



An Investigation of the Status of Early Childhood Care and Education Practices in Urban Centers of the North Wollo Administrative Zone

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ABSTRACT

The main purpose of the present study was to assess the status of childhood care and education (ECCE) practices in urban centers of the North Wollo Administrative zone. A sample of 51(9 male and 42 females) school principals and pre-school teachers participated in the study. Questionnaire, interview and observation were the main data collecting instruments. The quantitative and qualitative data analyses showed 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; most of the preschool teachers were untrained or have very limited training about ECCE, Parents' involvement was not also to the demand of the ECCE program. The correlational analysis revealed there were statistically significant positive and strong relationships between parental involvement, child health and safety, teachers' professional profile & development and child-teacher socio-emotional interaction at $P < 0.05$. Lastly, among many factors, student-teacher socio-emotional interaction was affected ($R^2 = 0.457$) by 45.7% in the compound contribution of enhanced health and safety of children and parental involvement factors in the ECCE program. Hence, integrative administrative and parent support is an essential element to finance well for holistic changes, for upgrading of ECCE staff, particularly through flexible recruitment strategies, appropriate training, quality standards, and remuneration that retain trained staff. There must be commendable partnerships between the government and important ECCE stakeholders in many preschools.

Keywords: Early childhood care, Parental involvement, socio-emotional interaction pre-schools, urban centers.

INTRODUCTION

The far-reaching benefit of Early Childhood Care and Education (ECCE) to children in particular and society at large has been given substantial attention in psychological and educational literature. During the past decades, there has been a steady increase in scientific evidence that establishes the importance of early years for later development. Research works demonstrated the importance of early care and education, family support, and innovative educational curriculum in preparing high risk and normal

children for initial success in school (, Flett, 2008; Blatchford & Woodhead, 2009; Woodhead, Ames, Vennam, & Abebe, 2009).

The importance of early childhood care and education can be justified from three overlapping arguments. The scientific argument maintains the strong link between quality ECCE programs and outcome variables in the cognitive, social, and emotional development domains (Lynch, 2004/05,

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Blatchford & Woodhead, 2009). Reviewing various sources, Kagan and Neuman (2005) reported that young children who receive quality early care and education are likely to demonstrate better cognitive and language abilities.

The economic argument presumes the long-term benefits of ECCE to society at large. This argument is based on the cost benefit analysis of early intervention versus late intervention. Although early intervention programs are expensive, their cost is much lower than the cost needed to mitigate school failures, special education needs, delinquency and other social problems at later stages (Essa, 1999).

Social equity argument conceives early childhood care and education as an overarching right of children to live and to develop to their full potential (Woodhead, 2005). The social equity argument is in alignment with the United Nations Convention on the Rights of Children (UNCRC, 1989) that advocates the rights of children to survive and get access to health and education services as part and parcel of compelling human rights. The convention underlined the importance of meeting the best interests of children by means of delivering high quality and integrated services to children. A technical committee composed of representatives from mainline ministries, international organizations, higher education institutions, and Nongovernmental Organizations for developing the National Policy Framework for Early Childhood Care and Education (2010) conducted a situation analysis and showed that most Ethiopian children live and grow under difficult conditions. The policy framework indicated the high child mortality rate, low level of maternal education, and the low school attendance rate of children in the age group ten to fourteen as risk factors that threatened children's well-being. The National Policy Framework considers ECCE program as an intervention strategy to curb the problem of child labor and also as an indispensable means in protecting the rights of children (Habtamu, 2002).

The Education and Training Policy (1994) document stipulated important statements on the importance of early childhood care and education. Issues such as the relevance of delivering quality education to speed up human development, the need for an integrated research undertaking to address cross cutting educational issues, and the contribution of teachers

competency at all levels of the education including kindergarten education to promote equity, quality and relevant education are core ideas addressed in the policy document. (Education and Training Policy, 1994) In 2010, the national government of Ethiopia, represented by the ministries of Education, Health and Women's affairs, signed and endorsed a National Policy Framework for Early Childhood Care and Education (ECCE) to provide a holistic and comprehensive approach to the development of children from pre-natal to seven years of age. The vision of the policy is to ensure the fulfillment of every child's right to a healthy start in life, to grow in a nurturing, safe, caring and stimulating environment, and to develop to their fullest potential. The National Policy to be implemented through a multi-sectorial structure of coordination amongst the Ministry of Education (as coordinating agency), the Ministry of Health, and Ministry of Women's Affairs.

There is strong ownership of the National Policy Framework for ECCE, which was developed through a participatory and multi-sectoral process spearheaded by the Minister of Education, in coordination with the Ministers of Health, and women's Affairs (National Policy Framework for

ECCE, 2010). To support the National Policy Framework, the Government of Ethiopia formulated a Strategic Operational Plan with the aim of achieving the Policy vision by increasing access and improving the quality of ECCE services for children. The ECCE Programme will be based on the basic 4 pillars of the Policy framework and strategic operational plan: **i)** Parental education – where all parents and primary caregivers will be empowered and supported in their parenting role; **ii)** Health and early stimulation – to promote holistic development and health of newborns, infants

and young children; **iii)** Preschools attached to primary schools and community-based kindergartens – to promote children's learning of basic skills, hygiene and basic life skills, social and emotional competence, self-regulation, learning motivation, cooperation and social interactions with peers; and **iv)** Community-based non-formal school readiness – to reach children who do not have access to preschool programs to promote readiness for school.

The above 4 pillars will inform the design of the National ECCE Programme and will align with the principles of the National ECCE Strategic Operational

Plan in order to: ensure availability, equitable access to and affordability of quality ECCE services to all children, especially those who are marginalized and disadvantaged (National ECCE Strategic Operation Plan, 2010). Guidelines for Preschools (4 to 6 + year) give clear instructions regarding the physical space of the preschools, cleanliness, sanitation facilities and the recommended minimum number of children for one teacher and one assistant. The recommendations are also given on learning materials, (visual, and rich in colour), outdoor play equipment, preschool curriculum and scheduling of preschool activities. The parents are guided to have regular contact with teachers and teachers are guided to carry out holistic, continuous assessment. (Strategic Operational Plan and Guideline for ECCE in Ethiopia, 2010)

The Framework proposes that schools become involved in constructing ECCE facilities attached to primary schools and that Grade 1 and 6 teachers train Child-to-Child facilitators drawn from children in Grades 5 and 6 (National Policy Framework for ECCE in Ethiopia, 2010). Still, non-governmental organizations such as communities, private institutions, and faith-based organizations, are the predominant operators of kindergartens. The government of Ethiopia introduced “O” class and child to child programs in the education system in the past few years. The government is also involved in developing curriculum, training teachers, and providing supervisory support. The enrolment of pre-primary education is increasing every year though underreporting remains a persistent issue in the kindergarten program of the pre-primary education (Statistics Annual Abstract, 2011/12).

According to the Ministry of Education, Education Statistics annual Abstract 2011/12 out of the estimated 7.51 million children of the appropriate age group (age 4-6) about 1.62 million children have been reported to have access to pre-primary education all over the country. Though the enrolment is small when compared to the appropriate age group, gross enrolment rate is higher than the previous year by about 16.4 percentage point. This increment is due to the reporting of “O” class and child to child data in the year 2004 E.C. (2011/12), which was not considered in the past years.

Early childhood programs offer very good opportunities for the growth of a child both mentally and socially. Parents expect their children to master certain skills by the time they exit preschool.

However, due to inadequate school facilities, large class sizes, weak institutional capacity, and insufficient teacher’s training and low salaries in ECCE Ethiopia they perform low academic and social skill achievement. The above factors also contribute to high absenteeism and dropout rates (Plan International Report, 2013).

Currently in Ethiopia, children under five years of age comprise the largest age range. There are approximately 10 million children zero to three years of age and seven million children 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).

It seems clear enough if early education is to fulfill its promise, especially in offering educational equity to disadvantaged and vulnerable groups, then this will require major targeted investment in quality programs.

Some local research studies revealed that, recently there is considerable expansion of ECCE centers particularly O’classess attached with studied on the impact of attending pre-school education on later academic achievement of students (Amogne Asfaw, 2014). Another researcher, Rahel Gashaw (2014) also carried out a research focusing on quality of Early Childhood Care and Education in Government ECCE centers in Bole and Kirkos Sub-cities in Addis Ababa. Her study revealed low level quality education at ECCE centers. From these researches we can see that no more attention is given to the status of ECCE even at national level.

The present study researchers knew that in this study area, in each primary school in all towns at woreda level has ECCE centers. Regardless of this extent of access, we have a quest how children in each ECCE have got quality practices in each dimensions: health related issues, facilities, teachers profile, school hygiene, nutrition. If this situation is not fully researched, the effect would be seen when children are reached higher grades, which would have been fully reduced if quality issues were addressed. Thus, this study is aimed at assessing the status of

Childhood Care and Education (ECCE) in ECCE centers in North Wollo zone. To this end, the research addresses the following questions:

1. Do Ecce centers afford of children's physical, social and cognitive developments interns of ECCE dimensions?
2. To what extent do ECCE quality dimensions relate to each other?
3. Do Ecce quality dimensions such as teachers' professional development, child health and safety and parental involvement have significant effect on care giver child socio-emotional interactions?

RESEARCH METHODS

Research Design

This research design, therefore, recognized the importance of examining the status ECCE in early childhood care and education centers. As part of quality ECCE program, it was also planned to capture the perception of parents about the role of early childhood care and education centers in transiting children to the formal school system and meanings they attach for sending children to the centers. Since it covered large areas of the zone, descriptive survey design was followed. Method of inquiry was mixed research design in which the quantitative and qualitative approaches complement each other in a way to represent and understand the subjective and objective dimensions of the program. According to Hauser-Cram et al, (2009), the exclusive use of quantitative measurement would narrow our understanding of the phenomena and hence the complementary quantitative-qualitative method appears to be the default design in ECCE research.

In line with the argument, the qualitative approach would help to capture data obtained from observations and meanings and interpretations parents ascribe to quality early childhood care and education programs. Perceptions, the nature of involvement in the program, and the degree of decision-making by parents would enable them to capture experiences of parents.

Hauser-Cram et al.,(2009) stated that he perspectives, participatory, and empowerment models take most seriously the point of view of the participants in a program For the quantitative aspect of the research design, teachers rating scale was employed to capture social competencies as indicator of outcome variable. From the mixed-design approach the Concurrent

Triangulation Strategy was used to integrate quantitative and qualitative data and cross-validate findings obtained from different sources (Creswell, 2003). Study areas and Population in capital towns (Muja, Dawnt, Kone, Lalibela, Filakit, Kobo, Mersa and Ayna-Bugna) of woredas and Woldia town in N/Wollo Administrative Zone were considered as sample frame; hence all teachers, supervisors, directors, ECCE centers and educational officers in zone and woredal levels were the population of the study.

Sampling Techniques and samples

Capital Towns of woredas were considered totally. Since the number of centers and teachers in these towns are different, teachers' experiences and profile were also supposed to be varied; researchers believed that it was manageable to reach among all centers in all towns, total sampling was found to be appropriate sampling technique for the centers. Out of 123 ECCE teachers, 51 teachers were selected as samples proportionally.

Other informants about the overall program including 8 directors of centers, one zonal focal person and 2 participants from non-educational sectors including gender officers, health and nutrition officers in the zone were selected purposefully for interview.

Data collecting Techniques

Observation checklists, in-depth interviews, and ECCE teacher's questionnaire were the main data collecting instruments. Observation checklist: were used to get information about overall physical entities of the center (kindergarten) and teacher-students classroom interaction. Here standards outlined by the Ministry of Education were used to frame the checklist. ECCE teachers Questionnaire: The contents of the teachers' questionnaire included: background data about themselves and the preschools they are associated to, training experiences particularly as preschool teacher and reflections, teaching methods, aids and materials were employed and their developmental and cultural appropriateness, medium of instruction, quality of preschool education, problems encountered and solutions.

The data collection tools were validated by distributing questionnaires in one ECCE center and feedback was received on the organization of the questionnaire, content of the questionnaire and clarity of the questions. Face and content validation was checked.

In-depth Interview

A semi-structured interview was used because of its flexibility (Patton, 2002). It allowed depth to be achieved by providing the opportunity on the part of the interviewer to probe and expand interviewee's responses. The interview was conducted among principals of ECCE centers, zonal and woredas level focal persons to find responses in issues such as; strategies, access, quality and equity and government commitment towards improving quality of ECCE.

Method of Data Analysis

Data collected using closed ended questionnaire were coded and entered into SPSS software. Data were analyzed using the same software and the result was expressed using frequency distribution, mean, standard deviation, correlation and presented using tables. Data collected using the open-ended questions in the questionnaire, interview and observation checklist data were not convenient to be analyzed in SPSS software. Therefore, researchers used thematic analysis to analyze the semi-structured questions.

RESULTS AND DISCUSSION

Results

The present study depicted the average participation of teachers in professional development practices specifically focusing on, getting adequate training on Early Childhood Care and Education, graduate profile alignment with Early Childhood Care and Education program, getting performance-based recognition and incentives from the school. The result was found to be mean of 3.04 with standard deviation of 0.79,(see Appendix A).

Teachers were asked to rate about their awareness about health and safety rules, their practices in keeping children healthy in classroom, orientation about feeding and nutrition for both parents and children, helping children in appropriate toilet training, and keeping clean about children's face, clothe and body and it was found mean of 3.54 with standard deviation value of 0.64 (see Appendix A). Teachers also reported that there is parents' involvement in Early Childhood Care and Education program when the school sends call letter or in semester wise meeting. In average, it was found a mean of 3.46 with standard deviation of 0.49, (see Appendix A).

Similarly, it was also found that the status of teacher-child socio-emotional status is ($\chi^2 = 4.26$) with standard deviation of (St d= .46). This average

reported was found based on factors related to student-teacher state of greeting, way of motivating students to express their feelings, share their learning needs, communicating everything with individual student, parent childlike relationship, listening to children regardless of their talk, respecting as if they are adolescents, allowing children asking anything they feel, using easy way of expressions to enable children understand usual checking if children wear neat clothes, eat well and sleep well at home and so on.

In this study, document was reviewed concerning objectives of the curriculum/syllabus, activities designed in the curriculum, assessment schemes, patterns of games, and minimum competence of children who pass through ECCE program. Accordingly, per the degree of rater agreement(a teacher from each school and researchers") it was found that the curriculum has, Semester wise schemes in collecting data about students learning , include cultural music, arts, science and technology, literacy and numeracy, indoor game and outdoor games; it is indicated that every child has the right to get his individual need from the school; level of activities that challenges students' cognitive abilities for further; teachers respect children's right not to participate for school activities, children have the opportunities to play and learn with their preferred peers, teaching strategies and learning activities are altered based on assessment (see Appendix B.)

However, by the same raters, it was found that the curriculum document and the assessment schemes are not adequately addressed how learning materials are designed to help students who are with disabilities; there is lack of role model for home cultural practices; activities are not designed to run by schools to provide education or health related support, different assessment methods are not cited; alternative assessments are not planned for students with disabilities; teachers-parent open discussion about students' progress checklists are not designed, a single assessment result is possible for decisions for child's progress and assessment is not supposed to be made based on teachers, families and students portfolio (see Appendix B). This study also revealed the nature of physical characteristics of schools which is one of the major factor for children's learning via indoor and outdoor games as well as physical exercises which are in turn factors

for children's holistic development (cognitive, psychosocial and physical developments),

Accordingly, from the observations of many schools in urban ECCE centers, it was found that children's playing ground was fenced well; the schools are free from acidic plants, broken glasses and dangers machines; matches, lighters and plastics are away from children; there are both Amharic and English letters written on dashboard and large sized papers so that children view them easily and playing grounds are clearly viewed (see Appendix C).

However, in most urban KG schools the following result was found from observation.

- ✓ playing materials are not comfortable to use,
- ✓ there is no need based playing materials,
- ✓ There is no Adequate and Variety of playing materials,
- ✓ Every disabled child has playing materials,
- ✓ Playing materials are not maintained soon when broken
- ✓ Playing grounds are not shaded and do not protect sunny days
- ✓ playing grounds are not smooth and comfortable to play on
- ✓ Classrooms are not neat and comfortable for disabled student
- ✓ children don't wear sport or playing suit clothes as per our observation
- ✓ Playing grounds are not comfortable to play in pairs and small groups
- ✓ Feeding rooms not are spaced to accommodate children's meals
- ✓ Tables and chairs are not clean for meal learning sessions as well
- ✓ Chairs and tables are not adequately available for every child
- ✓ The schools have no affordable learning materials for all aspects development.

Result of the present study showed that all independent variable professional development practices do not predict student-teacher socio-emotional interactions. However, family involvement, practices of enhancing healthy and safety of children predict student-teacher socio emotional interaction. As indicated in Appendix D, family involvement significantly predicts socio-emotional student-teacher interaction with Pearson Correlation coefficient

enhancing healthy and safety of children significantly correlates with student-teacher socio- emotional interaction with magnitude of Pearson correlation coefficient ($r=0.69$ at $p<0.01$ level of significant). It was also found that there is strong and significant correlation between family involvement and enhancing healthy and safety of children with magnitude of Pearson correlation coefficient ($r=0.76$ at significant level of $p<0.01$), (Appendix D).

It was assumed that there are many factors which either negatively or positively affect child-teacher socio-emotional interactions, among many factors, it was found that 45.7% was contributed by enhanced health and safety of children and degree of involvement of families in Early childhood care and Education programs (Appendix E).

Discussion

Most of the pre-schools in the study area 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. Some centers lack potable water and could be environmentally inadequate due to lack of spaces for play and learning because most of them operate in buildings not originally constructed for that purpose. There is a lack of children's books, toys and other relevant educational materials in some of these pre-schools. In the pre-schools assessed there is little or no provision of adequate light and ventilation in the rooms; no provision of electricity to provide light and to operate equipment; no adequate space available for outdoor play and activities. Of course, what was found positive was schools located in a place away from the sources of excessive noise. But ECCE centers have not access for disabled- friendly and do not allow easy access for children with special needs.

Teachers Professional Profile and Development

Lack of trained human power: as most of the preschool teachers are untrained or have very limited training about ECCE. Although teacher education has a long history of teacher training and education, unlike other levels of education, the idea of formal preschool teacher training is a relatively recent phenomenon. Training preschool teachers is carried out as a shared responsibility between the government sectors. In supporting the findings of the present study, recent research conducted by Tigistu (2013) revealed that most of the existing personnel working at the different

irrelevant or only slightly relevant qualifications. Most of the personnel have qualifications in unrelated disciplines.

Qualifications remain an important indicator of both knowledge and commitment across the workforce. The UK's long-running Effective Provision of Pre-School Education study showed that settings whose staff held high-level qualifications attained greater scores on the „quality“ measure. At the same time, children made more progress if the center manager was highly qualified. The study concluded that the most effective tool for achieving high quality scores was the presence of trained teachers for a „substantial“ portion of time (Sylva et al., 2004).

Other studies highlight that the benefits of a well-balanced and thoughtful curriculum depend on the extent to which the ECEC workforce can implement a diverse curriculum through various educational approaches. In addition to having sufficient knowledge to deal with the educational content of lessons, staff must understand the process of early years development and learning (Bennett, 2012a), and should be able to successfully support child-initiated activities and a development-oriented curriculum (Jensen & Iannone, 2015).

Apart from the kindergarten teachers, the other groups of personnel do not have direct contact with early childhood settings and are mostly working in management, curriculum development, policy designing, and leadership roles. Moreover, the study revealed that unattractive salary of preschool teachers, particularly in public owned kindergartens, has led to high turnover of preschool teachers, making preschool teachers/ children ratio high.

Parents' involvement

As indicated in the result of this paper, parents' involvement is not to the demand of the ECCE program. They are believed to be children's first teachers as well as school's crucial partners for nurturing children. Families are the key setting in which children's characters are shaped. Children's development of personality, self-image, values and attitudes is greatly influenced by parents and other family members. Parents' knowledge of early childhood education, expectations and parenting style may influence children's functioning in ways to be reflected later in life.

These include, for instance, their self-care ability, social attitude and learning process in schools, as well as their compatibility with the community. Therefore, the family is an important pillar of children's development and family participation is essential for the success of early childhood education (OECD 2012b).

CONCLUSION AND RECOMMENDATIONS

Based on the result of this study, we can conclude 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, most of the preschool teachers are untrained or have very limited training about ECCE) Parents' involvement is not to the demand of the ECCE program, professional development practice does not predict student- teacher socio-emotional interactions, but there were positive and strong relationships between parental involvement for child health and safety practice, teachers professional profile and development and child-teacher socio-emotional practice.

Lastly, we can also conclude that there is no better way to break the cycle of poverty and inequality than to invest in children. Hence, in doing so the researchers would like to make the following recommendations:

1. High-level regional, zonal and woreda level political support is an essential element to finance well for holistic changes in urban ECCE centers across the zone.
2. The designation of a lead ministry or agency for policy on young children and ECCE, and an interagency coordinating mechanism with decision-making power.
3. Well-enforced national quality standards covering public provision for all age groups.
4. Stronger and more partnerships among parents, professionals, government, civil societies and other ECCE stakeholders in urban pre-schools in the zone.
5. The regional education bureau in collaboration with zonal and woreda education offices should Upgrade ECCE staff in urban centers, particularly through flexible recruitment strategies, appropriate training, quality standards

and remuneration that retains trained staff.

6. The specific inclusion of ECCE in key government resource documents, such as national budgets, sector plans and the Growth and Transformation Plan and more attention – and more funding – from donor agencies are needed.
7. Zonal and Woreda level education officials and professionals should make sure ECCE centers accessible for children with special needs.

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Appendices**Appendix A****Table-3.1** participation of teachers in professional development**Descriptive Statistics**

Variable	N	Mean	Std. Deviation
Professional Development Status	51	3.04	.79
Health And Safety Status	51	3.54	.64
Status Of Family Involvement	51	3.46	0.49
Child-Teacher Socio-Emotional Interaction	51	4.26	0.46
Total	51	3.58	0.60

Appendix B**Table-3.2.** curriculum Documents and Assessment Schedule

No.	Statement	yes	%	No	%
1	The curriculum is holistic in nature which includes cultural music, arts, science and technology, literacy and numeracy, indoor games and outdoor games.	34	66.6	17	33.4
2	Learning materials are designed to help students who are with disabilities	20	39.2	31	60.8
3	The curriculum gives direction about the nature of physical exercise, for fine and gross motor development	29	56.8	22	43.2
4	The schools are comfortable to play outdoor games freely.	38	74.5	13	25.5
5	Teaching-learning experiences promote children's ability of problem solving	41	80.4	10	19.6
6	Game experiences of the school promote students' general cognitive skills	45	88.2	6	11.8
7	There are designed goals that enforces teachers to do more on children's cognitive, socio-emotional, language and ethical developments	38	74.5	13	25.5
8	School activities are designed in a way to address individual differences	39	76.5	12	23.5

9	In a curriculum documents, it is indicated that every child has the right to get his individual need from the school.	45	88.2	6	11.8
10	Each child has always given choice of learning activities	36	70.6	15	29.4
11	Presence of role model for home cultural practices	20	39.2	31	60.8
12	Activities run by schools to provide education or health related support	20	39.2	31	60.8
13	Level of activities that challenges students' cognitive abilities	46	90.2	5	7.8
14	Matching, choice and completion are not encouraged in school	22	43.1	29	56.9
15	Instruction based assessment plan	41	80.4	10	19.6
16	Alternative assessments are made for students with disabilities	23	45	28	55
17	Efforts to make assessments valid and reliable	34	66.6	17	33.4
18	Variety of assessments are made to encourage students	49	96	2	4
19	Alternative assessments are made for students with disabilities	11	21	40	78.4
20	Every work of students is collected throughout the semester	30	58.8	21	41.2
21	Assessment is part of daily lesson plan	39	76.5	12	23.5
22	Assessment is based on classroom activities	35	68.6	16	31.4
23	There is usual teachers-parent open discussion about student's progress	20	39.2	31	60.8
24	Teaching strategies and learning activities are altered based on assessment	40	78.4	11	21.6
25	A single assessment result is used for decisions for children's progress	20	39.2	31	60.8
26	There are adequate materials that enable children exercise activities freely	26	51	25	49
27	Learning materials are comfortable to use for children to use of leave them unnecessary	31	60.8	20	39.2

28	There are access for materials there are used for experimentation by children	31	60.8	20	39.2
29	In schools there is no teacher-centered approach that accommodates many students	30	58.8	21	41.2
30	Teachers respect children's right not to participate for school activities	49	96	2	4
31	Children can play and learn with their preferred peers	42	82.3	9	17.7

Appendix C

Table 3.3. Affordance of School Environment for Aspects of Child Development

No	Satetemnt	Yes		No	
		Freq.	%	Freq.	%
1	Availability of need based, Adequate and Varity of playing materials	22	43.1	29	56.9
2	There are comfortable playing grounds which also affords disables	20	39.2	31	60.8
3	Every disabled child has playing materials	7	13.7	44	86.3
4	Children's playing ground is fenced well	50	98	1	2
5	The school is free from acidic plants, broken glasses and dangers machines	45	88.2	11.8	0%
6	playing materials are comfortable to use	22	43.1	29	56.9
7	Playing materials are maintained soon when broken	14	27.4	37	72.6
8	Playing grounds are shaded and protects sunny day	13	25.5	38	74.5
9	playing grounds are smooth and comfortable to play on	11	21.7	40	78.3
10	children usually wear sport or playing suit clothes	12	23.5	39	76.5
11	Playing grounds are clearly viewed	47	92	4	8
12	Classrooms are neat and comfortable for disabled students	22	43	29	57
13	Matches, lighters and plastics are away from children	48	94	3	6
14	Playing grounds are comfortable to play in pairs, and small groups	22	43	29	57
15	The school is far away from sound pollution and high trafficking	16	31.3	35	68.7
16	The school has adequate places to put student's clothes	9	17.6	42	82.5
17	The school has generally affordable learning materials for all aspects development	18	35.3	33	64.7
18	Feeding rooms are spaced to accommodate children's meals	13	25.5	38	74.5
19	Chairs and tables are adequately available for every child	24	47	27	53
20	Tables and chairs are in line with children's height	23	45.1	28	54.9
21	Tables and chairs are always clean for meal learning sessions as well.	24	47	27	53

Appendix D

Table 3.4 Pearson Correlation among the variables

No.	Variables	1	2	3	4
1	Professional development practices	1			
2	Enhancing health and safety	.256**	1		
3	Family involvement	.532**	.76**	1	
4	Child-teacher socio-emotional Pearson interaction	.077	.69**	.505*	1

Appendix E

Table 3.5 The prediction role of Independent Variables on dependent Variable

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.692 ^a	.478	.457	8.55292

a. Predictors: (Constant), Enhancing health and safety of children, Family-Involvement in ECCE