	Parents involvement in their children’s learning	Rating Scales				
		5	4	3	2	1
1	Service in school committees	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2	Provide materials for their children	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3	Provide materials for the school	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4	Help to do their homework	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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

PART X. Kindergarten record keeping and reports

1. What are the most commonly used children’s record keeping systems in the Kindergarten? (More than one answer is possible).

A) Admission record C) Daily attendance

B) Anecdotal D) Parent-teacher record

E) If there is any others specify _____

2. Please, suggest the solutions you think for further improvement of the implementation of the Kindergarten program. _____

PART XI. Assessment Techniques in Kindergarten education

1) Show the frequency of assessment techniques used in your Kindergarten by putting a tick (✓) mark in the boxes Based on the rating scale.

Very frequently (5), frequently (4), Sometimes (3), rarely (2) and Not at all (1)

No	Assessment Techniques	Rating Scales				
		5	4	3	2	1
1	Practical activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2	Class work	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3	Classroom participation	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4	Home work	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5	Test	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6	Continuous Observation	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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7	Examination	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
8	Portfolios	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
9	If there is any other specify_____					

PART XII. Roles of government in Kindergarten Education

1. Please, mark (“✓”) in the appropriate box of your response the governmental sort of support (Wereda, Zone and Regional Educational Bureau) regarding on the rating scale...

Very high (5), High (4), Medium (3), low (2) very low (1).

No	Items/Questions	Rating Scales				
		5	4	3	2	1
1	Guiding how to prepare teaching aids from local materials	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2	Guiding how to use modern method of teaching	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3	Giving in-service training of teachers	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4	Providing supervision	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5	Setting standards	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6	Monitoring Kindergarten based on the standards	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7	Distributing curriculum materials to Kindergarten	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
8	If any other please mention turn by turn_____					

2. How is the expansion of Kindergarten by government in these two years?

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

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

PART XIII. Management of Kindergarten Education

1. Indicate the degree to which Management of Kindergarten Education supports in your school by putting a tick “✓” mark in the boxes below According to the following rating scale.

Strongly agree = 5, agree =4, undecided =3, disagree =2, strongly disagree =1

No.	Presentation of Variables	Rating Scales				
		5	4	3	2	1
1	Protects children’s right	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2	Prepare strategic plan	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3	Follow up implementation	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4	Role Model	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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5	Creates good relationship	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6	Works towards development	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

PART IV: Issues Related to Health, Nutrition, personal care and Routine Practices of Kindergarten Schools

Read each statement carefully and indicate your opinion about the practices of Health, Nutrition, personal care and Routine in your kindergarten by putting a “√” mark in one of the alternatives, Strongly agree (=5) agree (=4), undecided (=3), disagree (=2), strongly disagree (=1)

No	The Practices /Presentation Variables	Rating(Response)				
		5	4	3	2	1
1	Health workers give regular check up to the Children	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2	First aid kits available to be used by teachers	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3	A well prepared first aid room/standardized	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4	Health centers are available around the school	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5	Free from transmittable diseases	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6	Supervision provided during free play to protect children's health and safety	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7	Parents pack nutritious meals	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
8	There is a feeding room/area with a good hygienic and clean environment	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
9	Clean and adequate dining rooms	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
10	Growth monitoring charts is available for teachers to use it	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
11	Care given to children's appearance	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
12	Neatness and adequacy of Latrine and Hand wash tapes	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
13	Clean drinking water supply	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
14	Children rest rooms with adequate and clean sleeping Materials	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
15	Adequate sanitary materials such as Soft papers and Child sized soaps are present	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
16	Children encouraged to eat independently	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
17	Sufficient furniture for routine care, play, and learning	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
18	Children generally follow safety rules.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
19	Children helped to relax during nap/rest	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
20	Nap/rest space is conducive to resting	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
21	Child-sized toilets and low sinks provided.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
22	There are sufficient hand washing facilities with soap next to the toilets	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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PART XIV. The Core Challenges in improving Quality of Kg Education

1. Indicate the challenges you faced in implementing the Kindergarten program/education in your school by marking “√” under the given table below. Based on the rating scale...

Strongly agree = 5, agree =4, undecided =3, disagree =2, strongly disagree =1

No.	Presentation of Variables	Rating Scales				
		5	4	3	2	1
1	Setting fair Schooling fee which is inspire to the Community	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2	There are Adequate instructional materials	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3	There are Adequate teaching aids	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4	There are balanced class size children's in the Classroom	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5	There is adequate space of classroom	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6	There is adequate space of outdoor play ground	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7	There is adequate indoor equipment and materials	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
8	There is adequate outdoor equipment and materials	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
9	There is an inspiration of donors	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
10	There is a delivery of Short training for teachers	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
11	If any other specify_____					

1.1) Please, suggest the solutions you think for further improvement of the implementation of the Kindergarten program_____

APPENDIX B

B. ENGLISH VERSION OF INTERVIEW

**MEKELLE UNIVERSITY
COLLEGE OF SOCIAL SCIENCES AND LANGUAGES
DEPARTMENT OF PSYCHOLOGY**

Interview Guiding Objectives

The main purpose of this interview is to collect information regarding assessing the quality of early childhood care and education: the case of selected privately owned (non-governmental) Kindergarten schools in Mekelle City/at Mekelle Zone.

Accordingly, your direct participation has been found essential and you have been selected for the interview. So, kindly you are requested to give information honestly. It is assured that the collected information will be kept confidential and will be used for research purpose only.

Thank you for your cooperation in advance!!!

PART I:

Interview Guide for parents of Kindergarten children

This interview is to collect data from parents of Kindergarten children.

The main purpose of this interview is to collect information regarding assessing the quality of early childhood care and education in the Kindergarten Schools.

Interviewee: _____ Date of Interview: _____

Place: _____ starting Time _____

Stopping time _____ Duration of Interview: _____

1. How old he/she was your child when he/she started Kindergarten School program?
2. During your experiences that is from kindergarten educational orientations; Parent annual meetings and as a School committee discussions being you are parents of Kindergarten children; what do you consider the objectives of Kindergarten education? What are the critical significances of Kindergarten education for children?
3. How do you involve in your children's learning in Kindergarten?
4. How is daily information about children shared?
5. What significance has parent involvement in Kindergarten for children's learning?
6. Do you think that the parent-kg r/nship has an impression in enhancing children's learning?
7. In what types of Issues (activities) have you participated so far regarding Kindergarten?
8. How do you undertake the necessary follow-up concerning the learning progress and all –rounded development of your child/children as a parent?
9. Have you ever contact and discuss about your child with the Kg teachers? If not what is the reason?

10. How do you generally judge the working relationship between parents and Kindergarten?
11. What are the major challenges faces in the kindergarten education?
12. what do you suggest for the improvement of kindergarten education?

PART II

Interview guideline Questions for Kindergarten Coordinators

This interview is to collect data from Kindergarten Principals.

The main purpose of this interview is to collect information regarding assessing the quality of early childhood care and education in the Kindergarten Schools

Interviewee: _____ Date of Interview: _____

Place: _____ starting Time _____

Stopping time _____ Duration of Interview: _____

1. When the Kindergarten program began in your school?
2. What is the age of children in your Kindergarten school?
3. Is there medium of instruction in the KGs in the Children's mother tongue language?
 - 3.1. If your answer is no, why? _____
4. Is there relationship between your kindergarten and the parents of your kindergarten children?
 - 4.1. If there are relationships, in what features of kg activities the relationship is going on?
5. How much parents appreciate the significance of their children attendance of Kg education?
6. How do parents perceive their children's play both at home and kindergarten school?
7. How do you see the interest of children for kindergarten school?
 - 7.1. What do you think the reasons if it is low?
8. How do you see the Kindergarten physical environment for children safety and physical well-being?
9. Concerning the kindergarten teachers training, how many trained and untrained Kindergarten teachers you have?
 - 9.1. What about the ratio of class size in your Kindergarten school?
10. What subjects and how many periods are they learned per day and a week? How many periods do they have for play and how many minute it is given? How many shifts do you have?
11. How are the Kindergarten teachers' commitment, awareness & ability to treat children, child love, professional ethics and love?
 - 11.1. If it is low, what do you think the reasons?
12. Do you think that Kindergarten teachers Conduct an appropriate teaching methodologies?
 - 12.1. What are the most commonly used teaching methods by Kindergarten teachers?
13. Is there a practice of assessing the performance of kindergarten teachers?
 - 13.1. If yes, how do you carry out it?
14. How does your kindergarten keep kindergarten records and reports?
15. How far do your kindergartens equip with the necessary materials and facilities for the achievement of the objectives of the program?
16. Is there indoor and outdoor playing material for children? Is the playing field separate?
17. Do you think that adequate curricular materials (ECCE policy, Curriculum Guide, Syllabus, students Textbook, and teacher's guide etc) are available and frequently utilized in your school?

18. Do you have any other comments, suggestions or recommendations for implementation of Kindergarten curriculum in Kindergarten schools with regards to practice and challenges?
19. What policy issues and child right documents are accessible in your office? And how do you judge the practical implementation of the policy and child right issues?
20. What are the contributions of wereda education office to your kindergarten?
21. Who finance and administer your kindergartner?
22. What are the problems that hindered the quality of your kindergarten?
- 22.1. What possible solutions do you suggest for further improvement?

PART III

Interview guideline Questions for Regional, Zone education bureau and Wereda education office experts

This interview is to collect data from education office experts

The main purpose of this interview is to collect information regarding assessing the quality of early childhood care and education in the Kindergarten Schools

Interviewee: _____ Date of Interview: _____

Place: _____ starting Time _____

Stopping time _____ Duration of Interview: _____

1. Have you ever participated in selection of KG construction site?
2. What do you think that the main objectives of the kindergarten education?
3. Have you gotten any training that helps you to give supervision and support to the kindergarten education program?
4. Do you provide supervision and support in the kindergarten education program?
 - If yes, what do you supervise? Indoor, outdoor learning environment or both of them?
 - What kind of challenges do you think the Kg face in implementing the Program?
 - What type of alternative solutions do you suggest for further achievement? If not, why?
5. Do you consider that the competency of teachers, principals and their qualification is sufficient to the program? If not why?
 - What alternative solutions do you suggest for improvement of KG teachers Qualification?
6. How do you evaluate the Indoor and Outdoor equipment and materials available in the kindergarten regarding to the adequacy with the number of children's?
7. What kinds of support by Regional, zone and the wereda education office to deliver the KG?
8. Have you a plan to expand kindergarten education programs by allocating regular budget?
 - If not why? How do you solve the complications of kindergarten education in your wereda especially for the disadvantaged Target groups?
9. How do you describe the parent-school partnership to enhance children's education in KG?
 - Do you think that children's parents have clear awareness about the objectives and significance of kindergarten education?
 - If not, what is your responsibility in creating Know-how and understanding about the objectives and significances of kindergarten education for the children's parents?

- What are the contributions of the parents of Children in Kindergarten?
10. How do you generally evaluate the Quality of Kindergarten education in Mekelle City?
 11. What policy issues and child right documents are accessible in your office? And ho do you judge the concrete implementation of the policy and child right issues?
 12. If you have any comments, suggestions or recommendations for further improvement of the practice of kindergarten education programs.
-
-

APPENDIC C

C. ENGLISH VERSION OF OBSRVATION CHECKLIST

MEKELLE UNIVERSITY

COLLEGE OF SOCIAL SCINCES AND LANGUAGES

DEPARTMENT OF PSYCHOLOGY

PART ONE: OBSERVATION CHECKLIST

Name of kindergarten school _____ Date of observation _____

1. Observation checklist to assess learning environment of kindergarten schools.

No	Items to be observed			Needs improvement
		Yes	No	
	A) Site of kindergarten			
1	The kindergarten is located away from the crowded /traffic areas			
2	The area is good for future expansion			
3	Fenced and free of non-splintering materials			
4	The kindergarten site is a raised area, dry and have natural drainage free from water logging			
5	Planting of trees are available			
6	Classroom and compound are attractive			
	B) Kindergarten building			
1	The rooms are constructed for the purpose of Kindergarten			
2	There are attractive pictures in the walls			
3	The building fulfill the minimum requirements of(Office,Play rooms , Lavatories ,Wash rooms, Outdoor play area)			
	C) Sanitary facilities			
1	There are separate toilets for children and adults			
2	There is separate toilets for male and female			
3	Adequacy of child-sized toilet facilities for the children			
4	Adult-size toilets for the staff			
5	Provision of water			
	The toilet and washing facilities are easily accessible for children from			

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

Part Two: Observation checklist for indoor and outdoor equipment and materials adequacy and their organization

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

ASSESSING THE QUALITY OF EARLY CHILDHOOD CARE AND EDUCATION

- 1 Presence of play materials (footballs, giant balls, etc.)
- 2 Presence of skipping ropes
- 3 Presence of gymnastic mat
- 4 Presence of multipurpose mat
- 5 Presence of large and mobile toys
- 6 Presence of tricycles
- 7 Presence of small car tyres

E) Organization of equipments and materials		V/good	Good	Poor
1	Children's materials are displayed at child eye-level			
2	Materials and equipments are accessible, easy to use and invite self-servicing approach			
3	Arrangement of play materials and equipment			

PART THREE: Observation checklist for:

The commonly used assessment techniques in the Kindergarten classroom instruction by putting a tick "✓" mark in the Provided Space

No	Items/Assessment techniques	Yes	No	Need improvement
1	Daily attendance			
2	Brainstorming			
3	Discussion			
4	Play based instruction			
5	Categorizing			
6	Cooperative learning			
7	Choral speaks			
8	Learning by doing			
9	Test			
10	Observation			

PART FOUR: Observation checklist for Health, Nutrition, personal care and Routine Practices of Kindergarten Schools

Read each statement carefully and indicate your opinion about the practices of Health, Nutrition, personal care and Routine in your kindergarten by putting a “√” mark in one of the alternatives, Strongly agree (=5) agree (=4), undecided (=3), disagree (=2), strongly disagree (=1)

No	The Practices /Presentation Variables	Rating(Response)				
		5	4	3	2	1
1	Health workers give regular check up to the Children	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2	First aid kits available to be used by teachers	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3	A well prepared first aid room/standardized	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4	Health centers are available around the school	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5	Free from transmittable diseases	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6	Supervision provided during free play to protect children's health and safety	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7	Parents pack nutritious meals	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
8	There is a feeding room/area with a good hygienic and clean environment	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
9	Clean and adequate dining rooms	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
10	Growth monitoring charts is available for teachers to use it	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
11	Care given to children's appearance	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
12	Neatness and adequacy of Latrine and Hand wash tapes	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
13	Clean drinking water supply	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
14	Children rest rooms with adequate and clean sleeping Materials	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
15	Adequate sanitary materials such as Soft papers and Child sized soaps are present	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
16	Children encouraged to eat independently	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
17	Sufficient furniture for routine care, play, and learning	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
18	Children generally follow safety rules.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
19	Children helped to relax during nap/rest	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
20	Nap/rest space is conducive to resting	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
21	Child-sized toilets and low sinks provided.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
22	There are sufficient hand washing facilities with soap next to the toilets	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

ASSESSING THE QUALITY OF EARLY CHILDHOOD CARE AND EDUCATION

PART FOUR: Observation checklist for Monitoring of Programme Effectiveness

Read each statement carefully and indicate your opinion about the Monitoring of Programme Effectiveness/ Human resource in your kindergarten by putting a “√” mark in the provided space.

Strongly agree (=5) agree (=4), undecided (=3), disagree (=2), strongly disagree (=1)

No	Items	Rating(Response)				
		5	4	3	2	1
1	The Zone, wereda education office and the principal of the kindergarten gives support and supervise teachers	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2	Good management and leadership at the Wereda level	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3	There is planning and management of directors	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4	Working towards the change	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5	Teachers are Trained in the Kindergarten teaching profession	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6	There are assistant Teacher's and care givers in the classroom	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7	ECCE caregivers are holders health and Nutrition assistant certificate	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

D. DOCUMENT ANALYSIS (DOCUMENT REVIEW)

MEKELLE UNIVERSITY

COLLEGE OF SOCIAL SCIENCES AND LANGUAGES

DEPARTMENT OF PSYCHOLOGY

PART ONE: The Availability of Kindergarten/ECCE/Related official Documents

DOCUMENT REVIEW

Name of the school _____ Date of observation _____

Time of start _____ Time of end _____

A. Document Review for the availability/presence of curriculum / instructional materials

Direction: Based on the following Rating Scale rate the instructional materials by putting tick mark (√) in the boxes

No	Documents observation	Present	Absent
1	There is the UN convention on the child right in the School		
2	Has the ECCE Curriculum at hand		
3	Has the syllabus at hand and use it		
4	Has recorded document to follow up child progress		
5	Has documented commentaries where parents and facilitators exchanged		

ASSESSING THE QUALITY OF EARLY CHILDHOOD CARE AND EDUCATION

- 6 Well documented children's learning activities
 - 7 Lesson plan addresses Cognitive ,Affective and psychomotor development of children
 - 8 There are Kindergarten Guidelines in the school
 - 9 Guideline for children with special needs
-

Part Two: Regarding the availability of The Key kindergarten Human resources

Direction: Based on the following Rating Scale rate the Key kindergarten Human resource by putting tick mark (√) in the boxes.

No.	Presentation Variables	Available	Not available	Needs Improvement
1	ECCE coordinators			
2	KG School Directors/administrators			
3	Vice principals			
4	KG School Teachers			
5	KG Assistant teachers			
6	Caregivers			
7	Guardians			
8	Department heads			
9	Drivers			
10	PTSA(parent Teacher Student Association)			

E. TIGRIGNA VERSION OF QUESTIONNAIRE

ልጋብ ሀ

ትግርኛ ቕርጻ ፅሁፋዊ መሕትት

መቐለ ዩኒቨርሲቲ

ኮሌጅ ማሕበራዊ ሳይንስን ጃንጃታትን

ክፍሉ ትምህርቲ ስነ-ባህሪ

ብናይ ኣፀደ ህፃናት መምህራን ዝምለእ ፅሁፋዊ መሕትት

ዝኸበርኩም/ክን መምህራን

ዕላማ እዚ ፅሁፋዊ መሕትት ተግባራውነትን ፀገማትን ኣፀደ ህፃናት ትምህርቲን ኣተሓሕዞ ህፃናትን ኣብ ዘባ መቐለ ኣብ ዝርከባ ናይ ውልቀ ኣፀደ ህፃናት ኣብያተ ትምህርቲ ንምድህሳስ ዝዓለመ እዩ። እዚ መሰረት ብምግባር ንዝካየድ መፅናዕቲ ድሕረ ምረቓ ኣብ መቐለ ዩኒቨርሲቲ መረዳእታ ንምእካብ እዩ። ስለዚ ዕውትነት እዚ መፅናዕቲ ኣብ እትህቡኒ/ባኒ ፅፁይ ሓበሬታ ዝተመርኮሶ ስለ ዝኾነ ብትኹረት ሪኢኻን/ሪኢኹም ቅኑዕ መልሲ ክትህባኒ/ቡኒ ብትሕትና ይላቡ። ሓበሬታኻን/ሓበሬታኹም ንመፅናዕቲ ጥራሕ ዝጥቀሙሉ ከይኑ ብምስጢር ዝተሓዘ እዩ።

ንምትሕብባርኩም/ክን ኣቕዲመ ካብ ልቢ የመስግን!

ሓፈሻዊ መምርሒ:-

1. ሽም ምፅሓፍ ኣየድልን።
2. መልሶም/ሰን በቲ ተቀሚጡ ዘሎ ሕድሕድ መምርሒ መሰረት ንክተቐምጡለይ ይሕብር።
3. እቲ መሕትት ድሕረ ምንባብ እትመርፀዎ መልሲ ፊት ንፊት ኣብ ዘሎ ሳንዱቕ ውሽጢ/ኣብቲ ክፍቲ ቦታ (√) ምልክት ኣቐምጡ’
4. ፅሁፋዊ ሓበሬታ ንዝሓትት/ መማረፂ ንዘይብሎም መሕትታት ግን ኣብቲ ዝተውሃበ ክፍቲ ቦታ መልሶም/ሰን ሓፂርን ግልፅን ብምግባር ይፅሓፉ/ፋ።

5. ነዚ ናይ ፅሁፋዊ መሕትት ንምምለእ ንሕድ ሕድ ክፋል ኣመልኪቱ ንዝተውሃበ መምርሒ ይከተላ/ሉ።

ክፍሉ ሓደ:-ውልቓዊ ሓበሬታ ወሃብቲ ምላሽ

መምርሒ: ነዘም ዝስዕቡ ሕቶታት መልሶም/ሰን ኣብቲ ሳንዱቕ “✓” ምልክት ብምግባር ወይ ከዓ መማረፂ ንዘይብሎም ሕቶታት መልሶም/ሰን ኣብቲ ክፍቲ ቦታ የቐምጡ/ጣ ።

ASSESSING THE QUALITY OF EARLY CHILDHOOD CARE AND EDUCATION

ተ.ቁ	ሕቶታት	መልሲ/መማረጫታት
1	ሕዘ ዝሰርሕሉ ሽም አፀደ ህፃናት ቤት ትምህርቲ	
2	ወናኒ እቲ አፀደ ህፃናት ቤት ትምህርቲ	ናይ ውልቀ
3	ፆታ	ተባ <input type="checkbox"/> አነ <input type="checkbox"/> ሀ) ስኩዕ መምህር <input type="checkbox"/> ለ) ሓጋዚ መምህር <input type="checkbox"/> ሀ) ትሕቲ ሰርተፊኬት <input type="checkbox"/> ለ) ሰርተፊኬት <input type="checkbox"/> ሐ) ዲፕሎማ <input type="checkbox"/> መ) ቐዳመይ ዲግሪ <input type="checkbox"/> ረ) ካልኣይ ዲግሪ ን ልዕሊኡን <input type="checkbox"/> ሀ) ካብ 0-5 ዓመት <input type="checkbox"/> ለ) ካብ 6-10 ዓመት <input type="checkbox"/> ሐ) ካብ 11-15 ዓመት <input type="checkbox"/> መ) ካብ 16 ዓመትን ልዕሊኡን <input type="checkbox"/>
4	ብርኪ ደረጃኦም ከም ናይ አፀደ ህፃናት መምህር	1=10-15 <input type="checkbox"/> 4= 26-30 <input type="checkbox"/> 2=16-20 <input type="checkbox"/> 5=31-35 <input type="checkbox"/> 3=21-25 <input type="checkbox"/> 6=>36 <input type="checkbox"/>
5	ደረጃ ትምህርቲ	
6	ስራሕ ልምዲ/ግልጋሎት ስራሕ	
7	ኣብ ሰሙን ዘለዎም/ዎን በዝሒ ክፍለ ግዜ?	

ክፍሊ ክልተ:-ኣብ አፀደ ህፃናት ደረጃ ተግባራውነት ትምህርቲ ትኹረት ንዘድልዮም ህፃናት ዝምልከት መምህርቲ:- ብመሰረት ዝስዕብ መጠን መለክዒ ኣብ አፀደ ህፃናት ደረጃ ተግባራውነት ትምህርቲ ትኹረት ንዘድልዮም ህፃናት እንታይ ከም ዝመስል ብ “✓” ምልክት ኣብቲ ግቡእ ሰንዳቕ የመልክቱ/ታ::

ብጣዕሚ ልዑል (5) ልዑል (4) ማእከላይ (3) ትሑት (2) ኣዝዩ ትሑት (1) ::

ተ.ቁ	ዝርዝር ነጥብታት ትኹረት ዘድልዮም ህፃናት	መጠን መለክዕታት				
		5	4	3	2	1
1	ብፍሉይ ኣብ አፀደ ህፃናት ካብ 4-6 ዓመት ህፃናት ጥራሕ ንኸምዝገቡ ይፍቀደሎም እዩ::	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2	ካብ ድኸነት ዘለዎም ቤተሰብ ዝመፁ ህፃናት ቅድምያ ምዝገባ ናይ ምሃብ ዘሎ ኸነታት ዝምልከት	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3	ኣብ ከይዲ ምምሃር ምስትምሃር ንፍሉይ ድሌት ዘለዎም ህፃናት ተወሳኺ ድጋፍ ዘሎ ኣወሃህባ ዝምልከት	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4	ቤት ትምህርትኹም ንኣካለ ጉድኣት ዘለዎም አፀደ ህፃናት ተምሃሮ ዘሎ ኣወንታዊ ኣቀባብላ ዝምልከት	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

ክፍል ሰለስተ: አብ አፀደ ህፃናት ናይ ስርዓተ-ትምህርቲ ተግባራዊነት ብዝምልከት

መምርሒ 3.1:- ካብዘም ዝስዕቡ ናይ አፀደ ህፃናት ስርዓተ-ትምህርቲ ዋና ዕላማ ኣየናይ ምዃኑ ብምስትውዓል ብናይ “✓” ምልክት ኣብቲ ግቡእ ሰንዳቕ የመልክቱ/ታ።

አዝዩ ይስማማዕ=5 ፤ ይስማማዕ =4 ፤ ንምውሳኔ ይፅገም=3 ፤ አይስማማዕን =2 ፤ ፈጻሚ ኣይስማማዕን=1

ተ.ቁ	ዝርዝር ነጥብታት	መጠን መለክዕታት				
		5	4	3	2	1
1	ናይ ህፃናት ማሕበራዊ ዕብዮት	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2	ናይ ህፃናት ኣመለካክታ/ስሚዒታዊ ዕብዮት	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3	ናይ ህፃናት ኣካላዊ ዕብዮት	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4	ናይ ህፃናት ኣእምሮአዊ ዕብዮት	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

መምርሒ 3.2:- ናይ አፀደ ህፃናት ትምህርቲ ንህፃናት ኣብ ኩሉ መዳያዊ ዕቤዮት ዘሎዎ ረብሓ ከመይ ከም ዝግንዘብዎ/አ በዚ ዝስዕብ መጠን መለክዒ ብናይ “✓” ምልክት ኣብቲ ግቡእ ሰንዳቕ የመልክቱ/ታ።

ብጣዕሚ ልዑል (5) ፤ ልዑል (4) ፤ ማእከላይ (3) ፤ ትሑት (2) ፤ አዝዩ ትሑት (1) ።

ተ.ቁ	ዝርዝር ነጥብታት	መጠን መለክዕታት				
		5	4	3	2	1
1	ናይ አፀደ ህፃናት ትምህርቲ ንህፃናት ኣብ ኩሉ መዳያዊ ዕቤዮት ዘሎዎ ደረጃ/ረብሓ ክንዲ ኣየናይ ይርድእዎ/አ?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

መምርሒ 3.3:- ንዘምህርዎ/አ ዓይነት ትምህርትን ደረጃ ክፍልን ናይ ስርዓተ ትምህርቲ ማተርያላት ቀረብ ብዝምልከት ብ “✓” ምልክት የርእዩ/ያ።

ተ.ቁ	ናይ አፀደ ህፃናት ስርዓተ- ትምህርቲ ዓይነታት መፅሓፍቲ/መምርሒታት	ብፍፁም		
		አሎ	የለን	የለን
1	ናይ አፀደ ህፃናት ኣተሓሕዘን ትምህርቲን ፖሊሲ መምርሒ	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2	ናይ ስርዓተ ትምህርቲ መምርሒ	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3	ሲለበስ ትምህርቲ	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4	መፅሓፍ ተምሃራይ	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5	መምርሒ ንመምህር	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6	ናይ አፀደ ህፃናት ማንዋል ትምህርቲ	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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7	ናይ ኣፀደ ህፃናት መምርሒታት/ስታንዳርድታት	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
8	ብቤት ት/ቲ ናይ ኣፀደ ህፃናት ዝተዳለወ/ ዝተሓተመ ማንዋል	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
9	ንፍሉይ ድሌት ዘለዎም ህፃናት ንምምሃር መምርሒታት ምህላው	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
10	ካልኣት ተዘመድቲ ፅሑፋት _____			

3.3.1. ናይ ኣፀደ ህፃናት ስርዓተ ትምህርቲ ማተሪያላት ቀረብ ኣብ ቤት ትምህርትኩም እንተሃልዩ ካበይ ኢኩም ረኪብኩምዎ? ሀ) ካብ ሚኒስቴር ትምህርቲ ለ) ካብ ቢሮ ትምህርቲ ክልል ትግራይ ሐ) ካብ ገበርቲ ሰናይ መ) ካልእ እንተሃልዩ ይገለፁ: _____

3.3.2. ኣብ ቀረብ ናይ ስርዓተ ትምህርቲ ማተሪያላት ብዝምልከት ዝህብዎ/ኣ ተወሳኺ ሓሳብ እንተሃልዩ ኣብዚ ይፅሓፉ/ፋ:: _____

መምርሒ 3.4:- ኣብ ኣፀደ ህፃናት ናይ መምህራንን ሓገዝቲ መምህራንን ኣጠቓቕማ ምምሃር ምስትምሃር መምሃሪ ሓገዝቲ ደረጃኡ ብከመይ ከም ዝገልፅዎ/ኣ ብናይ “✓” ምልክት ኣብቲ ግቡእ ሰንዳቕ የመልክቱ/ታ::

ብጣዕሚ ልዑል (5) ልዑል (4) ማእከላይ (3) ትሑት (2) ኣዝዩ ትሑት (1)::

ተ.ቁ	ዝርዝር ነጥብታት	መጠን መለክዕታት				
		5	4	3	2	1
1	ኣብ ኣፀደ ህፃናት ናይ መምህራንን ሓገዝቲ መምህራንን ኣጠቓቕማ ምምሃር ምስትምሃር መምሃሪ ሓገዝቲ ደረጃኡ ከመይ ይግልፅዎ/ኣ?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

መምርሒ 3.5:- መምህራን ኣብ ከባቢኦም ካብ ዝርከቡ ማተሪያላት መምሃሪ መስተምሃሪ ሓገዝ ኣዳሊካ ናይ ምጥቃም ደረጃኡ ብከመይ ከም ዝገልፅዎ/ኣ ብናይ “✓” ምልክት ኣብቲ ግቡእ ሰንዳቕ የመልክቱ/ታ::

ብጣዕሚ ልዑል (5) ልዑል (4) ማእከላይ (3) ትሑት (2) ኣዝዩ ትሑት (1) ::

ተ.ቁ	ዝርዝር ነጥብታት	መጠን መለክዕታት				
		5	4	3	2	1
1	መምህራን ኣብ ከባቢኦም ካብ ዝርከቡ ማተሪያላት መምሃሪ መስተምሃሪ ሓገዝ ኣዳሊካ ናይ ምጥቃም ደረጃኡ ከመይ ይግልፅ?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

ክፍለ ኣርባዕተ፡ ኣወቓቕራን ክፍለ ጊዜን ትምህርቲ ኣፀደ ህፃናት ዝምልከት

ኣብ ኣወቓቕራን ክፍለ ጊዜን ትምህርቲ ኣፀደ ህፃናት ዘለካ/ኪ ኣረኣጺያ እንታይ ከም ዝመስል ብመሰረት ዝስዕብ መጠን መለክዒ ብናይ “✓” ምልክት ኣብቲ ግቡእ ናይ ሳንዲቕ ቦታ የመልክቱ/ታ።

ብጣዕሚ ልዑል (5) ልዑል (4) ማእከላይ (3) ትሑት (2) ኣዝዩ ትሑት (1) ።

ተ.ቁ	ዝርዝር ነጥብታት	መጠን መለክዕታት				
		5	4	3	2	1
1	ናይ ኣፀደ ህፃናት መምህራን ናይ ትምህርቲ ዕለታዊ ክፍለ ግዜ ብምድላው ኣብ ክፍሊ ዘለዎም ኣተገባብራ	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2	ናይ ኣፀደ ህፃናት ፕሮገራማት ትምህርቲ ኣብ ዓመት ንሰለስተ ግዜ እንትካየድ ዘለዎ ረብሓ	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3	ኣብ ኣፀደ ህፃናት ትምህርቲ እኹል ግዜ ንፀወታ፣ንዳህሳስን ንዕረፍትን ንህፃናት እንትወገዎም ዘለዎ ጥቅሚ እንታይ ይመስል?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

ክፍለ ሓመሽተ፡ ምቕውነት ቤት ትምህርቲ ኣፀደ ህፃናት ዝምልከት

እዞም ዝስዕቡ ሕቶታት ብዛዕባ ምቕውነት ቤት ትምህርቲ ኣፀደ ህፃናት፣ ብመዳይ ኣቀማምጣ ቤት ትምህርትን ዝተማልአ ማተሪያል ምህላውን ዝምልከቱ እዮም። በዚ መሰረት ንሶም/ሰን ኣብቲ ዝሰማምዕሉ/ዓሉ ቦታ“✓”ምልክት ብምግባር የመልክቱ/ታ ።

ኣዝዩ ይስማማዕ=5፤ ይስማማዕ=4፤ ንምውሳኔ ይፅገም=3፤ ኣይስማማዕን=2 ፤ ፈጻሚ ኣይስማማዕን=1

ተ.ቁ	ዝርዝር ነጥብታት	መ/ስኬላት				
		5	4	3	2	1
1	ቤት ት/ቲ ኣፀደ ህፃናት ዘለዎ ቦታ ንቐፃሊ ንምስፍሕፋሕ (ሰሓባይነት፣ ፣ካብ ዝ/ዩ ሓደጋታት ውሕስ ምኻኑ) ምቕውነት ኣለዎ	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2	ቤት ትምህርቲ ኣፀደ ህፃናት እንተነኣሰ እቶም ዝተሓቱ መመዘንታት (ሽቓቕ፣ ሻወር፣ ናይደገ መጻወቲ ቦታ፣ ቢሮ) ዘማልአ እዩ	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3	እኹላት ንዕርዮት ዘገልግሉ መሳለጥቲ ናውቲ ኣለዉዎ	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4	መምህራ ክፍልታት ንክይዲ ምምህር ምስትምህር ምቕቕት እዮም	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5	እኹላት ውሽጣዊ ናውቲ ኣለዉ	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6	እኹላት ውሽጣዊ ማተሪያላት ኣለዉ	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7	እኹላት ደጋዊ መፃወቲ ናውቲ ኣለዉ	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
8	እኹላት ደጋዊ መፃወቲ ማተሪያላት ኣለዉ	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
9	ማተሪያላትን ናውቲን ኣብ ውሽጢ ክፍሊ ንክይዲ ምምህር ምስትምህር ሰሓብቲ እዮም	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
10	ማተሪያላትን ናውቲን ኣብ ውሽጢ ክፍሊ ንክይዲ ምምህር ምስትምህር ሰሓብቲ ኣይኮኑን	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

ክፍሊ ሸድሸተ. ናይ ኣፀደ ህፃናት ትምህርቲ ኣዶ /ማዕኸን ቋንቋ ዝምልከት

1. ከም ናይ ኣፀደ ህፃናት መምህራን በኣዮናይ ዓይነት ቋንቋ እዮም/የን ዘምህራ/ሩ?

- ሀ) ትግርኛ ጥራሕ ሐ) እንግሊዝኛ ጥራሕ ረ. ብእንግሊዝኛን ኣምሓርኛን
- ለ) ኣምሓርኛ ጥራሕ መ. ብትግርኛን እንግሊዝኛን

ክፍሊ ሸውዓተ. ኣገባባት ምምሃር ምስትምሃር ትምህርቲ ኣፀደ ህፃናት

1. ከብዘም ዝስዕቡ ንሶም/ሰን ዝጥቀሙሎም/ማሎም ኣገባብ ኣመሃህራ ኣጠቓቕመኦም/ኣን ብዝምልከት በቲ ቀሪቡ ዘሎ ዝርዝር መለክዒ መሰረት ኣብቲ ግቡእ ቦታ ናይ “✓” ምልክት ብምቅማጥ ይመልሱ/ሳ።

ብጣዕሚ ተደጋጋሚ (5) ፣ ተደጋጋሚ (4) ፣ ማእከላይ (3) ፣ ትሑት (2) ፣ ኣዝዩ ትሑት (1)።

ተ.ቁ	ኣገባባት ኣመሃህራ	መለክዒ ስኬላት				
		5	4	3	2	1
1	መነቓቕሒ/ቅድመ ሕቶ	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2	ፀወታ መሰረት ዝገበረ ኣገባብ ኣመሃህራ	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3	ምይይጥ	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4	ብጉጅለ ምምሃር	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5	ተምሃሮ ነንባዓርሶም ንክመሃሃሩ ብምግባር	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6	ብቃል ገለፃ ብምግባር(ንኣብነት ብመዝሙር)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7	ሰሪሕካ ምርኣይ	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
8	ሌክቸር(መምህር ተኮር)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
9	ግዴኻ ብምፅዋት (ንኣብነት ብነበረያ ነበረ)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
10	ብምጉብናይ/ብምህዋፅ ምምሃር	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

ክፍሊ ሸመንተ. ናይ ኣፀደ ህፃናት መምህራን ስልጠናን በዝሕን ዝምልከት

1. ኣብ ኣፀደ ህፃናት ንምምሃር እንታይ ዓይነት ስልጠና ወሲዶም/ደን?

- ሀ) ባቕሊርስ ድግሪ ሐ) ሙያ መምህርነት ኣፀደ ህፃናት
- ለ) ኮሌጅ ዲፕሎማ መ) ክልእ እንተሃልዩ ይገለፅ _____

1.1. ንሕቶ ቁፅሪ ሓደ መልሶም/ሰን ሙያ መምህርነት ኣፀደ ህፃናት እንተኮይኑ ንውሓት ስልጠና ብኣዋርሕ ክንደይ ነይሩ?

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

ASSESSING THE QUALITY OF EARLY CHILDHOOD CARE AND EDUCATION

2. ኣብ እዋን ስልጠና ዝወሰድኩምዎም ኮርስታት ኣብ ስራሕኩም እንታይ ዝኣክል ሓጊዝኩም?

- ሀ) ብጣዕሚ ልዑል ሐ) ማእከላይ ረ) ኣዝዩ ትሑት
- ለ) ልዑል መ) ትሑት

2.1. ንሕቶ ቁፅረ 2 መልስኩም ትሑት ወይ ብጣዕሚ ትሑት እንተኮይኑ ንምንታይ ይመስለኩም? _____

3. ኣብ እዋን ትምህርቲ በኣየናይ ዓይነት ቋንቋ እዮም/ የን ሰልጢኖም/ነን?

- ሀ) ኣምሓርኛ ለ) ትግርኛ ሐ) እንግሊዝኛ

4. ኣብ ስራሕ እናሃለው/ዎ በዝሒ ዝወሰድዎም/ኦም ስልጠናታት ሞያ መማሓየሺ ኣፀደ ህፃናት:

- ሀ) ክልተ ግዜ ኣብ ዓመት ሐ) ሓደ ግዜ ኣብ ክልተ ዓመት
- ለ) ሓደ ግዜ ኣብ ዓመት መ) እስካብ ሒዚ ኣይሰልጠንኩን

4.1. እስካብ ሒዚ እንተዘይሰልጢኖም/ነን ንምንታይ? _____

5. እንታይ ዓይነት ትምህርቲ እዮም /እየን ኣብቲ ትካል ኣፅኒዖም/ዐን? ኣብቲ ሳንዱቕ ናይ “✓” ምልክት የቕምጣ/ጡ::

- ሀ. ኣተዓባብያ ህፃን በ. ተፈጥሮ ሳይንስ
- ለ. ስነ-ልቦና ህፃን ተ. ሜላ ኣመሃህራ ኣፀደ ህፃናት
- ሐ. ኣመጋግባን ጥዕናን ቸ. ክልስ ሓሳብ ትምህርቲ
- መ. ስነ ምምሃር ሸ. ታሪክ
- ረ. ሙዚቃ ቀ. ቁፅረ
- ሰ. ሕብረተሰብ ሳይንስ ቕ. ክእለት ምዕባለ ቋንቋ ህፃናት

6. በዝሒ ድጋፍ ወሃብቲ መምህራን ኣብ ቤት ትምህርትኩም ኣብ ሕድ ሕድ ከም ዝተመደባ/ቡ ከመይ ይገልፀኦ/ፅዎ?

- ሀ) ካብ መምርሒ ንላዕሊ መ) ብጣዕሚ ካብ መምርሒ ንታሕቲ እዮም/እየን
- ለ) በቲ መምርሒ መሰረት ረ) ፈፂሞን ድጋፍ ወሃብቲ የለዎን
- ሐ) ዳርጋ እኩላት እየን/እዮም

6.1. ኣብ ቤት ትምህርትኩም ድጋፍ ወሃብቲ መምህራን እንተሃልዩን/ዮም ብናይ ኣፀደ ህፃናት ሙያ መምህርነት

ዝሰልጠና ድዮን/ድዮም?ሀ) እወ ለ) አይፋል ሐ) ምርመራ የድሊ

6.1.1. አብ ሕቶ ቁፅረ 6.1 መልስኩም/ክን አይፋል እንተኮይኑ ብዘይ ምስልጣነን/ኖም ዝፍጠር ፀገም እንተሃልዩ ይፅሓፉ/ፋ :: _____

6.2. ንሕቶ ቁፅረ 6 መልሶም/ሰን ፈጃመን ድጋፍ ወሃብቲ የለዎን ዝብል እንተኮይኑ ድጋፍ ወሃብቲ መምህራን ብዘይ ምህላወን ዝተፈጠረ ፀገም እንታይ ኣሎ? _____

7. ብዛዕባ በዝሕን ስልጠናን መምህራን ብዝምልከት ተወሳኪ ሓሳብ/ሪኢቶ እንተሃልዩዎም/ወን ይፅሓፉ/ፋ:: _____

ክፍሊ ትሸዓተ. ርክብ ወለድን ቤት ትምህርቲ ኣፀደ-ሀፃናትን ብዝምልከት

1. አቀባብላ ትም/ቲ ደቆም ንምምሕያሽ ተሳትፎ ወለዲ ኣብ ቤት ትምህርትኩም ከመይ እዩ?

ሀ) ብጣዕሚ ልዑል ሐ) ማእከላይ ረ) ኣዝዩ ትሑት

ለ) ልዑል መ) ትሑት

1.1. ንሕቶ ቁፅረ 1 መልስኩም ትሑት ወይ ኣዝዩ ትሑት እንተኮይኑ ንምንታይ?

2. መምህራን ማእኸል ዝገበረ ርክብ ምስ ወለዲ ንምፍፃም ዘለዎም ግንዛብ ከመይ ይግለፅ?

ሀ) ብጣዕሚ ልዑል ሐ) ማእከላይ ረ) ኣዝዩ ትሑት

ለ) ልዑል መ) ትሑት

2.1. ንሕቶ ቁፅረ 2 መልሶም/ሰን ትሑት ወይ ኣዝዩ ትሑት እንተኮይኑ ንምንታይ?

3. ወለዲ ኣፀደ ሀፃናት ዝቐርብሎም ፃውዒት ብመንፈስ ናይ ምቕባል ደረጃኡ ከመይ ይግለፅ?

ሀ) ብጣዕሚ ልዑል ሐ) ማእከላይ ረ) ኣዝዩ ትሑት

ለ) ልዑል መ) ትሑት

3.1. ንሕቶ ቁፅረ 3 መልሶም/ሰን ትሑት ወይ ኣዝዩ ትሑት እንተኮይኑ ንምንታይ?

4. ምስ ወለዲ ኣብ ዝግበር ርክብ ንምጥንኻር እንጥቀመሉ ሜላ ኣየናይ እዩ?

ሀ. ብቴሌፎን መ. ብናይ ቃል መልእክቲ

ለ. ደብዳቤ ምፅሕሓፍ ረ. ናይ ርክብ መፅሓፍቲ ብምጥቃም

ሐ. አኬባን ምይይጥን ሰ. ካልአት እንተሃልዮም ይገለጹ _____

4.1. ናይ ወለድን ቤት ትምህርትን ርክብ ብቕዓቱ ከመይ ይግለጹ?

5. ናይ ወለዲ ተሳትፎ ኣብ ከይዲ ምምሃር ኣፀደ ህፃናት መሰረት ብምግባር ቀዲሎም ንዝቀርቡ ዝርዝር ሓሳባት በቲ ዝቐረመ መለክዒ ኣብቲ ዝተውሃበ ቦታ “✓” ምልክት ይግበሩ/ራ።

ብጣዕሚ ፅቡቕ = 5 ፤ ፅቡቕ = 4 ፤ ማእከላይ = 3 ፤ ትሑት = 2 ፤ ኣዝዩ ትሑት = 1

ተ.ቁ	ተሳትፎ ወለዲ ኣብ ከይዲ ምምሃር ኣፀደ ህፃናት	መለክዒ ስኬላት				
		5	4	3	2	1
1	ኣብ ቤት ትምህርቲ ኣብ ዝተፈላለዩ ኮሚቴታት ብምስታፍ	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2	ዝተፈላለዩ ማተርያላት ንህፃናት ብምምላእ	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3	ዝተፈላለዩ ማተርያላት ንቤት ትምህርቲ ብምሃብ	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4	ህፃናት ገዛ ዕዮ ንክሰርሑ ብምሕጋዝ	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

6. ብዛዕባ ርክብ ወለድን ቤት ትምህርትን ተወሳኪ ሓሳብ/ሪኢቶ እንተሃልዮም/ወን ይፅሓፉ/ፉ።

ክፍለ ዓሰርተ. ኣተሓሕዞ ማህደርን ኣፀባፅባን ትምህርቲ ኣፀደ ህፃናት

1. ካብዞም ዝስዕቡ ናይ ኣፀደ ህፃናት ማህደር ኣተሓሕዞ ብኣብዝሓ ዝጥቀምሉ/ማሉ ኣየናይ እዩ? (ካብ ሓደ ንላዕሊ ምምራፅ ይክኣል እዩ)።

- ሀ) ናይ ምዝገባ ማሕደር ሐ) ዕለታዊ ብኩራት መክታተሊ መዝገብ
- ለ) ዝርዝር ህይወት ታሪኽ መግለጺ ማህደር መ) ወለዲ መምህራን መዝገብ
- ረ) ካልኣት እንተልዮም ይግለጹ። _____

2. ስርዓተ ትምህርቲ ኣፀደ ህፃናት ብዝበለፀ ተግባራዊ ንምግባር ይሕግዙ እዮም ዝብልዎም /ልኦም ነገራት እንተሃልዮም ዘርዝሩ። _____

ክፍለ ዓሰርተ ሓዲ. ሜላታት ምዘና ትምህርቲ ኣብ ኣፀደ ህፃናት

1. ኣብ ከይዲ ምምሃር ምስትምሃር ኣፀደ ህፃናት ብኣብዝሓ ብተደጋጋሚ ዝጥቀምሉ/ማሉ ዓይነት ምዘና በዚ ዝስዕብ መጠን መለክዒ መሰረት ብ“✓” ምልክት ኣብ እቲ ሰንድቕ ዩርእዩ/ያ።

ብጣዕሚ ብተደጋጋሚ (5) ፤ ተደጋጋሚ (4) ፤ ማእከላይ (3) ፤ ትሑት (2) ፤ አዝዩትሑት (1)

ተ.ቁ	ዓይነት ምዘና	መለክታት				
		5	4	3	2	1
1	ናይ ተግባር ስራ-ሕቲ	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2	ክፍሊ ዕዮ	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3	ናይ ውሽጢ ክፍሊ ተሳትፎ	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4	ገዛ ዕዮ	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5	ሓፂር ፈተና	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6	ተክታታሊ ምልክታ	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7	መጠቓለሊ ፈተና	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
8	ፖርትፎልዮ	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
9	ካልእ እንተሃልዩ ይገለፅ _____					

ክፍሊ ዓሰርተ ክልተ፡- ሓገዝ መንግስቲ ኣብ ኣፀደ ህፃናት ትምህርቲ ብዝምልከት

1. ካብ መንግስቲ (ወረዳ ክፍሊ ትምህርቲ፣ ዞባ ሰብ ሞያ ፣ ወረዳ ምምሕዳር ወይ ቢሮ ትምህርቲ) እትረክብዎም ሓገዝ ብ “✓” ምልክት ኣብቲ ግቡእ ቦታ የመልክቱ/ታ። ብመሰረት ልዑል (3) & ማእከላይ (2) & ትሑት(1)::

ተቁ	ዝርዝር ነጥብታት	መለክቲታት		
		3	2	1
1	ማተሪያላት ስርዓተ ትምህርቲ ንኣፀደ ህፃናት ኣብ ምብፃሕ	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2	ናይ ኣፀደ ህፃናት ስታንዳርድ/መምርሕታት ኣዳሊካ ምሃብ	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3	ብቲ መምርሕታት/ ስታንዳርድ መሰረት ክትትል ምግባር	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4	ሓገዝ ሱፐርቪዥን ምሃብ	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5	ንመምህራን ስልጠናታት ምሃብ (ኣብ ክይዲ ስራሕ)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6	ብዛዕባ ኣሰራርሓ መምህራ ሓገዝ ካብ ክባቢ ማተሪያላት ድጋፍ ምሃብ	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7	ዘመናዊ ሜላ ኣገባብ ኣመሃህራ ኣጠቓቕማ ክህሉ ምግባር	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
8	ካልኣት እንተሃልዩም ብብተራ የቀምጡ/ግ _____			

2. ዝርገሐ ኣፀደ ህፃናት ኣብዚ ክልተ ዓመት ብመንግስቲ እንታይ ይመስል?

ሀ. ኣዝዩ ፅቡቅ ሐ. ድኩም ረ. ምንም ለውጢ የለን

ለ. ፅቡቅ መ. ኣዝዩ ድኩም

3. ኣብ ክይዲ ምምህር ምስትምህር ኣፀደ ህፃናት ንምምሕያሽ ብመንግስቲ ኣብ ዝግበር ሓገዝ ተወሳኪ ሓሳብ" ረኢቶ እንተሃልደዎም/ን ኣብዚ ይፅሓፉ/ፋ:

ክፍሊ.13. ሓገዝ ኮሚቴ ምምሕዳር ቤት ትምህርት ኣብ ኣፀደ ህፃናት ትምህርት ዝምልከት

1. ካብ ኮሚቴ ምምሕዳር ቤት ትምህርት ኣብ ኣፀደ ህፃናት ትምህርት እትረክብዎም ሓገዝ ብ “✓” ምልክት ኣብቲ ግቡእ ቦታ የመልክቱ/ታ። ብመሰረት ኣዝየ ይስማማዕ=5፤ ይስማማዕ =4 ፤ንምውሳኝ ይፅገም=3 ፤ኣይስማማዕን=2 ፤ፈጻሚ ኣይስማማዕን=1

ተ.ቐ	ኣብዞም ዝስዕቡ ሓሳባት ክንደይ ዝኣክል ትስማማዕ/ዒ?	መለክዒታት				
		5	4	3	2	1
1	ንናይ ህፃናት መሰል ክለላ ይሰርሕ	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2	ምድላው ስትራቴጂካዊ ትልሚ	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3	ኣተገባብራ ሰርዓተ -ትምህርቲ ይከታተል	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4	ኣርኢያ ምኻን	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5	ዕቡኻ ምሕዝነት ይፈጥር	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6	ንመሰረታዊ ለውጢ ይሰርሕ	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

ክፍሊ.14. ኣብ ኣፀደ ህፃናት ኣብያተ-ት/ቲ ኣተሓሕዛ ህፃናት ጥዕና፣ኣመጋግባ፣ውልቓዊ ጥንቓቕን ልሙዳት ተግባራትን ዝምልከት።

ኣብዞም ዝስዕቡ ኣብ ኣብ ኣፀደ ህፃናት ኣብያተ-ት/ቲ ኣተሓሕዛ ህፃናት ጥዕና * ኣመጋግባ* ውልቓዊ ጥንቓቕን ልሙዳት ተግባራትን ክመይ ከም ዝትግቡሩ ዝሓረኻ (ኺ) የ መልሲ ዝሓዘ ብ “✓” ምልክት ኣብቲ ግቡእ ቦታ የመልክቱ/ታ። ብመሰረት ኣዝየ ይስማማዕ=5፤ ይስማማዕ=4፤ንምውሳኝ ይፅገም=3፤ኣይስማማዕን=2፤ፈጻሚ ኣይስማማዕን=1

ASSESSING THE QUALITY OF EARLY CHILDHOOD CARE AND EDUCATION

ተ.ቁ	ዝርዝር ነጥብታት	ስኬላት ሊከርት				
		5	4	3	2	1
1	ሰራሕተኞቻቸው ጥዕና ንፃህናት ተከታታሊ ዝኾኑ ሕክምናዊ ደገፍ ይገብሩ	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2	መምህራን አብ አፀደ ህፃናት አቅራቢት ቅዳማይ ረድኤት ብአግባቡ ይጥቅሙ እዮም	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3	አብ ቤት ት/ቲ አፀደ ህፃናት ደረጃኡ ዝሓለወ ክፍሊን አቅራቢት ቅዳማይ ረድኤትን አለዉ	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4	ጥዕና ማእኸላት አብ ከባቢ አብያተ ት/ቲ አፀደ ህፃናት ብቐረባ ይርከባእየን	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5	አፀደ ህፃናት አብያተ- ት/ቲ ካብ ተመሓላለፍቲ ሕማማት ነፃ እዮን ማሕበረሰብ አፀደ ህፃናት አብያተ- ት/ቲ ንፃህናት ጥዕናዊ ክለላን	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6	ጥንቓቕታትን እብ እዋን ነፃ ፀወታ ክትትል ይገብሩ እዮም	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7	ወለዲ አፀደ ህፃናት ንፃህናት ደቕም ዝተመጣጠነ ምግቢ የስንቐ እዮም	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
8	አብ አፀደ ህፃናት አብያተ- ት/ቲ ንፅሁን ፅሩይን መመገቢ ክፍሊ አለዎን	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
9	አብ አፀደ ህፃናት አብያተ- ት/ቲ እኹልን ፅሩይን መመገቢ ክፍሊ አለዎን	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
10	አፀደ ህፃናት አብያተ- ት/ቲ ተከታታሊ ለውጢ ዘርኢ ቻርት ንመምህራን ዝጥቅሙሉ አሎ እዩ	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
11	ንአፀደ ህፃናት ተምሃሮ ኩለ መዳያዊ ክለላን ክትትልን ይግበረሎም እዩ	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
12	አብ አፀደ ህፃናት አብያተ- ት/ቲ እኹላትን ፅሩይን ሸንት ቤትን መሕፀቢ ኢድ ማይ ቧንቧን አለዉ	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
13	አብ አፀደ ህፃናት አብያተ- ት/ቲ ቐረብ ፅሩይ ዝስተ ማይ አሎ	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
14	አብ አፀደ ህፃናት አብያተ- ት/ቲ መዕረፊ ክፍሊን እኹላት ንፁሃት መደቐሲ ማተርያላትን አለዉ	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
15	አብ አፀደ ህፃናት አብያተ- ት/ቲ እኹላት መነፃፅሪ አቅራቢት ከም ሉስለስ ወረቓቕትን ንፃህናት ቐለልቲ መሕፀቢን አለዉ	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
16	ተምሃሮ አፀደ ህፃናት ባዕሎም ነፃ ኮይኖም ምግቢ ክምገቡ ይተባብዑ እዮም	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
17	አብ አፀደ ህፃናት አብያተ- ት/ቲ እኹላት አቅራቢት ን ሉሙዳት ጥንቓቕታት ንፃወታን ንምምሃርን አለዉ	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
18	አብ አፀደ ህፃናት አብያተ- ት/ቲ ህፃናት ሕክታት ድሕንነን ብአግባቡ ይኸተሉ እዮም	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
19	አብ አፀደ ህፃናት አብያተ- ት/ቲ ህፃናት እብ እዋን ድቓስ/ዕረፍቲ ብአግባቡ ክነቓቕሩ ይድገፉ እዮም	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
20	አፀደ ህፃናት አብያተ- ት/ቲ ንፃህናት ምቕዋት ዝኾኑ መዕረፉ ቦታ አለወን	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
21	አፀደ ህፃናት አብያተ- ት/ቲ ንፃህናት ምቕዋት ዝኾኑ ሸንት ቤትን ንአካሎም ዝምጥኑን አለዉ	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
22	አብ አፀደ ህፃናት አብያተ- ት/ቲ ናይ ህፃናት እኹላት ዝኾኑ መሕፀቢ ኢድ አቅራቢትን ናይ ሸንት ቤት ሳሙናን አለዉ	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

ክፍለ 15. አብ አተገባብራ ፕሮግራም ትምህርቲ አፀደ ህፃናት ዕንቅፋት ዝኾኑ ምኽንያታት

14.1. አብዞም ዝስዕቡ ምኽንያታት አብ አተገባብራ ፕሮግራም ትምህርቲ አፀደ ህፃናት ዕንቅፋት ዝኾኑ ምኽንያታት ክንደይ ዝኣክል ፅዕንቶ የሕድሩ ኢልካ ትኣምን/ኒ? ዝሓረኽ (ኺ)ዮ መልሲ ዝሓዘ ብ “✓” ምልክት አብቲ ግቡእ ቦታ የመልክቱ/ታብመሰረት አዝዩ ይስማማዕ=5፤ይስማማዕ=4፤ንምውሳንይፅገም=3፤አይስማማዕን=2፤ ፈፂሞ አይስማማዕን=1

ተ.ቐ	ምኽንያታት	ስኬላት ሊክርት				
		5	4	3	2	1
1	አብ አፀደ ህፃናት ፍትሓዊ ክፍሊት ትምህርቲ ንምሕበረ-ሰብ ምህላው	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2	እኹላት መምሃሪ መስተማሃሪ ማተርያላት ምህላው	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3	እኹላት መምሃሪ ሓገዛት ምህላው	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4	ዝተመጣጠነ በዝሒ ተምሃሮ ህፃናት አብ ክፍሊ ምህላው	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5	እኹል ዝኾነ መምሃሪ ክፍልታት ምህላው	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6	እኹል ዝኾነ መፃውዒ ሜዳ ህፃናት ምህላው	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7	እኹላት ዝኾኑ ውሽጢዊ መፃውዒ ናውትን ማተርያላትን ምህላው	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
8	እኹላት ዝኾኑ ደጋዊ መፃውዒ ናውትን ማተርያላትን ምህላው	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
9	ዝለዓለ ተሳትፎ ገበርቲ ሰናይ ምህላው	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
10	ንአፀደ ህፃናት መምህራን ሓፀርቲ ስልጠናታት ምሃብ	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
11	ካልእ እንተሃልዩ ይግለፁ/ፃ_____					

1.1. አብ ከይዲ ምምሃር ምስትምሃር ትምህርቲ አፀደ ህፃናት ንምምሕያሽ አተገባብራ ስርዓተ ትምህርቲ እትብልዎም መፍትሕታት ዘርዝሩ?_____

ልጋብ ለ

F. TIGRIGNA VERSION OF INTERVIEW

መቐለ ዩኒቨርሲቲ

ኮሌጅ ማሕበራዊ ሳይንስን ጅንጅታትን

ክፍለ ትምህርቲ ስነ-ባህሪ

ንናይ ኣፀደ ህፃናት ወለዲን ተወከልቲ ወለድን ዝተዳለወ ቃለ መሕትት

ዝኸበርኩም/ን ወለዲን ተወከልቲ ወለድን

ኣፈሻዊ መምርሒ

ዕላማ እዚ ቃለ መሕትት ተግባራውነትን ፀገማትን ኣፀደ ህፃናት ትምህርቲን ኣተሓሕዛ ህፃናትን ኣብ ዞባ መቐለ ኣብ ዝርከባ ኣፀደ ህፃናት ዘይመንግስታዊ ኣብያተ ትምህርቲ ንምድህሳስ ዝዓለመ እዩ። እዚ መሰረት ብምግባር ንዝካየድ መፅናዕቲ ድሕረ ምረቓ ኣብ መቐለ ዩኒቨርሲቲ መረዳእታ ንምእካብ እዩ። ስለዚ ዕውታንት እዚ መፅናዕቲ ኣብ እትህቡኒ/ባኒ ዕፁይ ሓበሬታ ዝተመርኮሰ ስለ ዝኾነ ብትኹረት ሪኢኹን/ሪኢኹም ቅኑዕ ሓሳብ ክትህባኒ/ባኒ ብትሕትና ይላቦ። ሓበሬታኹን /ሓበሬታኹም ንመፅናዕቲ ጥራሕ ዝጥቀመሉ ኮይኑ ብምስጢር ዝተሓዘ እዩ።

ንምትሕብባርኩም/ክን ኣቐዲመ ካብ ልቢ የመስግን!!!

ክፍለ ኣደ: ንናይ ኣፀደ ህፃናት ወለዲን ተወከልቲ ወለድን ዝተዳለወ ቃለ መሕትት

እዚ ቃለ መሕትት እዚ ንናይ ኣፀደ ህፃናት ዘይመንግስታዊ ወለዲን ተወከልቲ ወለድን ዝተዳለወ ቃለ መሕትት እዩ።

ቐንዲ ዕላማ እዚ ቃለ መሕትት ተግባራውነትን ፀገማትን ኣፀደ ህፃናት ትምህርቲን ኣተሓሕዛ ህፃናትን ኣብ ኣፀደ ህፃናት ኣብያተ ትምህርቲ ሓበሬታ ንምእካብ ዝዓለመ እዩ።

ተሓተትቲ ኣካላት : _____ ዕለት መሕትት : _____

ቦታ: _____ ዝተጀመረሉ ሰዓት _____

ዝተዛዘመሉ ሰዓት: _____ ንውሓት ግዜ መሕትት: _____

ASSESSING THE QUALITY OF EARLY CHILDHOOD CARE AND EDUCATION

1. ውላድኩም/ዶም ወዲ/ጓል ክንደይ ዓመት ማኣዲ ት/ቲ ኣፀደ ህፃናት ጀሚሩ/ራ ይብሉ/ለ?
2. ካብ ዝረክብዎም ባዓላት ፃውዒት ወለዲ & ኮሚትያዊ ኣኬባታትን ዝወሃብ ሓፈሻዊ ግንዛብ ትምህርቲ ኣፀደ ህፃናትን ቐንዲ ዕላማታት ትምህርቲ ኣፀደ ህፃናት እንታይ እዩ? መሰረታዊ ትምህርቲ ኣፀደ ህፃናት ንህፃናት ኣድለይነቱ እንታይ እዩ ይብሉ/ይብሉ?
3. ከም ወለዲ ህፃናት ኣብ ትምህርቲ ኣፀደ ህፃናት ብከመይ መልክዕ እዮም ዝሰተፉ/ፉ?
4. ከም ወለዲ ናይ ደቕኹም መዓልታዊ ሓበሬታ ብከመይ መልክዕ ትለዋወጡ?
5. ከም ወለዲ ኣብ ትምህርቲ ኣፀደ ህፃናት ምስታፍ ንክይዲ ምምሃር ህፃናት ረብሕኡ እንታይ እዩ ይብሉ/ለ?
6. ርክብ ወለድን ቤት ትምህርቲን ንክይዲ ምምሃር ህፃናት ዝላዓለ ምልዕዓል ይፈጥር ኢሎም/ለን ዶ ይሓስቡ/ባ?
7. ከም ወለዲ ኣብ እንታይ ዓይነት ጉዳይ ትምህርቲ ኣፀደ ህፃናት ተሳቲፎም ይፈልጡ/ጣ?
8. ከም ወለዲ ተምሃሮ ህፃናት ኩሉ መዳያዊ ክይዲ ምምሃር ምስትምሃርን ምምሕያሻትን ብከመይ መንገዲ ይከታተሉ/ለ?
9. ከም ወለዲ/ላዲት ተምሃሮ ህፃናት ብዛዕባ ውላዶም/ደን ርክብን ምይይጥን ምስ መምህራን ኣካይዶም/ደን ይፈልጡ/ጣ ዶ? ኣይፋሉን እንተይሎም/ለን ምክንያቱ ይገለፅ?
10. ኣብ ሞንጎ ወለድን ቤት ትምህርቲ ኣፀደ ህፃናትን ዘሎ ርክብ ሓፈሻዊ ስራሕቲ ከመይ ይግምግምዎ/ሞኡ?
11. ኣብ ት/ቲ ኣፀደ ህፃናት ዘጋጥሙ ዋና ዋና ማሕለካታት እንታይ እንታይ ኢሎም /ለን ይሓስቡ/ባ?
12. ንት/ቲ ኣፀደ ህፃናት መማሓየሺ ነጥብታት ኢሎም/ለን ዝሓስብዎም/ኡም ሜላታት ይግለፁ/ፃ?

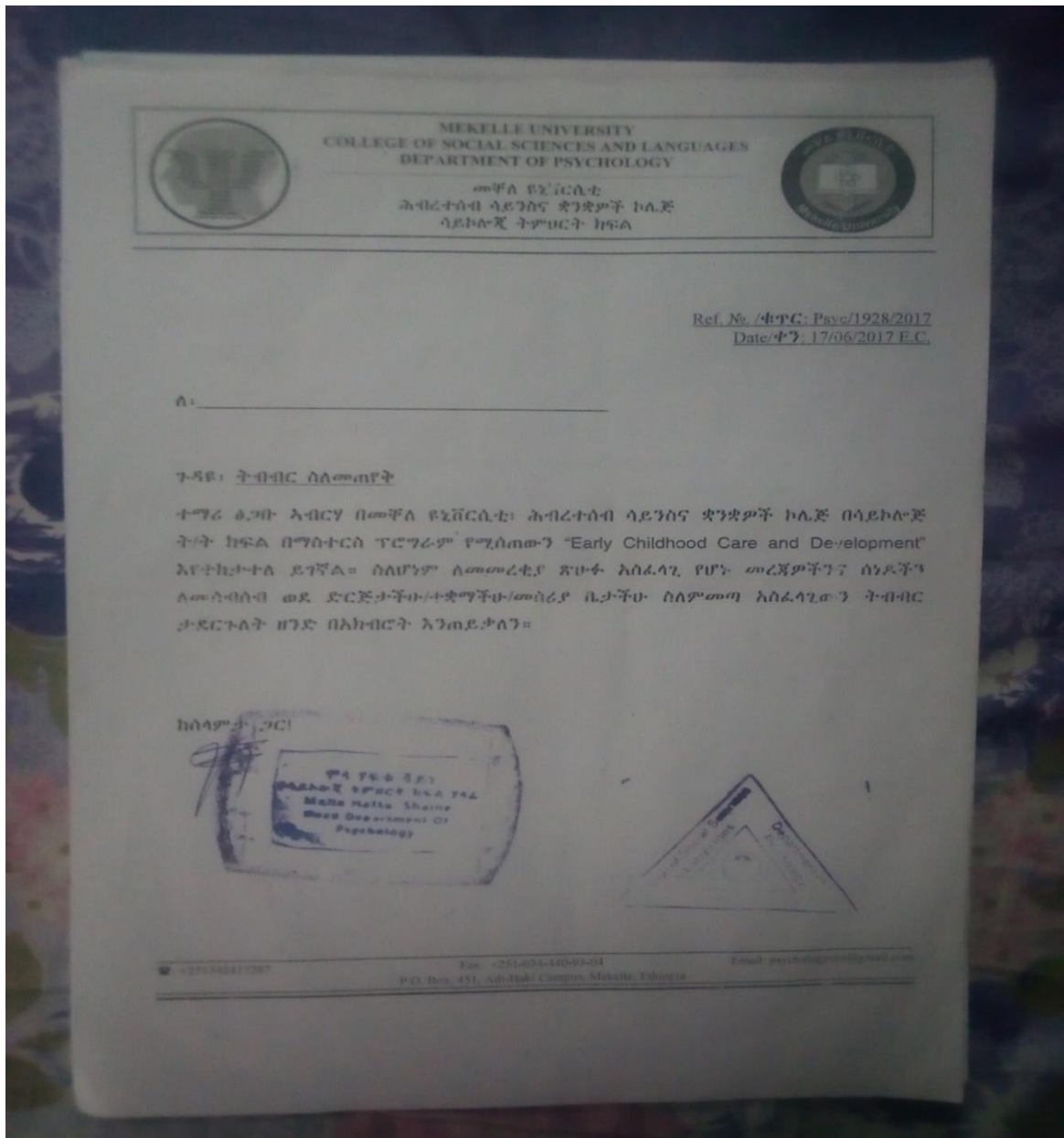
APPENDIX G

G. LETTER OF RECOMMENDATION

MEKELLE UNIVERSITY

COLLEGE OF SOCIAL SCIENCES AND LANGUAGES

DEPARTMENT OF PSYCHOLOGY



MEKELE UNIVERSITY
COLLEGE OF SOCIAL SCIENCES AND LANGUAGES
DEPARTMENT OF PSYCHOLOGY

መኖላ ዩኒቨርሲቲ
ሕብረተሰብ ሳይንስና ቋንቋዎች ኮሌጅ
ሳይኮሎጂ ትምህርት ክፍል

Ref. No. /ቁጥር: Psyc/1858/2016
Date/ቀን: 24/4/2016 E.C.

ሰ: _____

ጉዳይ: ትብብር መጠየቅን በተመለከተ

ተማሪ ፊርማውን አብርሃም በመኖላ ዩኒቨርሲቲ የሕብረተሰብ ሳይንስና ቋንቋዎች ኮሌጅ በሳይኮሎጂ ት/ት ክፍል፣ በሚስተርስ ፕሮግራም የሚሰጠውን (Early Childhood Care and Development) እየተከታተለ ይገኛል። ስለሆነም ለመመረቁ ይህ-ፋ/ይ-ሁ-ፎ በመስሪያ ቤታችሁ መረጃ ስለሚሰጠው/ሰለምትሰጠው አስፈላጊውን ትብብር ታደርጉለት/ታደርጉላት ዘንድ በአክብሮት እየጠየቅን ስለትብብርዎን በቅድሚያ እናመሰግናለን።

ከሰላምታ ጋር!

