

**PRACTICES AND CHALLENGES OF EARLY CHILDHOOD CARE AND
EDUCATION AMONG KINDERGARTEN CLASSES OF GOVERNMENT
PRIMARY SCHOOLS IN JIGJIGA CITY ADMINISTRATION**

MA THESIS

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**Practices and Challenges of Early Childhood Care and Education among
Kindergarten Classes of Government Primary Schools in Jigjiga City
Administration**

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DEDICATION

This thesis manuscript is dedicated to my father Abdi Ismail and my beloved mom Fadumo aw Hassen Omar who made me come to this world and their continuous contribution towards my well-being throughout my life.

STATEMENT OF THE AUTHOR

First, I declare that this thesis is my own work and that all sources of materials used for this thesis have been duly acknowledged. This thesis has been submitted in partial fulfillment of the requirements for M.A. degree at Haramaya University and is deposited at the University Library to be available to borrowers under rules of the library. I solemnly declare that this thesis was not submitted to any other institution anywhere for the award of any academic degree, diploma, or certificate.

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BIOGRAPHICAL SKETCH

The author was born on December 25, 1991 G.C in Degahbour zone, Aware Woreda. He attended his primary school education at Suldan Bihi primary and junior secondary school from grade one up to grade eight. Since at that time there was no secondary school in the woreda, he transferred to Harar where he joined Medhane Alem Comprehensive Secondary School and completed grade 10 in 2005 G.C. After the completion of his secondary school education in 2005 G.C, he joined Dr Abdi Majid Hussein College of teacher education and graduated with diploma in teaching. Soon after his graduation from the college in 2008 G.C, he was employed as teacher in Aware senior Secondary School which was where he initially started his primary education. One year after his graduation he joined Jigjiga University for Bachelor of chemistry in 2009 G.C. Soon after his graduation from Jigjiga University, he was assigned as Somali Regional State teachers association finance officer, in addition to working as an instructor in Dr Abdi Majid Hussein College of teacher education. In 2015 G.C, he joined Haramaya University to pursue his graduate studies for the degree of Master of Art in Special Needs and Inclusive Education.

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ACRONYMS AND ABBREVIATIONS

CSA	Central Statistics Agency
ECCE	Early Childhood Care and Education
ECE	Early Childhood Education
EFA	Education For All
ESDP	Education Sector Development Programme
FGD	Focus Group Discussion
ILO	International Labour Organisation
JCAEO	Jigjiga City Administration Education Office
KG's	Kindergartens
MDG's	Millennium Development Goals
MoE	Ministry of Education
MoH	Ministry of Health
MoWA	Ministry of Women's Affairs
NGO's	Non-Governmental Organizations
PTSA	Parent Teachers Students Association
SRS	Somali Regional State
UNESCO	United Nations Educational, Scientific and Cultural Organization
USAID	United States Agency for International Development

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Practices and Challenges of Early Childhood Care and Education among Kindergarten Classes of Government Primary Schools in Jigjiga City

Administration

Seid Abdi

ABSTRACT

The purpose of this study was to assess practices and challenges of early childhood care and education among kindergarten classes of government primary schools in jigjiga city administration. The practice of early childhood care and education, the extent kindergarten equipped with the necessary trained manpower, learning materials and over all indoor/outdoor environments, stakeholders' participation and challenges encountered of the programme underway assessed. Qualitative research method was employed by analyzing Kindergartens. Purposive and systemic sampling method was used to select key informants of the respective schools. Thirteen Teachers and ten parents who are members of Parent Teachers Students Association were selected using purposive and systematic sampling method respectively. Besides, five principals and one early childhood care and education expert from Jigjiga city administration education office were selected using purposive sampling method. Instruments were Focus Group Discussion, interview and observation. The data gathered through interview and focus group discussion were transcribed, analyzed, and triangulated. In addition, different documents were consulted, summarized and described deeply. The findings of the study showed that the sample kindergartens are not much conducive for all children due to narrow classes, great number of children in the classes, low participation of parents, and stakeholders, Lack of trained principals, teachers, experts and parent are great barriers to implementing Early childhood Care and Education. Absence of experience sharing among kindergartens, limited support system of education expert and collaboration of stakeholders are the other barriers of the kindergartens. Finally, education office in the city should give an emphasis with professional early childhood training like certificate, diploma and degree programme. Therefore, regional education bureau and other stakeholders of the programme must support collaboratively by creating effective and conducive environment for the children.

keywords: *Early childhood care and education, Practice, Challenges and Kindergarten*

1. INTRODUCTION

This section of the thesis deals with eight sub topics. The topics are background of the study, statement of the problem, research questions, objective of the study, significance of the study, delimitation of the study, limitation of the study and operational definition of key terms

1.1. Background of the Study

Early childhood education is a sensitive period marked by rapid changes in physical, cognitive, language, social and emotional development. It represents a window of opportunity for a lifetime development of a person (UNESCO, 2010). According to Barnett (2004), a well-designed preschool education has long-term and progressive effects in school success, including higher achievement test scores, lower rates of grade repetition, special education, and higher educational attainment. Moreover, it is also associated with reducing misbehavior and crime in childhood and adulthood.

Recently, the world has given attention to a new holistic approach programme which is early childhood care and education by giving supports to early childhood education. Early Childhood Care and Education (ECCE) is among the best long-term investments that countries can make. Children with supportive and stimulating environments early in their lives are more likely to complete school, have better health outcomes, and are less likely to develop ‘anti-social’ behaviour later in life (UNESCO, 2013).

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

Little ECCE programme has been implemented in most African and Arab countries. In Egypt, for example, a child from a rich family is 25 times more likely than a child from poor family one to participate in an ECCE program; while in Rwanda a child from a rich family is 20 times more likely than a child from poor family one to participate in ECCE programme (Burnett, 2010). In addition, a common policy and strategy for increasing access to ECCE for children in the year or two before starting compulsory schooling involves attaching pre-primary classrooms to existing facilities, usually primary schools. This can be seen in a number of countries in Sub Saharan Africa such as Kenya, Lesotho, South Africa, and Zimbabwe (UNESCO, 2015).

Ethiopia has some opportunities and challenges in developing early childhood care and education (ECCE) in low-resource settings. These challenges need to be understood in the context of recent government priorities to universalize primary education. In many respects, Ethiopia is a success story of Education For All (EFA), a global movement to provide high quality, basic education to all children, youths and adults. In 1992, after the end of the civil war, nearly four in five children were out of school. By 2009, the number of children who were out of school had been reduced to one in five, as a result of the abolition of fees, a 140 percent increase in the number of primary schools, training of teachers, local government campaigns to get children enrolled and large donor contributions (Engel , 2010).

Considering the importance of ECCE services for the overall development of children, the government of Ethiopia in partnership with the different concerned stakeholders prepared both the national policy framework for early childhood care and education (ECCE) and strategic operation and guidelines for early childhood care and education. These two documents played pivotal role by shaping the distracted efforts of the different practitioners working in the area though its implementation lags behind as it required. According to national policy frame work for early childhood care and education document , one of the major goals of the programme is to enable children to acquire basic skills in the area of pre reading, pre writing , counting , arithmetic and social competency as a strategy to make them ready for formal schooling (MoE, MoH, and MoWA, 2010).

Moreover, in 2002, the MoE states that kindergarten education is the pre-school preparatory education for children and can take up to two or three years. In this program, children between the ages of four to six years are offered fun-like education that would enable them to express

their feelings, to appreciate beauty, and to learn to distinguish and form letters and numbers. Play is a significant aspect of a kindergarten employing games, songs, specially chosen work materials, and stories to address the needs of small children. Kindergarten is aimed at growing children in a free atmosphere away from home. Preschool programs aim to provide early developmental and educational activities to foster children's social and cognitive maturation, and to help prepare them for school. It requires high investment and trained manpower (MoE, 2002).

According to education statistics annual abstract report (MoE, 2005), Kindergarten is part of the pre-primary education in which children aged 4-6 are involved. This program has its own curriculum, trained teachers, administrative staff and school compounds. Most kindergarten classes attached to primary schools are operated by governments, private, and faith-based organizations.

The study on practices and challenges in implementing ECCE among government kindergarten classes attached to primary schools were the first foot step research in Somali regional state since there was no similar research that has been carried out in the region as a whole and in Jigjiga city in particular.

1.2. Statement of the Problem

Even though early childhood care and education has been identified as one of the priorities for the education sector due to its role for the overall improvement of quality of education and reduction of drop out as well as repetition rates in later stages of formal schooling (MoE, 2010), the coverage of pre-school education in the country is near to the ground (Tassew, 2011; Young Lives, 2013).

There is a strong evidence that provision of early childhood education through structured pre-school institutions play a positive role on the learning potential of children because teachers interact with children more positively- by smiling, talking, responding appropriately to requests, playing with verbal language through rhyming and reading aloud and managing behavior in constructive ways and with greater frequency. A comprehensive pre-school program, focusing on the cognitive as well as physical and health needs of the child, enhances its ability to perform and increases the survival rate of the child in the primary school (MoE, 2002).

Currently in Ethiopia, children under five years of age comprise the largest age range (MoE, 2010). There are approximately 10 million children from zero to three years of age and seven million children from four to six years of age. Therefore, investment in Early Child Development (ECD) is critical for the short and long-term prosperity of the country. Although net ECCE enrollment is low, there have been increases in gross enrollment ratios. Despite these opportunities for expansion of ECCE, as of 2010/11 only about 5% out of the estimated 7.31 million children of the appropriate age group (ages four to six) had access to formal pre-primary education (MoE Annual Abstract, 2010). Again, according to the MoE Annual Abstract (2012/13), access to early learning and pre-primary for the young children has gone up from 5.3% in 2010 to 25% in 2013. Despite this fact ECCE still was not implemented as required.

The Dakar Framework for Action for Education for All (EFA) it prioritized early childhood education as the first goal of EFA which states: “Expanding and improving comprehensive early childhood care and education (ECCE), especially for the most vulnerable and disadvantaged children” (World Education Forum, 2000).

In the newly developed National Policy Framework of Early Childhood Care and Education of Ethiopia by (MoE, MoH & MoWA, 2010) emphasizes the unwavering importance of early intervention in a coordinated manner along with strategy of implementation and states that

Ethiopia needs a comprehensive approach to ECCE in order to ensure that all children reach their full potential strategies building on existing policies, structures and resources and using evidence based and low-cost interventions need to form the foundation for ECCE

ECCE in Ethiopia is still one of the most neglected parts of education system, most particularly in the rural area of the country. This condition can be expressed through different forms. First of all its enrolment rate in 2007/2008 was about 3.9% which is nationally a negligible figure (MoE, 2010). In addition to this, its implementation is also another major challenge, due to shortage or unavailability of trained caregivers and teachers, classrooms and furniture, instructional resources and first aid services (Tirussew, 2005). Moreover, Haile (2010) in his research conducted in North Western Zone of Tigray and the MoE (2010) have indicated that some of the

current challenges of ECCE program are lack of culturally relevant story books, poor-sanitary facilities, absence of care and education services for the majority of the children population in the rural areas, lack of access to ECCE for large majority of children, especially children from low socio-economic backgrounds and children with disabilities. Indeed, Daniel (2010) also conducted his research in the practice and problems of ECE, particularly in Gullele sub city, Addis Ababa. The research finding by Daniel indicated that teachers mainly used teacher-centered classroom instruction but basic facilities and equipment were considerably lacking and teachers and care givers did not have sufficient pre and on job training to teach and provide care for children in Kindergarten classes attached to primary schools.

During the course of this research undertaking, much effort was made to get researches undertaken in the area of practice and challenges in implementing Early Childhood Care and Education because the aim of this study was to figure out the gap for the practice of early childhood care and education, status of stakeholders' participation, teachers input, principals' role, parents' involvement and challenges in early Childhood care and education among kindergarten classes attached to primary schools so as to create access and deliver quality education for all school age children.

This research attempted to describe the practices and challenges of ECCE among government kindergarten classes attached to primary schools in Jigjiga city administration with emphasis on the analysis of teachers' and students' interaction, parental views on the ECCE issues and principals perception towards ECCE. The study of ECCE in kindergarten classes attached to primary schools was based on the intent of delineating critical issues and problems that have impeded the delivery of ECCE programme and highlighting priority areas that brought the developmental intervention strategies which was the agenda of this research

1.3. Research Questions

The study pays attention to implementation of current practices and challenges in implementing early childhood care and education in selected kindergarten classes attached to government primary schools in Jigjiga city administration through addressing the following research questions.

1. What are the practices of early childhood care and education in kindergarten classes attached to government primary schools of Jigjiga city administration?
2. To what extent are the kindergartens equipped with the necessary trained manpower, learning materials and over all indoor/outdoor environments?
3. What is the extent of stakeholders' participation/ involvement in kindergarten classes attached to government primary schools?
4. What are the challenges that kindergartens encountered in practicing ECCE?

1.4. Objectives of the Study

1.4.1. General Objective of the Study

The general objective of this study was to investigate the practices and challenges in implementing Early Childhood Care and Education among kindergarten classes attached to government primary schools in Jigjiga City Administration of Somali regional state.

1.4.2. Specific Objectives of the Study

The research focus is on the following specific objectives:

- ✓ To assess the practices of ECCE in kindergarten classes attached to government primary schools of Jigjiga city administration;
- ✓ To examine whether the key inputs like teacher, curriculum and facilities are in place;
- ✓ To assess the status of stakeholders' participation/involvement in the area under the study;
- ✓ To identify the challenges of early childhood care and education among kindergarten classes attached to government primary schools in Jigjiga city administration;

1.5. Significance of the Study

This research on practices and challenges in implementing ECCE among kindergarten classes attached to government primary schools may have the following significances

Firstly, it suggests some possible measures to be taken by government bodies (at city administration and at the regional level) so as to improve the quality of pre-primary school

education implementation through the course of ECCE programme. Secondly, it helps to improve the collaborative and interactive efforts and responsibilities of teachers and parents to assist children's learning by the help of concerned city administration and regional governmental bodies. Fourthly, it increases the awareness of pre-primary school programme through the support given by city administration education office experts by equipping pre-schools with essential human and material resources required to effectively run pre-primary school education. Lastly, it serves as the basis for other researchers who would like to make in-depth study in the area.

In addition to the aforementioned importance, this study had value in showing the real situation in the implementation of ECCE practices and challenges among kindergarten classes attached to government primary schools in Jigjiga city administration since there is no similar study that has been conducted in this area.

1.6. Delimitation of the Study

The study is delimited to the current practices and challenges in implementing ECCE among kindergarten classes attached to five government primary schools in Jigjiga city administration. Hence, the research was not included private, community and faith based kindergarten classes attached to primary schools in view of the fact that the time, financial and manpower was very scarce.

1.7. Limitation of the Study

It is generally agreed that the validity of a research result increases as the sample size increases and distribution is widened. In this study, however, 29 respondents were selected only from five government owned KGs which are found in Jigjiga city. One of the reason study limited was using qualitative research method and selecting data collection method that was case by case analysis. Furthermore, the instrument used in this study was limited to interview, focus group discussion and observation checklist. On the other hand this study did not include participants other than government owned KGs. Besides, due to inaccessibility factors of parents in the KGs, it was not possible to include some more children's parents' respondents. Rather in this study the researcher had only used parents who were currently working in PTSA.

1.8. Operational Definition of Key Terms

Challenges: refers to children learning obstacle that makes the child not to effectively exercise, playing, interaction among community in the school and resource scarcity interms of ECCE in kindergarten classes attached to government primary schools.

Current practice: refers to implementation of policy framework of ECCE in order to bring significant positive changes on the current ECCE practices of kindergarten classes attached to government primary schools.

Early childhood care and education (ECCE): refers to the policy that encourages learning of children in kindergarten classes attached to government primary schools through motivation, interaction and playing in outdoor and indoor environment of the school (less than seven years).

Kindergarten: Refers to KG classes attached to primary schools for young children, usually between the ages of 4-6, immediately before they begin formal education.

2. REVIEW OF RELATED LITERATURE

This chapter is devoted to a literature review that describes the major components that defines Practices and Challenges of Early Childhood Care and Education among in general. In addition it tries to see the concept and theoretical framework that surrounds Early Childhood Care and Education programs. Finally it tries to see the key challenges of ECCE.

2.1. The concept of early childhood care and education

Early childhood education refers to the period between birth and 8 years of life which mostly explain the implementation early childhood care and education (MoE, 2010). Different scholars explain the term early childhood care and education (ECCE) in different ways but the one that is widely used by educators define the range of processes and mechanisms that sustain and support development during the early years of life particularly from birth to eight years. ECCE encompasses education, physical, social and emotional care, intellectual stimulation, health care and nutrition. It also includes the support a family and community need to offer for children's healthy development. Several terms and definitions are used across the world to refer to education and care for children younger than 8 years – along with the term 'ECCE'. These include early childhood care and development (ECCD), early childhood development (ECD), early childhood education (ECE), early childhood education, care and development (ECECD) and early childhood education and development (ECED). Clearly, some consensus on the scope and the holistic nature the term ECCE is used (UNESCO, 2012).

Countries in the world are trying to expand opportunity of ECCE services so as to further increase global education framework which focuses on expanding equitable and quality provision of ECCE with one year of free and compulsory pre-primary education or zero or "O" class. The ability to recruit, retain, and support qualified personnel for ECCE settings is critical for ensuring that this target is met. Previous studies have identified many challenges facing the early childhood workforce, including inadequate professional development and mentoring, low salaries, and lack of support and recognition (ILO, 2012).

Despite world effort still there is limited capacity available to ECCE teachers, including their training and professional development, classroom practices, and working conditions particularly

in low- and middle-income countries (UNESCO, 2012). This concept seeks to synthesize less interaction between teachers and students in low and middle income countries which needs to be emphasized a lot. Moreover teachers and students or principals and students relationship or parents and teachers/principals relationship demands further research to be carried out that is why the researcher focused to see the present issue and challenges that faced ECCE in government kindergarten classes attached to primary schools.

As stated by Sheila B. Kamerman in his report of 2006, attempting to paint a picture of global developments in early childhood education and care policies and programs, we are confronted by the paucity of national data, let alone comparative, cross-national data. Reviewing the histories of ECCE developments in several countries reminds us that in much of Europe and North America, and even in several of the developing countries such as China and India, kindergartens and nurseries were first established in the 19th century, often drawing on the same models: Froebel, Pestalozzi, Montessori, and the activities of missionaries. ECCE also contribute to good child development outcomes that set the foundation for lifelong learning and help in the monitoring of education, health and nutrition status during this critical period of development. The provision of ECCE programmes can free members of the household from childcare responsibilities, allowing a parent to work or an older sibling to attend school.

The past 15 years have witnessed worldwide recognition of the importance of investing in the early years of children's lives, with rapid expansion of Early Childhood Care and Education (ECCE) services around the world (UNESCO, 2015). At least 68 countries have national early childhood policy instruments and another 23 countries have instruments under development (Vargas-Baron, 2015). Pre-primary enrollments increased by nearly two-thirds between 1999 and 2012, reaching a world gross enrollment rate of 54 percent (UNESCO, 2015). Yet this progress in pre-primary coverage has not been experienced equally across regions and within countries, and delivering quality ECCE at scale remains elusive in many contexts. For example, only 17 percent of children in low-income countries have access to pre-primary education, and there are persistent disparities in children's early development and learning experiences according to their family's socio-economic backgrounds and whether they live in rural or urban areas (Neuman & Hatipoglu, 2015).

According to report of UNESCO in 2010, early childhood education in Ethiopia was started during Zer'a Ya'aqob and his Walda Haywat with other associated teaching Amharic alphabet or Geez in churches. After a while, the first kindergarten in Ethiopia was opened in Dire Dawa by French consultants that were building railway which connects Ethiopia and Djibouti.

ECCE programs should have curriculum content, but they must also build upon the everyday experience of children; provide curriculum integration and creativity; intergenerational problem solving and solution seeking; the promotion of intercultural understanding and recognition of interdependency; involvement of the wider community; and active citizenship in the early years; (Anonymous, 2015).

Early Childhood Care and Education (ECCE) is the bedrock in the effort of ensuring healthy start for pre-school age children. It has enormous significance in cultivating their holistic development. As the term itself implies, ECCE embraces a combination of diversified activities that bring forth the realization of healthy growth and development of children ranging from birth to eight years of age. Under the continuum of this activity, children are presumed to receive education, health, nutrition and social welfare services (Woodhead, 2009).

UNESCO uses the phrase “Early Childhood Care Education (ECCE)” as it features in the Jomtien declaration and Dakar framework (UNESCO, 2012). The concept is understood to entail a comprehensive or holistic approach to child care and development. As stated in Jomtien declaration and Dakar framework, “ECCE supports children’s survival, growth, development and learning- including health, nutrition and hygiene, and cognitive, social, physical and emotional development – from birth to entry into primary school in formal, informal and non-formal settings”. It encapsulates programmes and policies for children under 3 and those from 3 to primary school entry, usually by age 6 and sometimes by age seven or eight. In general early childhood development programs aim to meet the cognitive, physical, and emotional health and developmental needs of children from age 0 to primary school-aged. In addition, as indicated above quality Early childhood development programs integrate health, nutrition, education, and child protection; build on community strengths; support caregiver education; provide equitable access for children and their caregivers; and use various approaches that support diversity, address the needs of both boys and girls (UNESCO ,2010).

In support to the above idea, Woodhead (2009) states early childhood is a time of remarkable transformation and extreme vulnerability. These years of a child's life represent a crucial period of growth and change. Programs that support young children during the years before they go to primary school provide strong foundations for subsequent learning and development. Such programs also compensate for disadvantage, disability and exclusion, offering a way out of poverty.

According to MoE (2007) cited by Tanga Babulo (2012) quality education in early years is a complex matter and it has varied features. One of these is its relationship with the society's cultural, economic and political realities and activities. Thus, quality indicates that the student learns in his/her mother tongue and enriches his/her language, equitable distribution of educational service. The other aspect of early childhood care and education is its close dependence on the resources of the country and society. This implies early childhood care and education is a function of the country's level of economic development subject to improvement and change with time. Lastly ECCE program is expected to prepare children for primary school. It also indirectly enhances enrollment and retention rates of girls in primary schools by providing a substitute care facility for younger sibling.

2.2. The importance of early childhood development

Early childhood education has enormous individual, social and economic benefits. For example, early childhood programmes complement the roles of parents and other care givers in raising children during the early years. The early childhood years set the foundation for life, ensuring that children have positive experiences and that their needs for health, stimulation and support are met, and that they learn to interact with their surroundings. Furthermore, early childhood education programmes result in easier transition to primary school, better completion rates, reduced poverty and social equality (UNESCO, 2007).

The benefits of ECCE programmes extend into adulthood. They contribute to good child development outcomes that set the foundation for lifelong learning and help in the monitoring of health and nutrition status during this critical period of development. The provision of ECCE programmes can free members of the household from childcare responsibilities, allowing a parent to work or an older sibling to attend school. Of course, early childhood care also takes

place in the context of families. Parenting practices have strong effects on learning and development (Woodhead, 2009).

Children from poor families, immigrant children and children from other vulnerable groups may particularly benefit from ECCE equalizing factor before compulsory schooling. For example, access to ECCE can help immigrant children develop and learn the local language.

Investing in young children is both the right and the smart thing to do. Advocates argue, with increasing evidence, that ECCE should be a major priority on a country's development agenda, a major contributor to breaking poverty cycles as the Education For All (EFA) and Millennium Development Goals (MDGs) set out (Naudeau et al., 2011).

Despite the overwhelming case for building strong early foundations, ECCE remains a peripheral concern within education systems virtually everywhere, characterized by insufficient resources and fragmented planning (UNESCO, 2011). Evidence strongly suggests that those who need ECCE the most receive it the least. The majority of poor children in low- and middle-income countries do not have access to high-quality ECCE (Naudeau et al., 2011).

In many developing countries, especially in the sub-Saharan Africa, early childhood programmes are available only to a small fraction of the population, typically affluent urban families. For this reason the researcher saw how the setup of overall urban community children in Jigjiga city administration benefited from free ECCE service in five selected government school that have kindergarten classes attached to primary school.

2.3. Practice of ECCE in the world

The practice of Early Childhood Care and Education in several countries in much of Europe and North America, and even in several of the developing countries such as China and India, kindergartens and nurseries were first established in the nineteenth century, often drawing on the same models: Froebel, Pestalozzi, Montessori, and the activities of missionaries. Early on, a distinction was made between "kindergartens" for educational purposes and day nurseries to provide care. But subsequent developments were slow, with some expansion occurring during World War II and some following that, except for the eastern European socialist countries, with extensive developments occurring right after the War II, and France, with the integration of preschool into the education system in 1886. The most significant developments date from the

1960s because of the end of colonialism, the establishment of independent states in Africa, the dramatic increase in female labor force participation rates, the extensive developments in child and family policies in Europe and the United States the debate between care and development as the critical issue in the ECCE field (Kamerman, 2006).

Much of what is thought most characteristic of modern child-centered good practice in ECCE the use of first-hand experience, the value of praise and active learning, learning through play can be traced back to seventeenth and eighteenth century European philosophers and educators such as the Czech, Jan Amos Comenius, the Swiss philosopher, Jean-Jacques Rousseau and the Swiss educator, Johann Pestalozzi (Bruce, 2011). A practical orientation to early education came from the British industrialist and socialist, Robert Owen, who set up an infant school for the children of his cotton mill workers from the age of one and the German educator, Friedrich Fröebel, who put his ideas into practice in a school he called a “kindergarten” UNESCO, 2012).

In Lawrence, 1970, innovation continued in the twentieth century with a focus on the very youngest children. The Italian Maria Montessori had a profound influence through her ideas and practice of emphasizing individual over class teaching, children learning rather than the teacher teaching and children’s liberty to follow self-chosen activities.

This change was carried forward in United Kingdom-based experimental schools, such as Neill’s summer hill School and Bertrand Russell’s Beacon Hill School, and child development work by Swiss psychologist Jean Piaget, who was also influential in shaping ECCE in countries as distant as Japan (UNESCO, 2012).

Following these, especially during and after the Second World War public policy towards ECCE evolved in the twentieth century in relation to multiple challenges, most notably pauperization, the needs of working mothers , demands for an enriching preschool education for a growing middle class, and for preparing young children for primary schooling. By the end of the century, the concept of the public nursery or preschool as a place offering education for children from all backgrounds and run by highly qualified professionals was widely accepted in Europe and North America (UNESCO, 2007). This development, termed by UNICEF “the childcare transition” (UNICEF, 2007), has led to the majority of very young children in high income countries

spending a large part of early childhood outside of the home in some form of care (Kamerman, 2006).

In developing countries the existence of early childhood programmes come mostly after 1970 and was driven by different rationales. As the basic needs of so many young children were not being met, many developing countries emphasized infant and child health, poverty reduction, safe and affordable environments for child minding, and the transition to primary schooling (UNESCO, 2007).

Africa has the shared history of colonization by European countries and the impact of this experience on Early Childhood Education and Care/ECEC/ developments. Most of the African countries achieved independence in the 1960s, a decade when most of the countries were confronted by the over-arching task of nation-building (Kamerman, 2006:25).

From this it can be inferred that the practice of early childhood care and education goes back to the second world war and the countries practicing mostly in the recent time was developed countries like United States of America and most European countries.

2.4. Current practices of ECCE in sub-Saharan African countries

Despite efforts to promote ECCE in Sub-Saharan African countries, access continues to be a significant challenge. Enrolment rates in pre-schools in the region are often below 10 percent, mainly due to limited facilities being available and the effect of poverty. While there seems to be common agreement on the need to increase access to pre-schools, this is not without tensions and dilemmas, including who should provide pre-schooling and how it can be financed (Daniel and Nobuhide ,2008).

Although in many countries in the Sub-Saharan region, pre-school education is not part of the formal education system, governments do appreciate the value of pre-school education and the sector is contained in official policy documents. An examination of official policy documents from many sub-Saharan countries reveals that goals and objectives are clearly stated and are generally similar. But they define goals and objectives of ECCE centers as offering non-formal education that aim at not only providing an all around development of children, but also to prepare them for formal education (Daniel and Nobuhide ,2008).

There is a compelling case for more and better ECCE programmes as they help to reduce existing and future disadvantages faced by many children, through addressing their nutritional, health and educational needs. ECCE participation reduces the prevalence of malnutrition and stunting, improves cognitive development and contributes to increased school participation, completion and achievement. ECCE becomes the guarantor of children's rights and can open the way to all the EFA goals (Daniel and Nobuhide ,2008).

While ECCE programmes in many sub-Saharan African countries have made considerable progress as a result of the policy strategies and guidelines, the quality of many programmes is still unsatisfactory, especially with community-based ECCE centers. Among the key contributory factors to this situation is that the policy which makes parents and local communities responsible for the development and recurrent costs of ECCE centers, has led to the establishment of many unregistered institutions with very poor facilities (Daniel and Nobuhide, 2008).

Sub-Saharan African countries operate at sub-standard levels, especially with regard to physical facilities, teaching and learning materials as well as teachers. A number of measures therefore need to be put in place to improve the quality of Early Childhood Care and Education (ECCE). Sub-Saharan African countries should establish national frameworks for the financing, coordination and supervision of ECCE programmes for very young children. There is an urgent need to control the mushrooming of unregistered ECCE centers to ensure that the stated objectives and goals are pursued and minimum standards are maintained. There is also the need for the governments to subsidize salaries of community managed ECCE centers. Teachers also need to be trained in various aspects of simple child care, health monitoring, nutrition and cognitive stimulation as well as payment of their salaries by the states, especially those in public pre-schools. The syllabus for such training needs to be basic, with an emphasis on practical competence rather than theory. Above all, it is important to provide school feeding programmes for ECCE centers (Daniel and Nobuhide ,2008).

2.5. The practices of ECCE in Ethiopia

In recent times ECCE programme has been given a priority in many developing countries including Ethiopia. In witness of that, according to the 2000 World Education Forum known

As the Dakar Framework for Action for EFA, the early childhood care and education has been given in its first goal. The framework makes it clear that “Expanding and improving comprehensive early childhood care and education...” is of highest priority (cited in Woodhead, 2009). The framework is devised with the belief that access to early childhood education is an important determinant of performance at the primary school level. Children who have gone through initial education are thought to be better equipped to cope with the demands of primary education (Woodhead, 2009).

In Ethiopia, where the gross enrolment ratio is only 4%, the share of private provision is 94%. This indicates demand that is not met by the public sector. Children aged 3 to 7 years constitute a large section of the Ethiopian population according to the national census conducted in 2007 by Central Statistics Agency (CSA, 2009). Over 16 percent of the then 74 million populations, that is, more than 12 million were under this age category and above 10% were in the ages 4 to 6 years. However, Early Childhood Care and Education (ECCE) is one of the most neglected areas in Ethiopia. According to the Annual Educational Statistical Abstract of Ministry of Education (MoE, 2013), the gross enrollment rate of Kindergarten (KG, ages 4 to 6) was only 6.2% and mainly concentrated in urban areas.

Moreover, Early Childhood Care and Education (ECCE) have shown an important expansion under ESDP III. Enrolments have grown at an annual rate of between 8.8% in 2004/2005 to 18.1% in 2008/09. There has also been a significant growth in the number of kindergartens (1,497 in 2004/05 to 2,893 in 2008/09). This has led to an increase in the gross enrolment rate from 2.2% in 2004/05 to 4.2% in 2008/09, with very little difference between boys and girls. The number of ECCE teachers has grown more quickly even than the enrolment, the result being that there has been a significant decrease in the pupil/teacher ratio with 32:1 in 2004/05 to 16:1 in 2008/09 (MoE, 2005).

Currently the government of Ethiopia the Ministry of Education, is very much aware of the value of preschool education through ECCE practice which includes school readiness and reduction of the dropout rate in grade one. In collaboration with the three ministries that signed memorandum of understanding up on ECCE which are Ministry of Education, Ministry of health and Ministry of Women’s Affairs developed the policy framework and Strategic Operational Plan for preschool education in Ethiopia (MoE, 2010). Currently a practice with an integrated approach

of ECCE programme is going most part of the Ethiopia through preschool education or kindergarten.

A joint ministry that consists of Ministry of Health, Ministry of Education and Ministry of Womens Affairs are currently encouraging practice and the involvement of government institutions and individuals to invest in education at this level. Only a very small number of parents can afford tuition for their children to attend such programs in private schools that is why government settled tuition free kindergarten classes attached to government primary schools. Furthermore, lack of access to preschool programs/kindergarten particularly the one attached to government primary school in particular and all other such schools owned by privates in general lacks of qualified teachers in these programs(MoE, MoH, and MoWA, 2010).

2.6. Role of stakeholders in the ECCE programme

There are a lot of stakeholders that can directly or indirectly help children when they are placed in kindergarten classrooms attached to primary school. Generally, the following sub sections have been taken as some of the domains of early childhood care and education programme.

2.6.1. Role of Teachers

According to Jackman (2001) one of the major role of teachers in ECCE programme are facilitation, communicator of parents, encourager of engagement for all children and lastly managing the environment of class room setting in particular and school environment in general. As a facilitator, the teacher should be “role model” for children in any of his/her activities with children. Teacher as “communicator of parents” is the most important role of teachers in order to get the confidence and the support of parents. The teacher also needs to “engage in activities with children” rather than presenting how something should or must be done (Miller, 1996).

Another important role of the teachers is managing the environment in early childhood setting. Management in early education is a direct result of understanding child development, establishing a philosophy, and determining goals and objectives. Gordon and James as cited in Jackman (2001) stated the teacher’s role as a supervisor and manager includes being responsible for setting up and maintaining a safe, developmentally appropriate environment, observing and

listening to the children, on-the-spot training for aides and volunteers, and communicating with parents

2.6.2. Role of the family

Families are the child's first educators. They have the greatest influence in shaping young children's attitudes, values, behaviours, habits and skills. As such, they have a central role to play in educating their children for sustainable development. Learning for sustainability can therefore be effectively undertaken by parents, siblings, grandparents and other extended family members. Often, grandparents have old wisdom about ways of life that favour living together, preservation of the nature throughout generations and co-habitation of different species, which should be tapped upon. Thus, where formal early education programmes are not available, non-formal education can be set up – as an integral component of community programmes or otherwise – to provide parents and grandparents with opportunities to discuss what could be done differently in daily life in order to become an effective agent of bringing about sustainable development. Where an early childhood education programme does exist, a parental education can complement what children experience in the program (UNESCO, 2008). Furthermore, parents are a child's first teachers and they play an important role in their child's learning and development. Children who receive responsive and consistent care giving early in life develop secure attachments to their parents/caregiver, which helps with their growth and learning.

2.6.3. Role of the government

The roles of government in pre-school education vary considerably from one country to another. In many developing countries, government is not involved in providing pre-school education while in the developed countries the provision of pre-school education by government is highly introduced recently after they had achieved universal primary education (MoE, 2002).

The other role of government is designing a national framework like ECCE policy framework in (2010). Within this framework, the state would regulate existing private sector provision. It would also begin to provide low-cost ECCE programmes through extending existing government primary schools to provide a reception year. Where this is not possible, some older primary school pupils would be trained as Child-to-Child facilitators in a programme of play designed to improve the readiness of younger children to start school. But there is extremely limited

government and donor funding available for the plans in the framework. The implementation of ECCE risks placing a significant burden on an already overstretched primary education system (MoE, 2010).

2.7. Pre-school enrolment of children in Ethiopia

Central statistical agency (CSA, 2008) states the enrolment of children in pre primary school as follows:

11.7% of pre-primary school-age children attended pre-primary school (5.3%) and the remaining 6.4% attended primary school. The disaggregation by regional level shows the highest percentage of attendance was in Addis Ababa (69.7%), followed by Harari (33.8%) and Dire Dawa (31.4%). The least were reported to be in the emerging regions of Somali (4.5%) and Afar (6.1%). The higher percentages in Addis Ababa, Harari and Dire Dawa could be attributed to the different kindergarten institutions found in these urban areas while the emerging regions like the region that I want to carry out the research do not have well organized kindergarten.

This data explains how some of the developing regions like Somali and Afar are behind other developed regions like Harari and Addis Ababa city administration. Somali and Afar regions are reported the two regions that are at the bottom level.

As cited in UNESCO (2010), the Dakar declaration on ‘Education for All’, acknowledges the importance of “expanding and improving comprehensive early childhood care and education, especially for the most vulnerable and disadvantaged children”. Ethiopia is a signatory of that declaration, which clearly shows that this commitment has to be taken seriously. Currently, the providers at this level are mostly non-government organizations, communities, private institutions, faith-based organizations and less involvement in the government sector. The roles of the government are limited to teacher training, curriculum development and closer monitoring to improve the quality of education.

The region where the researcher eagerly wants to carry the research needs deep understanding on ECCE specially practices going in the school level and challenges they face.

2.8. Physical and learning environment of kindergartens

2.8.1. Indoor environment

Teachers cannot teach efficiently in the environment whereby all the spaces are not free from any kind of restriction that can hinder the teaching learning process. Children are also feeling emotional, unsafe and unrelated to explore and move around freely if there is no enough space. Thus, arrangement of classroom for the indoor activity is very vital in the kindergarten (MoE, 2009).

2.8.2. Outdoor environment

Thelin (2009) emphasizes that outdoor play for young children helps them with their sensory development because when they are playing outdoors they are using all of their physical senses. At the same time playing outdoors helps with their physical development and coordination and reduces the chances of children being overweight or obese. Outdoor environments that provide opportunities for children's physical development also allow them opportunities to engage in pretend play. Carlson (2006) points out that intense physical exertion of rough and tumble play supports cardiovascular health and meets vital touch needs of children.

2.8.3. Materials and books

The quality and availability of textbooks and other materials have represented a challenge to effective teaching and learning for ECCE in many parts of the country. Most of the regions do not have standardized books for kindergartens, then all most all students when they are in kindergarten they to go private schools instead of going to government schools. Lack of general materials for teaching children at this age becomes the headache of education experts since the policy was formulated by ministry of education which says all children must go to school and there must be pre-primary classes where child can get anything that private school children got (Anonymous, 2015).

The most appropriate materials to be included in a classroom are open-ended materials like charts, pictures and playing game that may be used for multiple purposes. Manipulative materials

that may be put together in many different ways and incorporated into other activities are a good example of an open-ended, multiple-use material (Miller, 1996).

2.9. Opportunities and Challenges of ECCE in pre- schools of Ethiopia

Recently the world has widely implemented early childhood care and education (ECCE) through research and development policy. For example, the Ethiopian government has designed a national framework for ECCE (2010). Within this framework, the state would regulate existing private sector provision. It would also begin to provide low-cost ECCE programmes through extending existing government primary schools to provide a reception year. Where this is not possible, some older primary school pupils would be trained as Child-to-Child facilitators in a programme of play designed to improve the readiness of younger children to start school. But there is extremely limited government and donor funding available for the plans in the framework.

The implementation of ECCE risks placing a significant burden on an already overstretched primary education system. Woodhead (2009 cited by Young Lives in Ethiopia, 2012). Ethiopia offers a study on opportunities and challenges in developing early care and education (ECCE) services in low-resource settings. The country has been viewed as a success story of Education For All, with the number of children out of school reduced from nearly four in five in 1992 to one in five in 2009. But there are significant challenges in improving the quality of education provision, and an intense focus on primary education has resulted in relatively little attention to ECCE Woodhead (2009 cited by Young Lives in Ethiopia, 2012).

There is a strong rural-urban division in ECCE provision. In urban areas, there is a diversity of non-governmental providers. Wealthier parents tend to use private preschools, while many poorer parents use faith-based facilities. In rural areas, the private and non-governmental sectors provide very few pre-schools. The practice of rural ECCE provision is low because government primary school systems are still being consolidated and lack the resources to offer pre-schooling.

Although overall levels of ECCE provision in Ethiopia are low, there are diverse providers mostly located in urban areas, giving urban families different choices and opportunities for accessing ECCE Woodhead, (2009) cited by (Young Lives in Ethiopia, 2012).

Types of ECCE providers

- **Private schools** are fee-paying. They are usually replicas of primary schools, with uniforms, academic lessons and sometimes instruction in English.
- **Public schools** are partly funded by government and partly by student fees. Facilities and the quality of service provision are more like private schools than government schools.
- **Government pre-schools** are mostly in urban areas but include a small number of reception classes attached to primary schools in both rural and urban areas. Teachers are paid from government.
- **Community schools** are run by nongovernmental providers. They include **NGO schools** which charge low or no fees if they are targeting poor communities.

Woodhead (2009) cited by Young Lives in Ethiopia (2012) explained that the introduction of the ECCE policy framework in 2010 marks significant progress. It offers the promise of ambitious increases in ECCE access but to date it is unclear how this was resourced.

Much of the evidence of the benefits of ECCE comes from smaller-scale, relatively well-funded community based programmes. Scaling-up needs to be adequately planned and resourced for ECCE to achieve maximum potential for children.

According to Woodhead (2009) cited by Young Lives in Ethiopia (2012) the following could assist in ensuring the success of the framework in urban areas, structures to ensure that poorer children can access non-government providers, either through direct subsidy to providers in poor communities or vouchers issued to parents. In the long term, the government's ECCE framework offers a real opportunity to provide universal, low-cost and quality ECCE in Ethiopia. But if the framework is to deliver the full benefits of ECCE, it must be carefully phased in and provided with sufficient resources.

3. RESEARCH DESIGN AND METHODOLOGY

In this part, issues related to research methodology is treated. Hence, description of the study area, the type of research design, sources of data, population, sample size and sampling techniques, data collection instruments and methods of data analysis that were used in the study have been presented here.

3.1. Research Design

Research design was recognized when the importance of examining practices and challenges among government kindergarten classes attached to primary schools was raised. As part of ECCE program, it was also planned to capture the perception of parents towards sending their children in kindergarten classes attached to primary schools. Furthermore, the aim of this study is to assess current practices and challenges in implementing Early Childhood Care and Education (ECCE) among government kindergarten classes attached to primary schools in Jigjiga city of Somali regional state of Ethiopia.

In this study, only qualitative research method was used based on case study research approach.

3.2. Description of the Study Area

There are nine regional states and two city administrations in Ethiopia. Somali regional state is one of the nine regions in the country, which is located in the eastern part of the country. This research was carried out in the regional capital city lately renamed as Jigjiga city administration. The city administration geographically shares boundary with Awbarre Woreda in the north, Kebribeyah Woreda in the east, Jigjiga Woreda in the west and Goljano Woreda in the south. Unlike other cities in the zones, Jigjiga city administration does not have Woreda but classified into kebeles and sub kebeles. Generally, the city has 48 schools that have kindergarten classes attached to primary schools. Out of those schools only five schools are government while the remaining are private, community schools and faith based schools. The number of children enrolled in kindergarten classes attached to all primary schools is 6083. The reason for the researcher to take Jigjiga as a research site is due to availability of kindergarten classes attached to government primary schools as well as due to lack of research that has been conducted there.

3.3. Sources of Data

Both primary and secondary sources of data were used in the research.

3.3.1. Primary sources of data

The primary data was gathered from different sources which include kindergarten teachers, principals, parents and one expert from city administration education office.

3.3.2. Secondary sources of data

In the information gathering, the determination of data was stated here in terms of documents, reports and plans of the schools. During the time of this data gathering more emphasis was given to students' registration file and other relevant documents which are available at the school level.

3.4. Population, Sample Size and Sampling Techniques

Generally Jigjiga city administrations has a number of kindergarten classes attached to primary schools which are owned by the government, privates, community schools, NGOs, madrasa and missionary schools. The total primary schools that have kindergarten classes attached to primary school are 48 with a total number of 6083 children. Out of those 48 schools, the researcher has purposively selected five government kindergarten classes that are attached to primary schools. The target population from which the sample was taken is 5 principals, 27 teachers, 123 parents and 1 education expert from city administration education office. The reason for the researcher to select the study participants purposively was that the five schools that have kindergarten classes attached to primary schools belong to government. The place where the research was carried out has relatively large number of children compared to other cities in the region. In addition, the researcher expected a lot of children from different family background be it economically or socially but placed in the same class. Since all schools where the research was carried out are government schools, the selection was made purposively. The researcher has taught in some of these schools and he also offered training for almost all teachers who are teaching in the schools while he was teaching in Dr Abdu Majid Hussein College of teacher education. So conducting the research in those schools could be conducive for the researcher.

The teachers who teach in these classes were 27. Out of those only 13 teachers were interviewed. In addition to that, 5 principals have been interviewed. Moreover Focus Group Discussions (FGDs) was selected systematically to 10 parents out of 123 parents in the given population. Furthermore, one city administration education expert was included so as to provide more information by analyzing through interview. The selected kindergarten classes attached to government primary schools are indicated below with their number of teachers, parents, principals an.

Table 1. Population, sample size and sampling technique

Name of school	Population		Sample	Technique
Ahmed Gurey	Description	Quantity	Quantity	
	Teacher	5	2	Purposive
	Parent	20	2	Systematic
	Principal	1	1	Purposive
Wil Wal	Teacher	5	3	Purposive
	Parent	24	2	Systematic
	Principal	1	1	Purposive
Hussein Gire	Teacher	6	3	Purposive
	Parent	31	2	Systematic
	Principal	1	1	Purposive
Wanow	Teacher	5	2	Purposive
	Parent	25	2	Systematic
	Principal	1	1	Availability
Suldan Sheik Hassen	Teacher	6	3	Purposive
	Parent	23	2	Systematic
	Principal	1	1	Purposive
Total		155	28	

Source: Jigjiga City Administration Education Office Educational Statics, 2016

3.5. Data Collection Instruments

In this study, data collection tools used include interview, observation and focus group discussion. Moreover, document analysis was used to obtain some information about the topic of the study.

3.5.1. Interview

In this study, interview was used to collect information by collecting data which involves presentation of oral-verbal stimuli and reply in terms of oral-verbal responses. Semi structured interview was used for this research. The reason used for this type of interview was that it enables respondents' to forward ideas in their own words and allows the interviewer to ask additional questions to probe and expand interviewee responses. The interview was conducted with interviewing 13 teachers who teach kindergarten classes attached to government primary schools, five principals and one education expert so as to see the ongoing activity in early childhood care and education. The interview was conducted by the researcher himself and the information obtained from the participants was handwritten and transcribed later.

3.5.2. Focus group discussion

To get more varied data, the researcher used Focused Group Discussions (FGD). There was two FGD with total FGDs of 5 parents. As the study was aimed at examining current practices and challenges in implementing ECCE among kindergarten classes attached to government primary schools, it was not simple to obtain detail information with the use of interview alone. For this reason, the researcher organized systematic selection of focus group discussion to acquire information from diversified parents whom their children attend kindergarten classes attached to primary school. The discussion made by the focus group discussion was tape-recorded and then transcribed later for analysis.

3.5.3. Observation

The researcher developed a checklist consisting of items that are relevant to the problem being identified. Hence, using the checklist the researcher collected and organized relevant data from the teaching learning process and physical environment of the school that were an input to the practice and challenge in implementing early childhood care and education. To capture

information/ data on the actual ECCE service provision and the availability of adequate teaching aids, indoor and outdoor playing facilities, teachers and student's interaction, and the presence of adequate playground and other relevant factors with non-participant observations were carried out based on the pre-prepared observation checklist to check the reliability and validity of data collecting tools.

The checklist have three sections such as morning cycle, break time and back to home times. The checklist was prepared based on the Ethiopian ECCE guideline. During the observation, the researcher observed events and situations while the children exercise morning cycle, learn in the classroom, play during break time and the way the teachers assist the children. Lastly, the information obtained through observation was analyzed and crosschecked with those from other sources.

3.6. Procedures of Data Collection

In order to get full support in administrating and collecting the data, the student researcher made first contact with the city administration education office as well as with the school principals and discussion was held extensively on the topic thus, the student-researcher got permission from both the city administration education office as well as with the school principals too. Related literatures were reviewed and obtained relevant information which served as a guiding process. Afterwards, Interview, focus group discussion and observations checklist were developed by the student researcher to collect the relevant information. The designed Interview, focus group discussion and observations checklist were explicitly examined with the research basic question by the advisor and necessary correction was made. The final and revised Interview, focus group discussion and observations checklist were get approved by the advisor and administered by the student researcher accordingly.

Before administering the questions in the Interview, focus group discussion and observations checklist, the researcher himself accomplished thoroughly and solely by giving clarification and support in case of difficulties. Furthermore a brief orientation was held to the respondents about the purpose of the study, the importance and how to respond in the interview and confirmed the anonymous data collection and completion to increase their confidence and feel free in their response. After the data collected through interview, focus group discussion and observation

checklist analyzed and interpreted using appropriate techniques. A semi-structured interview was conducted with thirteen teachers who teach kindergarten classes attached to government primary schools, five principals and one education expert so as to see the ongoing activity in early childhood care and education. Focus Group Discussion (FGD) were prepared to guide the discussion and the facilitator introduced the ground rules and the duration. Researcher selected FGD to get more varied data. There was two FGD with total FGDs of 5 parents selected from PTSA. All group discussions were tape recorded. Furthermore, observation checklists were developed to check against the standard set by government. The checklist has number of items to be checked against the equipment and materials available the ECCE center. After the development of the interview, focus group discussion and observation checklist it was pre-tested on two government owned KGs which are found in jigjiga city administration. The purpose of the pre-test was to examine the appropriateness, quality of the instruments, clarity of items, respondents ability in understanding and responding clearly as it was intended by the researcher and mainly a bid of getting some hints on cooperativeness of the respondents. Moreover, translation of English to Somali language was arranged accordingly. The findings of the study summarized and critical reflections were made and finally implications forwarded based on the findings and conclusion of the study.

3.7. Methods of Data Analysis

In presenting data, verbatim quotations from the respondents were used to maintain the originality of the information collected. Data are presented in terms of themes developed from analysis of data obtained from interviews with respondents.

The researcher's categories of description presented are comprised of five distinct conceptions of ECCE services that were identified by teachers, principals, parents, education experts and generally designed observation checklist. These categories of description indicate the different ways in which the study participants experience the ECCE services and, thus, relate directly to the research questions.

The categories were identified from analysis of the significant statements in the interview transcripts. The categories reflect the conceptions of participants and verbatim quotations from the interviews that have been selected to illustrate particular categories. In addition, direct

quotations have been selected in order to describe variation in conceptions of ECCE services and are not exhaustive of the significant comments identified within the transcripts. In this study, the researcher used a research type that is qualitative data analysis in order to reach at the targeted objectives of the research. The qualitative data collected from the semi structured interview, observation and focused group discussion were sorted and coded then categorized systematically and in the same way analysed.

3.8. Ethical Considerations

First, the researcher went with the official letter from Haramaya University Special Needs and Inclusive Education department to the Jigjiga city administration education office then to kindergarten classes attached to government primary schools. After that, the researcher explained the purpose of the study to the school principals so as to get permission to conduct the study in the schools. Taking this into consideration, the researcher made the research participants to be aware of the purpose of the research, by conducting discussions with participants before the beginning of data collection.

Informed consent was secured from participants because a common understanding was created after describing the purpose and nature of the study through voluntarily participation. The anonymity of the respondents is ensured by using different letters and numbers. Some of letters and numbers used in the study are **T1** up to **T13** standing for teacher one to teacher thirteen, **P1** up to **P5** standing for principal one to principal five, **FGD1** and **FGD2** standing for focus group discussion one and focus group discussion two respectively. The study participants were informed that the information obtained from the respondents, data that was obtained from the document and others would be kept confidential.

4. DATA PRESENTATION, ANALYSIS AND DISCUSSION

In this chapter, the results of the study are presented and discussed. The study focused on Practices and Challenges of Early Childhood Care and Education among Kindergarten Classes of Government Primary Schools in Jigjiga City Administration. The study raised four research questions. The first was to assess the practices of ECCE in kindergarten classes attached to government primary schools of Jigjiga city administration. The second was to examine whether the key inputs like teacher, curriculum and facilities are in place. The third was to assess the status of stakeholders' participation/involvement in the area under the study. The fourth was to identify the challenges of early childhood care and education among kindergarten classes attached to government primary schools in Jigjiga city administration.

In each section, the presentation of the findings start, then analysis and discussion immediately follow. This chapter starts with presentation of early childhood care and education, followed by identification of practices and challenges of early childhood care and education. Finally it discusses collaboration between teachers, principals, parents and education experts in the city administration education office. Challenges are treated as separate entities and also incorporated in their respective aspects, so that connections between particular aspects and their challenges were seen consequently.

Furthermore, four categories are described in the following table, each have the possibility to distinguish essential characteristics with respect to the what- and how- aspects of a conception.

Table 2. Thematization and categorization

No	Main theme	Sub title
1	Practice of ECCE	<ul style="list-style-type: none"> • Selection criteria for enrolling children in the kindergartens • Organization of class size, child size tables, chairs/benches and shelves in indoor classroom • Students sitting arrangement for active learning • Suitability of schools for children with special needs • Usage of different teaching methods • Continuous assessment given to students • Implementation of Policy framework or operational guideline of ECCE in kindergarten classes
2	Key inputs	<ul style="list-style-type: none"> • Fullfillment of manpower, material and facilities • Kindergarten training given at college or university level • ECCE skill training for the teachers • Management and leadership training • Administrative support for kindergarten children • Contribution of education bureau • know how and implementation of ECCE policy
3	Stakeholders participation	<ul style="list-style-type: none"> • Contribution from governmental and non-governmental organization • Parents and community participation in supporting kindergarten children • Role of city administration education office towards implementation of ECCE
4	Challenges	<ul style="list-style-type: none"> • Overview of challanges encountered in practicing ECCE • Communication challenge in the implementation of ECCE • Challenges related to curriculum • Challenges due to constraints and disuse of teaching material and aids • Challenges students face in the physical environment and facility of the school • Problems with the trained manpower • Obstacles for students with disability • Chalanges in building parent school relationship • Mechanism for overcoming challenges

4.1. Practice of ECCE

This section attempts to address selection criteria for enrolling children in the kindergartens, organization of class size, child size tables, chairs/benches and shelves in indoor classroom, students sitting arrangement for active learning, suitability of schools for children with special needs, usage of different teaching methods, continuous assessment given to students and implementation of ECCE policy framework or operational guideline in kindergarten class.

The practice of educating children in ECCE can be understood that the students learn through activities that involve exploration, manipulations, orders, repetition, obstruction, and communication. So in answering the question based about practice of ECCE teachers, principals, parents and experts involved and responded accordingly.

4.1.1. Selection criteria for enrolling children in the kindergartens

It was important to know whether the selection criteria of children in enrolling kindergarten classes attached to primary schools follows the operational guideline of ECCE or not. Through the interview conducted with principals it was confirmed that they used a general criteria by selecting all children that were below school age. So when asked, *“Was there any criteria used during selection in to enroll in the kindergarten?”* respondents offer the following views.

P1 revealed “all children below school age are taken without any pre-condition”. This indicates that the requirement in enrolling children was based on age of the children to be below school age. Similarly **P4** revealed “The criterion of selection is to be below school age”. This indicates that all children less than seven years are registered without separating them their ability, for example being children with disable, children with handicapped, children without disability, children with impaired etc. Similar to the aforementioned idea, **P5** revealed “The criterion to select children in the kindergarten is when their age is between 3-6 years”. This idea concentrates on a limited age where most of the kindergarten schools follow. Moreover the inclusion of children with age three seems to be confusing since kindergarten children must be an age between four to six years old. Contrary to above respondents, **P2** responded “There is no criterion but all children below school age are included so as to come to school”. This indicates that without sorting of their age, everyone who come to school can join this class though the fact

established for this class was limited to specific age for the kindergarten children. This also shows that there is an indication of confusion in prioritizing students enrolment time if the number of students becomes high. Likewise, **P3** revealed “I register all children who came to school”. This elaborates that children in the surrounding area of the school come to school then, the administration register them all.

The researcher also observed that congested children in each class which generally promotes the accessibility of early stimulation and the best start in life for all children from three to seven years, though quality and equitable distribution of services for children through more efficient partnerships and capacity building programmes is difficult to implement.

According to MoE (2010), the enrolment of pre-primary education or kindergarten involves children of 4-6 years old. From this, the researcher concluded that, except few, most of the respondents clearly follow the selection guideline of Ministry of Education without intentionally knowing what guideline said about kindergarten.

4.1.2. Organization of class size, child size tables, chairs/benches and shelves in indoor classroom

Organization of class size, child size tables, chairs/benches and shelves in indoor classroom must be properly designed so as to carry out activity in the class easily and safely by children. In addition to that it should permit the child to sit comfortably in a relaxed position. Tables and shelves must be wide enough to allow children to work opposite each other, encourage conversation and appreciate the work of others. So when asked, “*Are the Available tables, chairs/benches and shelves fit for the children?*” respondents gave their responses as follows:

P1 revealed “I have child sized chairs, child sized table and flat classroom but shelves are not available at all”. This indicates that this school was performing some best practice but organizing all the three activities in one time was not implemented. Likewise, **P2** revealed “The class size fits for the kindergarten, even though all the required material in indoor environment is not well fulfilled”. This clearly indicates that children feel relaxed to some extent having a space of 1.5 meter (M) each which shows the efficiency of classroom space provided per child as planned by the government in operational guideline of ECCE though the other components required not properly settled. Contrary to the other principals, **P3** revealed “They do not have classroom at

all”. This shows that this school does not have enough building and the children sit on the ground and use their knee as a table for writing. It is really surprising to see the regional city administration having such students with no separate class eventhough students were eager to stay in the school. Furthermore, **P4** responded “the ECCE classroom is wide and it is equipped with chairs although the number of students in the class is large”. This indicates that students suffer from such overcrowded childrens in the classroom. In addition to that it violates the ground rule to monitor these children as well as not to train ECCE properly. Last but not least, **P5** revealed “except shelf, all other facilities fit for the children and well organized”. This indicates that there is good starting point in implementing ECCE.

According to Chowdhury & Choudhury (2002), indoor materials and equipment are an integral part of an effective implementation of ECCE. These materials and equipments contribute its lion’s share in attracting and getting the attention of children for long period of time. It also makes the teaching learning process more concrete, suitable and easily understandable. More particularly, locally produced instructional materials are very vital in creating different mental maps and conceptual understandings.

The researcher’s observation by using checklist also supports the conclusion reached by the respondents whereby class size appropriateness, child sized tables and shelves are not fully equipped for children. One of the schools lacks all the necessary furniture such as child sized tables, chairs and shelves and hence all the children in that school were sitting on the ground with a mattress and this could be a proof that the organization of the classes is poor due to inadequacy and unavailability of the equipments. In addition, the researcher was able to find some of the kindergarten classes having good classroom size and proper material.

The result of this study goes also in line with the findings from Boren and Picket (1998), which suggested that every room used by KG 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. From the finding of this study, the researcher inferred that, most of the schools under study were doing good step towards organizing indoor environment but there were also few others that need to be supported physically and socially.

4.1.3. Students' sitting arrangement for active learning

Making good sitting arrangement is a crucial ingredient for the efficiency and effectiveness of active learning methods such as exploration, experimentation, observation and discussions since it enhances children's readiness in multiple ways. So to gain such kind of benefit appropriateness and readiness of active learning are core factors for determining it. In line with this, when asked, "*Were the Students sitting arrangement help for active learning?*" the following responses were given by respected respondents.

Firstly when asked the above given question **T6** revealed "It is fit for active learning methodology because to move from corner to corner is very simple". This indicates that increasing the participation of children in the class activity enhances over all educational learning process. Similarly, **T12** revealed "It is circular which makes active learning methodology smooth". This indicates that inside the classroom if the area of teaching becomes flattened it encourages teachers and students to move around and enables teachers to check the progress easily. Contrary to the responses given by the above respondents, **T10** revealed "The space of the room is very small, the number of children in the classroom is high and the arrangement of sitting chairs in the class is much distorted". This in turn inhibits the implementation of active learning methodology.

The researcher observed that in majority of the classrooms the number of students was larger than expected and therefore each chair/table/benche three to four students were sharing the same table. He also observed that due to overloaded students in some of the classes, implementation of active learning methodology like children participation, motivating children by calling their names and collaborative singing was difficult. Also the researcher observed that some of the available classrooms were not well ventilated and the available interest corners, teaching materials and equipments, tables, chairs and shelves were not adequate, because of the large number of students in the classrooms. Over crowdedness of classrooms was the problem of some government schools as well.

In line with the result from this research, UNESCO (2008) highlights a trend to make classroom interactions more responsive and centered on the child. Therefore, it is proposed that the emphasis on children's learning should be changed from a traditional, passive approach to a more active approach. From this point of view, one can deduce that employing active learning

methodology has a big role in successful implementation of ECCE and the schools needs more and more.

4.1.4. Suitability of schools for children with special needs

Most of the participants in the semi-structured interview responded that in the sampled kindergarten children with easily visible disability or with special needs were not available. Furthermore, they responded that most children with special needs did not attend kindergarten classes since they join segregated school when they reach school age. Some of the kindergarten did not have special need teacher though classes are suitable for special need children. So in answering the question related to suitability of schools towards students with special needs, the following responses were given:

P1 explained

Most special need children did not attend kindergarten but they join the school when they reach school age in segregated class, because our school have separate classroom for teaching special need children and trained special needs teachers whom teach children accordingly

This indicates that special need children in primary school have separated suitable class whereby each child learns his/her related lesson but in kindergarten there were no such special need trained teachers that can help special need children with their deficit. Similar to that, an expert from city administration revealed that “most children with special need learn in separate class and they are included in the school when they reach school age” This indicates that children with special needs join school when they reach school age. Moreover, **P2** responded “The school didn’t fit students with special need, in addition to that the school don’t have special need teacher”. This shows that there is a fear towards inclusion of children with special need in their respected kindergarten due to untrained staffs teaching in kindergarten classes. Not only that but the school it self can’t attract those children and this makes children with special need not suitable to the school environment.

In fact, **P3** revealed “They don’t have class but they learn under the shade of the primary classrooms”. This indicates that the children with special need can come and join children

without disability but there was an obstacle for the children like lack of building or separate classroom. In line to that there was no teacher specialized with special need education in this school. Furthermore, **P4** also revealed “There is little process that children can participate in their class since the class has stairs”. This indicates that students with special need in general may face problem towards entering classes since some of them may have wheel chairs while others may be visually impaired. Lastly, **P5** exposed “Only the class entrance was made with ramps”. This shows that the class have sloping surface that allows access from one level to a higher or lower level. In addition to that there was lack of professional special need educator.

Observation carried out by the researcher showed that the conduciveness of school for children with disability was puny because it had non-comfortable environments like classrooms, less space of classroom and insufficient human resource in the area of teachers.

Similarly the MoE (2010) stated that, lack of trained teachers, unavailability of basic infrastructure and support materials together with supportive human resources, absence of suitability prepared curriculum accompanied by cultural and social resistant forces from the society might hampered the participation of those children with special needs. From this it is possible to presume that, there is an influence on children’s learning in the suitability of children with special need children. This shows that the suitability of schools towards children with special need was poor.

4.1.5. Usage of different teaching methods

In order to implement good teaching methodology to the children in kindergarten, the following responses were given by the target respondents. Hence, it can be said that play, categorizing, environmental print, brainstorming, choral speaking, conferences, cooperative learning, discussions, guided discussions are some of the teaching methods in pre-school education. So when asked, “*Did you use variety of teaching methods?*” the following responses were given by the respondents.

T1 revealed “during my teaching process I use flash-cards, chart, pictures, telling and re-telling, playing and singing song like sound of alphabets”. This indicates that method of teaching given by this respondent was in the right truck since play, categorizing, choral speaking and discussion were the major teaching methods in the pre-school education. Similarly, **T3** revealed “playing,

interview and discussion methods are used”. This shows that children were directed through their development with teachers, leading activities directed toward specific learning like Play-based learning and discussion method. In line to that it expresses how much varies teaching strategy can enhance transference of knowledge from simple to complex. Moreover, **T9** revealed “I use lecture method, group discussion together and role play”. This indicates that one passive teaching method supported by two more active teaching methods is used here. This is one of the evidences for not following properly the ECCE guideline. According to Guide lines for ECCE in (MoE, 2010) teaching methodology must be child-centred, with the children actively involved in the learning process. Materials will be ample age-appropriate materials that the child can use in a variety of ways.

T5 also revealed “I teach as other teachers teach”. This statement lacks clarification from the respondents since you cannot decide whether she means active teaching methodology or passive teaching method. When the researcher asked further clarification, the respondents given her style of teaching is like formal primary school teacher. Furthermore, **T10** revealed “I use classroom demonstration and discussion with the KG students”. This indicates that teachers use different materials inside the classroom then discusses on that point. During demonstration, different local material prepared from paper and cartoons was posted in to the wall of the classroom while the remaining dispersed in a big table and later was shown to the students by routine. Likewise, **T7** revealed “I use active teaching learning process”. This points out that the role of the teacher is less and most of the activities are being covered by students. Finally, **T13** revealed “I believe I am using different teaching methods but to know my status exactly I need a person who evaluates my teaching style”. This indicates that there is no way to say I am hundred percent correct in certain activity though the assumption of the person may look like to him/her as complete person. furthermore, this respondent did not clearly states the required activity of her teaching approach.

The researcher observed that there was no learning by doing teaching method in almost of the government kindergarten classes attached to primary schools. Moreover, teachers have made maximum effort to make their classroom environment motivating, but did not have objects that children can work with. In addition, access to these materials for children was also another problem since children would learn better through hands-on interaction with materials.

According to Adams (1998), effective teaching methods can make a difference in the lives of young children in general and academic achievement in particular. When children are successful and develop the love of reading and writing at an early age they will be much more successful in their future learning. Furthermore the MoE (2010) encouraged that the keystone in early childhood care and education is child-centered approach. Through child-centered active learning, young children construct knowledge that helps them make sense of their world. From this it can be deduced that majority of the respondents was doing active learning methodology. Therefore, from this point of view one can infer that the studied kindergarten has relevance teaching method though in my close observation the real practice needs a lot of learning by doing teaching method since it builds cognitive thinking of students.

4.1.6. Continuous assessment given to students

It is essential to know whether students are continuously assessed during their lesson study. In answering the question “how often do you give continuous assessment to the students in your class?”, respondents had similar views according to fact on the ground though there was little variation among them. Most of the responses given by the respondents shows that continuous assessments were giving class work daily, weekly group work and a day in each three or four consecutive days.

To examine whether children have appropriate continuous assessment in the class or not, interviews were conducted with respondents and the following responses were obtained.

From the beginning, **T1** revealed “I give continuous assessment both on daily and weekly basis”. This indicates that the children were assessed regularly and such assessment gives students opportunity for good performance which also further motivates them to work harder. Similarly, **T5** responded “I give class work daily”. This indicates that more priority was given to the use of continuous assessment since it solves the problem raised by the students accordingly. Moreover, **T8** responded “I give continuous assessment on weekly basis”. This indicates that, in checking the students holistic performance there must be a gap where you can decide the exact problem each students need. Furthermore, **T6** revealed “I give homework in each three consecutive day”. This indicates the progress of following the assessment was really effective. Not very far from respondent T6, **T11** responded “I assess one day with in each four consecutive days”. This

statement point out an assessment was given randomly by jumping one or more days. In addition to that, group work was given to students and used as one way of continuous assessment.

The researcher observed that most of the teachers were giving daily exercise and some home works that related to their lessons. The researcher also observed continuous assessment based on skill development such as knowing the alphabet, numbers, writing skills and knowing their environment.

According to the MoE, (2010) parents are guided to have regular contacts with teachers and teachers carry out continuous assessment that makes the school environment more comfortable. Furthermore, MoE, MoH, and MoWA (2010) emphasized the importance ECCE guideline by applying continuous assessment procedures, systematic collection, documentation and utilization of information on the overall development of the children in any setting in different way. From this point of view, the researcher indicated that there was some good key factor of assessments in this finding though it was not perfectly as ECCE guideline required but it indicates good starting point that needs appreciation and encouragement for their effort.

4.1.7. Implementation of ECCE Policy Framework or Operational Guidelines in Kindergarten Class

The implementation of this policy requires enhanced financing, access, quality, equity and efficient management of ECCE services. This would put the development of infants and young children as an urgent priority in the development agenda of our country Ethiopia and the Somali region in particular. In line to that, the respondents gave the responses of the question based on having early childhood care and education policy or operational guideline as follows.

P1 revealed “We didn’t have any guideline or policy framework in our schools”. This clearly shows how much they were suffering for lack of implementing ground rule of ECCE. Similar to that, **P3** revealed “I have never heard about ECCE policy framework”. This indicates that this school was different from the other schools since it does not give much attention to the children. Disagreeing to what the principals mentioned, the city education expert responded “the policy document is available in my office but some schools needs dissemination of the material”. This indicates that the expert did not discharge his responsibility of distributing the operational guideline and policy framework to give direction so as to be followed by the schools because

none of the schools did not have policy framework or operational guideline at hand or in their office.

The researcher also observed that almost all of the schools did not even know the policy framework whereby document of ECCE policy framework or operational guideline was not available in the hand of education office expert himself. Because when I asked further, let me see once the policy framework or operational guideline, his responses where the shelf is locked or I may show you tomorrow, and it really shows how the gap is. So, in order to implement the ECCE properly regional education bureau and the city education office must interpret the policy framework and operational guideline into the local languages and then distributes to respective schools in the region.

Contrary to the above finding analysis, the MOE (2010) formulated a policy framework for ECCE which provides educational training for children's families and includes the idea in the overall goal of the policy framework. To promote early stimulation and the best start in life for all children from prenatal to seven years, it needs enhanced quality, accessibility and equitable distribution of services for children through more efficient partnerships and capacity building programs. Furthermore the MoE (2010) declared that the ECCE in Ethiopia includes four basic pillars:

1. Parental education ;
2. Health and early stimulation programs prenatal to 3 years ;
3. Preschools community based kindergartens (4 to 6 years);
4. Community-based non-formal school readiness.

Therefore, from this point of view, one can deduce that the government in general and the Somali region in particular were introducing limited or almost not existent practices of ECCE policy framework or operational guideline, being parental education or providing early educational intervention for children from low socio-economic background in the kindergarten classes attached to government primary schools.

4.2. Key input in indoor/outdoor environment

This section attempts to address the fulfillment of man power, material and facility, Kindergarten training given at college or university level, ECCE skill training of the teachers, Management and leadership training, administrative support in kindergarten children, contribution of education bureau and lastly Knowhow and implementation of ECCE policy.

4.2.1. Fulfillment of manpower, material and facilities

During this study, manpower, material and facility was analysed separately. Trained manpower, arrangement of facilities, physical set up, organization and display of learning materials contributes children's developmental process. Fulfilling the three categories needs more emphasis in technical and professional standard.

4.2.1.1. Fulfillment with necessary trained manpower

Most of the participants in the semi-structured interview responded that different responses like I don't know whether they are trained, did not know a trained man power, they are not trained, there is some trained teachers in ECCE though they did not like to teach lower grades like kindergarten classes and lastly some less trained man power. Furthermore, FGD also reveals that most of them believe that teachers teaching are good teachers but they don't know what their qualification is. So in answering the question about of what extent kindergarten classes equipped with necessary trained man power, the respondents of the research has given their responses as follows.

For instance, **T1** revealed "I don't want to mention whether there is trained man power or not". This indicates that there was a reason why she did not states her idea even though the researcher tried to ask again still she insisted her rejection. May be she afraid of that if she mentions the trained man power in her school it could negatively affects her school. But, **T3** responded "the school did not have trained man powers in ECCE". This indicates that a trained manpower in other field was available but in ECCE it didn't completely exist. This directly affects the ongoing teaching learning process of the classroom in particular and school environment in general since they teach traditional method of teaching of chalk and talk instead of using role play and singing. Similarly, **P1** revealed "a trained manpower in ECCE is not available yet, but what we do is

taking regular school teacher in to kindergarten class”. This indicates that teachers in primary class also teach kindergarten class as well. In line to that, lack of trained officials in the area of early childhood makes lack of giving attention to the importance of early childhood care and education and overburden of jobs to some primary school teachers.

On the other hand, **T11** revealed “There are some professional teachers who clearly now ECCE but they didn’t carry out their main role rather they prefer to teach other advanced classes”. This clearly indicates that even person with less training in ECCE lacks motivation to teach children in kindergarten. Besides, it also shows weak administration decision making particularly in selecting and assigning teachers to their respected subjects and professions. In line to that, **T5** revealed “There is medium trained manpower”. This indicates that somehow there was something that we can mention as availabilities of trained manpower equipped with little ECCE programme. In addition to that, **T6** revealed “There is good trained manpower in terms of ECCE”. This indicates that there were teachers whom know better understanding about ECCE in their schools other than most of teachers teaching primary schools or those who have dual responsibility for teaching primary as well as kindergarten class. Therefore, this teacher effectively implements her role since she was familiar what to teach and how teach them. Moreover, **T10** revealed “There is less trained man power”. This clearly shows how much children suffers without qualified ECCE teacher. In fact, in addition to that, **P3** revealed “Most of the teachers who teach kindergarten are other fields which are not ECCE in kindergarten programme”. Therefore, from this point of view I can conclude that KG teachers were providing services without having pre and in-service training in early childhood education.

Beside all that, **FGD1** of parents agrees that a common understanding about this idea by saying

Teachers teaching to our kids are similar to regular school teacher because they give basic education like spelling letters and numbers. Moreover, what teacher of kindergarten do is what primary school teacher gave to our other kids be it lesson or exercise

This indicates that FGD’s, which are parents of the children, have good attention toward teachers who thought their kids. Moreover, the parents were not aware of field of specialization of the teacher because teacher is teacher to them and they do not care whether his/her training is

in the required sector. **FGD2** also revealed “They are good teachers though we do not their profession”. This indicates that parents are more satisfied their children in staying the school. Lastly, education expert revealed “There are some teachers trained in ECCE but most of them are another field”. This indicates that majority of teachers were not trained with ECCE and city administration responsible person was aware of the problem existing in the schools.

In my close observation, I came across most of the teachers were fully equipped in teaching learning knowledge and subject matter of their mastery though implementation in early childhood care and education in those classes needs more effort to support in view of the fact that there are serious problem of skilled man power in the area of early childhood care and education. In addition to that majority the respondent’s shows they were using chalk and talk which was a sign for lack of proper professional person with respect to ECCE service.

According to the finding of Taguma, Litjens, and Makowiecki (2012), they revealed that well educated staffs in ECCE are better able to create more effective work environments and increase the efficiency of other less trained ECCE staff members. Hence, this might disagree the implementation of ECCE and academic achievement of the children in this study because less trained ECCE professional.

In line to the above finding Frankel (2007) stated that caring for other people’s children is skilled work which depends upon a sound foundation of knowledge about children and their families. This also shows that looking after other people’s children is not the same as caring for your own. It is quite difficult to balance the needs of your own children and partner with any employment that you might take up outside the house.

In general, the above data show that, the training of the teachers is not adequate to teach the newly seedlings hence the teachers themselves had not acquired effective in service and preserves training in ECCE. Therefore, a lot of capacitating for the professional teaching or administering is required.

4.2.1.2. Fulfillment with necessary learning material

Majority of the respondents in semi-structured interview and FGD indicated that there is little material in most of the schools. In answering the question of the study, it was asked whether the

question based on the extent kindergarten equipped with the necessary learning material. And the following responses were given by the respondents.

T1 revealed “There is less training material”. This indicates that KG’s are providing services without enough teaching learning material. Nevertheless, whatsoever established in creating suitable early childhood care and education, one of the factors that hinders in fulfilling a high-quality kindergarten schools was lack of having an appropriate and ample facilities of relevant learning materials.

Likewise, **T2** revealed “Automatically it does not exist”. This indicates that there is no any material related to their teachings which are available in their schools as well as their classes. Contrary to the above respondents, **T6** revealed “There is good starting point material”. This one indicates that having more material in teaching children has an important factor for the effectiveness of ECCE implementation. Additionally, **P2** revealed “To some extent there is some learning material”. This further strength if there is some material, then, children develop skills and acquire important ideas. In line to that availability of learning material encourages creation of new activity and formation of something that needs to be explored.

Besides, **P3** revealed

The material we give to the children is similar to material of grade one students, due to that reason still it is not equipped as ministry of education allotted. Actually it explores chalk and talk method in fixed manner like that of the formal school system

This indicates that the kindergarten schools were taught by the different kinds of textbooks from grade one textbooks that can make the kid more confusion instead of giving their appropriate lesson. Regarding FGD’s, **FGD1** responded “most learning material that we see some printed text books though it is not directly related to their culture”. This indicates that the contributions of those books are less since it is not based the culture of the children. Besides, **FGD2** revealed “Some of the books are grade one while others brought by foreigner that is written in English language”. This indicates that there was great confusion in implementation of ECCE since each school follows as it likes. Contrary, the education expert revealed “Every material in teaching learning including curriculum is available in the schools but their implementation is still yet”.

This indicates that one can say that there was learning material available in the schools, but to mention frankly there is a lot of thing missing for utilizing effective ECCE programme.

During this close observation the researcher observed that poor learning material in school as whole and inside classroom in particular. Furthermore, the researcher observed most of the school except few named as model but all the remaining was using material allotted for grade one.

According to Chowdhury & Choudhury (2002) Learning materials and equipment are an integral part of the effective implementation of ECCE. These materials and equipments contribute its lion's share in attracting and getting the attention of children for long period of time. It also makes the teaching learning process more concrete, suitable and easily understandable. More particularly, locally produced instructional materials are very vital in creating different mental maps and conceptual understandings. According to the above scholars finding, it shows that learning material is the backbone of this programme in terms of accessibility and effective usage of it. Therefore from this it can be concluded that there was poor learning material in the school and needs more emphasis to be given later on. Particularly schools having less and without appropriate material must be given first priority.

4.2.1.3. Fulfillment with smooth facilities

Generally, the extent kindergarten equipped smooth indoor/outdoor facility is not a simple task. The responses given by the respondents indicates that there was less smooth facility in indoor and outdoor environment while some schools do little activity in basic foundation of facility. So in answering the question based about the extent kindergarten equipped smooth indoor/outdoor facilities, their responses were as follows.

T3 revealed “there is no as such facility both indoor and outdoor environment”. This indicates that materials and other equipments required for the classroom was not properly settled. For example there wasn't proper sanitation of the classes and toilets. Similar to that, **T12** revealed “the indoor and outdoor environment is not performing well”. This indicates that indoor/outdoor area needs to be resourced, organized, managed and aesthetically arranged so as to offer free-flow learning and play. Moreover, **T1** revealed “there is some facility in indoor environment, though in outdoor environment there is no any facility available”. This exposed that in indoor

environment there was some beginning step but in outdoor environment there is no any capability to fulfill this criteria due to that reason opportunities to experience a wide range of activities, to play alone and with others, to be private, to be active, to make choices and decisions for themselves were difficult to the children.

Similar to former respondents, **T8** revealed “both indoor and outdoor environment doesn’t encourage child to like the school due to that reason I can say the real facility does not actually exist”. This indicates that these KGs have not clean and well ventilated classrooms with adequate amount of light and full of attractive and different teaching and playing material. Contrary to the above respondents, **T6** revealed “It equipped in a good manner”. This clearly indicates that if there were enough materials and equipments it contributes its lion’s share in attracting and getting the attention of children for long period of time. It also makes the teaching learning process more concrete, suitable and easily understandable. Likewise, **FGD1** revealed “It seems good”. This indicates that the participation of children inside and outside of the classrooms was effective due to the number of the indoor and outdoor play materials. Opposing the idea of the first focus group discussant, **T10** responded “There is less suitable indoor/outdoor environment for the kindergarten”. This indicates that there was some inconveniency with some KG’s physical learning environment. Furthermore, **FGD2** revealed “It is not fully equipped at the same time some classes learn outside the classroom”. This indicates that that there was lack of room, separate toilets for kindergarten and materials in most of the studied KGs. Lastly but not least the education expert revealed “We do as much as we can but most of the challenges are lack of separate budget for them”. This indicates that other concept that made ECCE more complicated is due to lack financial allotted for them separately. Furthermore, there were no solely operational government budgets for the kindergarten and this makes more complicated for the required facility like sanitary materials, toilets, building and learning material as whole.

In line to this finding, Tsegai (2015) stated that most of the pre-schools are located in unsafe places or are not appropriate for pre-school education because the facilities were not in line with the health and developmental needs of young children.

According to Bruce (2011) who indicated that the unusual assumption of knowledge acquired from indoors is superior to that gained from outside. It also created frequent lack of attention to the external environment and outdoor playing materials and equipment. In addition to that, Bruce

(2011) stated that children could not learn without real, direct and first-hand experiences. The research findings show that lack of toilets, less buildings and crowded classrooms of children always feel discomfort and lack freedom of choice for every activity. From this the researcher inferred that more emphasis to be given in indoor environment (learning materials) since outdoor is for their entertainment and relaxation only.

4.2.2. Kindergarten training given at college or university levels

Teachers, principals and experts qualification is a critical issue for effective utilization of kindergarten education because it internalizes many methods of teaching. These qualities can be achieved through adequate training and experience.

Almost all of the respondents replied that they have not training in kindergarten programme by mentioning their responses an answer which is quite similar to one another. In line to that, the semi-structured interview based on whether all interviewee had taken training of ECCE in college/university level, the respondents given their responses as follows.

T1 revealed “I have never taken any training regards with ECCE during my stay in the college or university”. This indicates that this teacher had never seen any course in her education journey. The consequence from such influence directly touches quality performance of the children due to that reason mentioning the problem only is not enough but it needs re-training of teacher as much as the capacity of the government fills. Likewise, **T11** responded “I have not taken early childhood education rather I took my language profession subject which is Somali language”. This indicates that this respondent teaches the class but her mastery subject was not related to ECCE. So the courses given in kindergarten have complex nature that requires a sound knowledge and skill on the parts of teachers.

Similarly, **P2** said “I haven’t taken any course related to kindergarten programme in the college or university”. This indicates that before the formulation of ECCE policy framework respondent were outdated in terms of early childhood education. In line to that it also indicates that there were still a majority of early years leader represented in around most of the kindergarten classes attached to government primary schools whom needs specific training that were not currently met. Similar to P2, **P4** revealed “I have not any idea in the courses given in the colleges or universities regarding ECCE”. This indicates that the field and its implementation were new to

the region and needs a lot of support starting from teacher to the highest rank administrators. In addition to that the two teacher education colleges of the region didn't give a short term training of early childhood education to this principal which is also another great problem. Contrary to what other respondents said, **T5** revealed "I have taken training in Addis Ababa during derg regime". This indicates that some respondents had capability of emphasizing the broad term of early childhood education in understandable way. Similarly, **P1** also revealed "While I was in the college, I have taken some courses related to the leadership in kindergarten classes". This shows that there is block courses given to education leaderships and principals vis-à-vis courses thought to them. In line to that, **P5** also revealed "though, I haven't taken kindergarten separately but I took some courses like child development and support which makes me aware of ECCE". This indicates that this principal have better chance in knowing early childhood education than his teachers, because most of the teachers don't have kindergarten or ECCE educational background but this principals know at least some starting point.

Similarly, previous research in Kotebe University College also confirmed that the courses offered at the pre-school teachers training institute (ECCE -TTI) at Kotebe College of Teacher Education presumed to be well structured and relevant to the purpose EFA (2007) cited in UNESCO (2007). So from this finding it indicates that there was limited training given to the principals and teachers in their stay of the college or university. Therefore if the teachers or educational leaders took ECCE courses probably they can create a fruitful generations. But if that fails the future generation in the region will be at risk and it can be said to re-train teachers and education leaders as well because there are a lot of gap in teaching and organizing of the kindergarten.

4.2.3. ECCE skill training for teachers

Teachers in early childhood care and education require competent skill such as group dynamics, child development, technical and human. They should also demonstrate characteristics such as being goal oriented; have a good relationship with staff and being responsive to teachers and parents. Early childhood principals should also be well trained or should get intensive need based training that focus on the unique needs of early years. But the fact in the ground was giving simple training like 2-3 days, three days and some without having it. Generally speaking, when

asked the question based up on early childhood care and education skill training, the following responses were given by the respondents.

T1 revealed “I took training in three consecutive days”. This indicates that this respondent had some commencing idea about ECCE. Furthermore, this one step training notes that nothing is more important than attracting and retaining sufficient numbers of trained and motivated teacher as it enhances teaching learning method in the classes. Similarly to previous respondent, **T2** revealed “I took around two to three days”. This idea supports the idea mentioned by former respondents because having something can change the real environment to some extent. Likewise, **T7** responded “I have taken 2-3 day training in training center of Somali regional state management institute”. This indicates that most of the teachers in kindergarten classes have at least some point to know what ECCE means in kindergarten classes. Contrary to the above respondents, **T8** revealed “I know nothing about any training based on ECCE”. This shows that there was teachers’ teaching in kindergarten class but did not know any concept about early childhood care and education which could negatively affect the children cognitive development since they couldn’t use the real techniques required to teach in kindergartens like child through play. Likewise, **T11** also added “I trained with the profession I learnt in the university which is Somali language”. This indicates that some of the teacher was not have an experience by any form of training relates to the ECCE in kindergarten classes.

The observation I observed during my field visit was similar to what respondents of the study mentioned. Besides, identification of their teaching capacity during teaching learning process in the class is also another factor for assurance their levels. Therefore, I can conclude my observation only little training is there and needs more emphasis on further training.

In contrary to the result of this study Bowman, (2001) stated that it is very important to have qualified and trained early childhood care and education professionals by training dispositions, subject knowledge, ability to understand the Children, families and communities which are the most important factors in the early childhood care and education. Therefore, the finding of this result shows that, the needed training to be given to the teachers in kindergarten classes was not properly given since giving a maximum of three days to teachers cannot bring big change. In addition to that, being the teacher without training or awareness of this programme directly it affects the children, parents, teachers and community as whole.

4.2.4. Management and leadership training

In management and leadership concern, almost all of the principals responded they have trained in management and leadership. This semi-structured interview focuses only the principals. In doing so, the question based on whether principals have been trained in management or leadership was given and the following answers were given by respondents.

P1 revealed “I trained with educational planning and leadership in degree programme”. This indicates that principal trained with appropriate requirement needs from school administration. This also helps securing children; arranging environment which is free from any harm and making follow up of the teachers combined with supporting strategy. Similarly, **P3** replied “under distance and continuing programme, I am learning educational planning and leadership”. This indicates that this respondent have the capacity to manage his school since he is well qualified in his profession. Like wise to former respondents, **P4** revealed “I am degree holder in educational planning and leadership”. This indicates that the capability to handle school activity including follow-up of teachers and students are good. Contrary to the above respondents, **P2** revealed “I am not trained with education planning and management but I trained diploma in mathematics”. This indicates that this respondent have not the profession for managing and leading but still he have doing his best to manage and follow-up teachers and students. Lastly, **P5** revealed “I trained with diploma of education planning and management”. This indicates that the last principal have some management training.

Similarly, the results of ECCE study from England (United Kingdom) have also shown that key explanatory factors for good practice in ECCE were related to the leadership skills having qualified document related to leadership with a good understanding of child development and learning (Sera-Blatchford, 2010). So the finding of the result goes inline to the results carried out in England since most of education managers were trained with management and leadership.

4.2.5. Administrative support for kindergarten children

Giving support to children in this age is very crucial because it determines brain development for the later success of his/her life. In line to that when asked the question based about administrative support given to kindergarten children, the following responses were given by the respondents.

P1 revealed “As much as may capacity I support it”. This indicates that the current primary school director willing to do as much as his capacity allows be it in terms of awareness level or proper implementation of ECCE. In addition to that it emphasizes the support given to children mainly touches distribution of UNICEF exercise books when need arises. Moreover, **P3** revealed “I did not only give administrative support but also instructional support”. This shows that there was support that came from him towards children though the fact on the ground was not like that because in my stay in the school I the researcher have not seen him while he was supporting children. So this administrator imitates as one who did some thing to children but when came to reality is not. Furthermore, **P4** revealed “I come to class and support teaching style of teacher so as to make lesson well and understandable manner”. This indicates that this administrator was targeting the knowledge gained by the children during lesson but not really focused the requirement of children based on play and entertainment.

Lastly, **P5** revealed “by sharing experiences with experienced teachers, I try to give as much as I can”. This indicates that teaching learning methodology and experiences gained from experienced teachers have lions share in all sector of education if it’s correctly implemented.

Contrary to the respondents of the study, the researcher observed that there was less or almost none in supporting children of kindergarten class. This is caused by most of the principals were busy with primary school and they give less attention to zero classes or kindergarten inside primary schools.

The result finding by Siraj-Blatchford (2010), states that the Effective Provision of Pre-school Education have also shown when key explanatory factors for ECCE were related to administration with higher qualifications, administration with leadership skills and long-serving administration; trained administrator working alongside and supporting pre-school children. So from this the researcher can deduce that, this finding could disagree the finding of my study for not showing effective support during my observation though it can also agree if the responses of the respondents done occasionally while I was off the school.

4.2.6. Contribution of education bureau

The respondents in semi-structured interview particularly principals gives positive feeling towards materialization being tables, chairs, books for kids respectively. In addition to that

teachers who teach kindergarten classes come directly from education bureau and their salary was paid by them. So in answering the question based on the contribution of education bureau, the following responses were given by the respondents.

P1 revealed “the office brings curriculum and other material support like chairs, tables and some book for kids”. This indicates that there was more contribution that came from the education bureau. But when it comes to reality, what the principal said may not be seen all of them. The reason is that the curriculum that was the core issue of their contribution was not available in the class and schools as well. Similarly, **P2** revealed “the education office give us education opportunity, materialization of the school like chalkboard, chairs, shelves, exercise books and story books”. This indicates that any material support needed from the office was distributed to them but thier implementation was poor. In addition to that, **P3** revealed “It assigned to us the teachers who tough those children”. This shows that one of the core concept of programme was recruiting teachers whom kindergarten children and that was covered by education bureau since all teachers comes from them.

In my close observation, I have not seen any curriculum being textbook, storybook or syllable that directly relates to kindergarten but there was some storybooks written in another language and garde one textbooks in most of the schools. More material like chalkboard, exercise books donated by UNICEF to children in the region, shelves, chairs and tables was also some contribution of education office that I had seen during my close observation in most of the schools.

In 2010 (MoE) puts this hot issue and developed National Policy Framework for Early Childhood Care and Education (ECCE) by stating that “ it is during the early years that children learn and acquire knowledge, skills and attitudes quickly with minimal effort”. In addition to that education bureau gives consultative meeting and bringing curriculum material. From the finding of the study, the researcher showed that the education bureau was giving some support to the schools but lack of commitment was from principals of the school since they were waiting everything from education bureau. In addition to that finding, education bureau also have its own problem because curriculum and textbooks were not prepared in school level due to that reason they must bring and distributes to respected schools.

4.2.7. Knowhow and implementation of ECCE policy

The responses in the semi-structured interview based on the follow up of children learning and teachers teaching strategy by looking ECCE policy, the following responses were given by the respondents.

From the beginning, **P1** responded “There is no any ECCE policy in our hands but follow up similar process to regular school teachers”. This indicates that even if there is some follow up but it is not as required. In addition to that the mandate of this principal thought that those kindergarten classes are similar to normal primary schools. Therefore, to come up with some change its better to have operational guideline for early childhood education at school level. Principals **P2** also revealed “There is teaching learning follow up in each week”. This indicates that there is follow up but that follow up is not clear whether it’s general or specific to the kindergarten. Additionally, **P3** also said “I follow up weekly but not based ECCE policy framework”. This idea indicates that there is follow up but not based according to ECCE policy. Lastly, **P4** revealed “I monitor and evaluate when the lesson is giving to them”. This indicates that this principal made his own criteria where by teachers and students would be evaluated when the teacher was giving the lesson.

The data captured in my interview shows that there is act on process in the whole teaching learning process but it’s not specific to kindergarten but for all of the school. Therefore, as a researcher I can deduce that there was some beginning idea towards early childhood in most of the schools though it needs a lot of improvement and creation of full awareness on ECCE policy framework.

4.3. Stakeholders participation

This section attempts to address the contribution from governmental and non-governmental organizations, Parents and community participation in supporting kindergarten children and Role of city administration education office towards implementation of ECCE.

4.3.1. Contribution from governmental and non-governmental organizations

One of the major role or pillar in ECCE is the role of government and non- government organizations. The respondents in semi-structured interview and FGD in this study were asked

whether there is contribution of government and non-governmental organization in kindergarten class. Following that the subsequent responses were given by the respondents.

From the beginning, **T1** revealed

Other than three stakeholders minor support, there is also contribution that comes from non-governmental organization for example UNICEF contributes different learning materials and facilities as well, so to mention one of its contribution is the classes built for kindergarten children in this school

This indicates that good emphasis was given by UNICEF towards one of the schools in the study. Strategically those classes built by this organization are better than other government built classes since those classes were built for the purpose kindergarten students. Contrary to that, **T4** revealed “Nothing has been done concerning about such issues at all”. This indicates that the basic concept that needs to be covered in early grades is yet. Unlike to the respondent mentioned in before this respondent, **T5** revealed “Regional health bureau and regional education bureau mostly contribute first aid equipments and learning material respectively”. This indicates that good emphases were given by stakeholders office except womens affairs office. Nearly similar to that, **T6** revealed “Both education bureau and save the children international support us”. This indicates that as a school they have better support than some schools that have not such opportunity. Likewise, **T8** revealed “There is few contribution from regional education bureau like books, chairs, chalkboard and other teaching materials”. This indicates that their input is simply similar to regular school facility for this reason they had not the opportunity to be implemented in ECCE. The books were not directly relates to the kindergarten classes so separate books based on kindergarten must be distributed to the schools if possible.

Furthermore, **T10** revealed “Beside the support given by education bureau there is one organization that one time brought pencil and exercise books to the orphanage and marginalized children”. This indicates that more or less there is contribution that can be recorded as a donation. Moreover, **T13** revealed “There is little teaching material that comes from both government and non-government”. This clearly indicates that to some extent there were some spoon feeding actions.

In the other sector, the discussion that has been carried with the parents was as follows. **FGD2** revealed “Government supports particularly education bureau recruit teachers while students also learn without paying fee”. This indicates that government policy towards ECCE in recent years was a welcome development since students did not pay any school fee and learns free of charge in kindergarten class.

Lastly, the ECCE expert in the city education office responded “Sometimes we get some contribution from non-governmental organization but not from government”. This indicates that most of the donations come through non-governmental organization while government stakeholders like education bureau, health bureau and womens affairs office creates a safe, secure and hygienic environment to the children.

In line to the result of the finding, it is a hard fact that the Government alone cannot be the only provider of education and training services for ECCE. Non-Government organizations and the private sector have also great role to play in the provision of education in early childhood education if they together works with education bureau.

According to MoE (2007) early childhood education is structured in the form of kindergartens and predominantly provided by the private sector, Non-Governmental Organizations (NGO), communities and faith-based organizations. The government has very limited intervention on this regard. To be precise, ministry of education states that the government does not run preschool education program essentially for two main reasons

1. enhancing the involvement of the private sector in the education sector
2. maximizing the government’s effort in the other levels of the sector

Therefore, from the finding of the result it can be deduce that majority of the schools have little support from its stakeholders and not as it required.

4.3.2. Parents and community participation in supporting kindergarten children

Parents and community as whole have their own contribution in this concept. The responses given by respondent are almost similar, so to take some sort of the interview transcribed during study was: no support from both aforementioned, some of the parents come occasionally to school and all most all of the communities like kabeles have zero contribution. In line to that,

answering the question based on to what extent parents and community participate in supporting kindergarten class, the following responses were given by the respondents.

P1 revealed “There is no any support that comes from parents and the community as well”. This indicates that parents and communities was not contributed any new thing to the school. Moreover it also determines most of the parents were unaware of what is going there. Not only **P1** but also **P5** responded “they did not give any consideration to their kids”. This indicates that they bring their children to the school but they do not follow up their children’s ongoing learning activity in the school. Similar to that, **T3** revealed “they did not participate in supporting their kids”. This indicates that there is great barrier among parents and school community relationship and their involvement. Likewise, **T11** revealed “Community and parents in particular brought their children to school not to disturb at home”. This indicates that they gave zero attention towards their children learning process. Moreover, **T12** revealed “Most of them gave moral and material support”. This indicates that parents and communities was eager to give the only resource that they have which is moral encouragement and basic equipment like exercise books, bags and pencils.

In another respondent namely **T6** revealed “Parents are good people but they have not a financial support to rise up this programme”. This indicates that parents have motivation to support the early grade classes but their capacity limited their effort of supporting only.

Contrary to the above respondent, **T7** revealed “Parents have less participation, they come here so as to know whether there is material distribution to their children or not”. This indicates that since parents are poor family their main target was how their children gain learning materials from the school.

Similar to that, **P4** revealed

parents are from poor family even if some of them may not get meal three times a day but the community also like kebeles didn’t give that much attention towards zero classes because they believe that its one year of intertainment and children didn’t gain any knowledge in this years

This indicates that majority of kindergarten school children are from lower level family or poor family, the community participation towards building and setting kindergarten programme was

poor. Furthermore, **T13** revealed “Parents brought their kids to school but no one knows after that”. This indicates that, parents are careless and give zero attention towards building the future plan of the child. In line to that, **FGD1** revealed “There is some contribution that we made some times personally for example we brought dozens of exercise books to the children that have not exercise book completely”. This indicates that parents have their own contribution. Lastly, the city education ECCE expert revealed that “They have not any contribution except during mobilization of students in the beginning of school year”. This indicates that they contributes great factor during registration of the school but after that no one gives attention to the programme.

Hoover-Dempsey (2005) states that children whose parents are involved have better grades and test scores. Furthermore, the degree of parental involvement in the child’s educational process both at home and at schools has been associated with the child’s school achievement.

In general, the finding of this study indicated that parental involvement could be influential factor for the success of the learners, but the result from participation of community and parents was less or almost none. In line with this, the greater involvement of parents in KGs and the children’s academic achievement might have positive relationship, though the result of this finding indicates poor participation of parents and community contribution towards kindergarten children. Lastly, the interest of parents in their children education and how much the parent reads also have positive contribution to the development of cognitive skills of the children but it is against the finding of this result since most of their parents are daily labors that can’t read and write and lastly weak participation of the community as whole.

4.3.3. Role of city administration education office towards implementation of ECCE

In answering the question based on role of city administration education office towards implementation of ECCE, the following responses were given the respondents.

For instance **T1** responded “There is no contribution at all”. This indicates that except teachers who are teaching the class, there is no any other active role player. Similar to that, **T9** revealed “I have never seen while they are in school”. This indicates that office needs new idea and fresh leadership to achieve one of the targets of millennium development goals. Not only that but it is a kind warning that shows the main responsible body failed to fulfill their responsibility. In

another occasion, **T4** revealed “There is less contribution because what city administration needs is implementation kindergarten by name”. This indicates that every person in the office likes existence of ECCE by name but practically no one gives attention. Moreover, **T5** revealed “They did not contribute any material but they came here so as to mention their moral support”. This indicates that instead of supporting programme effectively, they forgotten it, for that reason they mention their moral support when they see face of students. Similar to that, **T10** revealed “sometimes they give us moral support to encourage and enhance children learning”. This shows that schools were taken such improvement actions because they call up on the education experts when there is a need and support to be covered by them.

Likewise, **T6** revealed “a lot of support comes from them like bringing chairs to the school”. This indicates that though the coverage of ECCE in each sector of the kindergarten in this study was high but still the minor support needed by the school was covered by education office. Similar to that, **P2** revealed “I got advice and comment related to teaching learning process”. This indicates that still the role of office is there but very poor, since what is required from them is broader than simply giving comments and advice. Unlike to former respondent, **T8** answered “They did not give much attention to kindergarten rather they prefer primary class students”. This idea supports the aforementioned concepts which indicated that role of ECCE expert is poor. Moreover, **T11** revealed “They occasionally come for their normal supervision work”. This indicates that they come to school for their own purpose but not kindergarten class. Unlike to former respondent, **P1** revealed “Mostly they come one day in each month”. This shows that there is follow up of the system but not functional to the target level. Similar to that, education expert responded “we go to school monthly”. This indicates that the expert is doing his main role so as to check the smooth learning in kindergarten class but there is any other support done to them.

Likewise, **FGD1** responded “There is some contribution that comes from education bureau like furniture of the school”. This indicates that except education office, other stakeholders lack contribution like health bureau and womens affairs office. Lastly, **FGD2** revealed “There is good contribution from education bureau but others like health sector, womens affairs office and even kebele administrators gave zero attention towards ECCE”. This indicates that preschool setting

with regard to the positive relation between the different stakeholders and community role are poor.

The researcher also observed that less kindergarten monitoring by the education expert and other administration of the school as well.

The findings this study agree with the suggestions of G/Egzeabeher (2014) whereby kindergartens are not that much conducive for all children because there were low Participation of parents and stakeholders like education office, Lack of training experts and parents/guardians which are great barriers to implement Early childhood Care and Education and limited support system of supervision are the other barriers of the kindergartens. Therefore, it can be deduced that eventhough there was some contribution from education office but not all of the schools carried by the research was uniform.

4.4. Challenges

This section attempts to address the overview of challenges encountered in practicing ECCE, communication challenge in the implementation of ECCE, challenges related to curriculum, challenges due to constraints and disuse of teaching material and aids; challenges students face in the physical environment and facility of the school; problems with the trained manpower, obstacles for students with disability, challenge in building parents school relationship and lastly mechanism for overcoming challenges in ECCE.

4.4.1. Overview of challenges encountered in practicing ECCE

The respondents in semi-structured interview and FGD in this study were asked about the question based on the overview challenges kindergarten encountered in practicing ECCE. In asking such question, some of their responses were lack of teaching material, play material, linkage between bureaus, napping room and potable water.

For example **T1** responded “There is lack of teaching material, playing material and playground”. This indicates that the general facility required to be fulfilled as ECCE were not fully implemented. Similar to that, **FGD1** also revealed “there is lack of related books and playing material”. This indicates that development and support needed by children was not available at early childhood schools. Besides that, **T4** revealed “there is poor linkage between

bureaus”. This indicates that government offices that were counted as stakeholders of ECCE did not properly manage their mandate. Not far from other former respondents, **T6** revealed “I believe that most challenge children face is lack of napping room and potable water to drink”. This indicates that instead of feeling relax, children suffers when they come to school”. Likewise, **T7** revealed “There is less material in the class and they feel bored when they stay without entertainment”. This indicates that if there were poor service to ECCE, its consequences would be poor educational outcome. Similar to that, education office expert responded “there is no any water pipe in the school”. This indicates that the office itself was not following the ECCE policy framework which allocates each twenty students to have one water tap. On the other hand; **T8** also revealed “There is lack of professional teacher”. This indicates that the technical sector or machine of the education in that school did not have special training of ECCE and could directly affects later life of the children. Nevertheless, **T9** revealed “There are both less motivation from principal and lack of ECCE document.” This indicates that principal did not give any attention towards educational process of kindergarten children due to lack ECCE document. Accordingly, **T12** revealed “there is class room problem, lack of qualified teacher and poor linkage among stakeholders”. This indicates that expressing and delivering over all process in kindergarten were at lowest level. Unlike to all respondents above, **T13** revealed “Uniform problem is the core agenda for the children since they are poor family and can’t buy normal uniform school”. This indicates that the only challenge children face was lack of special dress of the school. in line to that **P1** also revealed “There are a lot but to mention some of it, they are weak stakeholders linkage; lack of playing place, lack of napping room, lack of subject mastery teacher and lastly the building of KG which is near to toilets”. This indicates that most of the problem kindergarten faces were more or less related to physical environment, for that reason it needs a lot of effective utilization for all sectors in the community. Furthermore, **P3** answered “the most challenge children face are building problem”. This indicates that since children didn’t have separate class room, they sat with mattress outside the shade of primary school class rooms. Lastly, **P5** revealed “there is no any ECCE document, lack of ECCE awareness with teachers teaching in kindergarten and lastly lack of financial support from NGO”. This indicates that absence of qualified professionals in ECCE affects the proper implementation of preschool education and results in low facilitating the implementation of ECCE program.

As result, the challenges that I observed during my observation positively supports the idea which was mentioned by majority of the respondents.

As Daniel (2010); Haile (2010); and MoE (2010); UNICEF (2007); Tirussew (2005) stated that the major challenges which are existing in the practices of ECCE in Ethiopian includes lack of standard curriculum and guideline, lack of culturally relevant story books, an almost non-existent alternative care and education for the large child population in the rural areas, lack of access to preschool education for most children with disabilities and children from low socio-economic backgrounds, low salary of teachers, high teacher turnover, lack of early childhood education professionals, misconception that anybody can teach kids because they are kids; and the use of foreign language, mainly English, as a medium of instruction. So this study also agrees what other researchers found out for challenges in practicing ECCE.

So from the result finding of this study, the identified core challenges of the researcher was absence of trained KG teachers, absence of professional development in ECCE, inaccessible physical environment for most children with disabilities, , lack of separate budget for the kindergarten and absence of mother tongue language for children. In addition that there was unfastened collaboration among the Ministry of Health, Ministry of Education and Ministry of womens and youth affairs in providing coordinated service for the Kindergarten children.

4.4.2. Communication challenge in the implementation of ECCE

In answering the question based on whether there is communication challenge in the implementation of ECCE, the following responses were given by the respondents.

T1 revealed “there is some communication challenge since I am not native speaker of Somali language”. This indicates that there was great difficulty for children because they suffers due to their teachers limited Somali language capacity for that reason teachers simply stay in the class until students go back to their home. Similar to that, **T5** revealed “though I have been working a lot of years but sometimes I face some language problem to deliver the lesson kids needs to understand”. This indicates that the capability for being genuine in explanations of various phenomena, like outdoor/indoor environment, cognitive thinking and emotional development was at lowest level.

Contrary to the above respondents, **T4** revealed “there is no communication challenge but double beneficiary in two languages”. This indicates that, though the teacher believes its beneficiary to them but presenting information in two languages is imposing burden that results in slow cognitive development of the child. Nearly similar idea to the former respondent, **T10** revealed “I never faced communication problem”. This indicates that there is good communication among teachers and students in the class. Likewise, **T13** revealed “there is no communication challenge”. This indicates that those teachers and the children speak the same language, for this reason there is no sign showing misunderstanding between the teacher and children.

Contrary to the above finding, MoE (2009) clearly stated that kindergarten children learning with modern system of ECCE should attend their preschool education with their mother tongue language.

During the researcher observation he come across all schools, the majority of the schools suffers a problem of language of instruction eventhough majority of the respondent replied they capable of teaching class properly which is very far fact from the ground. Vis-à-vis to that, there is children who cannot speak both Somali language and Amharic language whom are suffering from silent marginalization since teachers who teach them were perfect in one of the languages particularlt Amharic language.

Regarding the impact of medium of instruction, Bruce (2011) contended that schools using different language other than home language affects the implementation of curriculum in particular and ECCE in general. This is because presenting information in a new language is to impose a burden that results in slow cognitive development of the child.

The finding showed that most of the children are currently learning through both Somali and Amharic language together in one classroom. As a result, some children whose mother tongue is different from Somali language were suffering from silent exclusion similar to that children whose their mother tongue is different from Amharic suffers also the same. Therefore, these children exposed for difficulty of learning for that reason they have not the chance to learn through their mother language properly. This indicated that significant numbers of children were suffering from silent exclusion in and outside of the classroom. This was mainly because of the

half absence of their mother tongue language in the school. Thus, this may contribute to low language development and academic achievement of the children.

As the result, the finding further shows that since medium of instruction language in the government owned kindergarten classes attached to primary school here in Jigjiga city Administration is Somali; most children who came from Somali society are suffering in their preschool education due to the absence native Somali mother tongue teacher in most of the schools.

4.4.3. Challenges related to curriculum

In answering the question based on whether the school have ECCE curriculum or syllabus in their respected school. The following responses were given by the respondents though majority of them believe they have not at all.

T2 and majority of the respondent revealed “Right now we have not any early childhood care and education curriculum”. This indicates that those teachers use their own teaching because there was not criterion that limits their style of teaching and caring the children. Similarly, **P3** revealed “there is no any ECCE curriculum in my hands at the same time in the school environment as whole”. This indicates that the backbone of any established education programmed which was curriculum lacks this school. In the same way, **T6** revealed “I heard from you, is there any curriculum separate for ECCE”. This indicated that teachers are suffering for not having early childhood care and education documents in their teaching learning process. Lastly, the city education ECCE expert revealed “I gave some books but still we are waiting from regional education bureau to bring real curriculum of children for the kindergarten”. So this indicates that all in all ECCE curriculums wasn’t on the right truck.

According to Piaget –a theorist, the best strategy for preschool curriculum is to keep children curious, make them wonder, and after then real problem solving challenges, rather than giving them information which emphasizes children’s learning more internal than interactive (Mooney, 2000).

In another way, Bruce (2011) states that, the content of preschool curriculum is expected to be relevant, broad and balanced to provide opportunities that can address the social, emotional,

physical, intellectual needs of preschool children so that they can better be prepared for the life and learning ahead.

Contrary to Bruce, the finding of this study as well my close observation shows that lack of curriculum faced by the entire schools which negatively affect children cognitive development.

4.4.4. Challenges due to constraints and disuse of teaching material and aids

Teaching aid and learning material are one of the most important things in teaching learning process. By looking what the respondents given during their interview and FGD was using teaching aid properly, given flashcards with alphabets or pictures, less or almost null with learning material like curriculum. So in answering the question based on how often did you use teaching aid that meets each student and what scarcity of learning material are there; the following responses were given by corresponding respondents. Mind you that the responses from the two contents were merged then analyzed separately.

In the first time **T2** responded “Obviously, we did not actually use teaching aid”. This indicates that though teaching aid is counted as one of the key factor for all learning process but this respondent lacks to implement it. Contrary to the former respondent, **T6** answered “we use teaching aid daily”. This indicates that they effectively use teaching aid daily. Likewise, **T12** revealed “I daily use flash cards and simple diagram”. This indicates that teachers produce their own teaching aids from local and cheap materials. Furthermore, **T9** revealed “it depends on the lesson that I am teaching”. This indicates that each lesson did not have teaching aid but the lesson that require teaching aid I uses relevance local available teaching aid.

According to the finding of this study, it indicated that teaching aids are going smoothly in most of the schools by making an integral component in most of the class-room of children’s education. It could also help children in getting their attention, improving understanding, making easy to remember concepts and learning activities and enhancing academic achievement of children. Besides, children tend to remember what they have learned if the teaching learning process is supported by teaching aids (Chowdhury & Choudhury 2002).

On the other hand the case towards scarcity of learning material was reviewed as follows. From the beginning **P1** answered “there are too much scarce about documents and curriculum as well”.

This indicates that there are few materials that are available but not related to the level of the children. Similar to that, **P4** revealed “there is less learning material”. This indicates that there wasn’t effective teaching learning process because without learning material or its scarcity it could consequently causes worsened class and lesson as well. But, **FGD1** revealed “though learning material is the major problem faced by the school but there is some learning material”. According to the responses of focus group discussant it indicates that the problem is there, but needs some encouragement from other concerned parties so as to make the great gap of insufficiency material minimum because it negatively affects the teaching learning process as whole if not solved properly. Contrary to the other respondents, **P3** revealed “general speaking we have materials brought by NGO’s but we have not class room for the kindergarten class”. This indicates that this thing is similar to donkey caring a honey. What I mean is the school has material but their children sit under the shade of the other classrooms with a mattress. Furthermore, **FGD2** revealed “there is less learning material given to the children learning in KG like books and playing material”. This shows that what some other respondents mentioned earlier which was learning without learning material is like car without fuel. The city education expert also revealed “there is but the graph is not that high”. This indicated that there is some little material rigid in certain activity.

As we stated before, Decker and Decker, (1994) also agreed that in every early childhood classroom, children need a variety of materials for self-expression. Data observed during my observation showed that from all schools except few materials most of them have not proper learning material allotted for kindergarten. This indicates that there is scarcity with the learning materials and it directly affects effective implementation of ECCE in general and the children’s holistic development in particular.

4.4.5. Challenges faced by students in the physical environment and facility of the school

Physical environment and facilities of the school like playground equipments, toilets, taps, and size of the classrooms is good scene for children development skill. In answering the question, “*What challenges students face in the physical environment and facilities of the school?*” respondents offer the following views.

P1 revealed “toilets are near to them due to that reason some diseases may spread if it is not handled properly”. This indicates that since children defense mechanism was not that much active then public toilet where by all school community uses must be placed in long distance away to the kindergarten class unless and otherwise it must be only for them. Likewise, **P2** responded “since toilet is for all children in the school, those small kids can’t use with them”. This idea supports the aforementioned idea where by target is toilet for kids separately instead of using the toilet together. Moreover, **P3** responded “lack of enough room is the main challenge is our school”. This indicates that they need extra room to be built. Additionally, **P4** revealed “the most serious obstacle that faced by our school is due to nearby to the city main asphalt road that can sometimes causes car accidents”. This indicates that if the government needs this kindergarten classes to survive it is better to change the main gate of the school in to the direction where there is road but not for vehicles. Inline to this, **P5** revealed “the physical challenge is beautification problem”. This indicates that the fact is not only beautification but also classroom entrance and sitting arrangement. Contrary, the ECCE education expert responded “there is no any challenge I saw”. This indicates that according to him the physical environment and facility as well was good.

During classrooms observation, the researcher saw some fixed sitting arrangements that resemble the situation in the primary schools. This situation did not lend easy flow of interaction in multiple routes. Rather it forced both teachers and children to behave in a predetermined pattern.

This indicates that physical environment and other facility required from kindergarten are insufficient and inappropriate. All the outdoor/indoor facilities do not full fill the standards that are indicated by early childhood care and education policy framework. In my close observation I also observed some schools having separate toilets, the play equipments, the locally available teaching materials though napping rooms are not available at all schools.

4.4.6. Problems with the trained manpower

In answering the question based on the problem with the trained manpower like teacher and administrators, the following responses were given by their respective respondents.

P1 revealed “there are problem of man power particularly well trained in the field of ECCE”. This indicates that the capacity of trained teacher was less due to that reason it could directly

affects the smooth teaching learning process. Likewise, **P2** revealed “I have only one trained teacher who has been trained in Addis Ababa during derg regime”. This idea similarly supports the idea of the first principals but their differentiability was there is one key teacher in this school trained with kindergarten a long time ago whom herself needs updating. Lastly, **P3** revealed “I have man power but the extent they trained with ECCE is poor”. This indicates that there were some teachers teaching in kindergarten class without having key concept on early grades program.

Data captured during my observation shows that similar idea with respondents of the study.

In line with result finding, MoE (2009) stated that early childhood care and education in Ethiopia teachers are not well trained for pre-school teaching; they are not working in collaboration with families and other professionals. So from this I can infer that more trained teachers is needed so as to achieve the target policy of the government settled for the kindergarten unless and other wise the future direction of those children would be in risk.

4.4.7. Obstacles for students with various disabilities

Almost all of the principals like **P1**, **P4** and **P5** during semi-structured interview responded their answers which are quite similar. From them one of their ideas was “Since teachers are not trained with sign language and Braille it’s difficult to give appropriate teaching methodology”. This indicated that there is big gap in implementation of ECCE. Also in **P2** revealed “Our school has separate education for students with disability”. This indicated that children with disability have no chance in ECCE but in regular classes or primary school they do have a separate class which was funded by NGO’s and governmental organization. Lastly **P3** answered “Since classes have stairs, students with physical disability and visual impairment have in problem”. This indicated that there was too much challenge in educating children with disability.

General speaking, the kindergarten classes attached to government primary schools have physical environment, class-rooms and some facility materials which are not accessible for children with different types of disabilities, they could not able to come and participate in the program of ECCE. The result of this study goes in line with MoE (2010) it similarly stated that limited understanding of the concept of disability, negative attitude towards person with disability and a hardened resistance to change are the major barriers impeding special needs and

inclusive education. In addition to that MOE (2009) clearly stated that preschool physical environment should be conducive and accessible for all KG children in general and children with different types of disability in particular.

In contrary to the finding of MoE in (2009), the finding of this study revealed that most of the kindergarten classes attached to government primary schools did not have accessible physical environment for children with different types of disability. The indoor and outdoor materials, classrooms, toilet and the water facilities in particular and the preschool building in general did not take any consideration for children with disability. Due to this and other factors, there is extremely low participation of children with disability in kindergarten classes attached to government primary schools.

Therefore, from this point of view one can deduce that low participation of children with disabilities in the preschool education may affect the achievement of the international conventions and declarations that are ratified by Ethiopia such as EFA and Millennium development goals in general and may result in exclusion of children with disabilities from ECCE.

4.4.8. Challenges in building parents school relationship

P1, P2, P3 and **FGD2** revealed “There is no challenge that we saw till we are here”. This indicated that there is strong linkage that school and parents have. **P4** and **FGD1** responded “most of the parents come to school because in front of the school there is asphalt and they may suspect that their children are in high risk for car accidents”. This indicated that how much parents are suffering due to environment of the school that is not welcoming the parents. Lastly, **P5** revealed “there is big challenge since most of parents are daily workers and they never come to school but they only send their children”. This indicated that majority of the respondents have good relationship to the school and less respondents justified their problem due to economic background of the parent’s or the place located by the school since most of the children are too young.

4.4.9. Mechanism for overcoming challenges in ECCE

In answering question based on what how it can be proposed to overcome challenges, the following responses were given by their respected respondents.

In the beginning, **T2** revealed “it can be solved by arranging local available material”. This indicates that the best alternative to manage problem faced by children is preparing local available materials or tools. Unlike, **T7** revealed “Since we are not responsible to this problem, it must be proposed to education office”. This indicates that this respondent and two other respondents believe they did not have any solution towards overcoming such challenges. Contrary to other respondents mentioned above, **T9** revealed “The solution depends giving training and awareness to the teachers, directors and parents in ECCE program”. This indicates that if those three key pillars of school and education implementers are equipped with the required criteria in ECCE, it would be better than as it was in today. Furthermore, **T6** revealed “the solution was to bring a lot of reading material to school”. This indicates that different books and pictures posted in the wall have a lot to do in the future direction of the children. This also indicates that folktale books based on their mother tongue can really solve the problem of books that children face. Though, **T10** revealed in smart response by saying “the solution is bringing material and professional teacher trained with KG or ECCE”. This indicates that to develop the progress of kindergarten their indoor and outdoor facility with the help of qualified teacher should be arranged. Accordingly, **T12** revealed “the solution is to minimize the number of children in the class”. This indicates that since some schools have more children, to make easy for their school environment, adaptation was needed for an additional class. Additionally, **T13** revealed “the solution is making the toilets clean”. This portion indicates that everything this teacher said based up on latrine, so he knew nothing the big category that affect children learning process. Similar to former respondent, **P1** revealed “the solution is to make classes close to the latrine, bringing playing material and lastly arranging napping room. This indicates that manageability would be simple if the required material brought to them.

Another respondent designated as **P2** revealed “the relation between office and school community must be smooth”. This indicates that this thing can be achieved successfully if there was monitoring and evaluation done by education office. **P3** and **P4** revealed “Informing city education office to build separate classroom for kindergarten and writing proposal to

stakeholders respectively”. This indicates that if the office cannot have the capacity to build separate classroom for the kindergarten, then to submit proposal to the different non-governmental and governmental organization. Similarly, city education ECCE expert supported the idea of **P3** and **P4** which revealed “submitting proposal to save the children, UNICEF, and three stakeholders office to bring what is left from children”. This indicates that more emphasis was given by those respondents to get financial problem.

According to the finding of this study MoE (2009) it fulfills facilities like tap water, materials, toilet and other educational material support like children books through funding money; Family charitable society in the form of material support like stationery and uniform for the children; School Readiness initiative in the in the form of fulfilling input facilities. so from this it can be inferred that arranging local available material, awareness creation to teachers, principals and parents; bringing learning material, arranging facility and lastly writing proposal to government and nongovernmental can solve the problem arised in ECCE.

5. SUMMARY, CONCLUSION AND RECOMMENDATIONS

In this chapter, summary, conclusion and recommendation are presented. Initially, a summary of the study and the major finding are made. Then, conclusions are drawn based on the major findings. Finally, based on the findings of the study, some possible recommendations are forwarded.

5.1. Summary

The study was aimed at exploring the Practices and Challenges of Early Childhood Care and Education among Kindergarten Classes of Government Primary Schools in Jigjiga City Administration. The general objective of the study was to investigate Practices and Challenges of Early Childhood Care and Education among Kindergarten Classes of Government Primary Schools in Jigjiga City Administration. In addition, it was intended to examine and document the best practices and major challenges while implementing ECCE.

In order to achieve these objectives the following basic research questions were formulated:

1. What are the practices of early childhood care and education in kindergarten classes attached to government primary schools of Jigjiga city administration?
2. To what extent are the kindergartens equipped with the necessary trained manpower, learning materials and over all indoor/outdoor environments?
3. What is the extent of stakeholders' participation/ involvement in kindergarten classes attached to government primary schools?
4. What are the challenges that kindergartens encountered in practicing ECCE?

This study has identified various findings which are guided and shaped by the research objectives.

The data collection process included responses from thirteen teachers and five principals and who were members of PTSA in five schools selected by using purposive sampling method. Furthermore, ten parents and one ECCE expert from JCAEO were selected by using purposive and systematic sampling method respectively. In this study, the current researcher was able to conduct a semi structured interview, FGD and classroom observations during lesson presentation. Qualitative data was analyzed by narration and description. The interviews were

hand written and the focus group discussion which was tape-recorded was transcribed, categorized and compiled together into themes.

The four major themes identified from the study were practice, key input indoor/outdoor environment, stakeholders participation and challenges which are summarized as follows:

5.1.1. Practice

The first objective was designed to assess the practices of ECCE in kindergarten classes attached to government primary schools of Jigjiga city administration. The finding of the study indicates that except for a few, most of the respondents clearly follow the selection guideline of Ministry of Education without intentionally knowing what guideline said about kindergarten. Indoor environment like shelves, child size table and class size in most of the schools under study were doing good step towards organizing indoor environment but there were also a few others that need to be supported physically and socially. Suitability of schools towards children with special need was poor or almost none. There were limited or almost non-existent practices of ECCE policy framework or operational guideline, being parental education or providing early educational intervention for children from low socio-economic background in the kindergarten classes attached to government primary schools.

5.1.2. Key inputs in indoor/outdoor environment

The second research objective was to what extent the kindergartens are equipped with the necessary trained manpower, learning materials and over all indoor/outdoor environments. The finding indicates that the training of the teachers is not adequate to teach the tinj-tots hence the teachers themselves had not acquired effective in-service and pre-serves training in ECCE. There was poor learning material in the school and needs more emphasis to be given later on. Moreover, lack of toilets, less buildings and crowded classrooms always made one uncomfortable and lack freedom of choice for every activity. There was limited ECCE training given to the principals and teachers during their stay in the college or university. Most of education managers were trained with management and leadership.

5.1.3. Stakeholders participation

The third objective was to assess the status of stakeholders' participation/involvement in kindergarten classes attached to government primary schools of Jigjiga city administration. The finding of the study states that majority of the schools have little support from its stakeholders. Parental involvement could be an influential factor for the success of the learners, but the result from participation of community and parents was less or almost none. There were poor participation of parents and community contribution towards kindergarten children. Most of the parents are daily labors that cannot read and write while their participation of the community as a whole is poor. There were low Participation of stakeholders like education office, health office and womens affairs office. Lack of training experts and parents/guardians were great barriers to implement Early Childhood Care and Education. Limited support system of supervision were also another barriers of the kindergartens.

5.1.4. Challenges

The fourth research objective was to identify the challenges of early childhood care and education among kindergarten classes attached to government primary schools in Jigjiga city administration. The finding of the study states that there was the absence of trained KG teachers, absence of professional development in ECCE, inaccessible physical environment for most children with disabilities, lack of separate budget for the kindergarten and absence of mother tongue language for children. There was also unfastened collaboration among the Ministry of Health, Ministry of Education and Ministry of womens and youth affairs in providing coordinated service to the KG children. Most of the children were learning through both Somali and Amharic language together in one classroom. As a result, some children whose mother tongue is different from Somali language were suffering from silent exclusion similar to those children whose mother tongue is different from Amharic suffer also the same. Lack of curriculum faced by the entire schools also negatively affect children's cognitive development.

5.2. Conclusion

Based on the data summarized above, the study draws the following conclusions:

Practice

The finding of the study showed that except a few, most of the schools clearly follow the selection guideline of Ministry of Education without intentionally knowing what guideline said about kindergarten. Based on this it can be concluded that the regional education bureau and city administration education office did not give consideration to offer guideline selection for the children.

The finding also shows that indoor environment like shelves, child size table and class size in most of the schools under study were doing good towards organizing indoor environment but there were also a few others that need to be supported physically and socially. Based on this, the researcher concluded that there is some step done forward but the availability of organization for the all sector party was not incorporated yet.

Furthermore, suitability of schools towards children with special needs was poor or almost none where there are also limited or almost non-existent practices of ECCE policy framework or operational guideline. Based on this finding, it can be concluded that the role and activity required from the city education office was poor.

Input

The finding of the study indicates that, the training of the teachers is not adequate to teach the tiny-tots. Hence the teachers themselves had not acquired effective in-service and pre-service training in ECCE. This can be concluded that there is a great gap towards implementation of ECCE.

In addition, the study also shows that there was poor learning material in the school and needs more emphasis to be given later on. This can be concluded that the integral part for the implementation was weak.

There was lack of toilets, less buildings and crowded classrooms for the children, which always feel discomfort and lack of freedom of choice for every activity. This can be concluded that the responsible offices were doing less activity towards facility of the schools.

There was also limited ECCE training given to the principals and teachers in their stay on the college or university. This can be concluded that teacher education colleges and university as well did not perform their main role of teaching.

Lastly, another finding of the study was most of education managers were trained with management and leadership. This can be concluded that there is positive thinking towards managerial and leadership training since most of the respondents was trained.

Stakeholders

The finding of the study states that majority of the schools have little support from its stakeholders. This can be concluded that there is poor collaboration among education office, health office , community, parents and womens affairs office.

There were less community and parents Participation towards kindergarten programme. This can be concluded that community as whole did not done what is required of them. Furthermore, Lack of ECCE training in city education experts and limited support system in school supervision was great barriers to implement Early Childhood Care and Education. This can be concluded that the capacity of city education experts towards developmental education was not developed properly and there is no check and balance in the ongoing process of the kindergarten children.

Challenges

The finding of the study states that there was absence of trained KG teachers, absence of professional development in ECCE, inaccessible physical environment for most children with disabilities, lack of separate budget for the kindergarten and absence of mother tongue language for children. From this, it can be concluded lack of all aforementioned factors could bring negative impact on students' academic performance.

There was also unfastened collaboration among the Ministry of Health, Ministry of Education and Ministry of womens and youth affairs in providing coordinated service for the KG children. Thus, one can conclude that stakeholders did not give much attention to the kindergarten attached to government schools.

Lack of mother tongue was also another challenge mentioned under this category. This can be concluded that both school and education office did not prioritize the importance of the mother-tongue which builds the cognitive skill of children.

Lack of curriculum faced by the entire schools also negatively affect children cognitive development. For that reason it can be concluded that the education office of Jigjiga city administration did not fulfill their role or mandate because children in almost all kindergarten classes are suffering from lack of relevance curriculum to them.

5.3. Recommendations

In order to solve the problems/challenges the government kindergarten were facing, and to improve their performance the following recommendations have been forwarded based on the findings of the study.

Practice

Regional education bureau should give consideration in arranging guideline selection for the kindergarten by translating ECCE operational guideline and its policy framework. Indoor environment like shelves, child size table and class size in most of the schools under study were doing good step towards organizing indoor environment but the government and non-governmental organization must consider re-organizing since a lot of change was required from it, then making as one of their main objective in their plan. Special need teacher should be trained so as make children with special needs inclusive to the programme.

Input

Regional education bureau and teacher education colleges should arrange a plan to train teachers whom did not have effective in-service and pre-service training in ECCE. Moreover, the learning material in the school should be given more emphasis based on the need and gap that exist in the school level. Other facilities like toilets, less buildings and crowded classrooms of children should be properly settled by education bureau and other non-governmental organizations. There should be also a block courses based on ECCE given to the principals and teachers during their stay in the college or university. Finally, regarding problem of operational government budget for kindergarten there should be a plan to be arranged separate budget for them so as to cover the materialization, building classroom and toilets.

Stakeholders

To form smooth and coordinated stakeholders offices, communities and nongovernmental organizations, there should be a good collaboration among them by initiating an aggregate plan that covers all activities accordingly. Education experts should be trained with ECCE since it enhances the capacity of managing programmed accordingly. Lastly, parental involvement in the Kindergarten should be encouraged so as to enhance the success of their children in their academic achievement.

Challenges

Qualified teachers are crucial for the appropriate implementation of ECCE. Therefore, teachers should get short and long term training such as diploma, degree etc in the field of ECCE. It is also advisable to teach children with their mother tongue.

Somali Region Education Bureau and city administration education office should take the commencement and show the way by using its curriculum expert to supplement kindergarten/ECCE curriculum with contextualized textbooks and teacher guides to minimize or avoid the ambiguity and difficulty nature of the recent text books used by children and repeatedly demand of training from existing teachers and the new comers in to the system.

Moreover, having trained man power which can handle children with disabilities is very crucial in holistic development of early childhood education, for that reason special need experts should be assigned to each kindergarten so as to enhance the awareness level of parents, principals and teachers.

Finally, the following recommendations are made for further studies: Similar studies can be carried out in other kindergarten classes attached to government primary schools in other districts, in the same way also other studies can be carried out in private and government kindergarten classes attached primary schools so that the findings can be compared and generalizations are made.

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7. APPENDICES

APPENDIX A
HARAMAYA UNIVERSITY
COLLEGE OF EDUCATION AND BEHEVIORAL SCIENCE
SCHOOL OF GRADUATE STUDIES
DEPARTMENT OF SPECIAL NEEDS AND INCLUSIVE EDUCATION

Interview Guide for the Teachers in ECCE

My name is Seid Abdi Ismail. I am a Masters Degree student at the HU. The topic of my study is Practices and Challenges of Early Childhood Care and Education among Kindergarten Classes of Government Primary Schools in Jigjiga City Administration. The purpose of this study is to assess Current Practices and Challenges in Early Childhood Care and Education among Kindergarten Classes Attached to Government Primary Schools in Jigjiga City Administration, Somali Regional State. I greatly appreciate for your willingness to take time to answer the following questions. Please give your frank and undeserved information and opinion. All the information you give will be used for research purpose and kept confidential.

Thanks for your cooperation

Part one: Back ground Information.

Date of interview..... Place.....

Duration of interview.....Name of the school.....

Position in the school.....Years of service in current position.....

Educational qualification.....Field of study

Part Two: Current Practices and Challenges in Implementing Early Childhood Care and Education among Kindergarten Classes Attached to Government Primary Schools in Jigjiga City Administration, Somali Regional State.

Practice

1. What is your understanding on the concept of early childhood care and education?
2. What are the practices of early childhood care and education in kindergarten classes attached to government primary schools of Jigjiga city administration?
3. How is the practice of ECCE in your school?
4. What do you think to make ECCE appropriate for the kindergarten schools attached to government primary schools?
5. Did you prepare individual educational plan (IEP) for students who need IEP?-
6. How often do you give continuous assessment to the students in your class?
7. Were the Students sitting arrangement help for active learning?
8. How often did you give group work to students in your classroom?
9. Did you use variety of teaching methods?

Key inputs

1. Do you have ECCE skill training?
2. Have you trained in kindergarten teaching at college/University level?
3. Do you frequently follow on-job training and orientation?
4. To what extent are the kindergartens equipped with the necessary trained manpower, learning materials and over all indoor/outdoor environments?

Stakeholders' participation

1. What is the extent of stakeholders' participation/ involvement in kindergarten classes attached to government primary schools?
2. Is there any contribution from governmental and non-governmental organization?
3. To what extent parents and community participate in supporting children in kindergarten classes?
4. Do city administration education office have good contribution in implementation of ECCE in kindergarten classes attached to primary schools?

Challenges

1. What are the challenges that kindergartens encountered in practicing ECCE?
2. What are the challenges of ECCE in kindergarten classes attached to primary schools?
3. How do you overcome the challenges of ECCE in kindergarten classes attached to primary schools?
4. Is there any communication challenge in the implementation of ECCE in kindergarten classes attached to government?
5. Was there new Early childhood care and Education (ECCE) curriculum/syllabus at your hand?
6. Have you been taken or participated a workshop on the new ECCE curriculum and on its implementation?
7. Have you ever been received instructional support from your school principal?
8. How often did you use teaching aid that meets each students need?

APPENDIX B
HARAMAYA UNIVERSITY
COLLEGE OF EDUCATION AND BEHEVIORAL SCIENCE
SCHOOL OF GRADUATE STUDIES
DEPARTMENT OF SPECIAL NEEDS AND INCLUSIVE EDUCATION

Interview Guide for the School Principals

My name is Seid Abdi Ismail. I am a Masters Degree student at the HU. The topic of my study is Practices and Challenges of Early Childhood Care and Education among Kindergarten Classes of Government Primary Schools in Jigjiga City Administration. The purpose of the study is to assess Current Practices and Challenges in Early Childhood Care and Education among Kindergarten Classes Attached to Government Primary Schools in Jigjiga City Administration, Somali Regional State. I greatly appreciate for your willingness to take time to answer the following questions. Please give your frank and undeserved information and opinion. All the information you give will be used for research purpose and kept confidential.

Thanks for your cooperation

Part one: Back ground Information.

Date of interview..... Place.....
 Duration of interview..... Name of the school.....
 Position in the school..... Years of service in current position.....
 Educational qualification..... Field of study.....

Part two: Questions related to Practices and Challenges in ECCE among Kindergarten Classes Attached to Government Primary Schools

Practice

1. Were there any practices of ECCE in government kindergartens for children in the surrounding?
2. Was there any criteria used during selection in to enroll in the kindergarten?
3. Was there any guideline to select in case of high demand and enrollment capacity?
4. Was the process of selecting children to admit to your kindergarten participatory?
5. Was the process selecting children to admit to your kindergarten, free and fair?
6. Was the kindergarten conducive for children with special needs?]
7. What are the major practices of ECCE in government kindergarten classes attached primary schools?
8. If there is no any practice, why, it should not offered?
9. How is Classroom size?
10. Is there any organization of activity centers/corners in the classroom?
11. Is the Availability of child-sized tables, chairs/benches and shelves fit for the children?
12. Was there any Early Childhood Care and Education (ECCE) policy Framework or operational guide line at your hand?

Input

1. What are the contributions of Education bureau?
2. How is the Availability of qualified teacher?
3. Is there any Availability of teacher's aide?
4. As an administrative staff how does you follow up children's learning and teacher teaching strategy by looking policy of ECCE?
5. Have you been trained in management or leadership of educational institution?
6. Did you frequently get short term training in management of kindergarten?
7. Did you train in kindergarten education during your stay in college/institution?
8. Did you frequently follow on job-training and orientation?
9. Did you give only the administrative support to kindergarten staff?
10. Had you ever given instructional support to teachers?

Stakeholder's participation

1. Is there any other stake holders who are working for the success of ECCE of kindergarten children in your school?
2. How frequent did you get supervision support from city administration education office?
3. Was there a regular budget allocated for kindergarten from government?
4. Did you get additional financial support from parents voluntarily?
5. Did you get additional financial support from non-governmental organization?

Challenges

1. What are the major challenges of ECCE in government kindergarten classes?
2. What do you proposed to overcome the challenges?
3. Is there any challenge with the children attraction to the schools?
4. What challenges students face in the physical environment and facilities of the school?
5. Do children's face scarcity of learning materials and equipment?
6. Is there any problem with the trained man power like teachers and administrators?
7. Is there any gap in curriculum of the school?
8. Did you met any obstacle with the educating the children with disabilities?
9. What challenges are there in the relationship building of the school and parents? -

APPENDIX C
HARAMAYA UNIVERSITY
COLLEGE OF EDUCATION AND BEHEVIORAL SCIENCE
SCHOOL OF GRADUATE STUDIES
DEPARTMENT OF SPECIAL NEEDS AND INCLUSIVE EDUCATION

Guiding Questions for focus Group Discussion

My name is Seid Abdi Ismail. I am a Masters Degree student at the HU. The topic of my study is Practices and Challenges of Early Childhood Care and Education among Kindergarten Classes of Government Primary Schools in Jigjiga City Administration. The purpose of this study is to assess Current Practices and Challenges in Early Childhood Care and Education among Kindergarten Classes Attached to Government Primary Schools in Jigjiga City Administration, Somali Regional State. I greatly appreciate for your willingness to take time to answer the following questions. Please give your frank and undeserved information and opinion. All the information you give will be used for research purpose and kept confidential.

Thanks for your cooperation

Guiding Questions for focus Group Discussion with parents

Part one: background information

Place 2. Date of FGD conducted.....

FGD started ath/r and ended at

Duration.....

Number of participants, Male.....Female.....Total.....

Part Two: Questions related to Practices and Challenges in ECCE among Kindergarten Classes Attached to Government Primary Schools.

PRACTICE

1. What is your understanding on the concept of early childhood care and education?
2. What is the importance of providing early childhood care and education for children?
3. Can you explain any detrimental (negative) effect that would result in children for not attending ECCE?
4. What do you think to make ECCE appropriate for the kindergarten schools attached to government primary schools?

INPUT

1. To what extent are the kindergartens equipped with the necessary trained manpower?
2. How the learning materials and over all indoor/outdoor environments looks like to you?
3. As a parent of the children, how is the furniture, toilet, water points, play field and materials of the school seems to you?
4. Do the children have curriculum material and books relevance to their culture? If not why?

STAKEHOLDERS PARTICIPATION

1. Is there any contribution from governmental and non-governmental organization? If not why?
2. To what extent parents and community participate in supporting children in kindergarten classes?
3. Do city administration education office have good contribution in implementation of ECCE in kindergarten classes attached to primary schools? if not why?
4. Other than city education, is there any kebele in the city gives you any support or contribution towards materialization of your children?

CHALLENGES

1. What are the challenges that kindergartens encountered in practicing ECCE?
2. Do you saw any challenge to the physical environment and facilities of the schools? if yes what are they?
3. Do you face any obstacle with the relationships between you and the school community? If yes what are they?
4. Do children's face scarcity of learning materials and equipment? If yes what is the solution?

APPENDIX D
HARAMAYA UNIVERSITY
COLLEGE OF EDUCATION AND BEHEVIORAL SCIENCE
SCHOOL OF GRADUATE STUDIES
DEPARTMENT OF SPECIAL NEEDS AND INCLUSIVE EDUCATION

INTERVIEW GUIDE FOR THE CITY EDUCATION EXPERT

My name is Seid Abdi Ismail. I am a Masters Degree student at the HU. The topic of my study is Practices and Challenges of Early Childhood Care and Education among Kindergarten Classes of Government Primary Schools in Jigjiga City Administration. The purpose of this study is to assess Current Practices and Challenges in Early Childhood Care and Education among Kindergarten Classes Attached to Government Primary Schools in Jigjiga City Administration, Somali Regional State. I greatly appreciate for your willingness to take time to answer the following questions. Please give your frank and undeserved information and opinion. All the information you give will be used for research purpose and kept confidential.

Thanks for your cooperation

INTERVIEW GUIDE FOR THE CITY EDUCATION EXPERT

PRACTICE

1. As a city education expert, what are the practices of early childhood care and education in kindergarten classes attached to government primary schools of Jigjiga city administration?
2. Was the process selecting children to admit to your kindergarten, free and fair?
3. Was the kindergarten conducive for children with special needs?
4. Was there any guideline to select in case of high demand and enrollment capacity?
5. Was there any Early Childhood Care and Education (ECCE) policy Framework or operational guide Line in your office?
6. What is the actual practice that you give as support to the city administration government schools with kindergarten classes?

INPUT

1. To what extent are the kindergartens equipped with the necessary trained manpower?
2. As an expert of the city administration education office, how is the general learning materials and over all indoor/outdoor environments of the schools?
3. As an expert, did you implement the furniture, toilet, water points, play field and materials of the school as ministry education planned?
4. Do you give children curriculum material and books relevance to their culture?

Stakeholder's participation

1. Are there any stake holders who are working for the success of ECCE of kindergarten children in your schools?
2. How frequent did you supervise schools that have kindergarten attached to primary schools?
3. Was there a regular budget allocated for kindergarten from government or any other NG'Os?
4. Did you get additional financial support from parents voluntarily?
5. Did you get additional financial support from non-governmental organization?

Challenges

1. What are the major challenges of ECCE in government kindergarten classes?
2. As an office what do you proposed to overcome the challenges that comes from schools?
3. What challenges students face in the physical environment and facilities of the school?
4. Do children's in those schools face scarcity of learning materials and equipment?
5. Is there any gap in curriculum of the school?

APPENDIX E
HARAMAYA UNIVERSITY
COLLEGE OF EDUCATION AND BEHEVIORAL SCIENCE
SCHOOL OF GRADUATE STUDIES
DEPARTMENT OF SPECIAL NEEDS AND INCLUSIVE EDUCATION

Observation Guide Provided for Field Visit

Observation Checklist-1

School: _____ Time taken _____

Level of Kindergarten: _____ Date of observation _____

Observation Checklist-2 Rating Form of Classroom Observation

No	A. KG Environment (outside the class-room)	Yes	No	Remark
1	The KG buildings are located at secured area to keep children's safety.			
	➤ The KG is far from the main road			
	➤ The KG has fence			
	➤ The KG's physical environment is free of harm full objects			
2	The KG buildings are accessible for all children			
3	The KG building has separate class-room for providing first aid service for children			
4	The KG building has clean toilet for female and male children separately			
5	The KG building has separate napping-room for children			
6	The KG building has separate feeding room for children			
7	The KG has pure water to drink and wash their hands			
9	The KG has convenient play ground for KG children to			

	play?			
10	The KG walls are well decorated by attractive pictures, numbers and letters			
11	The KG compound is clean			
12	The pre-school garden is full of attractive flowers and plants			

	B. KG environment (Inside the class room)			
1	The class-room is clean			
2	The class-room has sufficient amount of light			
3	The class-room is well ventilated			
4	The class-room is near to sanitary facilities			
5	The class-room is near to play ground			
7	The class room has many different teaching aids.			
8	Windows of the class-room are easily accessible for operation by the KG children			
9	Doors of the class-room are light in weight so that children can handle them easily			
10	Teaching materials are designed to ensure access and participation by every child: <ul style="list-style-type: none"> ➤ Teaching materials are prepared by teachers ➤ Teaching materials are relevant for children ➤ Teaching materials are accessible for children 			

Observation Checklist-3

No	Instructional consideration	Response		Remark
		Yes	No	
	Teacher 's activities			
1	Does the teacher have annual plan at hand?			
2	Does the teacher have daily lesson plan at hand?			

3	Does the teacher use intentional teaching to scaffold and extend each child's learning?			
4	Does the teacher encourage children to participate in class activities?			
	Does the teacher motivate children to ask questions?			
	Does the teacher motivate children by calling name to respond answers?			
	Does the teacher allow children to sing in the class-room?			
5	Does the teacher guide the children to help each other?			
6	Does the teacher support each child to perform activities very well?			
7	Does the teacher use multimodal approach to attract the attention of the children? (Visual, Auditory, Tactile,)Kinaesthetic			
8	Does the teacher provide special support for children with disabilities?			
9	Does the teacher apply corporal punishment?			

Observation Checklist-4

Observation check list for indoor and outdoor equipment

	A. Outdoor play equipments and materials	Available	Not-available	Remark
1	Balance			
2	Climbing frames			
3	Slide			
4	Merry-go-round			
5	Swinging			
7	Convenient play ground			
	Others			
	B. Indoor materials and equipment			
8	Materials of concept and skill			

	Puzzle Work Book Play cards			
9	<ul style="list-style-type: none"> • Local teaching materials prepared by teachers • Letter drawn on chart • Number drawn on chart • Different pictures drawn on the wall of the class-room 			
10	Children's individual work book			
11	Child sized tables			
12	Child sized shelves			
	Others			

LIFAAQYADA

LIFAAQA A

JAAMACADA HARAMAYA

KUULIYADA WAXABARSHADA IYO SAYNISKA DABEECADIISA

DUGSIGA DARSIDA SAREYSA

WAAXDA WAXABARSHADA LOO DHAN YAHAY IYO TA GAARKA AH

Waraysi hagaha barayaasha ee waxabarshada hore ee caruurta iyo barbaarintooda

Magacaygu waa siciid CABDI ISMAACIIL. Waxaan ahay arday master ka barta jaamacada haramayI. Mawduuca aan darsayaa waa waxqabadka jira iyo caqadaha la gala kulmay hirgalinta waxabarshada hore ee caruurta iyo barbaarintooda ee fasalka lagu sidkay dugsiyada hoose ee ay dawladu leedahay khaasatan kuwa laga helo magaalada jigjiga. Ujeedada daraaskan waxay tahay inuu qiimeeyo waxqabdka jira iyo caqabadaha ka ratibma hirgalinta waxabarshada hore ee caruurta iyo barbaarintooda ee fasalka lagu sidkay dugsiyada hoose ee ay dawladu leedahay khaasatan kuwa laga helo magaalada jigjiga ee deegaankeenan soomalida.Aad baan kugu mahadcelinayaa ka go'naanshaha kaa aad ku muujisay in aad wakhti ila qaadato iigana jawaabta su'aalaha hoos ku xusan. Fadlan isii fikrada iyo ama xogta xaqiiqda ah ee aad hayso.Dhamaan waraysigan aan kula yeeshay wuxuu noqon doonaa mid xoogtiisa la xafiday oo ayna cid kale ogaan doonin.

Waad ku mahasan tahay iskaashiga aad ii muujisay

Qaybta koowaad: warbixinta hore

Maalintii waraysiga la qaaday..... Goobta

Intuu socday waraysigu.....Magaca dugsiya

Goobta dugsiya ku yaalo.....Inta sano ee uu shaqaynayay.....

Heerka waxbarsho..... Takhakhuskiisa.....

Qayta labaad: Mawduuca aan darsayaa waa waxqabadka jira iyo caqadaha la gala kulmay hirgalinta waxabarshada hore ee caruurta iyo barbaarintooda ee fasalka lagu sidkay dugsiyada hoose ee ay dawladu leedahay khaasatan kuwa laga magaalada jigjiga ee deegaankeenan soomalida.

Waxqabadka jira/ Dhaqangalkiisa

1. Muxuu yahay fahanka aad ka haysato waxqabadka jira iyo caqadaha la gala kulmay hirgalinta waxabarshada hore ee caruurta iyo barbaarintooda?
2. Waa maxay waxqabadka jira iyo caqadaha la gala kulmay hirgalinta waxabarshada hore ee caruurta iyo barbaarintooda ee fasalka lagu sidkay dugsiyada hoose ee ay dawladu leedahay khaasatan kuwa laga magaalada jigjiga?
3. Waa side waxqabadka WHCIB ee dugsiyada?
4. Side baad u malaynaysaa in WHCIB loogu hagaajin karo dugsiyada barbaarinta caruurta ee lagu sidkay dugsiyada hoose ee ay dawladu leedahay?
5. Madiyaarsataa qorshe hagaha waxbarsahada goonida ah ee loogu talo galay inay isticmaasho qorshe hagaha kalinimo?
6. Sidebaad u siisaa ardayda qiimaynta joogtada ah ee fasalka dhexdiisa ah?
7. Qaabkay ardaydu u fahdiyaan mayahay mid caawin kara habka baris-barsho ee firfircoon?
8. Sidebaad koox shaqeed u siisaa ardayda ku jirta fasalka dhexdiisa?
9. Miyaad isticmaashaa hababka kala duwan ee baris-barsho?

Gashiga muhiimka ah

1. Maleedahay xirfada tababar oo WHCIB ah ?
2. Ma ku soo tababaratay kolkaad ku suganay jaamacada ama kuuliyada xirfada barida caruurta dhigagata uulada?
3. Si joogto ah ma u qaadataa tababar joogto ah iyo hagidiisaba?
4. In intee le'eg ayay uuladu ku qalabaysan yihiin agabkii baris-barsho, cudud wax baratay iyo dhamaan gudaha/dibada deegaanka ay ku bartaan?

Ka qaybgalka bahwadaagta

1. Waa maxay doorka kaqaybgaleed ee bahwadaagta ku leedahay fsalada uulada ee lagu sidkay dugsiyada ee ay dawladu leedahay?
2. Ma jiraan wax kaalmo ah oo ay keenaan haaydaha dawlada iyo kuwa aan dawliga ahaynba?
3. In itee le'eg bay waalidiintu ama bulshaduba ka qaybgal ku sameeyaan taageerida ubbadka dhigta fasalada uulada?
4. Maleeyahay xafiiska waxabarshaada ee maamulka magaaladu kaalmo fiican oo lagu hirgalinayo WHCIB ee fasalada uulada ah ee lagu sidkay dugsiyada hoose?

Caqabadaha

1. Maxay yihiin caqabadaha la soo gudboonaada in la hirgaliyo WHCIB?
2. Waa maxay caqabadaha WHCIB ee fasalada uulada ee lagu sidkay dugsiyada hoose?
3. Sidee baa looga gaashaaman caqabadaha ka hor imaan kara hirgalinta WHCIB ee fasalada uulada ah eek u sidkan dugsiyada hoose?
4. Ma jiraan wax is afgaranwaa ah oo la xidhidha hirgalinta WHCIB ee fasalada uulada eek u sidkan dugsiyada hoose?
5. Gacanta ma ku haysataa manhajka cusub ee loogu talo galay waxabarshada hore ee caruurta iyo barbaarintooda (WHCIB)?
6. Ma ka qayb gashay siminaar ku saabsan hirgalinta manhajka cusub ee WHCIB?
7. Waligaa wax taakulo ah ma ka heshay maamulaha dugsiyada?
8. Intee in le'eg baad isticmaashaa kaabaha baris barasho si aad u hesho baahida arday kasta?

LIFAAQA B
JAAMACADA HARAMAYA
KUULIYADA WAXABARSHADA IYO SAYNISKA DABEECADIISA
DUGSIGA DARSIDA SAREYSA
WAAXDA WAXABARSHADA LOO DHAN YAHAY IYO TA GAARKA AH

Waraysiga loogu talo galay maamulaha dugsiga

Magacaygu waa siciid cabdi ismaaciil. Waxaan ahay arday master ka barta jaamacada haramayl. Mawduuca aan darsayaa waa waxqabadka jira iyo caqadaha la gala kulmay hirgalinta waxabarshada hore ee caruurta iyo barbaarintooda ee fasalka lagu sidkay dugsiyada hoose ee ay dawladu leedahay khaasatan kuwa laga helo magaalada jigjiga. Ujeedada daraasakan waxay tahay inuu qiimeeyo waxqabdka jira iyo caqabadaha ka ratibma hirgalinta waxabarshada hore ee caruurta iyo barbaarintooda ee fasalka lagu sidkay dugsiyada hoose ee ay dawladu leedahay khaasatan kuwa laga magaalada jigjiga ee deegaankeenan soomalida. Aad baan kugu mahadcelinayaa ka go'naanshaha kaa aad ku muujisay in aad wakhti ila qaadato iigana jawaabta su'aalaha hoos ku xusan. Fadlan isii fikrada iyo ama xogta xaqiiqda ah ee aad hayso. Dhamaan waraysigan aan kula yeeshay wuxuu noqon doonaa mid xoogtiisa la xafiday oo ayna cid kale ogaan doonin.

Waad ku mahasan tahay iskaashiga aad ii muujisay

Qaybta koowaad: warbixinta hore

Maalintii waraysiga la qaaday..... Goobta

Intuu socday waraysigu.....Magaca dugsiga

Goobta dugsigu ku yaalo.....Inta sano ee uu shaqaynayay.....

Heerka waxbarsho.....Takhakhuskiisa.....

Qayta labaad:Mawduuca aan darsayaa waa waxqabadka jira iyo caqadaha la gala kulmay hirgalinta waxabarshada hore ee caruurta iyo barbaarintooda ee fasalka lagu sidkay dugsiyada hoose ee ay dawladu leedahay khaasatan kuwa laga magaalada jigjiga ee deegaankeenan soomalida

Waxqabadka jira/ Dhaqangalkiisa

1. Ma jiraan wax waxqabad muuqda ah oo ku saabsan WHCIB ee ardayda laga helo goobaha dugsiyada uulada ee dawladu ku sidigtay dugsiyada hoose?
2. Majiraan wax tab oo la isticmaalo marka la xulanayo ardayda la diwaan galinayo uulada?
3. Majiraa wax timaan hage ah oo la isticmaalo haddey badato baahida isdiwaangaliyayaashu?
4. Habka ardayda lagu xulanayaa ma yahay mid cidkastaa ka qayb gali karto?
5. Habka aad ardayda uulada aad ku xulataa ma mid xor iyo cadaalad ahbaa?
6. Dugsiyada uuladu ma yahay ku ku haboon ardayda qabta baahida gaarka ah?
7. Waa maxay waxqabadada ugu balaadhan ee waxbarshada uulada ee lagu sidkay dugsiyada hoose ee dawlada marka laga eego dhanka hirgalinta WHCIB?
8. Hadaatsan waxqabad jirin waa maxay sababta loo fulin waayay?
9. Waa side xajimiga fasalku?
10. Ma jiraan wax haayado ah oo dhinac ku haya am aka ag dhaw fasalka?
11. Suurta galnimada in la helo miis ardayga le'eg, kuraas iyo khaanado sidee tahay iyadu?
12. Ma jiraan wax qaabdhismeed siyaasadeeda ama tilamaan hage lagu shaqeeyo ah oo waxabarshada hore ee caruurta iyo barbaarintooda ah(WHCIB) oo gacantaada ku jira ah?

Gashiga muhiimka ah

1. Waa maxay taageerada xafiiska waxbarashadu?
2. Waa sidee helitaanka barayaal tayo leh?
3. Ma jiraan wax kaabe waxbarsho ah oo yaala meesha?
4. Ka maamul ahaan sideebaad ku daba gashaa waxbarshada ardayda iyo nidaamka barida ee baraha adigoo u fiirinaya istaraatiijiyada siyaasadeed ee WHCIB?
5. Ma ku tababaratay maareynta iyo maamulka ee lagu bxiyo machadyada waxbarsho?
6. Ma heshaa tababaro gaagaaban oo joogto ah oo ku salaysan maareynta uulada?
7. Ma ku soo tababaratay waxbarshada uulada intii aad ku sugnayd kuuliyada ama machadka?

8. Si joogto ah ma u qaadataa tababar joogto ah iyo hagidiisaba?
9. Ma waxaad siisaa shaqaalada uulada taageero maamul kaliya?
10. Waligaa ma siisay taageero tilmaameed barahaaga?

Ka qaybgalka bahwadaagta

1. Ma jiraan wax bahwadaag ah oo ka shaqaynaya guulaysashada WHCIB ee ardayda uulada ah ee laga hgeloo dugsigaagan?
2. In intee le'eg oo kormeer taageero ah ayaad ka heshaa xafiiska waxbarashada ee maamulka?
3. Ma jiraan waxa miisaaniyad ah oo dawladu u qorsheysay uulada?
4. Ma ka heshaan wax taakulo lacageed ah dhanka waalidka caruurta dhalay?
5. Ma ka heshaan wax taakulo lacageed ah dhanka haayadaha aan dawliga ahayn?

Caqabadaha

1. Waa maxay caqabadaha ugu waaweyn WHCIB ee fasalada uulada dawladu leedahay kuwaas oo ku sidkan waxbarashada hoose?
2. Maxaa kuu qorshaysan sidii aad u soo afjai lahayd caqabadaha jira?
3. Ma wax caqab ah ayaa ka haysata caruurta soo jiidashada dugsiga?
4. Caqabad noocee ah ayay ardaydu kala kulmaan muuqaalka guud iyo adeegbixinta dugsiga?
5. Ardaydu ma la kulmaan wax agab ama qalab waxbarsho yaraan ah?
6. Wax dhib ah ma ka jiraa cududa la tababaray sida barayaasha iyo maamulayasha?
7. Wax goldoolo ah ma ka jirtaa manhaja dugsiga eek u taxuluqa WHCIB?
8. Wax caqab ah ma kala kulan taan waxbarida caruurta laxaadkoodu wax ka dhiman yihiin?
9. Wax caqabad ah ma ka jiraan iskuxidhka dhismaha dugsiga iyo waalidka?

LIFAAQA C
JAAMACADA HARAMAYA
KUULIYADA WAXABARSHADA IYO SAYNISKA DABEECADIISA
DUGSIGA DARSIDA SAREYSA
WAAXDA WAXABARSHADA LOO DHAN YAHAY IYO TA GAARKA AH

Su'aalaha loogu talo galay in diirada lagu saaro gorfeynta koox ahaaneed (DSGKA)

Magacaygu waa siciid cabdi ismaaciil. Waxaan ahay arday master ka barta jaamacada haramaya. Mawduuca aan darsayaa waa waxqabadka jira iyo caqadaha la gala kulmay hirgalinta waxabarshada hore ee caruurta iyo barbaarintooda ee fasalka lagu sidkay dugsiyada hoose ee ay dawladu leedahay khaasatan kuwa laga helo magaalada jigjiga. Ujeedada daraasakan waxay tahay inuu qiimeeyo waxqabdka jira iyo caqabadaha ka ratibma hirgalinta waxabarshada hore ee caruurta iyo barbaarintooda ee fasalka lagu sidkay dugsiyada hoose ee ay dawladu leedahay khaasatan kuwa laga magaalada jigjiga ee deegaankeenan soomalida. Aad baan kugu mahadcelinayaa ka go'naanshaha kaa aad ku muujisay in aad wakhti ila qaadato iigana jawaabta su'aalaha hoos ku xusan. Fadlan isii fikrada iyo ama xogta xaqiiqda ah ee aad hayso. Dhamaan waraysigan aan kula yeeshay wuxuu noqon doonaa mid xoogtiisa la xafiday oo ayna cid kale ogaan doonin.

Waad ku mahasan tahay iskaashiga aad ii muujisay

Su'aalaha hagaya in la sameeyo dood kooxeed diirada lagu saarayo waalidka

Qaybta koowaad: warbixinta hore

goobta2. Taariikhda la sameeyay DSGKA

DSGKA bilawday dhamaaday Wakhtiga.....

Tirade ka qayb galayaasha Lab..... Dhedig..... Wadar.....

Qaybta labaad: Mawduuca aan darsayaa waa waxqabadka jira iyo caqadaha la gala kulmay hirgalinta waxabarshada hore ee caruurta iyo barbaarintooda ee fasalka lagu sidkay dugsiyada hoose ee ay dawladu leedahay khaasatan kuwa laga magaalada jigjiga ee deegaankeenan soomalida

Waxqabadka jira/ Dhaqangalkiisa

1. Waa maxay fahamka aad ka haysataa fikrada la xidhiidha daryeelida hore ee caruurta iyo waxbarashadooda?

2. Waa maxay muhiimada loo sameeynayo waxbarashada hore ee caruurta iyo barbaarintooda?
3. Ma sharaxi kartaa wax lidi ku ah sababina kara in ayna caruurta xaadirin WHCIB?
4. Maxaad u malaynaysaa in WHCIB looga dhigi karo suurta gal dugsiga uulada ee lagu sidkay dugsiga hoose ee dawlada?

Gashiga muhiimka ah

1. Intee in le'eg bay uuladu ku qalabaysan yihiin cudud tababaran oo iyaga lagama maarmaan u ah?
2. Sidee bay kuula eeg yihiin agbaka baris barasho iyo dhamaan deegaanka gudaha iyo dibada ee fasaladaas?
3. Ka waalid ahaan sidee bay kuula eeg yihiin qalbka fasalka dhexyaala, musqulaha, qasabadaha, goobaha lagu ciyaaro iyo qalbyada kale ee dugsigu haysto?
4. Caruurta ma haystaan qalab manhaj ama bug la xidhiidha dhaqankooda? Haddii aysan jirina sabab?

Kaqaybgalka bahwadaagta

1. Ma jiraan wax kaalmo ah oo ay bixiyaan haaydaha dawlada iyo kuwa aan dawliga ahayn? Haddaysan jirin sabab?
2. In intee le'eg bay waalidka iyo bulshaduba kaqayb qaataan taageerida caruurta dhigata fasalada uulada?
3. Xafiiska waxabarshada ee maamulka jigjiga ma leeyahay taageero wanaagsan oo lagu hirgaliyo barnaamijka WHCIB ee fasalada uulada ah ee lagu sidakay dugsiyada hoose? Haddaysan jirin waa maxay sababtu?
4. Kolka laga reebo xafiiska waxbarashada maamulka ma jiraan waa qabalee ah oo magaalda ku yaala oo sameeya taageero la xidhiidha qalabaynta caruurta?

Caqabadaha

1. Waa maxay caqabadaha la soo darsa hirgalinta WHCIB ee dugsiyada uulada ah?
2. Ma ku aragtay wax dhibaato ah oo ka jirta muuqaalka meesha iyo qalabaynta kale ee dugsiga? Haddii ay jiraan maxay yihiin?
3. Wax caqabada ma kala kulan tay xidhiidhkaaga iyo bulshada dugsiga? Haddii ay jirta maxay ahaayeen?
4. Caruurta dhibaato ma kala kulmaan agbka baris-barsho o ku yar dartood? Haddii uu jiro arinkaas maxaa xal ah?

LIFAAQA D
JAAMACADA HARAMAYA
KUULIYADA WAXABARSHADA IYO SAYNISKA DABEECADIISA
DUGSIGA DARSIDA SAREYSA
WAAXDA WAXABARSHADA LOO DHAN YAHAY IYO TA GAARKA AH

Waraysiga loogu talo galay khabiirka xafiiska waxbarshada

Magacaygu waa siciid cabdi ismaaciil. Waxaan ahay arday master ka barta jaamacada haramayI. Mawduuca aan darsayaa waa waxqabadka jira iyo caqadaha la gala kulmay hirgalinta waxabarshada hore ee caruurta iyo barbaarintooda ee fasalka lagu sidkay dugsiyada hoose ee ay dawladu leedahay khaasatan kuwa laga helo magaalada jigjiga.Ujeedada daraasakan waxay tahay inuu qiimeeyo waxqabdka jira iyo caqabadaha ka ratibma hirgalinta waxabarshada hore ee caruurta iyo barbaarintooda ee fasalka lagu sidkay dugsiyada hoose ee ay dawladu leedahay khaasatan kuwa laga magaalada jigjiga ee deegaankeenan soomalida.Aad baan kugu mahadcelinayaa ka go'naanshaha kaa aad ku muujisay in aad wakhti ila qaadato iigana jawaabta su'aalaha hoos ku xusan. Fadlan isii fikrada iyo ama xogta xaqiiqda ah ee aad hayso.Dhamaan waraysigan aan kula yeeshay wuxuu noqon doonaa mid xoogtiisa la xafiday oo ayna cid kale ogaan doonin.

Waad ku mahasan tahay iskaashiga aad ii muujisay

Waraysiga loogu talagalay khabiirka waxbarshada ee maamulka magaalada

Waxqabadka jira/ Dhaqangalkiisa

1. Ka khabiir waxbarsho ahaan, waa maxay waxqabadka jira ee waxbarshada hore ee caruurta iyo barbaarintooda ee fasalada uulada ah ee lagu sidkay dugsiyada hoose ee dawlada khaasatan kuwa laga helo maamulka magaalda jigjiga?
2. Habka ardayda loogu ogolaado dugsigu ma yahay mid xor iyo cadaalda ah?
3. Fasalkan uulada ah ma yahay mid ku haboon ardayda qabta baahida gaarka ah?
4. Ma jiraan wax tilmaan raac ah haddii ay baahida dadku badato?

5. Ma jiraan wax istaatiijiyad siyaasadeed ah ama tilmaan raac lagu hawl galo oo ku saabsan waxbarshada hore ee caruurta iyo barbaarintooda?
6. Muxuu yahay waxqabadka jira ee dhabta ee taageero ahaan u siiso fasalada uulada ah ee ay dawladu leedahay?

Gashiga muhiimka ah

1. Cadad intee le'eg ayay uuladu ku qalabaysan tahay cududii tababarnayd ee loo baahnaa?
2. Ka khabiiir xafiis waxbarsho ahaan, waa sidee agabka baris barasho iyo dhamaan deegaanka gudaha iyo dibada ee dugsigu?
3. Ka khabiiir ahaan ma hirgaliseen qalabyadii loo baahnaa ee ay wasaarada waxbarsahu u cayintay hawshan sida kuraasta, musqulaha, qasabadaha iyo goobaha lagu cayaaro?
4. Ma siisaan caruurta manhaj iyo bug la xidhiidha dhaqankooda?

Kaqayb galka bahwadaagta

1. Ma jiraan wax bahwadaag ah kuwaas oo ka shaqaynaya in lagu guulaysto WHCIB ee ardayda uulada ah ee laga helo dugsiyadiina?
2. In intee ayaad kormeer ku smaaysaaa dugsiyada uulada ah ee lagu sidkay dugsiga hoose?
3. Ma jiraan wax miisaaniyad toos ah oo loo qorsheeyay uulada ha ka timaado dawlada ama haayda aan dawlaga ahaynbee?
4. Ma ka heshay taageero lacageed oo iskaa ah xaga waalidiinta?
5. Ma ka heshay wax miisaaniyad taageero ah haayada aan dawlaga ahayn?

Caqabadaha

1. Maxay yihiin caqabadaha ugu badan ee WHCIB ee fasalada uulada ah ee lagu sidkay dugsida hoose ee dawlada?
2. Ka xafiis ahaan maxaad u qorshaysatay in aad kaga gaashaamataan caqabadaha idinkala soo gudboonaan kara dugsiga?
3. Maxaa caqabada oo ardaydu kala kulmi karaan bay'ada dugsiga iyo qalabayntiisaba?
4. Ardayda dugsiyadan dhigtaa ma la kulmaan agab yaraan?
5. Ma jiraan wax goldaloolo ah oo ka jira dhanka manhajka dugsiga?

LIFAAQA E

**KUULIYADA WAXABARSHADA IYO SAYNISKA DABEECADIISA
DUGSIGA DARSIDA SAREYSA
WAAXDA WAXABARSHADA LOO DHAN YAHAY IYO TA GAARKA AH**

UKUURGALIDA INTA LAGU JIRO SHAQADA

Ukuurgalida Koowaad(1)

Dugsiga : _____

Wakhtiga _____

Heerka uulada : _____

Maalinta ukuurgalida _____

ukuurgalida labaad(2) Muujinta ukuurgalida fsalka dhexdiisa ah

Tir	C. Fasalka uulada dibadiisa	Haa	Maya	Faallo
1	Dhismaha uuladu wuxuu ku yaalaa meel bad qabta oo ardaydu ku nadaba galayaan.			
	➤ Uuladu wuxuu aad uga fog yahay laamida			
	➤ Uuladu waxay leedahay xayndaab			
	➤ Goobta uu ku yaalo fasalka uuladu waxa uu ka madax banana yahay wax dhibaateeye iyaga			
2	Dhismaha uuladu waa mid uu arday kastaa u wanaagsan			
3	Dhismaha uuladu wuxuu leeyahay fasalo gooni u ah oo loogu talo galay in lagu siiyo adeega caafimaadka deg deg ah			
4	Dhismaha uuladu wuxuu leeyahay musqulo nadiif oo loogu talo galay dumarka iyo ragaba si gooni gooni ah			
5	Dhismaha uuladu wuxuu leeyahay qol jiif oo gooni u ah iyaga			
6	Dhismaha uuladu wuxuu leeyahay qol quudin oo caruurta gooni u ah			
7	Ardayda uulada waxay haystaan qasabado laga cabo iyo			

	meelo lagu faraxasho			
9	Ardayda uulada ahi waxay haystaan meel lagu cayaaro oo oo iyaga loogu talo galay			
10	Gidaarada uulada waxaa lagu xardhay sawiro qurux badan, tirooyin iyo xarfoba			
11	Dhismaha uuladu waa mid nadiif ah			
12	Beerta caruurta uulada dhigato lagu agbeeray waa mid ay ka buuxaan ubaxyo iyo dhir soo jiidasho lehba			

	D. Fasalka uulada dhexdiisa			
1	Fasalku waa mid nadiif ah			
2	Fasalku wuxuu leeyahay iftiin ku filan			
3	Fasalka si fiican baa loo nadiifiyay			
4	Fsalku wuxuu ku dhaw yahay meesha nadaafada loogu talo galay			
5	Fasalku wuxuu leeyahay meel lagu cayaaro			
7	Fasalku wuxuu leeyahay agab baris barasho oo kala duwan			
8	Dariishadaha fasalka uuladu waa mid suurta gal u ah hawsha laga wado fasalka			
9	Albaabadu waa kuwa fudud oo ay ardaydu si dhib yar isagana furi karaan una xidhi karaan			
10	Agabka baris barsho waxaa loo qorsheeyay in lagu hagaajiyo helitaanka iyo ka qayb galka ilmo kasta : <ul style="list-style-type: none"> ➤ Agabka baris-barsho waxaa diyaarsaday baraha ➤ Agabka baris barsho wuxuu xidhiidh la leeyahay ilmaha ➤ Agabka baris-barasho caruurtoo dhan way heli karaan 			

Ukuurgalida Sadexaad(3)

Tir	Tilmaanta la tix galinayo	Jawaabta		faallo
		Haa	maya	
	Hawlgalka baraha			
1	Baruhu ma leeyahay qorshe sanadeed uu haysto?			
2	Baruhu ma leeyahay qorshe maalinle uu haysto?			
3	Baruhu ma adeegsadaa hab bari oo ula kac kaas oo caawinaya ama balaadhinaya waxbarsahada ilmo kasta?			
4	Baruhu ma ku dhiiri galiyaa ardayda in ay ka qayb qaataan hawlgalka fasalka dhexdiisa ah?			
	Baruhu dhiiri galin ma ku sameeyaa ardaydu in ay weydiiyaan su'aalo?			
	Baruhu ma ku dhiiri galiyaa ardayda in uu magacooda ugu yeedho si ay jawaabta uga jawaabaan?			
	Baruhu ma u ogolaadaa ardayda in ay ku dhex heesaan fasalka dhexdiisa?			
5	Baruhu ma ku hogaamiyaa ardayda in ay iyagu iscaawiyaan?			
6	Baruhu ma taageeraa ilmo kasta si ay u qabtaan hawlgalka si fiican?			
7	Baruhu ma isticmaalaa hababka waaweyn ee soo jiidashada ku sameeya ilmaha (muuqaalka, argtida, taabashada iyo dhaqdhaqaaqa)			
8	Baruhu ma siiyaa taageero gooni ah ardayda qabta baahida gaarka ah?			
9	Baruhu ardayda ma ciqaaabaa?			

Ukuurgalida Afraad(4)

Ukuurgalida loogu talo galay agabka yaala gudaha iyo dibada fasalka

	C. Agabka lagu ciyaaro ee dibada yaala	Laheli karaa	Lama heli karo	Faallo
1	Leexo miisaameed			
2	Birta la fuulo			
3	Birta sinbiririxashada			
4	Leexada wareegta			
5	Leexo			
7	Goob lagu cayaaro oo fiican			
	Waxa kale			
	D. Agabka iyo qalabka yaala gudaha			
8	Qalabka fikirka iyo xirfada halxidhaale buug shaqeed kaarasha lagu cayaaro			
9	<ul style="list-style-type: none"> • Agab baris barashoo oo baruhu ka diyaariyaya waxa laga helo deegaanka • Xarfo lagu qoray warqad weyn • Tirooyin lagu warqad wayn • Sawiro kala duwan oo lagu xardhay fasalka gudihiisa 			
10	Buug shaqeed oo ilmo kastaa goonida u leeyahay			
11	Miis le'eg caruurta			
12	Khaanad ilmo kasta leeyahay			
	Kuwo kale			